

**CONSOLIDATED STATE PERFORMANCE REPORT:  
Parts I and II**

for  
**STATE FORMULA GRANT PROGRAMS**  
under the  
**ELEMENTARY AND SECONDARY EDUCATION ACT**  
As amended in 2001

For reporting on  
**School Year 2014-15**



**PART I DUE THURSDAY, DECEMBER 17, 2015**  
**PART II DUE THURSDAY, FEBRUARY 11, 2016**

**U.S. DEPARTMENT OF EDUCATION**  
**WASHINGTON, DC 20202**

**PRIVACY PROTECTED VERSION**

**SOME DATA IN THIS REPORT HAVE BEEN SUPPRESSED OR BLURRED TO PROTECT STUDENT PRIVACY.**

## INTRODUCTION

Sections 9302 and 9303 of the *Elementary and Secondary Education Act (ESEA)*, as amended in 2001 provide to States the option of applying for and reporting on multiple *ESEA* programs through a single consolidated application and report. Although a central, practical purpose of the Consolidated State Application and Report is to reduce "red tape" and burden on States, the Consolidated State Application and Report are also intended to have the important purpose of encouraging the integration of State, local, and *ESEA* programs in comprehensive planning and service delivery and enhancing the likelihood that the State will coordinate planning and service delivery across multiple State and local programs. The combined goal of all educational agencies—State, local, and Federal—is a more coherent, well-integrated educational plan that will result in improved teaching and learning. The Consolidated State Application and Report includes the following *ESEA* programs:

- Title I, Part A – *Improving Basic Programs Operated by Local Educational Agencies*
- Title I, Part B, Subpart 3 – *William F. Goodling Even Start Family Literacy Programs*
- Title I, Part C – *Education of Migratory Children* (Includes the Migrant Child Count)
- Title I, Part D – *Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk*
- Title II, Part A – *Improving Teacher Quality State Grants (Teacher and Principal Training and Recruiting Fund)*
- Title III, Part A – *English Language Acquisition, Language Enhancement, and Academic Achievement Act*
- Title IV, Part A, Subpart 1 – *Safe and Drug-Free Schools and Communities State Grants*
- Title IV, Part A, Subpart 2 – *Safe and Drug-Free Schools and Communities National Activities (Community Service Grant Program)*
- Title V, Part A – *Innovative Programs*
- Title VI, Section 6111 – *Grants for State Assessments and Related Activities*
- Title VI, Part B – *Rural Education Achievement Program*
- Title X, Part C – *Education for Homeless Children and Youths*

The *ESEA* Consolidated State Performance Report (CSPR) for school year (SY) 2014-15 consists of two Parts, Part I and Part II.

### **PART I**

Part I of the CSPR requests information related to the five *ESEA* Goals, established in the June 2002 Consolidated State Application, and information required for the Annual State Report to the Secretary, as described in Section 1111(h)(4) of the *ESEA*. The five *ESEA* Goals established in the June 2002 Consolidated State Application are:

- | **Performance Goal 1:** By SY 2013 -14, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- | **Performance Goal 2:** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- | **Performance Goal 3:** By SY 2005 -06, all students will be taught by highly qualified teachers.
- | **Performance Goal 4:** All students will be educated in learning environments that are safe, drug free, and conducive to learning.
- | **Performance Goal 5:** All students will graduate from high school.

Beginning with the CSPR SY 2005-06 collection, the Education of Homeless Children and Youths was added. The Migrant Child count was added for the SY 2006-07 collection.

### **PART II**

Part II of the CSPR consists of information related to State activities and outcomes of specific *ESEA* programs. While the information requested varies from program to program, the specific information requested for this report meets the following criteria:

1. The information is needed for Department program performance plans or for other program needs.
2. The information is not available from another source, including program evaluations pending full implementation of required ED Facts submission.
3. The information will provide valid evidence of program outcomes or results.

## GENERAL INSTRUCTIONS AND TIMELINES

All States that received funding on the basis of the Consolidated State Application for the SY 2014-15 must respond to this Consolidated State Performance Report (CSPR). Part I of the Report is due to the Department by **Thursday, December 17, 2015**. Part II of the Report is due to the Department by **Thursday, February 11, 2016**. Both Part I and Part II should reflect data from the SY 2014-15, unless otherwise noted.

The format states will use to submit the Consolidated State Performance Report has changed to an online submission starting with SY 2004-05. This online submission system is being developed through the Education Data Exchange Network (EDEN) and will make the submission process less burdensome. Please see the following section on transmittal instructions for more information on how to submit this year's Consolidated State Performance Report.

## TRANSMITTAL INSTRUCTIONS

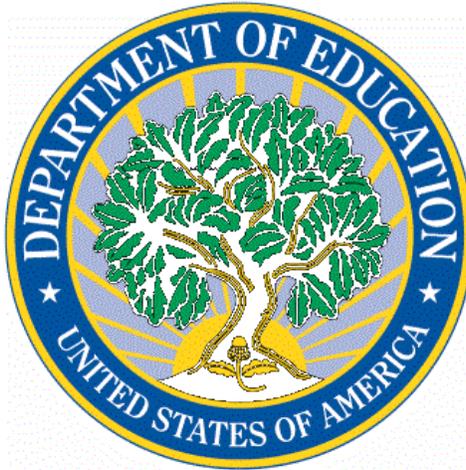
The Consolidated State Performance Report (CSPR) data will be collected online from the SEAs, using the EDEN web site. The EDEN web site will be modified to include a separate area (sub-domain) for CSPR data entry. This area will utilize EDEN formatting to the extent possible and the data will be entered in the order of the current CSPR forms. The data entry screens will include or provide access to all instructions and notes on the current CSPR forms; additionally, an effort will be made to design the screens to balance efficient data collection and reduction of visual clutter.

Initially, a state user will log onto EDEN and be provided with an option that takes him or her to the "SY 2014-15 CSPR". The main CSPR screen will allow the user to select the section of the CSPR that he or she needs to either view or enter data. After selecting a section of the CSPR, the user will be presented with a screen or set of screens where the user can input the data for that section of the CSPR. A user can only select one section of the CSPR at a time. After a state has included all available data in the designated sections of a particular CSPR Part, a lead state user will certify that Part and transmit it to the Department. Once a Part has been transmitted, ED will have access to the data. States may still make changes or additions to the transmitted data, by creating an updated version of the CSPR. Detailed instructions for transmitting the SY 2014-15 CSPR will be found on the main CSPR page of the EDEN web site (<https://EDEN.ED.GOV/EDENPortal/>).

		OMB Number: 1810-0724
		Expiration Date: 5/31/2018
Consolidated State Performance Report For State Formula Grant Programs under the Elementary And Secondary Education Act as amended in 2001		
Check the one that indicates the report you are submitting: <input checked="" type="checkbox"/> Part I, 2014-15 <input type="checkbox"/> Part II, 2014-15		
Name of State Educational Agency (SEA) Submitting This Report: Georgia Department of Education		
Address: 1966 Twin Towers East 205 Jesse Hill Jr. Drive SE		
Person to contact about this report:		
Name: Levette Williams		
Telephone: 404-463-6504		
Fax: 404-656-0978		
e-mail: lewillia@doe.k12.ga.us		
Name of Authorizing State Official: (Print or Type): Superintendent, Richard Woods		
_____ Signature		_____ Thursday, April 14, 2016, 7:26:20 AM Date

**CONSOLIDATED STATE PERFORMANCE REPORT  
PART I**

For reporting on  
**School Year 2014-15**



**PART I DUE DECEMBER 17, 2015  
5PM EST**

**1.1 STANDARDS AND ASSESSMENT DEVELOPMENT**

**STANDARDS OF ASSESSMENT DEVELOPMENT**

This section requests descriptions of the State's implementation of the *Elementary and Secondary Education Act, as amended (ESEA)* 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.

Response	Options
<u>State has revised or changed</u>	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., 2014-15) or Not Applicable.

	Mathematics	Reading/Language Arts	Science
Academic Content Standards	SY 2015-16	SY 2015-16	SY 2017-18

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.

Georgia made minor revisions to its English language arts and mathematics standards for the 2015-2016 school year. Georgia is currently revising its science standards for implementation in the 2017-2018 school year.
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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.

Response	Options
State has revised or changed	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., 2014-15) or Not Applicable.

Academic Achievement Standards for	Mathematics	Reading/Language Arts	Science
Regular Assessments in Grades 3-8	SY 2014-15	SY 2014-15	SY 2014-15
Regular Assessments in High School	SY 2014-15	SY 2014-15	SY 2014-15
Alternate Assessments Based on Grade-Level Achievement Standards (if applicable)	N/A	N/A	N/A
Alternate Assessments Based on Modified Achievement Standards (if applicable)	N/A	N/A	N/A
Alternate Assessments Based on Alternate Achievement Standards	N/A	N/A	N/A

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.

Georgia implemented the Georgia Milestones Assessment System during the 2014-2015 school year. New academic achievement standards were set for this new testing program.
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**1.1.2 Assessments in Mathematics and 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.

Response	Options
<u>State has revised or changed</u>	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., 2014-15) or Not Applicable.

Academic Assessments	Mathematics	Reading/Language Arts	Science
Regular Assessments in Grades 3-8	SY 2014-15	SY 2014-15	SY 2014-15
Regular Assessments in High School	SY 2014-15	SY 2014-15	SY 2014-15
Alternate Assessments Based on Grade-Level Achievement Standards (if applicable)	N/A	N/A	N/A
Alternate Assessments Based on Modified Achievement Standards (if applicable)	N/A	N/A	N/A
Alternate Assessments Based on Alternate Achievement Standards	N/A	N/A	N/A

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.

Georgia implemented a new testing program during the 2014-2015 school year, the Georgia Milestones Assessment System.

**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 2014-15, 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)	60.00
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	40.00
<b>Comments:</b> The response is limited to 4,000 characters.	

**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 2014-15 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)	<u>Yes</u>
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)	<u>No</u>
Developing or improving assessments of English language proficiency necessary to comply with Section 1111(b)(7)	<u>No</u>
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	<u>Yes</u>
Developing multiple measures to increase the reliability and validity of State assessment systems	<u>Yes</u>
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	<u>No</u>
Expanding the range of accommodations available to students with limited English proficiency and students with disabilities ( <i>IDEA</i> ) to improve the rates of inclusion of such students, including professional development activities aligned with State academic achievement standards and assessments	<u>No</u>
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	<u>No</u>
Other	<u>No</u>
<b>Comments:</b> The response is limited to 4,000 characters.	

## 1.2 PARTICIPATION IN STATE ASSESSMENTS

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	S	905,603	99.2
American Indian or Alaska Native	S	1,738	99
Asian or Pacific Islander	S	35,416	99.6
<i>Asian</i>	S	34,403	99.7
<i>Native Hawaiian or other Pacific Islander</i>	S	1,013	99
Black or African American	S	331,548	98.9
Hispanic or Latino	S	128,730	99.3
White	S	378,803	99.3
Two or more races	S	29,368	99.3
Children with disabilities ( <i>IDEA</i> )	S	112,066	98.5
Limited English proficient (LEP) students	S	64,544	99.5
Economically disadvantaged students	S	577,944	99.1
Migratory students	S	2,112	>=99
Male	S	461,890	99.1
Female	S	443,713	99.2

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

**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 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 ( <i>IDEA</i> ) Participating	Percentage of Children with Disabilities ( <i>IDEA</i> ) Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations	24,414	21.79
Regular Assessment with Accommodations	77,821	69.44
Alternate Assessment Based on Grade-Level Achievement Standards		
Alternate Assessment Based on Modified Achievement Standards		
Alternate Assessment Based on Alternate Achievement Standards	9,831	8.77
Total	112,066	////////////////////////////////////
<b>Comments:</b> The response is limited to 4,000 characters.		

