

**CONSOLIDATED STATE PERFORMANCE REPORT:
Part I**

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

For reporting on
School Year 2018-19

Wisconsin



PART I DUE Thursday, April 09, 2020

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

INTRODUCTION

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 35.00 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. The obligation to respond to this collection is required to obtain or retain a benefit under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA). If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

¹ 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.

OMB Number: 1810-0724
Expiration Date: 10/31/2022

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:

Part I, 2018-19 Part II, 2018-19

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05/04/20 4:55:08 PM

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

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> .	https://wisedash.dpi.wi.gov/Dashboard/Page/Home/Topic%20Area/ESSA/ESSA%20Overview?filtersetid=215f9bde-6343-47c9-b4fb-77df35327230
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Comments: The response is limited to 4,000 characters.

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.

1.2.1.1 Academic Achievement and Participation in Mathematics Assessment – Grade 3

Grade 3	# 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	58,977	58,396	99.01%	58,396	29,305	50.18%
American Indian or Alaska Native	658	652	99.09%	652	167	25.61%
Asian or Pacific Islander	2,492	2,477	99.40%	2,477	1,191	48.08%
Asian	2,448	2,435	99.47%	2,435	1,175	48.25%
Native Hawaiian or other Pacific Islander	44	42	95.45%	42	16	38.10%
Black or African American	5,542	5,467	98.65%	5,467	906	16.57%
Hispanic or Latino	7,717	7,626	98.82%	7,626	2,331	30.57%
White	39,820	39,457	99.09%	39,457	23,484	59.52%
Two or more races	2,729	2,699	98.90%	2,699	1,221	45.24%
Children with disabilities (<i>IDEA</i>)	9,227	8,948	96.98%	8,948	2,070	23.13%
English learners	5,455	5,402	99.03%	5,402	1,435	26.56%
Economically disadvantaged students	27,026	26,743	98.95%	26,743	8,697	32.52%
Children in foster care	478	463	96.86%	463	107	23.11%
Children who are homeless	1,312	1,285	97.94%	1,285	238	18.52%
Migratory students	22	21	95.45%	21	2	9.52%
Military connected students	323	321	99.38%	321	213	66.36%
Male	30,220	29,864	98.82%	29,864	15,356	51.42%
Female	28,738	28,514	99.22%	28,514	13,944	48.90%

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

1.2.1.2 Academic Achievement and Participation in Mathematics Assessment – Grade 4

Grade 4	# 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	61,339	60,638	98.86%	60,638	27,894	46.00%
American Indian or Alaska Native	671	662	98.66%	662	152	22.96%
Asian or Pacific Islander	2,703	2,684	99.30%	2,684	1,260	46.94%
<i>Asian</i>	2,657	2,638	99.28%	2,638	1,241	47.04%
<i>Native Hawaiian or other Pacific Islander</i>	46	46	100.00%	46	19	41.30%
Black or African American	5,953	5,854	98.34%	5,854	746	12.74%
Hispanic or Latino	8,018	7,926	98.85%	7,926	2,126	26.82%
White	41,189	40,743	98.92%	40,743	22,540	55.32%
Two or more races	2,780	2,747	98.81%	2,747	1,065	38.77%
Children with disabilities (<i>IDEA</i>)	9,416	9,096	96.60%	9,096	1,746	19.20%
English learners	5,492	5,440	99.05%	5,440	1,189	21.86%
Economically disadvantaged students	28,027	27,698	98.83%	27,698	7,708	27.83%
Children in foster care	487	468	96.10%	468	85	18.16%
Children who are homeless	1,301	1,266	97.31%	1,266	156	12.32%
Migratory students	23	23	100.00%	23	6	26.09%
Military connected students	314	307	97.77%	307	176	57.33%
Male	31,625	31,197	98.65%	31,197	14,993	48.06%
Female	29,689	29,419	99.09%	29,419	12,896	43.84%

