

CONSOLIDATED STATE PERFORMANCE REPORT
PART I
School Years 2017-18, 2018-19, and 2019-20

DUE TBD

The Consolidated State Performance Report (CSPR) is the required annual reporting tool for each State, the Bureau of Indian Education, District of Columbia, and Puerto Rico as authorized under Section 8303¹ of the *Elementary and Secondary Education Act (ESEA)*, as amended by the *Every Student Succeeds Act of 2015(ESSA)*².

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0724. The time required to complete this information collection is estimated to average 34.84 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

¹ SEC.8303. Consolidated Reporting – (a) In general: In order to simplify reporting requirements and reduce reporting burdens, the Secretary shall establish procedures and criteria under which a State educational agency, in consultation with the Governor of the State, may submit a consolidated State annual report. (b) Contents: The report shall contain information about the programs included in the report, including the performance of the State under those programs, and other matters as the Secretary determines are necessary, such as monitoring activities. (c) Replacement: The report shall replace separate individual annual reports for the programs included in the consolidated State annual report.

² All citations to the ESEA in this document are to the ESEA, as amended by the ESSA.

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How to Use this Document

There are four documents included in the CPSR collection package to update the currently approved CPSR (1810-0724). The CPSR is being updated to align with the reporting requirements of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act, which became law in December 2015. The three documents are:

1. SY 2017-18 CPSR Part I (this document): Complete listing of the items included in the currently approved package and the proposed changes.
2. SY 2017-18 CPSR Part II: Complete listing of the items included in the currently approved package and the proposed changes.
3. Directed Questions: Contains specific topics for which ED would like to obtain input from data submitters and stakeholders.
4. Response to 60-day Comments: Contains the details of the comments received during the 60-day public comment period and related responses.

This document contains the details of the data that are collected from state educational agencies (SEAs). The CPSR data are collected as part of the *EDFacts* Submission System (ESS) and the CPSR data collection system. The data collected through ESS are already approved through OMB control number 1850-0925.

This document contains the following changes from the currently approved CPSR (1810-0724):

1. Items marked as **New60!** are new items from the currently approved CPSR that were presented in the 60-day comment package. Items marked as **New-ESS!** are items already approved through the *EDFacts* OMB Collection Package (1850-0925), no additional items from ESS were added to the 30-day package.
2. Items marked as **Revised60!** are revised from the currently approved CPSR and those marked as **Revised30!** are revised from the 60-day package.
3. Items marked with a current *EDFacts* file specification (ex. "FS185") already have approval through the *EDFacts* OMB Collection Package (1850-0925).
4. Retired Items (from the SY 2016-17 CPSR) are listed at the end of this document.
5. All existing items have new placements (i.e. section numbers) compared to the SY 2016-17 CPSR Part I. A crosswalk will be created by PSC for use when reporting.
6. There are multiple updates of language based on *ESEA*, as amended by *ESSA*. Also, in the 30-day package is some additional definitional guidance.

1.1 GENERAL INFORMATION

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

1.1.1 State Report Cards **New60!**

Provide the url for your State’s publicly posted Annual State Report Card required under Section 1111(h)(1)(A) of the <i>ESEA</i> .	
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1.2 STUDENT ACADEMIC ACHIEVEMENT AND PARTICIPATION IN STATE ASSESSMENTS

This section collects data on student academic achievement and participation in the State assessments.

Note: States are not required to report these data by the racial/ethnic groups shown in the table below; instead, they are required to report these data by the major racial and ethnic groups that align with their accountability system.

1.2.1 Academic Achievement and Participation in Mathematics Assessment

In the table below, provide information on the achievement and participation of students on the mathematics assessments required under Section 1111(b)(2) of the *ESEA* by reporting on: the number of students enrolled during the State’s testing window, the number of students who participated in the mathematics assessment, the number of students who took the mathematics assessment and received a valid score, and the number of students who scored at or above proficient. The percentage of students who participated in the assessment and the percentage of students scoring at or above proficient will be calculated automatically.

The student group “children with disabilities (*IDEA*)” includes children with disabilities, as defined under the *Individuals with Disabilities Education Act (IDEA)*, who participated in the regular assessments with or without accommodations and alternate assessments. Do not include former children with disabilities (*IDEA*). Do not include students only covered under Section 504 of the *Rehabilitation Act of 1973*.

The student group “English learners” should include recently arrived students who are identified as English Learners (ELs) and who have attended schools in the U.S. for less than 12 months. Do not include former ELs (i.e., those who exited EL status prior to the testing window within the past four years).