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.

### 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.

Student Group	# Students Enrolled	# Students Participating	Percentage of Students Participating
All students	S	888,601	99.0
American Indian or Alaska Native	S	1,675	98
Asian or Pacific Islander	S	34,698	99.3
<i>Asian</i>	S	33,705	S
<i>Native Hawaiian or other Pacific Islander</i>	S	993	>=99
Black or African American	S	326,766	99.1
Hispanic or Latino	S	123,505	98.3
White	S	373,145	99.2
Two or more races	S	28,812	99.3
Children with disabilities ( <i>IDEA</i> )	S	109,932	98.2
Limited English proficient (LEP) students	S	60,112	97.3
Economically disadvantaged students	S	565,373	99.0
Migratory students	S	1,963	97
Male	S	452,668	99.0
Female	S	435,933	99.1
<b>Comments:</b> The response is limited to 4,000 characters.			

#### 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	2,615

**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 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.

<b>Type of Assessment</b>	<b># Children with Disabilities (IDEA) Participating</b>	<b>Percentage of Children with Disabilities (IDEA) Participating, Who Took the Specified Assessment</b>
Regular Assessment without Accommodations	24,141	21.96
Regular Assessment with Accommodations	75,775	68.93
Alternate Assessment Based on Grade-Level Achievement Standards		
Alternate Assessment Based on Modified Achievement Standards		
Alternate Assessment Based on Alternate Achievement Standards	9,970	9.07
LEP < 12 months, took ELP	46	0.04
Total	109,932	////////////////////////////////////
<b>Comments:</b> The response is limited to 4,000 characters.		

**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.

Student Group	# Students Enrolled	# Students Participating	Percentage of Students Participating
All students	S	909,685	99.0
American Indian or Alaska Native	S	1,741	>=99
Asian or Pacific Islander	S	35,618	98.9
Asian	S	34,625	98.9
Native Hawaiian or other Pacific Islander	S	993	99
Black or African American	S	334,715	98.7
Hispanic or Latino	S	129,780	99.2
White	S	378,407	99.2
Two or more races	S	29,424	S
Children with disabilities (IDEA)	S	113,211	98.3
Limited English proficient (LEP) students	S	65,243	99.4
Economically disadvantaged students	S	583,115	99.0
Migratory students	S	2,148	>=99
Male	S	464,620	98.9
Female	S	445,065	99.0
<b>Comments:</b> The response is limited to 4,000 characters.			

**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 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	25,487	22.51
Regular Assessment with Accommodations	77,943	68.85
Alternate Assessment Based on Grade-Level Achievement Standards		
Alternate Assessment Based on Modified Achievement Standards		
Alternate Assessment Based on Alternate Achievement Standards	9,781	8.64
Total	113,211	////////////////////////////////////
<b>Comments:</b> The response is limited to 4,000 characters.		

### 1.3 STUDENT ACADEMIC ACHIEVEMENT

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.

#### 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.

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.

**1.3.1.1 Student Academic Achievement in Mathematics - Grade 3**

<b>Grade 3</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	132,786	S	38.8
American Indian or Alaska Native	242	S	35
Asian or Pacific Islander	5,090	S	70.8
<i>Asian</i>	4,932	S	71.9
<i>Native Hawaiian or other Pacific Islander</i>	158	S	36
Black or African American	48,336	S	24.5
Hispanic or Latino	20,867	S	30.5
White	53,626	S	51.6
Two or more races	4,625	S	42.1
Children with disabilities ( <i>IDEA</i> )	17,313	S	22.1
Limited English proficient (LEP) students	17,185	S	27.8
Economically disadvantaged students	89,235	S	28.3
Migratory students	404	S	28
Male	67,987	S	39.5
Female	64,799	S	38.0
<b>Comments:</b> The response is limited to 4,000 characters. Georgia implemented a new assessment system during the 2014 -2015 school year.			

**1.3.2.1 Student Academic Achievement in Reading/Language Arts - Grade 3**

<b>Grade 3</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	131,727	S	37.5
American Indian or Alaska Native	239	S	41
Asian or Pacific Islander	4,856	S	67.7
<i>Asian</i>	4,698	S	68.8
<i>Native Hawaiian or other Pacific Islander</i>	158	S	35
Black or African American	48,237	S	24.8
Hispanic or Latino	20,287	S	27.8
White	53,491	S	49.6
Two or more races	4,617	S	41.6
Children with disabilities ( <i>IDEA</i> )	17,179	S	18.6
Limited English proficient (LEP) students	16,179	S	23.1
Economically disadvantaged students	88,418	S	26.5
Migratory students	380	S	17
Male	67,395	S	32.0
Female	64,332	S	43.3
<b>Comments:</b> The response is limited to 4,000 characters. Georgia implemented a new assessment system during the 2014 -2015 school year.			

## 1.3.3.1 Student Academic Achievement in Science - Grade 3

Grade 3	# 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	132,660	S	35.0
American Indian or Alaska Native	242	S	31
Asian or Pacific Islander	5,087	S	60.2
<i>Asian</i>	4,929	S	61.0
<i>Native Hawaiian or other Pacific Islander</i>	158	S	34
Black or African American	48,303	S	19.9
Hispanic or Latino	20,842	S	24.0
White	53,567	S	50.1
Two or more races	4,619	S	40.7
Children with disabilities ( <i>IDEA</i> )	17,276	S	21.7
Limited English proficient (LEP) students	17,168	S	19.1
Economically disadvantaged students	89,144	S	24.4
Migratory students	400	S	15
Male	67,911	S	35.0
Female	64,749	S	35.0
<b>Comments:</b> The response is limited to 4,000 characters. Georgia implemented a new assessment system during the 2014 -2015 school year.			

## 1.3.1.2 Student Academic Achievement in Mathematics - Grade 4

Grade 4	# 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	129,865	S	40.9
American Indian or Alaska Native	241	S	37
Asian or Pacific Islander	5,197	S	73.7
<i>Asian</i>	5,046	S	74.3
<i>Native Hawaiian or other Pacific Islander</i>	151	S	52
Black or African American	46,595	S	24.9
Hispanic or Latino	19,782	S	31.6
White	53,657	S	54.9
Two or more races	4,393	S	43.3
Children with disabilities ( <i>IDEA</i> )	17,417	S	20.4
Limited English proficient (LEP) students	15,118	S	25.6
Economically disadvantaged students	85,611	S	29.4
Migratory students	384	S	22
Male	66,574	S	41.2
Female	63,291	S	40.7
<b>Comments:</b> The response is limited to 4,000 characters. Georgia implemented a new assessment system during the 2014 -2015 school year.			

## 1.3.2.2 Student Academic Achievement in Reading/Language Arts - Grade 4

Grade 4	# 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	128,794	S	37.8
American Indian or Alaska Native	234	S	31
Asian or Pacific Islander	4,958	S	68.4
<i>Asian</i>	4,810	S	69.1
<i>Native Hawaiian or other Pacific Islander</i>	148	S	44
Black or African American	46,532	S	24.7
Hispanic or Latino	19,135	S	28.4
White	53,544	S	49.4
Two or more races	4,391	S	41.6
Children with disabilities ( <i>IDEA</i> )	17,270	S	18.1
Limited English proficient (LEP) students	14,070	S	20.5
Economically disadvantaged students	84,787	S	26.7
Migratory students	349	S	16
Male	65,979	S	33.2
Female	62,815	S	42.6
<b>Comments:</b> The response is limited to 4,000 characters. Georgia implemented a new assessment system during the 2014 -2015 school year.			

## 1.3.3.2 Student Academic Achievement in Science - Grade 4

Grade 4	# 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	129,775	S	34.2
American Indian or Alaska Native	241	S	28
Asian or Pacific Islander	5,193	S	62.6
<i>Asian</i>	5,042	S	63.3
<i>Native Hawaiian or other Pacific Islander</i>	151	S	40
Black or African American	46,566	S	19.3
Hispanic or Latino	19,778	S	23.3
White	53,611	S	48.1
Two or more races	4,386	S	38.6
Children with disabilities ( <i>IDEA</i> )	17,391	S	19.5
Limited English proficient (LEP) students	15,110	S	16.5
Economically disadvantaged students	85,563	S	23.4
Migratory students	383	S	15
Male	66,522	S	35.9
Female	63,253	S	32.4
<b>Comments:</b> The response is limited to 4,000 characters. Georgia implemented a new assessment system during the 2014 -2015 school year.			

## 1.3.1.3 Student Academic Achievement in Mathematics - Grade 5

Grade 5	# 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	129,182	S	38.8
American Indian or Alaska Native	245	S	40
Asian or Pacific Islander	5,269	S	71.6
<i>Asian</i>	5,138	S	72.4
<i>Native Hawaiian or other Pacific Islander</i>	131	S	40
Black or African American	46,115	S	23.4
Hispanic or Latino	18,896	S	31.4
White	54,307	S	51.0
Two or more races	4,350	S	41.2
Children with disabilities ( <i>IDEA</i> )	17,544	S	17.8
Limited English proficient (LEP) students	11,693	S	20.3
Economically disadvantaged students	83,540	S	27.3
Migratory students	303	S	25
Male	65,964	S	37.8
Female	63,218	S	39.8
<b>Comments:</b> The response is limited to 4,000 characters. Georgia implemented a new assessment system during the 2014 -2015 school year.			

## 1.3.2.3 Student Academic Achievement in Reading/Language Arts - Grade 5

Grade 5	# 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	128,170	S	40.0
American Indian or Alaska Native	240	S	43
Asian or Pacific Islander	5,062	S	68.4
<i>Asian</i>	4,931	S	69.0
<i>Native Hawaiian or other Pacific Islander</i>	131	S	44
Black or African American	46,044	S	26.3
Hispanic or Latino	18,272	S	30.3
White	54,207	S	52.0
Two or more races	4,345	S	43.6
Children with disabilities ( <i>IDEA</i> )	17,398	S	16.5
Limited English proficient (LEP) students	10,714	S	14.7
Economically disadvantaged students	82,712	S	27.9
Migratory students	279	S	16
Male	65,432	S	34.9
Female	62,738	S	45.4
<b>Comments:</b> The response is limited to 4,000 characters. Georgia implemented a new assessment system during the 2014 -2015 school year.			

## 1.3.3.3 Student Academic Achievement in Science - Grade 5

Grade 5	# 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	129,089	S	36.9
American Indian or Alaska Native	246	S	36
Asian or Pacific Islander	5,268	S	62.1
<i>Asian</i>	5,137	S	62.8
<i>Native Hawaiian or other Pacific Islander</i>	131	S	36
Black or African American	46,094	S	20.2
Hispanic or Latino	18,885	S	27.0
White	54,248	S	51.7
Two or more races	4,348	S	41.0
Children with disabilities ( <i>IDEA</i> )	17,522	S	20.5
Limited English proficient (LEP) students	11,686	S	13.9
Economically disadvantaged students	83,481	S	25.7
Migratory students	304	S	20
Male	65,906	S	38.3
Female	63,183	S	35.4
<b>Comments:</b> The response is limited to 4,000 characters. Georgia implemented a new assessment system during the 2014 -2015 school year.			