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

1.2.1.3 Academic Achievement and Participation in Mathematics Assessment – Grade 5

Grade 5	# 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	62,524	61,926	99.04%	61,926	29,406	47.49%
American Indian or Alaska Native	681	670	98.38%	670	182	27.16%
Asian or Pacific Islander	2,546	2,530	99.37%	2,530	1,303	51.50%
<i>Asian</i>	2,499	2,485	99.44%	2,485	1,280	51.51%
<i>Native Hawaiian or other Pacific Islander</i>	47	45	95.74%	45	23	51.11%
Black or African American	5,907	5,828	98.66%	5,828	796	13.66%
Hispanic or Latino	8,213	8,149	99.22%	8,149	2,348	28.81%
White	42,459	42,055	99.05%	42,055	23,666	56.27%
Two or more races	2,710	2,686	99.11%	2,686	1,106	41.18%
Children with disabilities (<i>IDEA</i>)	9,071	8,806	97.08%	8,806	1,515	17.20%
English learners	4,769	4,731	99.20%	4,731	852	18.01%
Economically disadvantaged students	28,358	28,084	99.03%	28,084	8,366	29.79%
Children in foster care	465	445	95.70%	445	72	16.18%
Children who are homeless	1,222	1,195	97.79%	1,195	170	14.23%
Migratory students	18	18	100.00%	18	4	22.22%
Military connected students	336	331	98.51%	331	180	54.38%
Male	32,072	31,702	98.85%	31,702	15,310	48.29%
Female	30,444	30,216	99.25%	30,216	14,091	46.63%

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

1.2.1.4 Academic Achievement and Participation in Mathematics Assessment – Grade 6

Grade 6	# 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	63,435	62,648	98.76%	62,648	27,026	43.14%
American Indian or Alaska Native	739	726	98.24%	726	154	21.21%
Asian or Pacific Islander	2,546	2,540	99.76%	2,540	1,132	44.57%
<i>Asian</i>	2,509	2,503	99.76%	2,503	1,121	44.79%
<i>Native Hawaiian or other Pacific Islander</i>	37	37	100.00%	37	11	29.73%
Black or African American	5,879	5,766	98.08%	5,766	655	11.36%
Hispanic or Latino	8,090	8,009	99.00%	8,009	1,954	24.40%
White	43,482	42,957	98.79%	42,957	22,211	51.71%
Two or more races	2,675	2,631	98.36%	2,631	918	34.89%
Children with disabilities (<i>IDEA</i>)	9,108	8,789	96.50%	8,789	1,024	11.65%
English learners	3,855	3,825	99.22%	3,825	327	8.55%
Economically disadvantaged students	28,004	27,643	98.71%	27,643	6,831	24.71%
Children in foster care	458	430	93.89%	430	57	13.26%
Children who are homeless	1,159	1,121	96.72%	1,121	146	13.02%
Migratory students	15	14	93.33%	14	2	14.29%
Military connected students	292	290	99.32%	290	137	47.24%
Male	32,711	32,305	98.76%	32,305	13,883	42.97%
Female	30,700	30,324	98.78%	30,324	13,141	43.34%

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

1.2.1.5 Academic Achievement and Participation in Mathematics Assessment – Grade 7

Grade 7	# 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	62,297	61,299	98.40%	61,299	24,153	39.40%
American Indian or Alaska Native	744	723	97.18%	723	133	18.40%
Asian or Pacific Islander	2,491	2,479	99.52%	2,479	994	40.10%
<i>Asian</i>	2,442	2,432	99.59%	2,432	983	40.42%
<i>Native Hawaiian or other Pacific Islander</i>	49	47	95.92%	47	11	23.40%
Black or African American	5,678	5,523	97.27%	5,523	463	8.38%
Hispanic or Latino	7,970	7,848	98.47%	7,848	1,683	21.44%
White	42,925	42,294	98.53%	42,294	20,105	47.54%
Two or more races	2,465	2,412	97.85%	2,412	771	31.97%
Children with disabilities (<i>IDEA</i>)	8,824	8,441	95.66%	8,441	746	8.84%
English learners	3,512	3,470	98.80%	3,470	200	5.76%
Economically disadvantaged students	26,775	26,275	98.13%	26,275	5,606	21.34%
Children in foster care	508	459	90.35%	459	61	13.29%
Children who are homeless	1,059	1,014	95.75%	1,014	89	8.78%
Migratory students	20	20	100.00%	20	3	15.00%
Military connected students	251	250	99.60%	250	112	44.80%
Male	32,083	31,566	98.39%	31,566	12,571	39.82%
Female	30,190	29,713	98.42%	29,713	11,578	38.97%

