CONSOLIDATED STATE PERFORMANCE REPORT: PART I

for reporting on

**School Year 2016-17**

Part I Due December 14, 2017

5pm EST

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 9303[[1]](#footnote-2) of the *Elementary and Secondary Education Act (ESEA)*, as amended. The CSPR consists of two parts. Part I of the CSPR collects data related to the five *ESEA* goals established in the approved June 2002 Consolidated State Application, information required for the Annual State Report to the Secretary, as described in section 1111(h)(4) of *ESEA*, and data required under McKinney-Vento Homeless Program. Part II of the CSPR collects information related to state activities and outcomes of specific *ESEA* programs needed for the programs’ GPRA indicators or other assessment and reporting requirement.

**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 (expires 5/31/18)**. The time required to complete this information collection for Part I and Part II combined is estimated to average 30.84 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **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.

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## 1.1 STANDARDS AND ASSESSMENT DEVELOPMENT

This section requests descriptions of the State’s implementation of the *Elementary and Secondary Education Act (ESEA),* as amended,academic content standards, academic achievement standards and assessments to meet the requirements of Section 1111(b)(1) of *ESEA*.

### 1.1.1 Academic Content Standards

Indicate below whether your state has made or is planning to make revisions to or change the State's academic content standards in mathematics, reading/language arts or science since the State’s content standards were most recently approved through ED’s peer review process for State assessment systems. If yes, indicate specifically in what school year your State implemented or will implement the revisions or changes.

\_\_\_\_\_ No revisions or changes to academic content standards in mathematics,

reading/language arts or science made or planned.

\_\_\_\_\_ State has revised or changed its academic content standards in

mathematics, reading/language arts or science or is planning to make revisions to or change its academic content standards in mathematics, reading/language arts or science. Indicate below the year these changes were or will be implemented or “Not Applicable” to indicate that changes were not made or will not be made in the subject area.

Acceptable responses are a school year (e.g., 2016-17) or Not Applicable.

| **Academic Content Standards** | **Mathematics**  | **Reading/ Language Arts** | **Science** |
| --- | --- | --- | --- |
| Academic Content Standards |  |  |  |

If the responses above do not fully describe revisions or changes to your State’s academic content standards, describe the revisions or changes below.

The response is limited to 1,000 characters.

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#### 1.1.1.1 Academic Achievement Standards in Mathematics, Reading/Language Arts and Science

Indicate below whether your state has changed or is planning to change the State's academic achievement standards in mathematics, reading/language arts or science since the State’s academic achievement standards were most recently approved through ED’s peer review process for State assessment systems. If yes, indicate specifically in what school year your State implemented or will implement the changes.

As applicable, include changes to academic achievement standards based on any assessments (e.g., alternate assessments based on alternate achievement standards, alternate assessments based on modified achievement standards, native language assessments, or others) implemented to meet the assessment requirements under Section 1111(b)(3) of *ESEA*.

\_\_\_\_\_ No revisions or changes to academic achievement standards in

mathematics, reading/language arts or science made or planned.

\_\_\_\_\_ State has changed its academic achievement standards or is planning to

change its academic achievement standards in mathematics,

reading/language arts or science. Indicate below either the school year in

which these changes were or will be implemented or “Not Applicable” to indicate that changes were not made or will not be made in the subject area.

Acceptable responses are a school year (e.g., 2016-17) or Not Applicable.

| **Academic Achievement Standards for** | **Mathematics**  | **Reading/ Language Arts** | **Science** |
| --- | --- | --- | --- |
| Regular Assessments in Grades 3-8 |  |  |  |
| Regular Assessments in High School |  |  |  |
| Alternate Assessments Based on Grade-Level Achievement Standards (if applicable) |  |  |  |
| Alternate Assessments Based on Modified Achievement Standards (if applicable) |  |  |  |
| Alternate Assessments Based on Alternate Achievement Standards |  |  |  |

If the responses above do not fully describe revisions or changes to your State’s academic achievement standards, describe the revisions or changes below.

The response is limited to 1,000 characters.

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### 1.1.2 Assessments in Mathematics, Reading/Language Arts and Science

Indicate below whether your state has changed or is planning to change the State's academic assessments in mathematics, reading/language arts or science since the State’s academic assessments were most recently approved through ED’s peer review process for State assessment systems. If yes, indicate specifically in what school year your State implemented or will implement the changes.

As applicable, include any assessments (e.g., alternate assessments based on alternate achievement standards, alternate assessments based on modified achievement standards, native language assessments, or others) implemented to meet the assessment requirements under Section 1111(b)(3) of *ESEA.*

\_\_\_\_\_ No changes to assessments in mathematics, reading/language arts or

science made or planned.

\_\_\_\_\_ State has changed or is planning to change its assessments in mathematics, reading/language arts or science. Indicate below the year these changes were implemented or “Not Applicable” to indicate that changes were not made or will not be made in the subject area.

Acceptable responses are a school year (e.g., 2016-17) or Not Applicable.

| **Academic Assessments** | **Mathematics**  | **Reading/ Language Arts** | **Science** |
| --- | --- | --- | --- |
| Regular Assessments in Grades 3-8 |  |  |  |
| Regular Assessments in High School |  |  |  |
| Alternate Assessments Based on Grade-Level Achievement Standards (if applicable) |  |  |  |
| Alternate Assessments Based on Modified Achievement Standards (if applicable) |  |  |  |
| Alternate Assessments Based on Alternate Achievement Standards |  |  |  |

If the responses above do not fully describe revisions or changes to your State’s academic achievement standards, describe the revisions or changes below.