**1.3.1.4 Student Academic Achievement in Mathematics - Grade 6**

<b>Grade 6</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	127,260	S	36.3
American Indian or Alaska Native	233	S	46
Asian or Pacific Islander	5,085	S	72.2
<i>Asian</i>	4,949	S	73.2
<i>Native Hawaiian or other Pacific Islander</i>	136	S	37
Black or African American	46,432	S	19.6
Hispanic or Latino	18,189	S	28.9
White	53,057	S	49.8
Two or more races	4,264	S	39.3
Children with disabilities ( <i>IDEA</i> )	16,145	S	15.4
Limited English proficient (LEP) students	6,717	S	12.8
Economically disadvantaged students	81,709	S	23.8
Migratory students	276	S	18
Male	65,056	S	35.0
Female	62,204	S	37.7
<b>Comments:</b> The response is limited to 4,000 characters. Georgia implemented a new assessment system during the 2014 -2015 school year.			

**1.3.2.4 Student Academic Achievement in Reading/Language Arts - Grade 6**

<b>Grade 6</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	126,418	S	39.7
American Indian or Alaska Native	232	S	48
Asian or Pacific Islander	4,901	S	70.7
<i>Asian</i>	4,768	S	71.5
<i>Native Hawaiian or other Pacific Islander</i>	133	S	44
Black or African American	46,391	S	25.9
Hispanic or Latino	17,658	S	32.2
White	52,968	S	51.0
Two or more races	4,268	S	44.3
Children with disabilities ( <i>IDEA</i> )	16,040	S	15.2
Limited English proficient (LEP) students	5,901	S	11.3
Economically disadvantaged students	81,027	S	27.8
Migratory students	256	S	18
Male	64,537	S	33.8
Female	61,881	S	45.9
<b>Comments:</b> The response is limited to 4,000 characters. Georgia implemented a new assessment system during the 2014 -2015 school year.			

## 1.3.3.4 Student Academic Achievement in Science - Grade 6

Grade 6	# 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	127,166	S	38.7
American Indian or Alaska Native	233	S	42
Asian or Pacific Islander	5,083	S	67.0
<i>Asian</i>	4,947	S	67.8
<i>Native Hawaiian or other Pacific Islander</i>	136	S	38
Black or African American	46,406	S	20.6
Hispanic or Latino	18,193	S	30.5
White	52,984	S	54.3
Two or more races	4,267	S	43.3
Children with disabilities ( <i>IDEA</i> )	16,118	S	20.0
Limited English proficient (LEP) students	6,713	S	12.8
Economically disadvantaged students	81,658	S	26.7
Migratory students	276	S	22
Male	64,997	S	41.5
Female	62,169	S	35.8
<b>Comments:</b> The response is limited to 4,000 characters. Georgia implemented a new assessment system during the 2014 -2015 school year.			

## 1.3.1.5 Student Academic Achievement in Mathematics - Grade 7

Grade 7	# 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	128,793	S	37.9
American Indian or Alaska Native	262	S	41
Asian or Pacific Islander	4,942	S	72.3
<i>Asian</i>	4,790	S	73.3
<i>Native Hawaiian or other Pacific Islander</i>	152	S	39
Black or African American	47,422	S	21.3
Hispanic or Latino	18,078	S	30.7
White	53,924	S	51.5
Two or more races	4,165	S	42.4
Children with disabilities ( <i>IDEA</i> )	16,258	S	15.1
Limited English proficient (LEP) students	5,540	S	11.4
Economically disadvantaged students	82,416	S	25.5
Migratory students	265	S	17
Male	65,952	S	36.9
Female	62,841	S	39.0
<b>Comments:</b> The response is limited to 4,000 characters. Georgia implemented a new assessment system during the 2014 -2015 school year.			

## 1.3.2.5 Student Academic Achievement in Reading/Language Arts - Grade 7

Grade 7	# 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	127,996	S	37.4
American Indian or Alaska Native	259	S	42
Asian or Pacific Islander	4,741	S	66.5
<i>Asian</i>	4,589	S	67.6
<i>Native Hawaiian or other Pacific Islander</i>	152	S	34
Black or African American	47,438	S	23.4
Hispanic or Latino	17,495	S	29.4
White	53,898	S	49.5
Two or more races	4,165	S	42.4
Children with disabilities ( <i>IDEA</i> )	16,200	S	14.4
Limited English proficient (LEP) students	4,614	S	7.8
Economically disadvantaged students	81,766	S	25.4
Migratory students	244	S	14
Male	65,507	S	31.4
Female	62,489	S	43.8
<b>Comments:</b> The response is limited to 4,000 characters. Georgia implemented a new assessment system during the 2014 -2015 school year.			

## 1.3.3.5 Student Academic Achievement in Science - Grade 7

Grade 7	# 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	128,721	S	36.4
American Indian or Alaska Native	262	S	41
Asian or Pacific Islander	4,939	S	65.2
<i>Asian</i>	4,787	S	66.1
<i>Native Hawaiian or other Pacific Islander</i>	152	S	38
Black or African American	47,382	S	20.9
Hispanic or Latino	18,095	S	29.3
White	53,878	S	49.3
Two or more races	4,165	S	41.1
Children with disabilities ( <i>IDEA</i> )	16,244	S	17.4
Limited English proficient (LEP) students	5,543	S	9.3
Economically disadvantaged students	82,373	S	25.3
Migratory students	264	S	19
Male	65,884	S	37.5
Female	62,837	S	35.2
<b>Comments:</b> The response is limited to 4,000 characters. Georgia implemented a new assessment system during the 2014 -2015 school year.			

**1.3.1.6 Student Academic Achievement in Mathematics - Grade 8**

<b>Grade 8</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	131,121	S	37.8
American Indian or Alaska Native	235	S	34
Asian or Pacific Islander	5,013	S	71.3
<i>Asian</i>	4,884	S	72.2
<i>Native Hawaiian or other Pacific Islander</i>	129	S	36
Black or African American	49,152	S	21.3
Hispanic or Latino	17,824	S	32.2
White	54,968	S	51.1
Two or more races	3,929	S	41.4
Children with disabilities ( <i>IDEA</i> )	15,709	S	17.0
Limited English proficient (LEP) students	4,846	S	13.8
Economically disadvantaged students	82,906	S	25.8
Migratory students	292	S	21
Male	66,834	S	36.8
Female	64,287	S	38.9
<b>Comments:</b> The response is limited to 4,000 characters. Georgia implemented a new assessment system during the 2014 -2015 school year.			

**1.3.2.6 Student Academic Achievement in Reading/Language Arts - Grade 8**

<b>Grade 8</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	130,106	S	40.0
American Indian or Alaska Native	231	S	38
Asian or Pacific Islander	4,800	S	68.1
<i>Asian</i>	4,671	S	68.8
<i>Native Hawaiian or other Pacific Islander</i>	129	S	42
Black or African American	49,150	S	26.5
Hispanic or Latino	17,097	S	32.6
White	54,900	S	51.6
Two or more races	3,928	S	45.9
Children with disabilities ( <i>IDEA</i> )	15,617	S	16.0
Limited English proficient (LEP) students	3,755	S	7.4
Economically disadvantaged students	82,054	S	28.3
Migratory students	250	S	20
Male	66,252	S	33.1
Female	63,854	S	47.2
<b>Comments:</b> The response is limited to 4,000 characters. Georgia implemented a new assessment system during the 2014 -2015 school year.			

## 1.3.3.6 Student Academic Achievement in Science - Grade 8

Grade 8	# 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	131,025	S	32.7
American Indian or Alaska Native	235	S	30
Asian or Pacific Islander	5,007	S	59.7
<i>Asian</i>	4,879	S	60.4
<i>Native Hawaiian or other Pacific Islander</i>	128	S	32
Black or African American	49,141	S	17.5
Hispanic or Latino	17,811	S	24.8
White	54,903	S	45.9
Two or more races	3,928	S	38.4
Children with disabilities ( <i>IDEA</i> )	15,684	S	17.1
Limited English proficient (LEP) students	4,841	S	8.4
Economically disadvantaged students	82,857	S	22.0
Migratory students	292	S	20
Male	66,805	S	34.9
Female	64,220	S	30.3
<b>Comments:</b> The response is limited to 4,000 characters. Georgia implemented a new assessment system during the 2014 -2015 school year.			

## 1.3.1.7 Student Academic Achievement in Mathematics - High School

High School	# 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	126,596	S	33.2
American Indian or Alaska Native	280	S	37
Asian or Pacific Islander	4,820	S	69.1
<i>Asian</i>	4,664	S	70.2
<i>Native Hawaiian or other Pacific Islander</i>	156	S	36
Black or African American	47,496	S	17.0
Hispanic or Latino	15,094	S	26.0
White	55,264	S	45.5
Two or more races	3,642	S	38.2
Children with disabilities ( <i>IDEA</i> )	11,680	S	11.1
Limited English proficient (LEP) students	3,445	S	15.8
Economically disadvantaged students	72,527	S	20.6
Migratory students	188	S	15
Male	63,523	S	32.7
Female	63,073	S	33.6

**Comments:** The response is limited to 4,000 characters. Georgia implemented a new assessment system during the 2014 -2015 school year.

## 1.3.2.7 Student Academic Achievement in Reading/Language Arts - High School

High School	# 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	112,775	S	36.1
American Indian or Alaska Native	234	S	38
Asian or Pacific Islander	4,525	S	60.0
<i>Asian</i>	4,388	S	61.0
<i>Native Hawaiian or other Pacific Islander</i>	137	S	28
Black or African American	42,618	S	21.7
Hispanic or Latino	12,442	S	29.2
White	49,872	S	47.5
Two or more races	3,084	S	42.2
Children with disabilities ( <i>IDEA</i> )	10,182	S	12.3
Limited English proficient (LEP) students	2,264	S	6
Economically disadvantaged students	62,581	S	24.7
Migratory students	154	S	18
Male	56,140	S	31.3
Female	56,635	S	40.8

**Comments:** The response is limited to 4,000 characters. Georgia implemented a new assessment system during the 2014 -2015 school year.

## 1.3.3.7 Student Academic Achievement in Science - High School

High School	# 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	131,249	S	38.5
American Indian or Alaska Native	282	S	44
Asian or Pacific Islander	5,041	S	66.2
<i>Asian</i>	4,904	S	66.9
<i>Native Hawaiian or other Pacific Islander</i>	137	S	43
Black or African American	50,823	S	21.7
Hispanic or Latino	16,176	S	30.5
White	55,216	S	53.3
Two or more races	3,711	S	44.7
Children with disabilities ( <i>IDEA</i> )	12,976	S	14.1
Limited English proficient (LEP) students	4,182	S	10.5
Economically disadvantaged students	78,039	S	26.5
Migratory students	229	S	16
Male	66,595	S	39.3
Female	64,654	S	37.7
<b>Comments:</b> The response is limited to 4,000 characters. Georgia implemented a new assessment system during the 2014 -2015 school year.			

**1.4 SCHOOL AND DISTRICT ACCOUNTABILITY**

This section collects data on the Adequate Yearly Progress (AYP) status of schools and districts.

**1.4.1 All Schools and Districts Accountability**

For an SEA that has not received ESEA flexibility, or an SEA that received ESEA flexibility without the optional waiver to not make AYP determinations for LEAs and schools:

In the table below, provide the total number of public elementary and secondary schools and districts in the State, including charters, and the total number of those schools and districts that made AYP based on data for SY 2014-15. The percentage that made AYP will be calculated automatically.