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

1.2.1.6 Academic Achievement and Participation in Mathematics Assessment – Grade 8

Grade 8	# 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	62,094	60,782	97.89%	60,782	21,989	36.18%
American Indian or Alaska Native	726	703	96.83%	703	116	16.50%
Asian or Pacific Islander	2,427	2,396	98.72%	2,396	1,083	45.20%
<i>Asian</i>	2,365	2,337	98.82%	2,337	1,064	45.53%
<i>Native Hawaiian or other Pacific Islander</i>	62	59	95.16%	59	19	32.20%
Black or African American	5,569	5,398	96.93%	5,398	454	8.41%
Hispanic or Latino	7,596	7,431	97.83%	7,431	1,370	18.44%
White	43,457	42,628	98.09%	42,628	18,321	42.98%
Two or more races	2,295	2,203	95.99%	2,203	639	29.01%
Children with disabilities (<i>IDEA</i>)	8,636	8,196	94.91%	8,196	572	6.98%
English learners	2,996	2,938	98.06%	2,938	158	5.38%
Economically disadvantaged students	25,353	24,699	97.42%	24,699	4,621	18.71%
Children in foster care	477	424	88.89%	424	44	10.38%
Children who are homeless	1,019	970	95.19%	970	70	7.22%
Migratory students	19	19	100.00%	19	3	15.79%
Military connected students	281	275	97.86%	275	119	43.27%
Male	31,882	31,247	98.01%	31,247	10,969	35.10%
Female	30,188	29,512	97.76%	29,512	11,014	37.32%

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

1.2.1.7 Academic Achievement and Participation in Mathematics Assessment – High School

High School	# 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	63,405	60,276	95.07%	60,276	18,364	30.47%
American Indian or Alaska Native	709	639	90.13%	639	72	11.27%
Asian or Pacific Islander	2,360	2,308	97.80%	2,308	787	34.10%
<i>Asian</i>	2,321	2,272	97.89%	2,272	777	34.20%
<i>Native Hawaiian or other Pacific Islander</i>	39	36	92.31%	36	10	27.78%
Black or African American	5,348	4,451	83.23%	4,451	211	4.74%
Hispanic or Latino	6,923	6,486	93.69%	6,486	790	12.18%
White	46,088	44,605	96.78%	44,605	16,076	36.04%
Two or more races	1,935	1,758	90.85%	1,758	424	24.12%
Children with disabilities (<i>IDEA</i>)	8,101	7,093	87.56%	7,093	370	5.22%
English learners	2,434	2,252	92.52%	2,252	60	2.66%
Economically disadvantaged students	22,535	20,491	90.93%	20,491	2,541	12.40%
Children in foster care	500	344	68.80%	344	17	4.94%
Children who are homeless	950	740	77.89%	740	27	3.65%
Migratory students	13	13	100.00%	13	1	7.69%
Military connected students	207	202	97.58%	202	63	31.19%
Male	32,290	30,538	94.57%	30,538	9,624	31.51%
Female	31,073	29,709	95.61%	29,709	8,736	29.41%

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

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.