The response is limited to 1,000 characters.

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### 1.1.3 Grants for State Assessments and Related Activities

#### 1.1.3.1 Percentages of Funds Used for Standards and Assessment Development and Other Purposes

For funds your State had available under *ESEA* section 6111 (Grants for State Assessments and Related Activities) during SY 2016-17, 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) |  |
| To administer assessments required by Section 1111(b) or to carry out other activities described in section 6111 and other activities related to ensuring that the State’s schools and local educational agencies are held accountable for the results |  |

#### 1.1.3.2 Uses of Funds for Purposes Other than Standards and Assessment Development

For funds your State had available under *ESEA* section 6111 (Grants for State Assessments and Related Activities) during SY 2016-17 that were used for purposes other than the costs of the development of the State assessments and standards required by section 1111(b), 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) |  |
| Developing challenging State academic content and student academic achievement standards and aligned assessments in academic subjects for which standards and assessments are not required by Section 1111(b). |  |
| Developing or improving assessments of English language proficiency necessary to comply with Section 1111(b)(7) |  |
| Ensuring the continued validity and reliability of State assessments, and/or refining State assessments to ensure their continued alignment with the State’s academic content standards and to improve the alignment of curricula and instructional materials |  |
| Developing multiple measures to increase the reliability and validity of State assessment systems |  |
| Strengthening the capacity of local educational agencies and schools to provide all students the opportunity to increase educational achievement, including carrying out professional development activities aligned with State student academic achievement standards and assessments |  |
| Expanding the range of accommodations available to students with limited English proficiency and students with disabilities (*IDEA*) to improve the rates of inclusion of such students, including professional development activities aligned with State academic achievement standards and assessments |  |
| Improving the dissemination of information on student achievement and school performance to parents and the community, including the development of information and reporting systems designed to identify best educational practices based on scientifically based research or to assist in linking records of student achievement, length of enrollment, and graduation over time |  |
| Other |  |

## 1.2 PARTICIPATION IN STATE ASSESSMENTS[[2]](#footnote-3)

This section collects data on the participation of students 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 are identified in their Accountability Workbooks. The charts below display racial/ethnic data that have been mapped from the major racial and ethnic groups identified in their workbooks to the racial/ethnic groups shown.

### 1.2.1 Participation of All Students in Mathematics Assessment

In the table below, provide the number of students enrolled during the State’s testing window for mathematics assessments required under Section 1111(b)(3) of *ESEA* (regardless of whether the students were present for a full academic year) and the number of students who participated in the mathematics assessment in accordance with *ESEA*. The percentage of students who were tested for mathematics 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 students with disabilities (*IDEA*). Do not include students only covered under Section 504 of the *Rehabilitation Act of 1973*.

The student group “limited English proficient (LEP) students” includes recently arrived students who have attended schools in the United States for fewer than 12 months. Do not include former LEP students.

| **Student Group** | **# Students Enrolled** | **# Students Participating** | **Percentage of Students Participating** |
| --- | --- | --- | --- |
| All students |  |  | (Auto calculated) |
| American Indian or Alaska Native |  |  | (Auto calculated) |
| Asian or Pacific Islander  |  |  | (Auto calculated) |
| *Asian* |  |  | (Auto calculated) |
| *Native Hawaiian or other Pacific Islander* |  |  | (Auto calculated) |
| Black or African American  |  |  | (Auto calculated) |
| Hispanic or Latino |  |  | (Auto calculated) |
| White |  |  | (Auto calculated) |
| Two or more races |  |  |  |
| Children with disabilities (*IDEA*) |  |  | (Auto calculated) |
| Limited English proficient (LEP) students |  |  | (Auto calculated) |
| Economically disadvantaged students |  |  | (Auto calculated) |
| Migratory students |  |  | (Auto calculated) |
| Male |  |  | (Auto calculated) |
| Female |  |  | (Auto calculated) |

### 1.2.2 Participation of Students 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)(3) of *ESEA* (regardless of whether the children were present for a full academic year) 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 students with disabilities (*IDEA*) as defined under the *Individuals with Disabilities Education Act (IDEA)*. Do not include former students with disabilities (*IDEA*). Do not include students only covered under Section 504 of the *Rehabilitation Act of 1973*.

| **Type of Assessment** | # Children with Disabilities *(IDEA)* Participating | **Percentage of Children with Disabilities (*IDEA*) Participating, Who Took the Specified Assessment** |
| --- | --- | --- |
| Regular Assessment without Accommodations |  | (Auto calculated) |
| Regular Assessment with Accommodations |  | (Auto calculated) |
| Alternate Assessment Based on Grade-Level Achievement Standards |  | (Auto calculated) |
| Alternate Assessment Based on Modified Achievement Standards |  | (Auto calculated) |
| Alternate Assessment Based on Alternate Achievement Standards |  | (Auto calculated) |
| Total | (Auto calculated) | /////////////////////////////////////// |

### 1.2.3 Participation of All Students in the Reading/Language Arts Assessment

This section is similar to 1.2.1 and collects data on the State’s reading/language arts assessment.