Entity	Total #	Total # that Made AYP in SY 2014-15	Percentage that Made AYP in SY 2014-15
Schools			
Districts			

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

For an SEA with an approved ESEA flexibility request that includes the optional waiver to not make AYP determinations for LEAs and schools:

In the table below, provide the total number of public elementary and secondary schools and districts in the State, including charters, and the total number of those schools and districts that made all of their AMOs, the 95 percent participation rate, and other academic indicator <sup>3</sup> based on data for SY 2014-15. The percentage will be calculated automatically.

Entity	Total #	Total # that Met All AMOs, 95 Percent Participation Rate, and Other Academic Indicator in SY 2014-15	Percentage that Met All AMOs, 95 Percent Participation Rate and Other Academic Indicator in SY 2014-15
Schools	2,255	8	0.35
Districts	198	46	23.23

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

<sup>3</sup> For a high school, the other academic indicator is always graduation rate.

**1.4.2 Title I School Accountability**

For an SEA that has not received ESEA flexibility, or an SEA that received ESEA flexibility without the optional waiver to not make AYP determinations for LEAs and schools:

In the table below, provide the total number of public Title I schools by type and the total number of those schools that made AYP based on data for SY 2014-15. Include only public Title I schools. Do not include Title I programs operated by local educational agencies in private schools. The percentage that made AYP will be calculated automatically.

Title I School	# Title I Schools	# Title I Schools that Made AYP in SY 2014-15	Percentage of Title I Schools that Made AYP in SY 2014-15
All Title I schools			
Schoolwide (SWP) Title I schools			
Targeted assistance (TAS) Title I schools			

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

For an SEA with an approved ESEA flexibility request that includes the optional waiver to not make AYP determinations for LEAs and schools:

In the table below, provide the total number of public Title I schools by type and the total number of those schools that made all of their AMOs, the 95 percent participation rate, and the other academic indicator <sup>4</sup> based on data for SY 2014-15. Include only public Title I schools. Do not include Title I programs operated by LEAs in private schools. The percentage will be calculated automatically.

Title I School	# Title I Schools	# Title I Schools that Met All AMOs, 95 Percent Participation Rate, and Other Academic Indicator in SY 2014-15	Percentage of Title I Schools that Met All AMOs, 95 Percent Participation Rate, and Other Academic Indicator in SY 2014-15
All Title I schools	1,577	5	0.32
Schoolwide (SWP) Title I schools	1,510	4	0.26
Targeted assistance (TAS) Title I schools	67	1	1.49

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

<sup>4</sup> For a high school, the other academic indicator is always graduation rate.

**1.4.3 Accountability of Districts That Received Title I Funds**

For an SEA that has not received ESEA flexibility, or an SEA that received ESEA flexibility without the optional waiver to not make AYP determinations for LEAs and schools:

In the table below, provide the total number of districts that received Title I funds and the total number of those districts that made AYP based on data for SY 2014-15. The percentage that made AYP will be calculated automatically.

# Districts That Received Title I Funds in SY 2014-15	# Districts That Received Title I Funds and Made AYP in SY 2014-15	Percentage of Districts That Received Title I Funds and Made AYP in SY 2014-15

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

For an SEA with an approved ESEA flexibility request that includes the optional waiver to not make AYP determinations for LEAs and schools:

In the table below, provide the total number of districts that received Title I funds and the total number of those districts that met all of their AMOs, the 95 percent participation rate, and other academic indicator<sup>5</sup> based on data for SY 2014-15. The percentage will be calculated automatically.

<b># Districts That Received Title I Funds in SY 2014-15</b>	<b># Districts That Received Title I Funds and Met All AMOs, 95 percent Participation Rate, and Other Academic Indicator in SY 2014-15</b>	<b>Percentage of Districts That Received Title I Funds and Met All AMOs, 95 percent Participation Rate, and Other Academic Indicator in SY 2014-15</b>
193	46	23.83

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

<sup>5</sup> For a high school, the other academic indicator is always graduation rate.

**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 2014-15 (based on SY 2013-14 assessments under Section 1111 of ESEA).

Corrective Action	# of Title I Schools in Corrective Action in Which the Corrective Action was Implemented in SY 2014-15
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, 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	
<p><b>Comments:</b> The response is limited to 4,000 characters. In 2012, Georgia was granted a waiver from No Child Left Behind (NCLB), relieving Georgia from the previous definitions of success found in NCLB. The waiver enables Georgia to hold schools accountable and reward them for the work they do in all subjects and with all students. In order to receive the waiver, the U.S. Department of Education required that states identify Title I Priority Schools, Focus Schools, and Reward Schools. Achievement data from all core content areas and graduation rate data are used to identify Priority, Alert (a Georgia-specific identification), and Focus Schools, which replace the former Needs Improvement Schools designation. Alert schools are identified as the lowest 6-9% in the state across all subject areas and over time, and they are both Title and non-Title I schools. Reward Schools- which are determined based on math, reading and English/Language Arts results - replaced the former Title I Distinguished Schools designation.</p> <p>Technical assistance is provided by the GaDOE Division of School and District Effectiveness, and Title I Part A 1003 (a) School Improvement Grants are awarded to 63 Priority schools, 146 Focus schools, and 51 Alert schools in 85 LEAs and three state schools. Furthermore, technical assistance and 1003 (g) funds are provided to 14 Cohort 3 and Cohort 4 SIG Schools and their 9 LEAs.</p> <p>The Division of School and District Effectiveness provides a superior system of statewide support to LEAs in Georgia to advance school improvement efforts that positively influence student learning in these identified schools and in other schools. The work of the Division of School and District Effectiveness is to design and implement a coherent and sustained statewide system of support and process for improvement. In addition, the Division provides districts and schools in Georgia with tools and resources, as well as intensive support and professional learning for all schools. The Division of School and District Effectiveness also collaborates with other departments within the Georgia Department of Education and other external agencies such as the Regional Educational Service Agencies, the Georgia Learning Resources System, and colleges and universities, to provide support for all Georgia schools and districts.</p> <p>Schools receiving Title I, Part A, Section 1003(a) funds are monitored by Lead School Effectiveness Specialists to ensure that program quality is maintained throughout the duration of the grant cycle. Additionally, budgets must be submitted through the LEA Consolidated Application and are approved by program staff in the Division of School and District Effectiveness Division and the Georgia Department of Education Grants Accounting Division before LEAs are allowed to request reimbursement through the Grants Accounting Online Reporting System (GAORS). Fiscal monitoring occurs during the budget approval process and through cross-functional on-site monitoring visits. In addition, GaDOE and RESA School Effectiveness Specialists provide ongoing technical assistance to ensure that funds are spent in accordance with federal guidelines and targeted areas for growth.</p> <p>Progress is determined by schools meeting established federal programmatic and fiscal monitoring and reporting compliance criteria. Student achievement outcomes, via CCRPI scores, specifically achievement points and achievement gap points, inform targeted technical assistance to the LEAs on programming and use of funds. Performance data are reviewed in Indistar, an online performance management tool for school improvement, by the School Effectiveness Specialists. Quarterly analysis of implementation, expenditures, and use of data are communicated with the school principal and LEA contact. Issues concerning compliance are communicated to the LEA superintendent and, if not resolved, the State Board of Education.</p>	

**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 2014-15 (based on SY 2013-14 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 the school by the State	
Other major restructuring of the school governance	
<p><b>Comments:</b> The response is limited to 4,000 characters.</p>	

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

The response is limited to 8,000 characters.

In 2012, Georgia was granted a waiver from No Child Left Behind (NCLB), relieving Georgia from the previous definitions of success found in NCLB. The waiver enables Georgia to hold schools accountable and reward them for the work they do in all subjects and with all students. In order to receive the waiver, the U.S. Department of Education required that states identify Title I Priority Schools, Focus Schools, and Reward Schools. Achievement data from all core content areas and graduation rate data are used to identify Priority, Alert (a Georgia-specific identification), and Focus Schools, which replace the former Needs Improvement Schools designation. Alert schools are identified as the lowest 6-9% in the state across all subject areas and over time, and they are both Title and non-Title I schools. Reward Schools- which are determined based on math, reading and English/Language Arts results - replaced the former Title I Distinguished Schools designation.

Technical assistance is provided by the GaDOE Division of School and District Effectiveness, and Title I Part A 1003 (a) School Improvement Grants are awarded to 63 Priority schools, 146 Focus schools, and 51 Alert schools in 85 LEAs and three state schools. Furthermore, technical assistance and 1003 (g) funds are provided to 14 Cohort 3 and Cohort 4 SIG Schools and their 9 LEAs.

The Division of School and District Effectiveness provides a superior system of statewide support to LEAs in Georgia to advance school improvement efforts that positively influence student learning in these identified schools and in other schools. The work of the Division of School and District Effectiveness is to design and implement a coherent and sustained statewide system of support and process for improvement. In addition, the Division provides districts and schools in Georgia with tools and resources, as well as intensive support and professional learning for all schools. The Division of School and District Effectiveness

also collaborates with other departments within the Georgia Department of Education and other external agencies such as the Regional Educational Service Agencies, the Georgia Learning Resources System, and colleges and universities, to provide support for all Georgia schools and districts.

Schools receiving Title I, Part A, Section 1003(a) are monitored by Lead School Improvement Specialists to ensure that program quality is maintained. Schools receiving Title I, Part A, Section 1003(a) funds are monitored by Lead School Effectiveness Specialists to ensure that program quality is maintained throughout the duration of the grant cycle. Additionally, budgets must be submitted through the LEA Consolidated Application and are approved by program staff in the Division of School and District Effectiveness Division and the Georgia Department of Education Grants Accounting Division before LEAs are allowed to request reimbursement through the Grants Accounting Online Reporting System (GAORS). Fiscal monitoring occurs during the budget approval process and through cross-functional on-site monitoring visits. In addition, GaDOE and RESA School Effectiveness Specialists provide ongoing technical assistance to ensure that funds are spent in accordance with federal guidelines and targeted areas for growth.

Progress is determined by schools meeting established federal programmatic and fiscal monitoring and reporting compliance criteria. Student achievement outcomes, via CCRPI scores, specifically achievement points and achievement gap points, inform targeted technical assistance to the LEAs on programming and use of funds. Performance data are reviewed in Indistar, an online performance management tool for school improvement, by the School Effectiveness Specialists. Quarterly analysis of implementation, expenditures, and use of data are communicated with the school principal and LEA contact. Issues concerning compliance are communicated to the LEA superintendent and, if not resolved, the State Board of Education.

**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.

In 2012, Georgia was granted a waiver from No Child Left Behind (NCLB), relieving Georgia from the previous definitions of success found in NCLB. The waiver enables Georgia to hold schools accountable and reward them for the work they do in all subjects and with all students. In order to receive the waiver, the U.S. Department of Education required that states identify Title I Priority Schools, Focus Schools, and Reward Schools. Achievement data from all core content areas and graduation rate data are used to identify Priority, Alert (a Georgia-specific identification), and Focus Schools, which replace the former Needs Improvement Schools designation. Alert schools are identified as the lowest 6-9% in the state across all subject areas and over time, and they are both Title and non-Title I schools. Reward Schools- which are determined based on math, reading and English/Language Arts results - replaced the former Title I Distinguished Schools designation.