1.2.2.1 Academic Achievement and Participation in Reading/Language Arts Assessment – Grade 3

Grade 3	# 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	58,977	58,373	98.98%	58,281	22,879	39.26%
American Indian or Alaska Native	658	652	99.09%	652	121	18.56%
Asian or Pacific Islander	2,492	2,476	99.36%	2,455	873	35.56%
<i>Asian</i>	2,448	2,435	99.47%	2,414	863	35.75%
<i>Native Hawaiian or other Pacific Islander</i>	44	41	93.18%	41	10	24.39%
Black or African American	5,542	5,473	98.75%	5,463	681	12.47%
Hispanic or Latino	7,717	7,599	98.47%	7,546	1,726	22.87%
White	39,820	39,454	99.08%	39,446	18,500	46.90%
Two or more races	2,729	2,701	98.97%	2,701	974	36.06%
Children with disabilities (<i>IDEA</i>)	9,227	8,949	96.99%	8,944	1,317	14.72%
English Learners	5,455	5,377	98.57%	5,292	873	16.50%
Economically disadvantaged students	27,026	26,728	98.90%	26,662	6,378	23.92%
Children in foster care	478	464	97.07%	464	71	15.30%
Children who are homeless	1,312	1,287	98.09%	1,277	164	12.84%
Migratory students	22	21	95.45%	21	1	4.76%
Military connected students	323	321	99.38%	321	164	51.09%
Male	30,220	29,848	98.77%	29,804	10,531	35.33%
Female	28,738	28,507	99.20%	28,459	12,344	43.37%

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

1.2.2.2 Academic Achievement and Participation in Reading/Language Arts Assessment – Grade 4

Grade 4	# 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	61,339	60,621	98.83%	60,535	26,381	43.58%
American Indian or Alaska Native	671	662	98.66%	662	161	24.32%
Asian or Pacific Islander	2,703	2,684	99.30%	2,665	1,097	41.16%
<i>Asian</i>	2,657	2,638	99.28%	2,619	1,083	41.35%
<i>Native Hawaiian or other Pacific Islander</i>	46	46	100.00%	46	14	30.43%
Black or African American	5,953	5,864	98.50%	5,857	827	14.12%
Hispanic or Latino	8,018	7,901	98.54%	7,850	2,119	26.99%
White	41,190	40,741	98.91%	40,732	21,111	51.83%
Two or more races	2,779	2,746	98.81%	2,746	1,061	38.64%
Children with disabilities (<i>IDEA</i>)	9,416	9,095	96.59%	9,093	1,496	16.45%
English Learners	5,492	5,415	98.60%	5,336	948	17.77%
Economically disadvantaged students	28,028	27,688	98.79%	27,626	7,509	27.18%
Children in foster care	487	469	96.30%	469	93	19.83%
Children who are homeless	1,301	1,264	97.16%	1,250	168	13.44%
Migratory students	23	21	91.30%	21	3	14.29%
Military connected students	314	308	98.09%	308	172	55.84%
Male	31,625	31,182	98.60%	31,136	12,318	39.56%
Female	29,689	29,416	99.08%	29,376	14,058	47.86%

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

1.2.2.3 Academic Achievement and Participation in Reading/Language Arts Assessment – Grade 5

Grade 5	# 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	62,524	61,936	99.06%	61,855	25,169	40.69%
American Indian or Alaska Native	681	670	98.38%	670	152	22.69%
Asian or Pacific Islander	2,546	2,531	99.41%	2,513	1,035	41.19%
<i>Asian</i>	2,499	2,486	99.48%	2,468	1,020	41.33%
<i>Native Hawaiian or other Pacific Islander</i>	47	45	95.74%	45	15	33.33%
Black or African American	5,906	5,834	98.78%	5,828	722	12.39%
Hispanic or Latino	8,213	8,138	99.09%	8,088	1,970	24.36%
White	42,460	42,067	99.07%	42,060	20,304	48.27%
Two or more races	2,710	2,688	99.19%	2,688	984	36.61%
Children with disabilities (<i>IDEA</i>)	9,072	8,809	97.10%	8,804	1,090	12.38%
English Learners	4,769	4,721	98.99%	4,645	435	9.36%
Economically disadvantaged students	28,357	28,093	99.07%	28,033	6,725	23.99%
Children in foster care	465	447	96.13%	447	59	13.20%
Children who are homeless	1,222	1,194	97.71%	1,185	130	10.97%
Migratory students	18	17	94.44%	17	5	29.41%
Military connected students	336	331	98.51%	331	161	48.64%
Male	32,072	31,702	98.85%	31,656	11,288	35.66%
Female	30,444	30,226	99.28%	30,191	13,879	45.97%