This table is repeated for each of grades three through eight and once for high school.

Student Group	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	FS185	FS185	(Auto calculated)	FS175	FS175	(Auto calculated)
American Indian or Alaska Native	FS185	FS185	(Auto calculated)	FS175	FS175	(Auto calculated)
Asian or Pacific Islander	FS185	FS185	(Auto calculated)	FS175	FS175	(Auto calculated)
<i>Asian</i>	FS185	FS185	(Auto calculated)	FS175	FS175	(Auto calculated)
<i>Native Hawaiian or other Pacific Islander</i>	FS185	FS185	(Auto calculated)	FS175	FS175	(Auto calculated)
Black or African American	FS185	FS185	(Auto calculated)	FS175	FS175	(Auto calculated)
Hispanic or Latino	FS185	FS185	(Auto calculated)	FS175	FS175	(Auto calculated)
White	FS185	FS185	(Auto calculated)	FS175	FS175	(Auto calculated)
Two or more races	FS185	FS185	(Auto calculated)	FS175	FS175	(Auto calculated)
Children with disabilities (<i>IDEA</i>)	FS185	FS185	(Auto calculated)	FS175	FS175	(Auto calculated)
English learners	FS185	FS185	(Auto calculated)	FS175	FS175	(Auto calculated)
Economically disadvantaged students	FS185	FS185	(Auto calculated)	FS175	FS175	(Auto calculated)
Children in foster care	FS185	FS185	(Auto calculated)	FS175	FS175	(Auto calculated)
Children who are homeless	FS185	FS185	(Auto calculated)	FS175	FS175	(Auto calculated)
Migratory students	FS185	FS185	(Auto calculated)	FS175	FS175	(Auto calculated)
Military connected	FS185	FS185	(Auto calculated)	FS175	FS175	(Auto calculated)

Student Group	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
students						
Male	FS185	FS185	(Auto calculated)	FS175	FS175	(Auto calculated)
Female	FS185	FS185	(Auto calculated)	FS175	FS175	(Auto calculated)

1.2.2 Academic Achievement and Participation in Reading/Language Arts Assessment

In the table below, provide information on the achievement and participation of students on the reading/language arts assessments required under Section 1111(b)(2) of the *ESEA* by reporting on: the number of students enrolled during the State’s testing window, the number of students who participated in the reading/language arts assessment, the number of students who took the reading/language arts assessment and received a valid score, and the number of students who scored at or above proficient. The percentage of students who were tested and the percentage of students scoring at or above proficient will be calculated automatically.

The student group “children with disabilities (*IDEA*)” includes children who participated in the regular assessments with or without accommodations and alternate assessments. Do not include former children with disabilities (*IDEA*). Do not include students only covered under Section 504 of the *Rehabilitation Act of 1973*.

The student group “English learners” does not include recently arrived students who have attended schools in the United States for fewer than 12 months and who took an assessment of English language proficiency (ELP) in lieu of the State’s reading/language arts assessment. Do not include former ELs.

This table is repeated for each of grades three through eight and once for high school.

Student Group	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	FS188	FS188	(Auto calculated)	FS178	FS178	(Auto calculated)
American Indian or Alaska Native	FS188	FS188	(Auto calculated)	FS178	FS178	(Auto calculated)
Asian or Pacific Islander	FS188	FS188	(Auto calculated)	FS178	FS178	(Auto calculated)
<i>Asian</i>	FS188	FS188	(Auto calculated)	FS178	FS178	(Auto calculated)
<i>Native Hawaiian or other Pacific Islander</i>	FS188	FS188	(Auto calculated)	FS178	FS178	(Auto calculated)
Black or African American	FS188	FS188	(Auto calculated)	FS178	FS178	(Auto calculated)
Hispanic or Latino	FS188	FS188	(Auto calculated)	FS178	FS178	(Auto calculated)
White	FS188	FS188	(Auto calculated)	FS178	FS178	(Auto calculated)
Two or more races	FS188	FS188	(Auto calculated)	FS178	FS178	(Auto calculated)
Children with disabilities (<i>IDEA</i>)	FS188	FS188	(Auto calculated)	FS178	FS178	(Auto calculated)
English Learners	FS188	FS188	(Auto calculated)	FS178	FS178	(Auto calculated)
Economically disadvantaged students	FS188	FS188	(Auto calculated)	FS178	FS178	(Auto calculated)
Children in foster care	FS188	FS188	(Auto calculated)	FS178	FS178	(Auto calculated)
Children who are homeless	FS188	FS188	(Auto calculated)	FS178	FS178	(Auto calculated)
Migratory students	FS188	FS188	(Auto calculated)	FS178	FS178	(Auto calculated)
Military connected	FS188	FS188	(Auto calculated)	FS178	FS178	(Auto calculated)