Technical assistance is provided by the GaDOE Division of School and District Effectiveness, and Title I Part A 1003 (a) School Improvement Grants are awarded to 63 Priority schools, 146 Focus schools, and 51 Alert schools in 85 LEAs and three state schools. Furthermore, technical assistance and 1003 (g) funds are provided to 14 Cohort 3 and Cohort 4 SIG Schools and their 9 LEAs. The assistance is provided regularly throughout the 3-year period of identification.

The Division of School and District Effectiveness provides a superior system of statewide support to LEAs in Georgia to advance school improvement efforts that positively influence student learning in these identified schools and in other schools. The work of the Division of School and District Effectiveness is to design and implement a coherent and sustained statewide system of support and process for improvement. In addition, the Division provides districts and schools in Georgia with tools and resources, as well as intensive support and professional learning for all schools. The Division of School and District Effectiveness

also collaborates with other departments within the Georgia Department of Education and other external agencies such as the Regional Educational Service Agencies, the Georgia Learning Resources System, and colleges and universities, to provide support for all Georgia schools and districts.

Schools receiving Title I, Part A, Section 1003(a) funds are monitored by Lead School Effectiveness Specialists to ensure that program quality is maintained throughout the duration of the grant cycle. Additionally, budgets must be submitted through the LEA Consolidated Application and are approved by program staff in the Division of School and District Effectiveness Division and the Georgia Department of Education Grants Accounting Division before LEAs are allowed to request reimbursement through the Grants Accounting Online Reporting System (GAORS). Fiscal monitoring occurs during the budget approval process and through cross-functional on-site monitoring visits. In addition, GaDOE and RESA School Effectiveness Specialists provide ongoing technical assistance to ensure that funds are spent in accordance with federal guidelines and targeted areas for growth.

Progress is determined by schools meeting established federal programmatic and fiscal monitoring and reporting compliance criteria. Student achievement outcomes, via CCRPI scores, specifically achievement points and achievement gap points, inform targeted technical assistance to the LEAs on programming and use of funds. Performance data are reviewed in Indistar, an online performance management tool for school improvement, by the School Effectiveness Specialists. Quarterly analysis of implementation, expenditures, and use of data are communicated with the school principal and LEA contact. Issues concerning compliance are communicated to the LEA superintendent and, if not resolved, the State Board of Education.

**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 2014-15 (based on SY 2013-14 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 2014-15
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 2013-14 and beginning of SY 2014-15 as a corrective action)	
<p><b>Comments:</b> The response is limited to 4,000 characters. As of March 30, 2012, Georgia was granted a waiver from No Child Left Behind (NCLB). The waiver enables Georgia to hold schools accountable and reward them for the work they do in all subjects and with all students.</p> <p>In order to receive the waiver, the U.S. Department of Education required that states identify Title I Priority Schools, Focus Schools, and Reward Schools. Achievement data from all core content areas and graduation rate data are used to identify Priority and Focus Schools, which replaced the current Needs Improvement Schools designation.</p> <p>Reward Schools - which are determined based on math, reading and English language arts results - replaced the previous Title I Distinguished Schools designation. Georgia also identifies Alert Schools. Alert schools are identified as the lowest 6-9% in the state across all subject areas and over time. Alert Schools are both Title and non-Title I schools.</p>	

**1.4.7 Appeal of AYP and Identification Determinations**

In the table below, provide the number of districts and schools that appealed their AYP designations based on SY 2014-15 data and the results of those appeals.

Entity	# Appealed Their AYP Designations	# Appeals Resulted in a Change in the AYP Designation
Districts		
Schools		
<p><b>Comments:</b> The response is limited to 4,000 characters. As of March 30, 2012, Georgia was granted a waiver from No Child Left Behind (NCLB). The waiver enables Georgia to hold schools accountable and reward them for the work they do in all subjects and with all students.</p> <p>In order to receive the waiver, the U.S. Department of Education required that states identify Title I Priority Schools, Focus Schools, and Reward Schools. Achievement data from all core content areas and graduation rate data are used to identify Priority and Focus Schools, which replaced the current Needs Improvement Schools designation.</p> <p>Reward Schools - which are determined based on math, reading and English language arts results - replaced the previous Title I Distinguished Schools designation. Georgia also identifies Alert Schools. Alert schools are identified as the lowest 6-9% in the state across all subject areas and over time. Alert Schools are both Title and non-Title I schools.</p>		

In the table below, provide the data by which processing appeals based on SY 2014-15 data was complete.

Processing Appeals completion	Date
Date (MM/DD/YY) that processing appeals based on SY 2014-15 data was complete	

**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 2014 (SY 2014-15) 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*: 4.00 %

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

**1.4.8.5.2 Section 1003(a) and 1003(g) Allocations to LEAs and Schools**

The data for this question are reported through *EDFacts* files and compiled in the EDEN012 "Section 1003(a) and 1003(g) Allocations to LEAs and Schools" report in the *EDFacts* Reporting System (ERS). The *EDFacts* files and data groups used in this report are listed in the CSPR Crosswalk. The CSPR Data Key contains more detailed information on how the data are populated into the report.

Before certifying Part I of the CSPR, a state user must run the EDEN012 report in ERS and verify that the state's data are correct. The final, certified data from this report will be made publicly available alongside the state's certified CSPR PDF.

**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 2014-15.

This response is limited to 8,000 characters.

The evaluation and technical assistance activities conducted during SY2014-15 included the provision of assigned SEA turnaround School Effectiveness Specialists in each of the schools receiving 1003(g) funds. The turnaround School Effectiveness Specialists provided the schools guidance and support in the implementation of the school improvement grant in order to meet the SIG 1003(g) assurances and identified targets. Additionally, SEA ELA/Literacy, Math, Leadership and Data specialists provided regional professional development, and when needed, school-based training and support. Ongoing technical assistance, as well as professional learning opportunities, were provided by the SEA to the LEA SIG coordinators and to leadership at both the school and district levels. Further, professional learning opportunities were provided to the state School Effectiveness Specialists to ensure quality in the delivery of the services and support to the schools. Quarterly monitoring and evaluation of the program and its initiatives of the 1003(g) schools was conducted by SEA Lead School Effectiveness Specialists. An annual performance review was completed at the end of the school year to evaluate the progress for each of the schools. An SEA turnaround Program Specialist and a SIG Fiscal Analyst provided ongoing technical assistance to the LEA SIG coordinator and district leadership. The SEA Fiscal Analyst conducted both desktop and on-site monitoring related to the budgets of the 1003(g) funded schools.

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

In the space below, describe actions (if any) taken by your State in SY 2014-15 that were supported by **funds other than Section 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.

The State Board of Education (SBOE) maintains an approved Single Statewide Accountability System with awards and consequences. This system is described in detail in SBOE Rule 160-7-1.01. This and other Board rules related to federal Elementary and Secondary Education Act (ESEA) requirements may be reviewed on the GaDOE website, <http://www.gadoe.org/>.

In February 2012, the US Department of Education granted a waiver to Georgia to implement revised supports and rewards. The goal of the Division of School and District Effectiveness is to design and implement a coherent and sustained statewide system of support and process for improvement, providing local education agencies and schools in Georgia with tools and resources, as well as intensive support for identified Priority Schools, Focus Schools, and Alert Schools. Schools identified through the waiver receive the support of a School Effectiveness Specialist team.

Priority Schools and Focus Schools engage in a Memorandum of Agreement (MOA) with the GaDOE. The following are the non-negotiable components of the MOA, and all activities are supported by the assigned School Effectiveness Specialist:

- Directly involved in decisions regarding replacement of staff (e.g., principal)
- Ensures that instructional frameworks are used appropriately in each classroom
- Ensures benchmark assessments are given and results are analyzed to guide instruction
- Oversees implementation of short-term action plans
- Ensures that the leadership team analyzes teacher attendance and develops action plan if needed
- Ensures that the leadership team analyzes student attendance and develops action plan if needed
- Ensures that the leadership team analyzes student discipline records and develops action plan if needed
- Participates in a School Review Process (GAPSS)
- Ensures that the leadership team addresses targeted areas from the School Review Process (GAPSS) through the short-term action plan
- Provides training, implementation, and monitoring of school improvement strategies

In addition to the set of non-negotiable actions, a set of customized expectations may be developed annually by the GaDOE with each school and LEA to address the unique issues the school faces in the coming year. These expectations will be based on the most recent school data analysis available.

In addition to focusing on work at the school level, the GaDOE has developed a process to work with districts in building capacity to support the schools within the district. The District Effectiveness initiative is focused on providing expertise in implementing the Georgia Standards of Excellence and shifting to performance assessments aligned with the new standards.

**1.4.9 Public School Choice and Supplemental Educational Services**

This section collects data on public school choice and supplemental educational services.

**1.4.9.1 Public School Choice**

This section collects data on public school choice. FAQs related to the public school choice provisions are at the end of this section.

**1.4.9.1.2 Public School Choice – Students**

In the table below, provide the number of students who were eligible for public school choice, the number of eligible students who applied to transfer, and the number who transferred under the provisions for public school choice under Section 1116 of *ESEA*. The number of students who were eligible for public school choice should include:

1. All students currently enrolled in a Title I school identified for improvement, corrective action or restructuring.
2. All students who transferred in the current school year under the public school choice provisions of Section 1116, and
3. All students who previously transferred under the public school choice provisions of Section 1116 and are continuing to transfer for the current school year under Section 1116.

The number of students who applied to transfer should include:

1. All students who applied to transfer in the current school year but did not or were unable to transfer.
2. All students who transferred in the current school year under the public school choice provisions of Section 1116; and
3. All students who previously transferred under the public school choice provisions of Section 1116 and are continuing to transfer for the current school year under Section 1116.

For any of the respective student counts, States should indicate in the Comment section if the count does not include any of the categories of students discussed above.

<b>Public School Choice</b>	<b># Students</b>
Eligible for public school choice	
Applied to transfer	
Transferred to another school under the Title I public school choice provisions	
<b>Comments:</b> The response is limited to 4,000 characters. Beginning in the 2012 -2013 school year, the choice requirement under the NCLB consequence structure was waived under Georgia's approved ESEA Flexibility Request given state legislation, GA code §20-2-2130 mandating school choice opportunities within all LEAs.	

**1.4.9.1.3 Funds Spent on Public School Choice**

In the table below, provide the total dollar amount spent by LEAs on transportation for public school choice under Section 1116 of ESEA.

Transportation for Public School Choice	Dollars Spent
Dollars spent by LEAs on transportation for public school choice	\$

**1.4.9.1.4 Availability of Public School Choice Options**

In the table below provide the number of LEAs in your State that are unable to provide public school choice to eligible students due to any of the following reasons:

1. All schools at a grade level in the LEA are in school improvement, corrective action, or restructuring.
2. LEA only has a single school at the grade level of the school at which students are eligible for public school choice.
3. LEA's schools are so remote from one another that choice is impracticable.

Unable to Provide Public School Choice	# LEAs
LEAs Unable to Provide Public School Choice	

**FAQs about public school choice:**

- a. *How should States report data on Title I public school choice for those LEAs that have open enrollment and other choice programs?* For those LEAs that implement open enrollment or other school choice programs in addition to public school choice under Section 1116 of ESEA, the State may consider a student as having applied to transfer if the student meets the following:
  - Has a "home" or "neighborhood" school (to which the student would have been assigned, in the absence of a school choice program) that receives Title I funds and has been identified, under the statute, as in need of improvement, corrective action, or restructuring; and
  - Has elected to enroll, at some point since July 1, 2002 (the effective date of the Title I choice provisions), and after the home school has been identified as in need of improvement, in a school that has not been so identified and is attending that school; and
  - Is using district transportation services to attend such a school.