#### 1.2.3.1 Recently Arrived LEP Students Taking ELP Assessments in Lieu of Reading/Language Arts Assessments

In the table below, provide the number of recently arrived LEP students (as defined in 34 C.F.R. Part 200.6(b)(4)) included in the participation counts in 1.2.3 who took an assessment of English language proficiency in lieu of the State’s reading/language arts assessment, as permitted under 34 C.F.R. Part 200.20.

| **Recently Arrived LEP Students** | **#** |
| --- | --- |
| Recently arrived LEP students who took an assessment of English language proficiency in lieu of the State’s reading/language arts assessment |  |

### 1.2.4 Participation of Students with Disabilities (*IDEA*) in Reading/Language Arts Assessment

This section is similar to 1.2.2 and collects data on the State’s reading/language arts assessment.

The data provided should include reading/language arts participation data from all students with disabilities (*IDEA*) as defined under the *Individuals with Disabilities Education Act (IDEA)*. Do not include former students 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 students with disabilities (*IDEA*) who are also LEP students in the U.S. less than 12 months who took the ELP in lieu of the statewide reading/language arts assessment.

| **Type of Assessment** | **# Children with Disabilities *(IDEA)* Participating** | **Percentage of Children with Disabilities (*IDEA*) Participating, Who Took the Specified Assessment** |
| --- | --- | --- |
| Regular Assessment without Accommodations |  | (Auto calculated) |
| Regular Assessment with Accommodations |  | (Auto calculated) |
| Alternate Assessment Based on Grade-Level Achievement Standards |  | (Auto calculated) |
| Alternate Assessment Based on Modified Achievement Standards |  | (Auto calculated) |
| Alternate Assessment Based on Alternate Achievement Standards |  | (Auto calculated) |
| LEP < 12 months, took ELP |  |  |
| Total | (Auto calculated) | /////////////////////////////////////// |

### 1.2.5 Participation of All Students in the Science Assessment

This section is similar to 1.2.1 and collects data on the State’s science assessment.

### 1.2.6 Participation of Students with Disabilities (*IDEA*) in Science Assessment

This section is similar to 1.2.2 and collects data on the State’s science assessment. The data provided should include science participation results from all students with disabilities (*IDEA*) as defined under the *Individuals with Disabilities Education Act (IDEA)*. Do not include former students with disabilities (*IDEA*). Do not include students only covered under Section 504 of the *Rehabilitation Act of 1973*.

## 1.3 STUDENT ACADEMIC ACHIEVEMENT[[3]](#footnote-4)

This section collects data on student academic achievement on 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 are identified in their Accountability Workbooks. The charts below display racial/ethnic data that have been mapped from the major racial and ethnic groups identified in their workbooks to the racial/ethnic groups shown.

### 1.3.1 Student Academic Achievement in Mathematics

In the format of the table below, provide the number of students who received a valid score on the State assessment(s) in mathematics implemented to meet the requirements of Section 1111(b)(3) of *ESEA* (regardless of whether the students were present for a full academic year) and for whom a proficiency level was assigned, and the number of these students who scored at or above proficient, in grades 3 through 8 and high school. The percentage of students who scored at or above proficient is calculated automatically.

The student group “children with disabilities (*IDEA*)” includes children who participated, and for whom a proficiency level was assigned in the regular assessments with or without accommodations and alternate assessments. Do not include former students with disabilities (*IDEA*). The student group “limited English proficient (LEP) students” does include recently arrived students who have attended schools in the United States for fewer than 12 months. Do not include former LEP students.

| **Grade (insert grade #)** | **# 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 |  |  | (Auto calculated) |
| American Indian or Alaska Native |  |  | (Auto calculated) |
| Asian or Pacific Islander  |  |  | (Auto calculated)  |
| *Asian* |  |  | (Auto calculated) |
| *Native Hawaiian or Other Pacific Islander* |  |  | (Auto calculated) |
| Black or African American |  |  | (Auto calculated)  |
| Hispanic or Latino |  |  | (Auto calculated)  |
| White |  |  | (Auto calculated)  |
| Two or more races |  |  |  |
| Children with disabilities (*IDEA*) |  |  | (Auto calculated)  |
| Limited English proficient (LEP) students |  |  | (Auto calculated)  |
| Economically disadvantaged students |  |  | (Auto calculated)  |
| Migratory students |  |  | (Auto calculated)  |
| Male |  |  | (Auto calculated)  |
| Female |  |  | (Auto calculated)  |

### 1.3.2 Student Academic Achievement in Reading/Language Arts

This section is similar to 1.3.1. The only difference is that this section collects data on the State’s reading/language arts assessment, and the difference noted in the paragraph below.

The student group “limited English proficient (LEP) students” 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 in lieu of the State’s reading/language arts assessment. Do not include former LEP students.

### 1.3.3 Student Academic Achievement in Science

This section is similar to 1.3.1. The only difference is that this section collects data on the State’s science assessment administered at least once in each of the following grade spans: 3 through 5, 6 through 9, and 10 through 12.

Limited English Proficient (LEP) students include recently arrived students who have attended schools in the United States for fewer than 12 months. Do not include former LEP students.

## 1.4 SCHOOL AND DISTRICT ACCOUNTABILITY

* 1. **SCHOOL AND DISTRICT ACCOUNTABILITY**

This section collects data on accountability.