Student Group	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
students						
Male	FS188	FS188	(Auto calculated)	FS178	FS178	(Auto calculated)
Female	FS188	FS188	(Auto calculated)	FS178	FS178	(Auto calculated)

1.2.3 Academic Achievement and Participation in Science Assessment

In the table below, provide information on the achievement and participation of students on the science assessments required under Section 1111(b)(2) of the *ESEA* by reporting on: the number of students enrolled during the State’s testing window, the number of students who participated in the science assessment, the number of students who took the science assessment and received a valid score, and the number of students who scored at or above proficient. The percentage of students who were tested and the percentage of students scoring at or above proficient will be calculated automatically.

This table is repeated for each of grades three through eight and once for high school.

Student Group	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	FS189	FS189	(Auto calculated)	FS179	FS179	(Auto calculated)
American Indian or Alaska Native	FS189	FS189	(Auto calculated)	FS179	FS179	(Auto calculated)
Asian or Pacific Islander	FS189	FS189	(Auto calculated)	FS179	FS179	(Auto calculated)
<i>Asian</i>	FS189	FS189	(Auto calculated)	FS179	FS179	(Auto calculated)
<i>Native Hawaiian or other Pacific Islander</i>	FS189	FS189	(Auto calculated)	FS179	FS179	(Auto calculated)

Student Group	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
Black or African American	FS189	FS189	(Auto calculated)	FS179	FS179	(Auto calculated)
Hispanic or Latino	FS189	FS189	(Auto calculated)	FS179	FS179	(Auto calculated)
White	FS189	FS189	(Auto calculated)	FS179	FS179	(Auto calculated)
Two or more races	FS189	FS189	(Auto calculated)	FS179	FS179	(Auto calculated)
Children with disabilities (<i>IDEA</i>)	FS189	FS189	(Auto calculated)	FS179	FS179	(Auto calculated)
English Learners	FS189	FS189	(Auto calculated)	FS179	FS179	(Auto calculated)
Economically disadvantaged students	FS189	FS189	(Auto calculated)	FS179	FS179	(Auto calculated)
Children in foster care	FS189	FS189	(Auto calculated)	FS179	FS179	(Auto calculated)
Children who are homeless	FS189	FS189	(Auto calculated)	FS179	FS179	(Auto calculated)
Migratory students	FS189	FS189	(Auto calculated)	FS179	FS179	(Auto calculated)
Military connected students	FS189	FS189	(Auto calculated)	FS179	FS179	(Auto calculated)
Male	FS189	FS189	(Auto calculated)	FS179	FS179	(Auto calculated)
Female	FS189	FS189	(Auto calculated)	FS179	FS179	(Auto calculated)

1.2.4 Assessment Participation by Assessment Type for Children with Disabilities

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

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

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

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

Type of Assessment	# Children with Disabilities (<i>IDEA</i>) Participating	Percentage of Children with Disabilities (<i>IDEA</i>) Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations	FS185	(Auto calculated)
Regular Assessment with Accommodations	FS185	(Auto calculated)
Alternate Assessment Based on Alternate Achievement Standards	FS185	(Auto calculated)
Total	(Auto calculated)	

1.2.4.2 Percentage of Students Assessed Using the Alternate Assessment Based on Alternate Achievement Standards in Mathematics New-ESS!

# Children with Disabilities (<i>IDEA</i>) Assessed Using the Alternate Assessment Based on Alternate Achievement Standards	# Students Participating	Percentage of Students Assessed Using the Alternate Assessment Based on Alternate Achievement Standards
FS185	FS185	(Auto calculated)

1.2.4.2.1 Waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate achievement standards New60!

	Yes or No
Did your State receive a waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the	

alternate assessment based on alternate achievement standards in mathematics in SY2017-18?	
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1.2.4.3 Participation of Children with Disabilities (IDEA) in Reading/Language Arts Assessment Revised60!

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

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

Type of Assessment	# Children with Disabilities (<i>IDEA</i>) Participating	Percentage of Children with Disabilities (<i>IDEA</i>) Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations	FS188	(Auto calculated)
Regular Assessment with Accommodations	FS188	(Auto calculated)
Alternate Assessment Based on Alternate Achievement Standards	FS188	(Auto calculated)
Recently arrived ELs, took ELP	FS188	(Auto calculated)
Total	(Auto calculated)	

1.2.4.4 Percentage of Students Assessed Using the Alternate Assessment Based on Alternate Achievement Standards in Reading/Language Arts New-ESS!