In addition, the State may consider costs for transporting a student meeting the above conditions towards the funds spent by an LEA on transportation for public school choice if the student is using district transportation services to attend the non-identified school.

- b. *How should States report on public school choice for those LEAs that are not able to offer public school choice?* In the count of LEAs that are not able to offer public school choice (for any of the reasons specified in 1.4.9.1.4), States should include those LEAs that are unable to offer public school choice at one or more grade levels. For instance, if an LEA is able to provide public school choice to eligible students at the elementary level but not at the secondary level, the State should include the LEA in the count. States should also include LEAs that are not able to provide public school choice at all (i.e., at any grade level). States should provide the reason(s) why public school choice was not possible in these LEAs at the grade level(s) in the Comment section. In addition, States may also include in the Comment section a separate count just of LEAs that are not able to offer public school choice at any grade level.

For LEAs that are not able to offer public school choice at one or more grade levels, States should count as eligible for public school choice (in 1.4.9.1.2) all students who attend identified Title I schools regardless of whether the LEA is able to offer the students public school choice.

**Comments:** The response is limited to 4,000 characters. Beginning in the 2012 -2013 school year, the choice requirement under the NCLB consequence structure was waived under Georgia's approved ESEA Flexibility Request given state legislation, GA code §20-2-2130 mandating school choice opportunities within all LEAs.

**1.4.9.2 Supplemental Educational Services**

This section collects data on supplemental educational services.

**1.4.9.2.2 Supplemental Educational Services – Students**

In the table below, provide the number of students who were eligible for, who applied for, and who received supplemental educational services under Section 1116 of ESEA.

The number of students who received supplemental educational services should include all students who were enrolled with a provider and participated in some hours of services. States and LEAs have the discretion to determine the minimum number of hours of participation needed by a student to be considered as having received services.

<b>Supplemental Educational Services</b>	<b># Students</b>
Eligible for supplemental educational services	
Applied for supplemental educational services	
Received supplemental educational services	
<p><b>Comments:</b> The response is limited to 4,000 characters. Beginning in the 2012 -2013 school year, local education agencies (LEAs) replaced the tutorial services formerly conducted by Supplemental Educational Service (SES) providers, with a state-designed Flexible Learning Program (FLP) for Priority School students and Focus School students under Georgia's approved ESEA Flexibility Request. The choice requirement under the NCLB consequence structure is no longer necessary given state legislation, GA code §20-2-2130 mandating school choice opportunities within all LEAs.</p>	

**1.4.9.2.3 Funds Spent on Supplemental Educational Services**

In the table below, provide the total dollar amount spent by LEAs on supplemental educational services under Section 1116 of ESEA.

<b>Spending on Supplemental Educational Services</b>	<b>Dollars Spent</b>
Dollars spent by LEAs on supplemental educational services	\$
<p><b>Comments:</b> The response is limited to 4,000 characters. Beginning in the 2012 -2013 school year, local education agencies (LEAs) replaced the tutorial services formerly conducted by Supplemental Educational Service (SES) providers, with a state-designed Flexible Learning Program (FLP) for Priority School students and Focus School students under Georgia's approved ESEA Flexibility Request. The choice requirement under the NCLB consequence structure is no longer necessary given state legislation, GA code §20-2-2130 mandating school choice opportunities within all LEAs.</p>	

**1.5 TEACHER QUALITY**

This section collects data on "highly qualified" teachers as the term is defined in Section 9101(23) of ESEA.

**1.5.1 Core Academic Classes Taught by Teachers Who Are Highly Qualified**

In the table below, provide the number of core academic classes for the grade levels listed, the number of those core academic classes taught by teachers who are highly qualified, and the number taught by teachers who are not highly qualified. The percentage of core academic classes taught by teachers who are highly qualified and the percentage taught by teachers who are not highly qualified will be calculated automatically. Below the table are FAQs about these data.

Classes	Number of Core Academic Classes (Total)	Number of Core Academic Classes Taught by Teachers Who Are Highly Qualified	Percentage of Core Academic Classes Taught by Teachers Who Are Highly Qualified	Number of Core Academic Classes Taught by Teachers Who Are <u>NOT</u> Highly Qualified	Percentage of Core Academic Classes Taught by Teachers Who Are <u>NOT</u> Highly Qualified
All classes	279,374	276,459	98.96	2,915	1.04
All elementary classes	96,083	95,222	99.10	861	0.90
All secondary classes	183,291	181,237	98.88	2,054	1.12

Do the data in Table 1.5.1 above include classes taught by special education teachers who provide direct instruction in core academic subjects?

Data table includes classes taught by special education teachers who provide direct instruction in core academic subjects.	<u>Yes</u>
----------------------------------------------------------------------------------------------------------------------------	------------

If the answer above is no, please explain below. The response is limited to 8,000 characters.

--

Does the State count elementary classes so that a full-day self-contained classroom equals one class, or does the State use a departmentalized approach where a classroom is counted multiple times, once for each subject taught?

The response is limited to 8,000 characters.

Departmentalized approach
---------------------------

**FAQs about highly qualified teachers and core academic subjects:**

- a. *What are the core academic subjects?* English, reading/language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography [Title IX, Section 9101(11)]. While the statute includes the arts in the core academic subjects, it does not specify which of the arts are core academic subjects; therefore, States must make this determination.
- b. *How is a teacher defined?* An individual who provides instruction in the core academic areas to kindergarten, grades 1 through 12, or ungraded classes, or individuals who teach in an environment other than a classroom setting (and who maintain daily student attendance records) [from NCES, CCD, 2001-02]
- c. *How is a class defined?* A class is a setting in which organized instruction of core academic course content is provided to one or more students (including cross-age groupings) for a given period of time. (A course may be offered to more than one class.) Instruction, provided by one or more teachers or other staff members, may be delivered in person or via a different medium. Classes that share space should be considered as separate classes if they function as separate units for more than 50% of the time [from NCES Non-fiscal Data Handbook for Early Childhood, Elementary, and Secondary Education, 2003].
- d. *Should 6th-, 7th-, and 8th-grade classes be reported in the elementary or the secondary category?* States are responsible for determining whether the content taught at the middle school level meets the competency requirements for elementary or secondary instruction. Report classes in grade 6 through 8 consistent with how teachers have been classified to determine their highly qualified status, regardless of whether their schools are configured as elementary or middle schools.
- e. *How should States count teachers (including specialists or resource teachers) in elementary classes?* States that count self-contained classrooms as one class should, to avoid over-representation, also count subject-area specialists (e.g., mathematics or music teachers) or resource teachers as teaching one class. On the other hand, States using a departmentalized approach to instruction where a self-contained classroom is counted multiple times (once for each subject taught) should also count subject-area specialists or resource teachers as teaching multiple classes.
- f. *How should States count teachers in self-contained multiple-subject secondary classes?* Each core academic subject taught for which students are receiving credit toward graduation should be counted in the numerator and the denominator. For example, if the same teacher teaches English, calculus, history, and science in a self-contained classroom, count these as four classes in the denominator. If the teacher is Highly Qualified to teach English and history, he/she would be counted as Highly Qualified in two of the four subjects in the numerator.
- g. *What is the reporting period?* The reporting period is the school year. The count of classes must include all semesters, quarters, or terms of the school year. For example, if core academic classes are held in summer sessions, those classes should be included in the count of core academic classes. A state determines into which school year classes fall.

**1.5.2 Reasons Core Academic Classes Are Taught by Teachers Who Are Not Highly Qualified**

In the tables below, estimate the percentages for each of the reasons why teachers who are not highly qualified teach core academic classes. For example, if 900 elementary classes were taught by teachers who are not highly qualified, what percentage of those 900 classes falls into each of the categories listed below? If the three reasons provided at each grade level are not sufficient to explain why core academic classes at a particular grade level are taught by teachers who are not highly qualified, use the row labeled "other" and explain the additional reasons. The total of the reasons is calculated automatically for each grade level and must equal 100% at the elementary level and 100% at the secondary level.

**Note:** Use the numbers of core academic classes taught by teachers who are not highly qualified from 1.5.1 for both elementary school classes (1.5.2.1) and for secondary school classes (1.5.2.2) as your starting point.

<b>1.5.2.1 Elementary School Classes</b>	
<b>Elementary School Classes</b>	<b>Percentage</b>
Elementary school classes taught by certified general education teachers who did not pass a subject-knowledge test or (if eligible) have not demonstrated subject-matter competency through HOUSSE	8.60
Elementary school classes taught by certified special education teachers who did not pass a subject-knowledge test or have not demonstrated subject-matter competency through HOUSSE	13.30
Elementary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program)	75.10
Other (please explain in comment box below)	3.00
<b>Total</b>	<b>100.00</b>

The response is limited to 8,000 characters.

<b>1.5.2.2 Secondary School Classes</b>	
<b>Secondary School Classes</b>	<b>Percentage</b>
Secondary school classes taught by certified general education teachers who have not demonstrated subject-matter knowledge in those subjects (e.g., out-of-field teachers)	19.80
Secondary school classes taught by certified special education teachers who have not demonstrated subject-matter competency in those subjects	19.30
Secondary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program)	55.80
Other (please explain in comment box below)	5.10
<b>Total</b>	<b>100.00</b>

The response is limited to 8,000 characters.

### 1.5.3 Poverty Quartiles and Metrics Used

In the table below, provide the number of core academic classes for each of the school types listed and the number of those core academic classes taught by teachers who are highly qualified. The percentage of core academic classes taught by teachers who are highly qualified will be calculated automatically. 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.

**NOTE:** No source of classroom-level poverty data exists, so States may look at school-level data when figuring poverty quartiles. Because not all schools have traditional grade configurations, and because a school may not be counted as both an elementary and as a secondary school, States may include as elementary schools all schools that serve children in grades K through 5 (including K through 8 or K through 12 schools).

This means that *for the purpose of establishing poverty quartiles*, some classes in schools where both elementary and secondary classes are taught would be counted as classes in an elementary school rather than as classes in a secondary school in 1.5.3. This also means that such a 12th grade class would be in a different category in 1.5.3 than it would be in 1.5.1.

School Type	Number of Core Academic Classes (Total)	Number of Core Academic Classes Taught by Teachers Who Are Highly Qualified	Percentage of Core Academic Classes Taught by Teachers Who Are Highly Qualified
Elementary Schools			
High Poverty Elementary Schools	23,756	23,544	99.11
Low-poverty Elementary Schools	24,104	23,975	99.46
Secondary Schools			
High Poverty secondary Schools	32,520	32,025	98.48
Low-Poverty secondary Schools	66,376	65,934	99.33

#### 1.5.3.1 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. Below the table are FAQs about the data collected in this table.

	High-Poverty Schools (more than what %)	Low-Poverty Schools (less than what %)
Elementary schools	93.30	48.00
Poverty metric used	The percentage of students who qualify for the free and reduced lunch program.	
Secondary schools	93.10	48.10
Poverty metric used	The percentage of students who qualify for the free and reduced lunch program.	