### 1.4.4.3 Corrective Action

In the table below, for schools in corrective action, provide the number of schools for which the listed corrective actions under *ESEA* were implemented in
SY 2016-17 (based on SY 2015-16 assessments under Section 1111 of *ESEA*).

| **Corrective Action** | **# of Title I Schools in Corrective Action in Which the Corrective Action was Implemented in SY 2016-17** |
| --- | --- |
| Required implementation of a new research-based curriculum or instructional program |  |
| Extension of the school year or school day |  |
| Replacement of staff members, not including the principal, who were relevant to the school’s low performance |  |
| Significant decrease in management authority at the school level |  |
| Replacement of the principal |  |
| Restructuring the internal organization of the school |  |
| Appointment of an outside expert to advise the school |  |

### 1.4.4.4 Restructuring – Year 2

In the table below, for schools in restructuring – year 2 (implementation year), provide the number of schools for which the listed restructuring actions under *ESEA* were implemented in SY 2016-17 (based on SY 2015-16 assessments under Section 1111 of *ESEA*).

| **Restructuring Action** | **# of Title I Schools in Restructuring in Which Restructuring Action Is Being Implemented** |
| --- | --- |
| Replacement of all or most of the school staff (which may include the principal)  |  |
| Reopening the school as a public charter school |  |
| Entering into a contract with a private entity to operate the school |  |
| Takeover of the school by the State |  |
| Other major restructuring of the school governance |  |

In the space below, list specifically the “other major restructuring of the school governance” action(s) that were implemented.

This response is limited to 8,000 characters.

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### 1.4.5.2 Actions Taken for Districts That Received Title I Funds and Were Identified for Improvement

In the space below, briefly describe the measures being taken to address the achievement problems of districts identified for improvement or corrective action. Include a discussion of the technical assistance provided by the State (e.g., the number of districts served, the nature and duration of assistance provided, etc.).

The response is limited to 8,000 characters.

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|  |

### 1.4.5.3 Corrective Action

In the table below, for districts in corrective action, provide the number of districts in corrective action in which the listed corrective actions under *ESEA* were implemented in SY 2016-17 (based on SY 2015-16 assessments under Section 1111 of *ESEA*).

| **Corrective Action** | **# of Districts receiving Title I funds in Corrective Action in Which Corrective Action was Implemented in SY 2016-17** |
| --- | --- |
| Implemented a new curriculum based on State standards |  |
| Authorized students to transfer from district schools to higher performing schools in a neighboring district |  |
| Deferred programmatic funds or reduced administrative funds |  |
| Replaced district personnel who are relevant to the failure to make AYP |  |
| Removed one or more schools from the jurisdiction of the district |  |
| Appointed a receiver or trustee to administer the affairs of the district |  |
| Restructured the district |  |
| Abolished the district (list the number of districts abolished between the end of SY 2015-16 and beginning of SY 2016-17 as a corrective action) |  |

### 1.4.8 Sections 1003(a) and (g) School Improvement Funds

In the section below, “schools in improvement” refers to Title I schools identified for improvement, corrective action, or restructuring under Section 1116 of *ESEA.*

#### 1.4.8.5 Use of Sections 1003(a) and (g) School Improvement Funds

##### 1.4.8.5.1 Section 1003(a) State Reservations

In the space provided, enter the percentage of the FY 2016 (SY 2016-17) Title I, Part A allocation that the SEA reserved in accordance with Section 1003(a) of *ESEA* and §200.100(a) of ED’s regulations governing the reservation of funds for school improvement under Section 1003(a) of *ESEA*.

##### 1.4.8.5.2 Sections 1003(a) and 1003(g) Allocations to LEAs and Schools

The data for this question are reported through ED*Facts* files and compiled in the EDEN012 "Section 1003(a) and 1003(g) Allocations to LEAs and Schools" report in theED*Facts* Reporting System (ERS).

| **Name of LEA with One or More Schools Provided Assistance through Section 1003(a) Funds in SY 2016-17** | **NCES LEA ID** | **Amount of LEA’s 1003(a) Allocation** |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

In the tables below, provide the requested information for FY 2011 (SY 2011-12).

| **Name of LEA with One or More Schools Provided Assistance through Section 1003(g) Funds in SY 2016-17** | **NCES LEA ID** | **Amount of LEA’s 1003(g) Allocation** |
| --- | --- | --- |
|  |  |  |
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##### 1.4.8.5.3 Use of Section 1003(g)(8) Funds for Evaluation and Technical Assistance

Section 1003(g)(8) of *ESEA* allows States to reserve up to five percent of Section 1003(g) funds for administration and to meet the evaluation and technical assistance requirements for this program. In the space below, identify and describe the specific Section 1003(g) evaluation and technical assistance activities that your State conducted during SY 2016-17.

This response is limited to 8,000 characters.

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#### 1.4.8.6 Actions Taken for Title I Schools Identified for Improvement Supported by Funds Other than Those of Sections 1003(a) and 1003(g)

In the space below, describe actions (if any) taken by your State in SY 2016-17 that were supported by **funds other than Sections 1003(a) and 1003(g) funds** to address the achievement problems of schools identified for improvement, corrective action, or restructuring under Section 1116 of *ESEA* .

The response is limited to 8,000 characters.

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|  |

## 1.6 TITLE III AND LANGUAGE INSTRUCTIONAL PROGRAMS

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

### 1.6.1 Language Instruction Educational Programs

In the table below, place a check next to each type of language instruction educational program implemented in the State, as defined under Section 3301(8), as required by Sections 3121(a)(1), 3123(b)(1), and 3123(b)(2).