# Children with Disabilities (<i>IDEA</i>) Assessed Using the Alternate Assessment Based on Alternate Achievement Standards	# Students Participating	Percentage of Students Assessed Using the Alternate Assessment Based on Alternate Achievement Standards
FS188	FS188	(Auto calculated)

1.2.4.4.1 Waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate academic achievement standards New60!

	Yes or No
Did your State receive a waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate academic achievement standards in reading/language arts in SY2017-18?	

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

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

Type of Assessment	# Children with Disabilities (<i>IDEA</i>) Participating	Percentage of Children with Disabilities (<i>IDEA</i>) Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations	FS189	(Auto calculated)
Regular Assessment with Accommodations	FS189	(Auto calculated)
Alternate Assessment Based on Alternate Achievement Standards	FS189	(Auto calculated)
Total	(Auto calculated)	

1.2.4.6 Percentage of Students Assessed Using the Alternate Assessment Based on Alternate Achievement Standards in Science New-ESS!

# Children with Disabilities (<i>IDEA</i>) Assessed Using the Alternate Assessment Based on Alternate Achievement Standards	# Students Participating	Percentage of Students Assessed Using the Alternate Assessment Based on Alternate Achievement Standards
FS189	FS189	(Auto calculated)

1.2.4.6.1 Waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate academic achievement standards New60!

	Yes or No
Did your State receive a waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate academic achievement standards in science in SY2017-18?	

1.2.5 Assessments for ELs

This section collects information on EL assessment results.

1.2.5.1 EL Provisions for Content Assessments

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

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

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

Recently Arrived ELs	#
Recently arrived ELs who took an assessment of ELP in lieu of the State’s reading/language arts assessment	FS188

1.2.5.1.2 Native Language Assessments Offered **Revised60!**

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

Native Language Testing	Yes/No	If yes, are the tests considered to be trans-adapted assessments?	Language(s)
State offers the State mathematics content tests in the students’ native language(s).			
State offers the State reading/language arts content tests in the students’ native language(s).			
State offers the State science content tests in the students’ native language(s).			

1.2.5.2 Performance of ELs on State ELP Assessment

In the table below, please provide for all ELs: the number tested and not tested on the ELP assessment, the number and percentage making progress towards achieving ELP, and the number and percentage attaining proficiency on the annual State ELP assessment.

	# Tested	# Not Tested	#Making Progress	Percent Making Progress	# Attained Proficiency	Percent Attained Proficiency
All ELs	FS137	FS137	FS139	FS139	FS139	(Auto calculated)

1.2.5.3 Performance of ELs in Local Educational Agencies (LEAs) Receiving Title III Funds on State ELP

In the table below, please provide for ELs in LEAs receiving Title III, Part A funds, and for ELs identified as children with disabilities in LEAs receiving Title III, Part A funds: the number tested and not tested on the ELP assessment, the number and percentage making progress towards achieving ELP, and the number and percentage attaining proficiency on the annual State ELP assessment.

	# Tested	# Not Tested	# Making Progress	Percent Making Progress	# Attained Proficiency	Percent Attained Proficiency
ELs in LEAs receiving Title III, Part A funds	FS138	FS138	FS050	FS050	FS050	(Auto calculated)
ELs identified as children with disabilities in LEAs receiving Title III, Part A funds New-ESS!	FS138	FS138	FS050	FS050	FS050	(Auto calculated)

1.2.5.3.1 ELs in LEAs Receiving Title III Funds Who Have Exited Language Instruction Educational Program (LIEP) based on Attaining ELP **New-ESS!**

In the table below, please provide for ELs in LEAs receiving Title III, Part A funds the number and percentage who have exited an LIEP based on attaining ELP.

	#	%
ELs in LEAs receiving Title III, Part A funds who exited	FS204	*

* The number is taken from FS204 but the percentage is manually entered.

1.2.5.3.2 ELs in LEAs Receiving Title III Funds Who Have Not Attained Proficiency in 5 Years New-ESS!

In the table below, please provide for ELs in LEAs receiving Title III, Part A funds the number and percentage who have not attained proficiency within five years.

	#	%
ELs in LEAs receiving Title III, Part A funds who have not attained proficiency within 5 years	FS204	*

* The number is taken from FS204 but the percentage is manually entered.