**FAQs on poverty quartiles and metrics used to determine poverty**

- a. *What is a "high-poverty school"?* Section 1111(h)(1)(C)(viii) defines "high-poverty" schools as schools in the top quartile of poverty in the State.
- b. *What is a "low-poverty school"?* Section 1111(h)(1)(C)(viii) defines "low-poverty" schools as schools in the bottom quartile of poverty in the State.
- c. *How are the poverty quartiles determined?* Separately rank order elementary and secondary 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.
- d. *Since the poverty data are collected at the school and not classroom level, how do we classify schools as either elementary or secondary for this purpose?* States may include as elementary schools all schools that serve children in grades K through 5 (including K through 8 or K through 12 schools) and would therefore include as secondary schools those that exclusively serve children in grades 6 and higher.

**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 programs implemented in the State, as defined in 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.gwu.edu/files/rcd/BE021775/Glossary\\_of\\_Terms.pdf](http://www.ncela.gwu.edu/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
<u>Yes</u>	Dual language	Spanish, French, German, Chinese
<u>Yes</u>	Two-way immersion	Spanish
<u>No</u>	Transitional bilingual programs	
<u>No</u>	Developmental bilingual	
<u>Yes</u>	Heritage language	Spanish
<u>Yes</u>	Sheltered English instruction	////////////////////////////////////
<u>Yes</u>	Structured English immersion	////////////////////////////////////
<u>Yes</u>	Specially designed academic instruction delivered in English (SDAIE)	////////////////////////////////////
<u>Yes</u>	Content-based ESL	////////////////////////////////////
<u>Yes</u>	Pull-out ESL	////////////////////////////////////
<u>Yes</u>	Other (explain in comment box below)	////////////////////////////////////

The response is limited to 8,000 characters.

A large percentage of LEAs utilize the Push-In model in addition to other models, which allows the ESOL teacher to enter the regular education classroom and work directly with ELs, providing targeted language support within the content area classroom. A significant number of LEAs have provided SIOP training to teachers to ensure that academic content material taught in the general education classroom is comprehensible to ELs, promoting English development, along with content area proficiency. SIOP training provides teachers with a well-articulated and practical method of sheltered instruction to facilitate high quality instruction for ELs in content areas.

Although dual language and two-way immersion programs are not widely implemented in Georgia at this time, the number of programs is increasing. Dual language and two-way immersion programs have developed and implemented both in charter schools and traditional public schools in Georgia and as a program these programs continue to expand, an increasing number of LEAs have expressed interest in pursuing the implementation of dual language as a program model.

**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).

- o 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.
- o 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	104,784
<b>Comments:</b> The response is limited to 4,000 characters. The ACCESS testing window (usually from January to April) is for a limited number of days. The testing participation number reflects the number of EL students who were present during the testing window only. So, the EL test participation number may not capture the total number of EL 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.	100,761
<b>Comments:</b> The response is limited to 4,000 characters. LEAs that receive Title III funds have the option to determine which EL students are offered supplemental services. So, the total number of EL students may differ from the total number of EL students in the state.	

**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
Spanish; Castilian	82,646
No linguistic content; Not applicable	6,239
Vietnamese	2,454
Chinese	1,763
Korean	1,369

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

The response is limited to 8,000 characters.

Spanish speakers represent the most commonly spoken language in Georgia among EL students. The category "No Linguistic content" listed above as the second most commonly spoken language represents Georgia EL students who speak languages categorized as "other African", "Other Asian", "Other Indian", "other European". The Georgia master language code individually lists the primary languages in each group spoken by Georgia EL students, but does not separately list every individual within those categories. Following the top five most commonly spoken languages, other major language groups represented in Georgia are Arabic, French, Amharic, Portuguese, Gujarati, Haitian Creole, Hebrew, Urdu, and Russian,
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**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	98,669
Number not tested on State annual ELP assessment	5,853
Total	104,522

**Comments:** The response is limited to 4,000 characters. All Title III K-12 English Learners, coded EL-Y, and enrolled in a Georgia school at any time during the 2014-2015 school year are included in the total count to Title III LEP students tested on the annual ELP assessment. Students are coded as EL-Y upon determination of eligibility and remain coded as such until their status changes to EL-M. ACCESS for ELLs is the annual ELP assessment. In Georgia, this assessment is administered during a specific testing window between late January and early March. Students who enter GA schools outside the testing ACCESS testing window dates are reported as EL-Y upon screening and meeting eligibility requirements; however, if they were not enrolled during the ELP assessment testing window, the ACCESS cannot be administered. Because the population can be highly mobile, a significant number of ELs may withdraw and move to another state before the testing window opens or enroll after the testing window ends, yet still be included in the total number of LEP students in the state for the school year. The number tested on the annual ELP assessment includes all LEP students who participated in one or more domains of the assessment. This number includes students with disabilities of a nature that may have prevented their participation in all domains of the assessment. This may include students who are blind and unable to see a picture and describe it for the speaking or writing domains or students who are deaf or whose learning is so severely impaired that they are not able to respond to oral questions in the listening domain. While the Alternate ACCESS for ELs assessment was administered in the 2014-2015 to students with severe cognitive disabilities who by the nature of their disabilities met the criteria for this alternative proficiency assessment, there is still a very small population of students in the state who due to the nature and severity of their disabilities are unable to participate in any domain of the assessment. These students are included in the count of students not tested on the State annual ELP assessment. Student Record data collections and ACCESS data were reviewed to determine the number of students not participating in ACCESS administrations for the reasons listed above. Data reflected 3,894 withdrew prior to the opening of the test window and did not enroll in another GA public school, while 225 entered a GA school system for the first time after the ACCESS window closed. For ELs with disabilities who did not participate, data reflect 3 who were blind or had significant visual impairments; 6 students who were deaf/significant hearing impairments; 26 with significant cognitive disabilities; and 37 identified as significant developmental delays. While data reports 19 with Autism who did not participate in the assessment, GA data collection methods do not allow the determination of the exact number of students whose Autism may be so severe that they are non-verbal and have no spoken or written language. Data also reflect 317 who withdrew during the test window without being assessed and did not enroll in another GA school. Reasons for withdrawal and the number of EL in each category are as follows: 93 moved out of state; 58 were withdrawn due to lack of attendance or failure; 54 moved out of U.S.; 19 graduated; 2 were removed to the state Department of Juvenile Justice system or incarcerated; 1 died; 6 withdrew to attend adult education programs; 3 withdrew to home study programs; 1 due to serious illness; 1 due to the SB10 State Schools Transfer; 1 withdrew due to pregnancy; 4 withdrew due to financial hardship; and 74 were withdrawn for unknown reasons. Student record data collection methods are unable to determine the number of ELs with 504 plan or an IEP specifying the student's English proficiency will not be assessed or the number of ELs who may have been absent during the testing window and not tested.

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

All LEP Results	#
Number attained proficiency on State annual ELP assessment	S
Percent attained proficiency on State annual ELP assessment	17.2

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

**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.

<b>Title III LEP Testing</b>		<b>#</b>
Number tested on State annual ELP assessment		94,990
Number not tested on State annual ELP assessment		5,522
Total		100,512
<p><b>Comments:</b> The response is limited to 4,000 characters. All Title III K-12 English Learners, coded EL-Y, and enrolled in a Georgia school at any time during the 2014-2014 school year are included in the total count to Title III LEP students tested on the annual ELP assessment. Students are coded as EL-Y upon determination of eligibility and remain coded as such until their status changes to EL-M. ACCESS for ELLs is the annual ELP assessment. In Georgia, this assessment is administered during a specific testing window between late January and early March. Students who enter GA schools outside the testing ACCESS testing window dates are reported as EL-Y upon screening and meeting eligibility requirements; however, if they were not enrolled during the ELP assessment testing window, the ACCESS cannot be administered. Because the population can be highly mobile, a significant number of ELs may withdraw and move to another state before the testing window opens or enroll after the testing window ends, yet still be included in the total number of LEP students in the state for the school year. The number tested on the annual ELP assessment includes all LEP students who participated in one or more domains of the assessment. This number includes students with disabilities of a nature that may have prevented their participation in all domains of the assessment. This may include students who are blind and unable to see a picture and describe it for the speaking or writing domains or students who are deaf or whose learning is so severely impaired that they are not able to respond to oral questions in the listening domain. While the Alternate ACCESS for ELs assessment was administered in the 2014-2015 to students with severe cognitive disabilities who by the nature of their disabilities met the criteria for this alternative proficiency assessment, there is still a very small population of students in the state who due to the nature and severity of their disabilities are unable to participate in any domain of the assessment. These students are included in the count of students not tested on the State annual ELP assessment. Student Record data collections and ACCESS data were reviewed to determine the number of students not participating in ACCESS administrations for the reasons listed above. Data reflected 3,894 withdrew prior to the opening of the test window and did not enroll in another GA public school, while 225 entered a GA school system for the first time after the ACCESS window closed. For ELs with disabilities who did not participate, data reflect 3 who were blind or had significant visual impairments; 6 students who were deaf/significant hearing impairments; 26 with significant cognitive disabilities; and 37 identified as significant developmental delays. While data reports 19 with Autism who did not participate in the assessment, GA data collection methods do not allow the determination of the exact number of students whose Autism may be so severe that they are non-verbal and have no spoken or written language. Data also reflect 317 who withdrew during the test window without being assessed and did not enroll in another GA school. Reasons for withdrawal and the number of EL in each category are as follows; 93 moved out of state ; 58 were withdrawn due to lack of attendance or failure; 54 moved out of U.S.; 19 graduated; 2 were removed to the state Department of Juvenile Justice system or incarcerated; 1 died; 6 withdrew to attend adult education programs; 3 withdrew to home study programs; 1 due to serious illness; 1 due to the SB10 State Schools Transfer; 1 withdrew due to pregnancy; 4 withdrew due to financial hardship; and 74 were withdrawn for unknown reasons. Student record data collection methods are unable to determine the number of ELs with 504 plan or an IEP specifying the student's English proficiency will not be assessed or the number of ELs who may have been absent during the testing window and not tested.</p>		

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 and whose results were not included in the calculation for AMAO 1. Report this number ONLY if the State did not include these students in establishing AMAO 1/ making progress target and did not include them in the calculations for AMAO 1/ making progress (# and % making progress).

<b>Title III First Time Tested</b>		<b>#</b>
Number of Title III students who took the State annual ELP assessment for the first time whose progress cannot be determined and whose results were not included in the calculation for AMAO 1.		27,707

**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:**

- Annual Measureable Achievement Objectives (AMAOs)** = State targets for the number and percent of students making progress and attaining proficiency.
- 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.
- 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.
- 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 State targets for the number and percent of students making progress and attaining English proficiency for this reporting period. Additionally, 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. If your State uses cohorts, provide us with the range of targets, (i.e., indicate the lowest target among the cohorts, e.g., 10% and the highest target among a cohort, e.g., 70%).

<b>Title III Results</b>	<b>Results #</b>	<b>Results %</b>	<b>Targets #</b>	<b>Targets %</b>
Making progress	S	68.9	36,332	54.00
Attained proficiency	S	15.5	7,836	8.30

**Comments:** The response is limited to 4,000 characters. Georgia's LEP population increased significantly in 2014 -2015, With an increase of 6,184 LEP students enrolled compared to the 2013-2014 school year. The largest increase is at the elementary level. Teachers, administrators, instructional support staff all have been receiving high quality, sustained professional learning focused on ELs and each year there is stronger implementation of EL-focused best practices in classroom instruction. There has been a greater emphasis on including classroom teachers of ELs in the trainings, rather than focusing only on ESOL teachers. Additionally, more classroom teachers are choosing to enroll in and complete the ESOL endorsement; therefore, they are able to implement best practices and strategies that focus on both language and academic achievement throughout the entire school day.