**Table 1.6.1 Definitions:**

1. **Types of Programs =** Types of programs described in the subgrantee’s local plan (as submitted to the State or as implemented) that is closest to the descriptions in <http://www.ncela.us/files/rcd/BE021775/Glossary_of_Terms.pdf>
2. **Other Language =** Name of the language of instruction, other than English, used in the programs.

| **Check Types of Programs** | **Type of Program** | **Other Language** |
| --- | --- | --- |
|  | Dual language |  |
|  | Two-way immersion |  |
|  | Transitional bilingual |  |
|  | Developmental bilingual |  |
|  | Heritage language |  |
|  | Sheltered English instruction | ///////////////////////////////////////////// |
|  | Structured English immersion | ///////////////////////////////////////////// |
|  | Specially designed academic instruction delivered in English (SDAIE) | /////////////////////////////////////////////////////////////////////////////////////////////////////////////////////////////////////// |
|  | Content-based ESL | ///////////////////////////////////////////// |
|  | Pull-out ESL | ///////////////////////////////////////////// |
|  | Other (explain in comment box below) | ////////////////////////////////////////////////////////////////////////////////////// |

The response is limited to 8,000 characters.

|  |
| --- |
|  |

### 1.6.2 Student Demographic Data

#### 1.6.2.1 Number of ALL LEP Students in the State

In the table below, provide the October 1 count of ALL LEP students in the State who meet the LEP definition under Section 9101(25).

* Include newly enrolled (recent arrivals to the U.S.) and continually enrolled LEP students, whether or not they receive services in a Title III language instruction educational program.
* Do not include Former LEP students (as defined in
Section 200.20(f)(2) of the Title I regulation) and monitored Former LEP students (as defined under Section 3121(a)(4) of Title III) in the ALL LEP student count in this table.

|  |  |
| --- | --- |
| Number of ALL LEP students in the State |  |

#### 1.6.2.2 Number of LEP Students Who Received Title III Language Instruction Educational Program Services

In the table below, provide the October 1 count of LEP students in the State who received services in Title III language instructional education programs.

| **LEP Students Receiving Services** | **#** |
| --- | --- |
| LEP students who received services in a Title III language instruction educational program in grades K through 12 for this reporting year. |  |

#### 1.6.2.3 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 LEP students, not just LEP students who received Title III services). The top five languages should be determined by the highest number of students speaking each of the languages listed**.**

| **Language** | **# LEP Students** |
| --- | --- |
|   |  |
|   |   |
|   |   |
|  |  |
|  |  |

Report additional languages with significant numbers of LEP students in the comment box below.

The response is limited to 8,000 characters.

|  |
| --- |
|  |

### 1.6.3 Student Performance Data

This section collects data on LEP students’ English language proficiency, as required by Sections 1111(h)(4)(D) and 3121(a)(2).

##### 1.6.3.1.1 ALL LEP Students Tested on the State Annual English Language Proficiency Assessment

In the table below, please provide the number of ALL LEP students tested and not tested on annual State English language proficiency (ELP) assessment (as defined in 1.6.2.1).

| **All LEP Testing** | **#** |
| --- | --- |
| Number tested on State annual ELP assessment |  |
| Number not tested on State annual ELP assessment |  |
| Total | (Auto-calculated) |

##### 1.6.3.1.2 ALL LEP Student English Language Proficiency Results

| **All LEP Results** | **#** |
| --- | --- |
| Number attained proficiency on State annual ELP assessment |  |
| Percent attained proficiency on State annual ELP assessment | (Auto-calculated) |

##### 1.6.3.2.1 Title III LEP Students Tested on the State Annual English Language Proficiency Assessment

In the table below, provide the number of Title III LEP students tested and not tested on annual State English language proficiency assessment.

| **Title III LEP Testing** | **#** |
| --- | --- |
| Number tested on State annual ELP assessment |  |
| Number not tested on State annual ELP assessment |  |
| Total | (Auto-calculated) |

In the table below, provide the number of Title III students who took the State annual ELP assessment for the first time and whose progress cannot be determined. Report this number ONLY if the State did not include them in the calculations for making progress (# and % making progress).

| **Title III First Time Tested** | **#** |
| --- | --- |
| Number of Title III students who took the State annual ELP assessment for the first time, whose progress cannot be determined. |  |

##### 1.6.3.2.2 Title III LEP English Language Proficiency Results

This section collects information on Title III LEP students’ development of English and attainment of English proficiency.

**Table 1.6.3.2.2 Definitions:**

1. **Making Progress =** Number and percent of Title III LEP students that met the definition of “Making Progress” as defined by the State and submitted to ED in the Consolidated State Application (CSA), or as amended.
2. **Attained Proficiency =** Number and percent of Title III LEP students that met the State definition of “Attainment” of English language proficiency submitted to ED in the Consolidated State Application (CSA), or as amended.
3. **Results =** Number and percent of Title III LEP students that met the State definition of “Making Progress” and the number and percent that met the State definition of “Attainment” of English language proficiency.

In the table below, provide the results from the annual State English language proficiency assessment for Title III-served LEP students who participated in a Title III language instruction educational program in grades K through 12.

|  **Title III Results** | **Results #** | **Results %** |
| --- | --- | --- |
| Making progress |   | (Auto calculated) |
| Attained proficiency |   | (Auto calculated) |

#### 1.6.3.5 Native Language Assessments

This section collects data on LEP students assessed in their native language (Section 1111(b)(6)).