1.2.5.4 Students in LEAs Receiving Title III Funds who have Exited EL Status

This section collects data on the performance of students who have exited EL status as required by Sections 3121(a)(5) and 3122(a) of the *ESEA*.

1.2.5.4.1 Students in LEAs Receiving Title III Funds who have Exited EL Status by Year Revised60!

In the table below, report the count of students in LEAs receiving Title III funds who have exited EL status for each of the four years after such students have exited EL status.

# Year One	# Year Two	# Year Three	# Year Four	Total
FS126	FS126	FS126	FS126	(Auto calculated)

1.2.5.4.2 Results for Students in LEAs Receiving Title III Funds who have Exited EL Status in Mathematics Revised60!

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

	Students who have Exited EL Status		Students who have Exited EL Status and are identified as Children with Disabilities	
	# Tested	% At or Above Proficient	# Tested	% At or Above Proficient
Year One	FS126	(Auto calculated)	FS126	(Auto calculated)
Year Two	FS126	(Auto calculated)	FS126	(Auto calculated)

	Students who have Exited EL Status		Students who have Exited EL Status and are identified as Children with Disabilities	
	# Tested	% At or Above Proficient	# Tested	% At or Above Proficient
Year Three	FS126	(Auto calculated)	FS126	(Auto calculated)
Year Four	FS126	(Auto calculated)	FS126	(Auto calculated)

1.2.5.4.3 Results for Students in LEAs Receiving Title III Funds who have Exited EL Status in Reading/Language Arts Revised60!

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

	Students who have Exited EL Status		Students who have Exited EL Status and are identified as Children with Disabilities	
	# Tested	% At or Above Proficient	# Tested	% At or Above Proficient
Year One	FS126	(Auto calculated)	FS126	(Auto calculated)
Year Two	FS126	(Auto calculated)	FS126	(Auto calculated)
Year Three	FS126	(Auto calculated)	FS126	(Auto calculated)
Year Four	FS126	(Auto calculated)	FS126	(Auto calculated)

1.2.5.4.4 Results for Students in LEAs Receiving Title III Funds who have Exited EL Status in Science Revised60!

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

	Students who have Exited EL Status		Students who have Exited EL Status and are identified as Children with Disabilities	
	# Tested	% At or Above Proficient	# Tested	% At or Above Proficient
Year One	FS126	(Auto calculated)	FS126	(Auto calculated)
Year Two	FS126	(Auto calculated)	FS126	(Auto calculated)
Year Three	FS126	(Auto calculated)	FS126	(Auto calculated)
Year Four	FS126	(Auto calculated)	FS126	(Auto calculated)

1.2.6 Grants for State Assessments and Related Activities

1.2.6.1 Grants for State Assessments and Related Activities

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

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

For funds your State had available under Section 1201 of the *ESEA* (Grants for State Assessments and Related Activities) during SY 2017-18, estimate what percentage of the funds your State used for the following (round to the nearest ten percent).

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

1.2.6.1.2 Uses of Funds for Purposes Other than Standards and Assessment Development **Revised60!**

For funds your State had available under Section 1201 of the *ESEA* (Grants for State Assessments and Related Activities) during SY 2017-18 that were used for purposes other than the costs of the development of the State assessments and standards required by Section 1111(b) of the *ESEA*, for what purposes did your State use the funds? (Enter “yes” for all that apply and “no” for all that do not apply).

Purpose	Used for Purpose (yes/no)
Administering assessments required by Section 1111(b) of the <i>ESEA</i>	
Ensuring the provision of appropriate accommodations available to ELs and children with disabilities to improve the rates of inclusion in regular assessments of such children, including professional development activities to improve the implementation of such accommodations in instructional practice.	
Developing challenging State academic standards and aligned assessments in academic subjects for which standards and assessments are not required under Section 1111(b) of the <i>ESEA</i> .	
Developing or improving assessments of ELs, including assessments of ELP as required under Section 1111(b)(2)(G) of the <i>ESEA</i> and academic assessments in languages other than English to meet the State’s obligations under Section 1111(b)(2)(F) of the <i>ESEA</i> .	
Ensuring the continued validity and reliability of State assessments.	
Refining State assessments to ensure their continued alignment with challenging academic standards and to improve the alignment of curricula and instructional materials.	
Developing or improving balanced assessment systems that include summative, interim, and formative assessments, including supporting local educational agencies in developing and improving such assessments.	
At the discretion of the State, refining science assessments required under Section 1111(b)(2) of the <i>ESEA</i> in order to integrate engineering design skills and practices into such assessments.	
Developing or improving models to measure and assess student progress or student growth on State assessments under Section 1111(b)(2) of the <i>ESEA</i> and other assessments not required under Section 1111(b)(2) of the <i>ESEA</i> .	
Developing or improving assessments for children with disabilities, including alternate assessments aligned to alternate academic achievement standards for students with the most significant cognitive disabilities described in Section 1111(b)(2)(D) of the <i>ESEA</i> , and using the principles of universal design for learning.	
Allowing for collaboration with institutions of higher education, other research institutions, or other organizations to improve the quality, validity, and reliability of State academic assessments beyond the requirements for such assessments described in Section 1111(b)(2) of the <i>ESEA</i> .	
Measuring student academic achievement using multiple measures of student academic achievement from multiple sources.	
Evaluating student academic achievement through the development of comprehensive academic assessment instruments (such as performance and technology based academic assessments, computer adaptive assessments, projects, or extended performance task assessments) that emphasize the mastery of standards and aligned competencies in a competency-based education model.	
Designing report cards and reports under Section 1111(h) of the <i>ESEA</i> in an easily accessible, user-friendly manner that cross-tabulates student information by	