**1.6.3.5 Native Language Assessments**

This section collects data on LEP students assessed in their native language (Section 1111(b)(6)) to be used for AYP determinations.

**1.6.3.5.1 LEP Students Assessed in Native Language**

In the table below, check "Yes" if the specified assessment is used for AYP purposes.

State offers the State reading/language arts content tests in the students' native language(s).	<u>No</u>
State offers the State mathematics content tests in the students' native language(s).	<u>No</u>
State offers the State science content tests in the students' native language(s).	<u>No</u>
<b>Comments:</b> The response is limited to 4,000 characters.	

**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)
None
<b>Comments:</b> The response is limited to 4,000 characters. Georgia does not administer native language assessments for ESEA accountability for mathematics.

**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)
None
<b>Comments:</b> The response is limited to 4,000 characters. Georgia does not administer native language assessments for ESEA accountability for reading/language arts.

**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)
None
<b>Comments:</b> The response is limited to 4,000 characters. Georgia does not administer native language assessments for ESEA accountability for science.

**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 AYP grades and in non-AYP 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
15,995	15,020	31,015
<b>Comments:</b> The response is limited to 4,000 characters.		

**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 in all AYP grades.
2. **# At or Above Proficient** = State-aggregated number of MFLEP 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 of 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
25,402	S	34.2	S
<b>Comments:</b> The response is limited to 4,000 characters.			

**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 in all AYP grades.
2. **# At or Above Proficient** = State-aggregated number of MFLEP 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
25,003	S	28.9	S
<b>Comments:</b> The response is limited to 4,000 characters.			

**1.6.3.6.4 MFLEP Students Results for Science**

In the 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 of MFLEP 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
25,066	S	26.4	S
<b>Comments:</b> The response is limited to 4,000 characters.			

**1.6.4 Title III Subgrantees**

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

**1.6.4.1 Title III Subgrantee Performance**

In the table below, report the number of Title III subgrantees meeting the criteria described in the table. Do not leave items blank. If there are zero subgrantees who met the condition described, put a zero in the number (#) column. Do not double count subgrantees by category.

**Note:** Do not include number of subgrants made under Section 3114(d)(1) from funds reserved for education programs and activities for immigrant children and youth. (Report Section 3114(d)(1) subgrants in 1.6.5.1 ONLY.)

Title III Subgrantees	#
Total number of subgrantees for the year	
Number of subgrantees that met all three Title III AMAOs	
Number of subgrantees that met AMAO 1	
Number of subgrantees that met AMAO 2	
Number of subgrantees that met AMAO 3	
Number of subgrantees that did not meet any Title III AMAOs	
Number of subgrantees that did not meet Title III AMAOs for two consecutive years (SYs 2013 -14 and 2014-15)	
Number of subgrantees implementing an improvement plan in SY 2014-15 for not meeting Title III AMAOs for two consecutive years	
Number of subgrantees that have not met Title III AMAOs for four consecutive years (SYs 2011-12, 2012-13, 2013-14, and 2014-15)	

Provide information on how the State counted consortia members in the total number of subgrantees and in each of the numbers in table 1.6.4.1. If applicable, also please note if this method is the same or different from the previous year.

The response is limited to 4,000 characters.

**Comments:** The response is limited to 4,000 characters. Georgia has a single state -wide consortium comprised in 2014-2015 of 80 LEAs reporting but with a population too small for individual Title III allocations. The 80 districts are located geographically throughout the entire state. The Georgia Title III Consortium is considered a single sub-grantee and AMAOs 1 and 2 are calculated for the consortium as a single entity. There is no change to the method of accounting consortia membership or determining accountability.

**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).

Were any Title III language instruction educational programs <u>or</u> activities terminated for failure to reach program goals?	<u>No</u>
If yes, provide the number of language instruction educational programs <u>or</u> activities for immigrant children and youth terminated.	
<b>Comments:</b> The response is limited to 4,000 characters.	

**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 the 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
21,320	12,421	35

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.

The state revised its business rules for determining the definition of the threshold number of immigrants to qualify as an increase in the number of immigrants, thereby, allowing more districts to qualify for immigrant grants. The federal definition of Immigrant Children and Youth was not impacted by this change.

**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.

<b>Title III Teachers</b>	<b>#</b>
Number of all certified/licensed teachers currently working in Title III language instruction educational programs.	2,249
Estimate number of <b>additional</b> certified/licensed teachers that will be needed for Title III language instruction educational programs in the next 5 years*.	736

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.

Despite the current economic recession in Georgia, the EL K-12 population in the state increased 6.27% from 2013-2014 to 2014-2015. While new families are moving into Georgia each year for work reasons, Georgia is a designated key refugee location center and therefore, will continue to experience annual increases in the EL student population. Additionally, the largest population of ELs entering Georgia public schools is at the kindergarten level and many of Georgia’s future public school LEP students are born in the United States, a number of them in Georgia. This trend is expected to continue as children of families who have make their homes in Georgia reach school age and enroll in local schools.

The estimated number of additional certified/licensed teachers needed for Title III language instruction is based on the expectation that the total EL student population will continue to grow by approximately 6.27% per year or approximately 30,920 students over the next five years. As the number of ELs in schools increases, more LEAs are incorporating sheltered content instruction classes for ELs into local school schedules to better serve the academic needs of EL students. The number of additional certified/licensed teachers,736,resulted from dividing 30,920(6.27% growth per year for 5 years) new EL students by 42, the number of ELs the state funding formula anticipates being assigned to and ESOL teacher, as well as replacing the ESOL teacher positions lost or not established in the past three year due to extreme budgets at the district level.

Georgia Department of Education Title III and Title I programs have collaborated for several years to offer on-line ESOL Endorsement opportunities to districts in rural areas as availability of endorsement programs is often limited to the more populous areas of the state. A number of the larger school districts and Regional Education Service Agencies (RESAs) also offer ESOL Endorsements and training as part of their professional learning programs. A number of universities in the state offer either the ESOL Endorsement or full ESOL teacher certification programs.

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

**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.)
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	87
Understanding and implementation of assessment of LEP students	81
Understanding and implementation of ELP standards and academic content standards for LEP students	86
Alignment of the curriculum in language instruction educational programs to ELP standards	78
Subject matter knowledge for teachers	73
Other (Explain in comment box)	46

PD Participant Information	# Subgrantees	# Participants
PD provided to content classroom teachers	82	39,032
PD provided to LEP classroom teachers	84	6,108
PD provided to principals	75	433
PD provided to administrators/other than principals	76	2,506
PD provided to other school personnel/non-administrative	72	4,251
PD provided to community based organization personnel	32	1,969
Total	//////	54,299

The response is limited to 8,000 characters.

The "other" category encompasses subgrantees that had teachers or administrators enrolled in the Georgia ESOL Endorsement course sequence offered in an approved program through their local school district, a Regional Education Services Agency (RESA) or a college or university. It also includes subgrantees that offered training on a variety of other topics related to ELs, integration of the WIDA ELD Standards with State Standards: differentiation for ELs at varying levels of English proficiency; supporting teachers of ELs with disabilities; awareness and respect for cultural differences and diversity; training community liaisons to support student and parent engagement; and record keeping requirements for language assistance programs.

**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 US 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 2014-15 funds July 1, 2014, and then made these funds available to subgrantees on August 1, 2014, for SY 2014-15 programs. Then the "# of days/\$\$ Distribution" is 30 days.

Date State Received Allocation	Date Funds Available to Subgrantees	# of Days/\$\$ Distribution
07/01/14	08/21/14	37
<b>Comments:</b> The response is limited to 4,000 characters. The Georgia State Board of Education approves all granted awards to local school systems. The Georgia Department of Education Title III Unit received its initial notification of the Title III allocation from the ED Title III Program Officer on July 1, 2014. State Board of Education procedures do not permit approval of allocations prior to receipt of the exact dollar amount of the allocation. The Georgia SBOE met on August 21, 2014 and approved the grant awards a part of the meeting agenda.		

**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.

Georgia Department of Education Title III Unit has taken a proactive approach, preparing an item for information for the State Board of Education prior to receiving the grant award. This is not standard operating procedure and does not guarantee that grant funds will be made available more quickly, but does ensure that the State Board of Education has all pertinent information regarding the Title III grant and will be ready to approve the item at their first meeting following receipt of the grant award. Funds may not be distributed until formal approval of the amount is granted by the State Board of Education.

**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>.

<b>Persistently Dangerous Schools</b>	<b>#</b>
Persistently Dangerous Schools	0
<b>Comments:</b> The response is limited to 4,000 characters.	

**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.

<b>LEAs</b>	<b>#</b>	<b># LEAs Reporting Data</b>
LEAs without subgrants	148	148
LEAs with subgrants	50	50
Total	198	198

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

**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)	296	504
K	1,015	2,923
1	988	2,851
2	830	2,746
3	841	2,633
4	802	2,422
5	705	2,368
6	636	2,221
7	685	2,168
8	670	2,040
9	641	2,498
10	472	1,635
11	398	1,169
12	464	1,482
Ungraded		
Total	9,443	29,660

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

**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	570	3,202
Doubled-up (e.g., living with another family)	7,860	20,056
Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, or abandoned buildings)	152	517
Hotels/Motels	861	5,885
Total	9,443	29,660

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

**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	525	1,592
Migratory children/youth	147	96
Children with disabilities (IDEA)	1,515	4,918
Limited English Proficient (LEP) students	306	882

**Comments:** The response is limited to 4,000 characters. Data has been reported as it was submitted to the GaDOE by the LEAs.

**1.9.2 LEAs with McKinney-Vento Subgrants**

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

**1.9.2.1 Homeless Children and Youth 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	11
Age 3 through 5 (not Kindergarten)	503
K	2,824
1	2,759
2	2,663
3	2,539
4	2,342
5	2,299
6	2,155
7	2,098
8	1,981
9	2,446
10	1,604
11	1,163
12	1,472
Ungraded	
Total	28,859

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

**1.9.2.2 Subgroups of Homeless Students Served**

In the table below, please provide the following information about the homeless students served during the regular school year.

Subgroup	# Homeless Students Served
Unaccompanied homeless youth	1,584
Migratory children/youth	96
Children with disabilities ( <i>IDEA</i> )	4,810
Limited English Proficient (LEP) students	876

**Comments:** The response is limited to 4,000 characters. Data has been reported as it was submitted to the GaDOE by the LEAs.

### 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	608	S	21	1,862	S	17
4	584	S	20	1,735	S	18
5	519	S	16	1,734	S	18
6	481	S	20	1,610	S	18
7	496	S	16	1,563	S	17
8	480	S	22	1,435	S	22
High School	269	S	20	918	S	18

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

#### 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.

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	610	S	23	1,872	S	16
4	588	S	22	1,735	S	19
5	524	S	17	1,741	S	18
6	482	S	16	1,611	S	14
7	507	S	18	1,561	S	16
8	483	S	18	1,437	S	16
High School	317	S	14	1,111	S	12

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

#### 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.

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	607	S	18	1,870	S	15
4	588	S	21	1,728	S	14
5	523	S	19	1,732	S	16
6	483	S	23	1,602	S	16
7	503	S	20	1,557	S	16
8	484	S	18	1,431	S	16
High School	369	S	20	1,309	S	18

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