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

1.2.2.4 Academic Achievement and Participation in Reading/Language Arts Assessment – Grade 6

Grade 6	# 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	63,433	62,641	98.75%	62,562	25,949	41.48%
American Indian or Alaska Native	739	728	98.51%	728	141	19.37%
Asian or Pacific Islander	2,546	2,536	99.61%	2,517	1,095	43.50%
<i>Asian</i>	2,509	2,499	99.60%	2,480	1,083	43.67%
<i>Native Hawaiian or other Pacific Islander</i>	37	37	100.00%	37	12	32.43%
Black or African American	5,878	5,769	98.15%	5,764	738	12.80%
Hispanic or Latino	8,090	7,991	98.78%	7,938	2,069	26.06%
White	43,481	42,970	98.82%	42,968	20,972	48.81%
Two or more races	2,675	2,628	98.24%	2,628	933	35.50%
Children with disabilities (<i>IDEA</i>)	9,108	8,792	96.53%	8,790	930	10.58%
English Learners	3,855	3,812	98.88%	3,739	244	6.53%
Economically disadvantaged students	28,002	27,641	98.71%	27,580	6,828	24.76%
Children in foster care	458	434	94.76%	434	55	12.67%
Children who are homeless	1,159	1,120	96.64%	1,103	136	12.33%
Migratory students	15	15	100.00%	15	4	26.67%
Military connected students	292	292	100.00%	292	141	48.29%
Male	32,710	32,295	98.73%	32,263	11,630	36.05%
Female	30,699	30,327	98.79%	30,280	14,318	47.29%

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

1.2.2.5 Academic Achievement and Participation in Reading/Language Arts Assessment – Grade 7

Grade 7	# 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	62,297	61,289	98.38%	61,212	27,760	45.35%
American Indian or Alaska Native	744	727	97.72%	726	165	22.73%
Asian or Pacific Islander	2,491	2,478	99.48%	2,463	1,154	46.85%
<i>Asian</i>	2,442	2,432	99.59%	2,417	1,138	47.08%
<i>Native Hawaiian or other Pacific Islander</i>	49	46	93.88%	46	16	34.78%
Black or African American	5,679	5,535	97.46%	5,532	845	15.27%
Hispanic or Latino	7,970	7,843	98.41%	7,799	2,285	29.30%
White	42,924	42,282	98.50%	42,268	22,325	52.82%
Two or more races	2,465	2,406	97.61%	2,406	978	40.65%
Children with disabilities (<i>IDEA</i>)	8,825	8,445	95.69%	8,441	985	11.67%
English Learners	3,512	3,464	98.63%	3,393	272	8.02%
Economically disadvantaged students	26,775	26,268	98.11%	26,210	7,290	27.81%
Children in foster care	509	457	89.78%	457	78	17.07%
Children who are homeless	1,059	1,013	95.66%	1,000	135	13.50%
Migratory students	20	20	100.00%	19	6	31.58%
Military connected students	251	250	99.60%	250	140	56.00%
Male	32,083	31,547	98.33%	31,507	12,664	40.19%
Female	30,190	29,724	98.46%	29,687	15,088	50.82%

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

1.2.2.6 Academic Achievement and Participation in Reading/Language Arts Assessment – Grade 8

Grade 8	# 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	62,094	60,791	97.90%	60,727	22,581	37.18%
American Indian or Alaska Native	726	701	96.56%	701	133	18.97%
Asian or Pacific Islander	2,427	2,396	98.72%	2,384	1,015	42.58%
<i>Asian</i>	2,365	2,337	98.82%	2,325	993	42.71%
<i>Native Hawaiian or other Pacific Islander</i>	62	59	95.16%	59	22	37.29%
Black or African American	5,568	5,406	97.09%	5,403	637	11.79%
Hispanic or Latino	7,596	7,425	97.75%	7,380	1,680	22.76%
White	43,458	42,636	98.11%	42,632	18,391	43.14%
Two or more races	2,295	2,206	96.12%	2,206	719	32.59%
Children with disabilities (<i>IDEA</i>)	8,635	8,206	95.03%	8,203	702	8.56%
English Learners	2,996	2,925	97.63%	2,865	153	5.34%
Economically disadvantaged students	25,352	24,701	97.43%	24,651	5,181	21.02%
Children in foster care	477	425	89.10%	425	49	11.53%
Children who are homeless	1,019	961	94.31%	954	99	10.38%
Migratory students	19	19	100.00%	18	5	27.78%
Military connected students	281	276	98.22%	276	122	44.20%
Male	31,881	31,240	97.99%	31,204	9,843	31.54%
Female	30,189	29,530	97.82%	29,502	12,732	43.16%