##### 1.6.3.5.1 LEP Students Assessed in Native Language

In the table below, check “Yes” if the specified assessment is used .

| **Native Language Testing** | **Yes/No** |
| --- | --- |
| State offers the State reading/language arts content tests in the students’ native language(s). |  |  |
| State offers the State mathematics content tests in the students’ native language(s). |  |  |
| State offers the State science content tests in the students’ native language(s). |  |  |

##### 1.6.3.5.2 Native Language of Mathematics Tests Given

In the table below, report the language(s) in which native language assessments are given for *ESEA* accountability determinations for mathematics.

| **Language (s)**  |
| --- |
|  |
|  |
|  |
|  |
|  |

##### 1.6.3.5.3 Native Language of Reading/Language Arts Tests Given

In the table below, report the language(s) in which native language assessments are given for *ESEA* accountability determinations for reading/language arts.

| **Language (s)**  |
| --- |
|  |
|  |
|  |
|  |
|  |

##### 1.6.3.5.4 Native Language of Science Tests Given

In the table below, report the language(s) in which native language assessments are given for *ESEA* accountability determinations for science.

| **Language (s)**  |
| --- |
|  |
|  |
|  |
|  |
|  |

#### 1.6.3.6 Title III Served Monitored Former LEP (MFLEP) Students

This section collects data on the performance of former LEP students as required by Sections 3121(a)(4) and 3123(b)(8).

##### 1.6.3.6.1 Title III Served MFLEP Students by Year Monitored

In the table below, report the unduplicated count of monitored former LEP students during the two consecutive years of monitoring, which includes both MFLEP students in all grades.

Monitored Former LEP (MFLEP) students include:

* Students who have transitioned out of a language instruction educational program.
* Students who are no longer receiving LEP services and who are being monitored for academic content achievement for 2 years after the transition.

**Table 1.6.3.6.1 Definitions:**

1. **# Year One =** Number of former LEP students in their first year of being monitored.
2. **# Year Two =** Number of former LEP students in their second year of being monitored.
3. **Total =** Number of monitored former LEP students in year one and year two. This is automatically calculated.

| **# Year One** | **# Year Two** | **Total** |
| --- | --- | --- |
|  |   |  (Auto calculated) |

##### 1.6.3.6.2 MFLEP Students Results for Mathematics

In the table below, report the number of MFLEP students who took the annual mathematics assessment. Please provide data only for those students who transitioned out of language instruction educational programs and who no longer received services under Title III in this reporting year. These students include both students who are monitored former LEP students in their first year of monitoring, and those in their second year of monitoring.

**Table 1.6.3.6.2 Definitions:**

1. **# Tested =** State-aggregated number of MFLEP students who were tested in mathematics.
2. **# At or Above Proficient =** State-aggregated number ofMFLEP students who scored at or above proficient on the State annual mathematics assessment.
3. **% Results =** Automatically calculated based on number who scored at or above proficient divided by the number tested.
4. **# Below proficient =** State-aggregated number MFLEP students who did not score proficient on the State annual mathematics assessment. This will be automatically calculated.

| **# Tested** | **# At or Above Proficient** | **% Results** | **# Below Proficient** |
| --- | --- | --- | --- |
|  |   | (Auto calculated) |  |

##### 1.6.3.6.3 MFLEP Students Results for Reading/Language Arts

In the table below, report results for MFLEP students who took the annual reading/language arts assessment. Please provide data only for those students who transitioned out of language instruction educational programs and who no longer received services under Title III in this reporting year. These students include both students who are monitored former LEP students in their first year of monitoring, and those in their second year of monitoring.

**Table 1.6.3.6.3 Definitions:**

1. **# Tested =** State-aggregated number of MFLEP students who were tested in reading/language arts.
2. **# At or Above Proficient =** State-aggregated number ofMFLEP students who scored at or above proficient on the State annual reading/language arts assessment.
3. **% Results =** Automatically calculated based on number who scored at or above proficient divided by the total number tested. This will be automatically calculated.
4. **# Below proficient =** State-aggregated number MFLEP students who did not score proficient on the State annual reading/language arts assessment.

| **# Tested** | **# At or Above Proficient** | **% Results** | **# Below Proficient** |
| --- | --- | --- | --- |
|  |   | (Auto calculated) |  |

##### 1.6.3.6.4 MFLEP Students Results for Science

Inthe table below, report results for MFLEP students who took the annual science assessment. Please provide data only for those students who transitioned out of language instruction educational programs and who no longer received services under Title III in this reporting year. These students include both students who are MFLEP students in their first year of monitoring, and those in their second year of monitoring.

**Table 1.6.3.6.4 Definitions:**

1. **# Tested =** State-aggregated number of MFLEP students who were tested in science.
2. **# At or Above Proficient =** State-aggregated number ofMFLEP students who scored at or above proficient on the State annual science assessment.
3. **% Results =** Automatically calculated based on number who scored at or above proficient divided by the total number tested. This will be automatically calculated.
4. **# Below proficient =** State-aggregated number MFLEP students who did not score proficient on the State annual science assessment.

| **# Tested** | **# At or Above Proficient** | **% Results** | **# Below Proficient** |
| --- | --- | --- | --- |
|  |   | (Auto calculated) |  |

### 1.6.4 Title III Subgrantees

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

#### 1.6.4.3 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 3123(b)(7).

| **Termination of Title III Programs** | **Yes No** |
| --- | --- |
| Were any Title III language instruction educational programs or activities terminated for failure to reach program goals? | □Yes | □ No |
| If yes, provide the number of language instruction educational programs or activities for immigrant children and youth terminated. |  |

### 1.6.5 Education Programs and Activities for Immigrant Students

This section collects data on education programs and activities for immigrant students.