Purpose	Used for Purpose (yes/no)
any category the State determines appropriate, as long as such cross-tabulations (i) does not reveal personally identifiable information about an individual student, and (ii) is derived from existing State and local reporting requirements.	
Other	

1.3 TEACHERS

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

1.3.1 Inexperienced Teachers **New-ESS! Revised30!**

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

School Poverty Level	Total # Teachers	# Inexperienced Teachers	Percentage Inexperienced Teachers
High-poverty schools	FS103/FS203	FS103/FS203	(Auto calculated)
Low-poverty schools	FS103/FS203	FS103/FS203	(Auto calculated)
Total schools	FS203	FS203	

1.3.2 Teachers Teaching with Emergency or Provisional Credentials **New-ESS! Revised30!**

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

School Poverty Level	Total #Teachers	# Teachers teaching with emergency or provisional credentials	Percentage Teachers teaching with emergency or provisional credentials
High-poverty schools	FS103/FS203	FS103/FS203	(Auto calculated)
Low-poverty schools	FS103/FS203	FS103/FS203	(Auto calculated)
Total schools	FS203	FS203	

1.3.3 Teachers Who Are Not Teaching in the Subject or Field for which they are Certified or Licensed **New-ESS! Revised30!**

In the table below, provide information on teachers not teaching in the subject or field for which they are certified or licensed by poverty quartile and level.

School Poverty Level	Total # Teachers	# Teachers who are not teaching in the subject or field for which they are certified or licensed	Percentage teachers who are not teaching in the subject or field for which they are certified or licensed
High-poverty schools	FS103/FS203	FS103/FS203	(Auto calculated)
Low-poverty schools	FS103/FS203	FS103/FS203	(Auto calculated)
Total schools	FS203	FS203	

1.3.4 Poverty Quartile Breaks **Revised30!**

In the table below, provide the poverty quartiles breaks used in determining high- and low-poverty schools and the poverty metric used to determine the poverty quartiles.

	High-Poverty Schools (more than what %)	Low-Poverty Schools (less than what %)
All schools		
Poverty metric used		

FAQ:

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

1.4. TITLE III AND LANGUAGE INSTRUCTIONAL PROGRAMS

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

1.4.1 EL Enrollment Data

1.4.1.1 Number of ALL ELs Enrolled in the State Revised60!

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

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

Total ELs	#
Number of ALL ELs in the State	FS141
Number of ELs identified as children with disabilities	FS141

1.4.1.2 Number of ELs in LEAs receiving Title III funds

In the table below, provide the October 1 count of ELs in the State served by LIEPs in LEAs receiving Title III funds. If pre-K programs are part of the public school program, include grades pre-K-12, otherwise include grades K-12 for this reporting year.

ELs Receiving Services	#
ELs enrolled in LEAs receiving Title III funds who are served by a LIEP	FS116

1.4.2 LIEPs

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

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

LIEPs	Language of instruction (if applicable)	Number of ELs Enrolled
Transitional Bilingual		FS116
Dual Language or Two-way Immersion		FS116

English as Second language (ESL) or English Language Development (ELD)		FS116
Content Classes with integrated ESL support		FS116
Newcomer programs		FS116
Other		FS116

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

The response is limited to 8,000 characters.