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

1.2.2.7 Academic Achievement and Participation in Reading/Language Arts Assessment – High School

High School	# 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	63,405	60,243	95.01%	60,238	23,274	38.64%
American Indian or Alaska Native	709	638	89.99%	638	118	18.50%
Asian or Pacific Islander	2,360	2,309	97.84%	2,308	846	36.66%
<i>Asian</i>	2,321	2,274	97.98%	2,273	838	36.87%
<i>Native Hawaiian or other Pacific Islander</i>	39	35	89.74%	35	8	22.86%
Black or African American	5,348	4,431	82.85%	4,431	446	10.07%
Hispanic or Latino	6,923	6,483	93.64%	6,479	1,276	19.69%
White	46,088	44,598	96.77%	44,598	19,988	44.82%
Two or more races	1,935	1,755	90.70%	1,755	591	33.68%
Children with disabilities (<i>IDEA</i>)	8,101	7,075	87.33%	7,075	686	9.70%
English Learners	2,434	2,248	92.36%	2,244	45	2.01%
Economically disadvantaged students	22,535	20,467	90.82%	20,463	3,971	19.41%
Children in foster care	500	342	68.40%	342	29	8.48%
Children who are homeless	950	738	77.68%	738	64	8.67%
Migratory students	13	13	100.00%	13	1	7.69%
Military connected students	207	202	97.58%	202	86	42.57%
Male	32,290	30,518	94.51%	30,516	10,262	33.63%
Female	31,073	29,696	95.57%	29,693	13,003	43.79%

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

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.

1.2.3.1 Academic Achievement and Participation in Science Assessment – Grade 3

Grade 3	# 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						
American Indian or Alaska Native						
Asian or Pacific Islander						
<i>Asian</i>						
<i>Native Hawaiian or other Pacific Islander</i>						
Black or African American						
Hispanic or Latino						
White						
Two or more races						
Children with disabilities (<i>IDEA</i>)						
English Learners						
Economically disadvantaged students						
Children in foster care						
Children who are homeless						
Migratory students						
Military connected students						
Male						
Female						

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

1.2.3.2 Academic Achievement and Participation in Science Assessment – Grade 4

Grade 4	# 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	61,338	60,626	98.84%	60,626	32,434	53.50%
American Indian or Alaska Native	671	662	98.66%	662	203	30.66%
Asian or Pacific Islander	2,703	2,685	99.33%	2,685	1,233	45.92%
<i>Asian</i>	2,657	2,639	99.32%	2,639	1,216	46.08%
<i>Native Hawaiian or other Pacific Islander</i>	46	46	100.00%	46	17	36.96%
Black or African American	5,952	5,848	98.25%	5,848	941	16.09%
Hispanic or Latino	8,018	7,931	98.91%	7,931	2,586	32.61%
White	41,190	40,732	98.89%	40,732	26,163	64.23%
Two or more races	2,779	2,745	98.78%	2,745	1,299	47.32%
Children with disabilities (<i>IDEA</i>)	9,416	9,082	96.45%	9,082	2,269	24.98%
English Learners	5,492	5,440	99.05%	5,440	1,267	23.29%
Economically disadvantaged students	28,027	27,684	98.78%	27,684	9,877	35.68%
Children in foster care	487	468	96.10%	468	126	26.92%
Children who are homeless	1,301	1,258	96.69%	1,258	248	19.71%
Migratory students	23	23	100.00%	23	5	21.74%
Military connected students	314	308	98.09%	308	210	68.18%
Male	31,624	31,188	98.62%	31,188	16,927	54.27%
Female	29,689	29,415	99.08%	29,415	15,498	52.69%