**Note: All immigrant students are not LEP students.**

#### 1.6.5.1 Immigrant Students

In the table below, report the unduplicated number of immigrant students enrolled in schools in the State and who participated in qualifying educational programs under Section 3114(d)(1).

**Table 1.6.5.1 Definitions:**

1. **Immigrant Students Enrolled =** Number of students who meet the definition of immigrant children and youth under Section 3301(6) and enrolled in the elementary or secondary schools in the State.
2. **Students in 3114(d)(1) Program =** Number of immigrant students who participated in programs for immigrant children and youth funded under Section 3114(d)(1), using the funds reserved for immigrant education programs/activities. This number should not include immigrant students who only receive services in Title III language instructional educational programs under Sections 3114(a) and 3115(a).
3. **3114(d)(1) Subgrants =** Number of subgrants made in the State under Section 3114(d)(1), with funds reserved for immigrant education programs/activities. Do not include Title III Language Instruction Educational Program (LIEP) subgrants made under Sections 3114(a) and 3115(a) that serve immigrant students enrolled in them.

| **# Immigrant Students Enrolled** | **# Students in 3114(d)(1) Program** | **# of 3114(d)(1) Subgrants** |
| --- | --- | --- |
|   |   |  |

If State reports zero (0) students in programs or zero (0) subgrants, explain in comment box below.

The response is limited to 8,000 characters.

|  |
| --- |
|  |

### 1.6.6 Teacher Information and Professional Development

This section collects data on teachers in Title III language instruction educational programs as required under Section 3123(b)(5).

#### 1.6.6.1 Teacher Information

This section collects information about teachers as required under Section 3123 (b)(5).

In the table below, report the number of teachers who are working in the Title III language instruction educational programs as defined under Section 3301(8) and reported in 1.6.1 (Types of language instruction educational programs) even if they are not paid with Title III funds.

**Note:** Section 3301(8) – The term ‘Language instruction educational program’ means an instruction course – (A) in which a limited English proficient child is placed for the purpose of developing and attaining English proficiency, while meeting challenging State academic content and student academic achievement standards, as required by Section 1111(b)(1); 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 as a second language.

| **Title III Teachers** | **#** |
| --- | --- |
| Number of all certified/licensed teachers currently working in Title III language instruction educational programs.  |  |
| Estimate number of **additional** certified/licensed teachers that will be needed for Title III language instruction educational programs in the next 5 years\*. |  |

Explain in the comment box below if there is a zero for any item in the table above.

The response is limited to 8,000 characters.

|  |
| --- |
|  |

\*This number should be the total additional teachers needed for the next 5 years, not the number needed for each year**.** Donot include the number of teachers currently working in Title III English language instruction educational programs.

#### 1.6.6.2 Professional Development Activities of Subgrantees Related to the Teaching and Learning of LEP Students

In the tables below, provide information about the subgrantee professional development activities that meet the requirements of Section 3115(c)(2).

**Table 1.6.6.2 Definitions:**

1. **Professional Development Topics =** Subgrantee professional development topics required under Title III.
2. **#Subgrantees =** Number of subgrantees who conducted each type of professional development activity. A subgrantee may conduct more than one professional development activity. (Use the same method of counting subgrantees, including consortia, as in 1.6.1 and 1.6.4.1.)
3. **Total Number of Participants =** Number of teachers, administrators and other personnel who participated in each type of the professional development activities reported.
4. **Total =** Number of all participants in professional development (PD) activities.

| **Professional Development (PD) Topics** | **# Subgrantees** |
| --- | --- |
| Instructional strategies for LEP students |  |
| Understanding and implementation of assessment of LEP students |  |
| Understanding and implementation of ELP standards and academic content standards for LEP students |  |
| Alignment of the curriculum in language instruction educational programs to ELP standards |  |
| Subject matter knowledge for teachers |  |
| Other (Explain in comment box) |  |

Provide information on PD participants.

| **PD Participant Information** | **# Subgrantees** | **# Participants** |
| --- | --- | --- |
| PD provided to content classroom teachers |  |   |
| PD provided to LEP classroom teachers |  |    |
| PD provided to principals |  |    |
| PD provided to administrators/other than principals |  |    |
| PD provided to other school personnel/non-administrative |  |    |
| PD provided to community-based organization personnel |  |    |
|  |
| Total | //////////////////////////////////////// | (Auto calculated) |

The response is limited to 8,000 characters.

|  |
| --- |
|  |

### 1.6.7 State Subgrant Activities

This section collects data on State grant activities.

#### 1.6.7.1 State Subgrant Process

In the table below, report the time between when the State receives the Title III allocation from 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.

**Table 1.6.7.1 Definitions:**

1. **Date State Received Allocation =** Annual date the State receives the Title III allocation from U.S. Department of Education (ED).
2. **Date Funds Available to Subgrantees =** Annual 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.