1.4.3 Most Commonly Spoken Languages in the State

In the table below, provide the five most commonly spoken languages, other than English, in the State (for all ELs, not just ELs enrolled in LEAs that received Title III services). The top five languages should be determined by the highest number of ELs speaking each of the languages listed. Report additional languages with significant numbers of ELs in the comment section.

Language	# ELs
FS141	FS141
FS141	FS141
FS141	FS141
FS141	FS141
FS141	FS141

The response is limited to 8,000 characters.

1.4.4 Teacher Information and Professional Development

This section collects information about teachers as required under Section 3122 (b)(5) of the ESEA.

In the table below, report the unduplicated headcount of teachers who are working in LIEPs as defined under Section 3302(7) of the ESEA and reported in CSPR Section 1.5.2(LIEPs) even if they are not paid with Title III funds.

Number of teachers serving in LIEPs (including core content (reading, math, science and social studies) in LEAs receiving Title III funds	Number of certified, licensed or endorsed teachers serving in LIEP in LEAs receiving Title III funds	How many ESL/bilingual education endorsed teachers will be needed for the succeeding 5 fiscal years.*
FS067	FS067	

*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.

1.4.5 Activities of Subgrantees Related to the Teaching and Learning of ELs

New60!

This section aggregates data on LEA-level activities that support the education of ELs with Title III funds.

In the tables below, provide information about allowable activities conducted under Section 3115 of the *ESEA*.

Activities serving ELs in LEAs receiving Title III funds	# LEAs that conducted activity
Supporting the development and implementation of LIEPs	
Enhancing existing LIEPs and programs for restructuring and reforming schools with ELs	
Supporting implementation of school wide programs	
Professional development to teachers and other personnel serving ELs	
Parent and community engagement activities	
Supporting the development and implementation of pre-school programs	
Improving LIEPs by upgrading curricula, instructional materials, software and assessment procedures	
Improving instruction of ELs with disabilities	
Providing tutorials, career and technical education	
Offering programs to help ELs achieve success in post-secondary education	
Other	

If State reports a nonzero count of LEAs under “Other”, please describe the activities that were conducted during SY2017-18 in the comment box below.

The response is limited to 8,000 characters.

1.4.6 Assistance Provided by SEAs under Section 3111(b)(2)(D) of the ESEA New60!

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

Activities	Check all that apply
Identifying and implementing effective LIEPs and curricula for teaching English learners	
Helping ELs meet the same challenging State academic standards that all children are expected to meet	
Identifying or developing, and implementing, measures of English proficiency	
strengthening and increasing parent, family, and community engagement in programs that serve ELs	
Providing recognition, which may include providing financial awards, to recipients of subgrants under section 3115 that have significantly improved the achievement and progress of ELs	
Other	

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

The response is limited to 8,000 characters.

1.4.7 Education Programs and Activities for Immigrant Students

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

Note: Not all immigrant students are ELs.

# Immigrant Students Enrolled	# Immigrant Students in LEAs receiving funds under Section 3114(d)	# of 3114(d)(1) Subgrants
FS045	FS045	

If State reports zero (0) students in LEAs receiving funds under Section 3114(d) or the *ESEA* or zero (0) subgrants, explain in comment box below.

The response is limited to 8,000 characters.

Table 1.4.7 Definitions:

1. **Immigrant Students Enrolled:** Number of students who meet the definition of immigrant children and youth under Section 3201(5) of the *ESEA* and enrolled in the elementary or secondary schools in the State.
2. **Immigrant Students in LEAs receiving funds under Section 3114(d):** Number of immigrant students enrolled in LEAs receiving funds reserved for immigrant education programs/activities under Section 3114(d) of the *ESEA*. This number should not include immigrant students who are enrolled in an LEA that receives Title III funds under Section 3114(a) of the *ESEA*, but not Section 3114(d) of the *ESEA*.
3. **3114(d) Subgrants:** Number of subgrants made in the State under Section 3114(d) of the *ESEA*, with funds reserved for immigrant children and youth. Do not include in the count LEAs that receive Title III English language acquisition subgrants made under Section 3114(a) of the *ESEA*, but that do not receive subgrants under Section 3114(d) of the *ESEA*, even if immigrant students are enrolled in those LEAs.

1.4.8 State Subgrant Activities

This section collects data on State subgrant activities.

1.4.8.1 State Subgrant Process

In the table below, report the time between when the State receives the Title III allocation from the U.S. Department of Education (ED), normally on July 1 of each year for the upcoming school year, and the time when the State distributes these funds to subgrantees for the intended school year. Dates must be submitted using the MM/DD/YY format.