Example: State received SY 2016-17 funds July 1, 2016, and then made these funds available to subgrantees on August 1, 2016, for SY 2016-17 programs. Then the “# of days/$$ Distribution” is 30 days.

| **Date State Received Allocation** | **Date Funds Available to Subgrantees** | **# of Days/$$ Distribution** |
| --- | --- | --- |
|  |  |  |

#### 1.6.7.2 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.

|  |
| --- |
|  |

## 1.7 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 |  |

## 1.9 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 |  |  |
| LEAs with subgrants |  |  |
| Total | (Auto calculated) | (Auto calculated) |

### 1.9.1 All LEAs (with and without McKinney-Vento subgrants)

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

#### 1.9.1.1 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 in Public School in LEAs Without Subgrants** | **# of Homeless Children/Youth Enrolled in Public School in LEAs With Subgrants** |
| --- | --- | --- |
| Age 3 through 5 (not Kindergarten) |  |  |
| K |  |  |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |
| 6 |  |  |
| 7 |  |  |
| 8 |  |  |
| 9 |  |  |
| 10 |  |  |
| 11 |  |  |
| 12 |  |  |
| Ungraded |  |  |
| Total | (Auto calculated) | (Auto calculated)  |

#### 1.9.1.2 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 - LEAs Without Subgrants** | **# of Homeless Children/Youth - LEAs With Subgrants** |
| --- | --- | --- |
| Shelters, transitional housing, awaiting foster care |  |  |
| Doubled-up (e.g., living with another family) |  |  |
| Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, or abandoned buildings) |  |  |
| Hotels/Motels |  |  |
| Total | (Auto calculated)  | (Auto calculated) |

**FAQ on reporting homeless students:**

*When should States use S or STH to report homeless students?* The primary nighttime residence of students who are deemed homeless under the awaiting foster care provision should be indicated as “S” for shelters, transitional housing, and awaiting foster care.  After a state is no longer permitted to use the awaiting foster care placement designation for students, the primary nighttime residence of students who are in shelters or transitional housing should be coded as “STH.” The majority of states may only include children and youth identified as homeless due to their status as awaiting foster care placement if they were identified prior to December 10, 2016.  States covered under P.L. 114-95, Section 9105(c) may include children awaiting foster care placement until December 10, 2017.  Covered states are those states that have a law that describes or defines the phrase awaiting foster care placement for the purposes of a program under the McKinney-Vento Act.

#### 1.9.1.3 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 - LEAs Without Subgrants** | **# of Homeless Children/Youth - LEAs With Subgrants** |
| --- | --- | --- |
| Unaccompanied homeless youth  |  |  |
| Migratory children/youth  |  |  |
| Children with disabilities (*IDEA*) |  |  |
| Limited English Proficient (LEP) students |  |  |

### 1.9.2 LEAs with McKinney-Vento Subgrants

The following sections collect data on LEAs with McKinney-Vento subgrants.

### 1.9.2.1 Young Homeless Children Served by McKinney-Vento Subgrants

In the table below, provide the number of homeless children and youth by grade level 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 |  |
| Age 3 through 5 (not Kindergarten) |  |
| Total | (Auto calculated) |

### 1.9.3 Academic Achievement of Homeless Students

The following questions collect data on the academic achievement of enrolled homeless children and youth.

#### 1.9.3.1 Reading Assessment

In the table below, provide the number of enrolled homeless children and youth who were tested on the State reading/language arts assessment and the number and percentage of those tested who scored at or above proficient. Provide data for grades 9 through 12 only for those grades tested for *ESEA*.

| **Grade** | **LEAs Without Subgrants - # of Homeless Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned** | **LEAs Without Subgrants - # of Homeless Students Scoring at or above Proficient** | **LEAs Without Subgrants - % of Homeless Students scoring at or above Proficient** | **LEAs With Subgrants - # of Homeless Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned** | **LEAs With Subgrants - # of Homeless Students Scoring at or above Proficient** | **LEAs With Subgrants - % of Homeless Students scoring at or above Proficient** |
| --- | --- | --- | --- | --- | --- | --- |
| 3 |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |
| 7 |  |  |  |  |  |  |
| 8 |  |  |  |  |  |  |
| High School |  |  |  |  |  |  |

#### 1.9.3.2 Mathematics Assessment

This section is similar to 1.9.3.1. The only difference is that this section collects data on the State mathematics assessment.

#### 1.9.3.3 Science Assessment

This section is similar to 1.9.3.1. The only difference is that this section collects data on the State science assessment.

1. SEC.9303. 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. [↑](#footnote-ref-2)
2. The “Asian/Pacific Islander” row in the tables below represent either the value reported by the state to the Department of Education for the major racial and ethnic group "Asian/Pacific Islander" or an aggregation of values reported by the state for the major racial and ethnic groups "Asian" and "Native Hawaiian/Other Pacific Islander or Pacific Islander" (and "Filipino" in the case of California). When the values reported in the Asian/Pacific Islander row represent the U. S. Department of Education aggregation of other values reported by the state, the detail for “Asian” and “Native Hawaiian or Other Pacific Islander” are also included in the following rows. Disaggregated reporting for assessment participation data is done according to the provisions outlined within each state's Accountability Workbook. Accordingly, not every state uses major racial and ethnic groups which enable detail of Asian American/Pacific Islander (AAPI) populations. [↑](#footnote-ref-3)
3. The “Asian/Pacific Islander” row in the tables below represent either the value reported by the state to the Department of Education for the major racial and ethnic group "Asian/Pacific Islander" or an aggregation of values reported by the state for the major racial and ethnic groups "Asian" and "Native Hawaiian/Other Pacific Islander or Pacific Islander" (and "Filipino" in the case of California). When the values reported in the Asian/Pacific Islander row represent the U. S. Department of Education aggregation of other values reported by the state, the detail for “Asian” and “Native Hawaiian or Other Pacific Islander” are also included in the following rows. Disaggregated reporting for academic achievement data is done according to the provisions outlined within each state's Accountability Workbook. Accordingly, not every state uses major racial and ethnic groups which enable detail of Asian American/Pacific Islander (AAPI) populations. [↑](#footnote-ref-4)