Example: State received SY 2017-18 funds July 1, 2017, and then made these funds available to subgrantees on August 1, 2017, for SY 2017-18 programs. Then the “# of days/\$\$ Distribution” is 30 days.

Date State Received Allocation	Date Funds Available to Subgrantees	# of Days/\$\$ Distribution

Table 1.4.8.1 Definitions:

1. **Date State Received Allocation** = Date the State receives the Title III allocation from ED.
2. **Date Funds Available to Subgrantees** = Date that Title III funds are available to approved subgrantees.
3. **# of Days/\$\$ Distribution** = Average number of days for States receiving Title III funds to make subgrants to subgrantees beginning from July 1 of each year, except under conditions where funds are being withheld.

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

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

The response is limited to 8,000 characters.

1.4.9 Title III Subgrantees

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

1.4.9.1 Termination of Title III Language Instruction Educational Programs

This section collects data on the termination of Title III programs or activities as required by Section 3122(b)(7) of the *ESEA*.

Termination of Title III Programs	Yes	No
Were any Title III language instruction educational programs <u>or</u> activities terminated for failure to reach program goals?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
If yes, provide the number of language instruction educational programs <u>or</u> activities terminated.		

1.5 PERSISTENTLY DANGEROUS SCHOOLS

In the table below, provide the number of schools identified as persistently dangerous, as determined by the State, by the start of the school year. For further guidance on persistently dangerous schools, refer to Section B “Identifying Persistently Dangerous Schools” in the Unsafe School Choice Option Non-Regulatory Guidance, available at: <http://www.ed.gov/policy/elsec/guid/unsafeschoolchoice.pdf>.

Persistently Dangerous Schools	#
Persistently Dangerous Schools	FS130

1.6 EDUCATION FOR HOMELESS CHILDREN AND YOUTHS PROGRAM

This section collects data on homeless children and youth and the McKinney-Vento grant program.

In the table below, provide the following information about the number of LEAs in the State who reported data on homeless children and youth and the McKinney-Vento program. The totals will be automatically calculated.

LEAs	#	# LEAs Reporting Data
LEAs without subgrants	FS170	
LEAs with subgrants	FS170	
Total	(Auto calculated)	(Auto calculated)

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

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

1.6.1.1 Homeless Children and Youth **Revised60!**

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 <u>Enrolled</u>
Age 3 through 5 (not Kindergarten)	FS118
K	FS118
1	FS118
2	FS118
3	FS118
4	FS118

Age/Grade	# of Homeless Children/Youth <u>Enrolled</u>
5	FS118
6	FS118
7	FS118
8	FS118
9	FS118
10	FS118
11	FS118
12	FS118
Ungraded	FS118
Total	(Auto calculated)

1.6.1.2 Primary Nighttime Residence of Homeless Children and Youth Revised60!

In the table below, provide the number of homeless children and youth by primary nighttime residence enrolled in public school at any time during the regular school year. The primary nighttime residence should be the student’s nighttime residence when he/she was identified as homeless. The totals will be automatically calculated.

Primary Nighttime Residence	# of Homeless Children/Youth	# of Homeless Children/Youth who are Unaccompanied
Shelters, transitional housing, awaiting foster care*	FS118	FS118
Doubled-up (e.g., living with another family)	FS118	FS118
Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, or abandoned buildings)	FS118	FS118
Hotels/Motels	FS118	FS118
Total	(Auto calculated)	(Auto calculated)

* Covered States, or those with statutory law that defines or describes the phrase awaiting foster care placement for purposes of the education for homeless children and youth program, may include students awaiting foster care as homeless until December 10, 2017. After this date, students awaiting foster care placement may no longer be included as homeless by any State.

1.6.1.3 Subgroups of Homeless Students Enrolled Revised60!

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

Special Population	# Homeless Children/Youth
Unaccompanied homeless youth	FS118

Special Population	# Homeless Children/Youth
Migrant children/youth	FS118
Children with disabilities (<i>IDEA</i>)	FS118
English Learners (ELs)	FS118

1.6.2 Young Homeless Children Served by McKinney-Vento Subgrants

In the table below, provide the number of young homeless children who were served by McKinney-Vento subgrants during the regular school year. The total will be automatically calculated.

Age/Grade	# Homeless Children/Youth Served by Subgrants
Age Birth Through 2	FS194
Age 3 through 5 (not Kindergarten)	FS194
Total	(Auto calculated)

Retired Items

1. Academic Content Standards
2. Academic Achievement Standards in Mathematics, Reading/Language Arts and Science
3. Assessments in Mathematics, Reading/Language Arts and Science