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

1.2.3.3 Academic Achievement and Participation in Science Assessment – Grade 5

Grade 5	# 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						
American Indian or Alaska Native						
Asian or Pacific Islander						
<i>Asian</i>						
<i>Native Hawaiian or other Pacific Islander</i>						
Black or African American						
Hispanic or Latino						
White						
Two or more races						
Children with disabilities (<i>IDEA</i>)						
English Learners						
Economically disadvantaged students						
Children in foster care						
Children who are homeless						
Migratory students						
Military connected students						
Male						
Female						

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

1.2.3.4 Academic Achievement and Participation in Science Assessment – Grade 6

Grade 6	# 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						
American Indian or Alaska Native						
Asian or Pacific Islander						
<i>Asian</i>						
<i>Native Hawaiian or other Pacific Islander</i>						
Black or African American						
Hispanic or Latino						
White						
Two or more races						
Children with disabilities (<i>IDEA</i>)						
English Learners						
Economically disadvantaged students						
Children in foster care						
Children who are homeless						
Migratory students						
Military connected students						
Male						
Female						

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

1.2.3.5 Academic Achievement and Participation in Science Assessment – Grade 7

Grade 7	# 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						
American Indian or Alaska Native						
Asian or Pacific Islander						
<i>Asian</i>						
<i>Native Hawaiian or other Pacific Islander</i>						
Black or African American						
Hispanic or Latino						
White						
Two or more races						
Children with disabilities (<i>IDEA</i>)						
English Learners						
Economically disadvantaged students						
Children in foster care						
Children who are homeless						
Migratory students						
Military connected students						
Male						
Female						

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

1.2.3.6 Academic Achievement and Participation in Science Assessment – Grade 8

Grade 8	# 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	62,090	60,723	97.80%	60,723	32,919	54.21%
American Indian or Alaska Native	726	701	96.56%	701	247	35.24%
Asian or Pacific Islander	2,427	2,396	98.72%	2,396	1,313	54.80%
<i>Asian</i>	2,365	2,337	98.82%	2,337	1,287	55.07%
<i>Native Hawaiian or other Pacific Islander</i>	62	59	95.16%	59	26	44.07%
Black or African American	5,567	5,366	96.39%	5,366	854	15.92%
Hispanic or Latino	7,596	7,420	97.68%	7,420	2,550	34.37%
White	43,455	42,616	98.07%	42,616	26,864	63.04%
Two or more races	2,295	2,201	95.90%	2,201	1,082	49.16%
Children with disabilities (<i>IDEA</i>)	8,635	8,150	94.38%	8,150	1,569	19.25%
English Learners	2,996	2,931	97.83%	2,931	321	10.95%
Economically disadvantaged students	25,351	24,659	97.27%	24,659	8,689	35.24%
Children in foster care	476	420	88.24%	420	95	22.62%
Children who are homeless	1,019	963	94.50%	963	201	20.87%
Migratory students	19	19	100.00%	19	8	42.11%
Military connected students	281	276	98.22%	276	185	67.03%
Male	31,880	31,207	97.89%	31,207	16,661	53.39%
Female	30,186	29,493	97.70%	29,493	16,249	55.09%

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

1.2.3.7 Academic Achievement and Participation in Science Assessment – High School

High School	# 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	63,405	60,161	94.88%	60,161	19,553	32.50%
American Indian or Alaska Native	709	638	89.99%	638	80	12.54%
Asian or Pacific Islander	2,360	2,307	97.75%	2,307	678	29.39%
<i>Asian</i>	2,321	2,272	97.89%	2,272	671	29.53%
<i>Native Hawaiian or other Pacific Islander</i>	39	35	89.74%	35	7	20.00%
Black or African American	5,348	4,408	82.42%	4,408	253	5.74%
Hispanic or Latino	6,923	6,474	93.51%	6,474	846	13.07%
White	46,088	44,554	96.67%	44,554	17,235	38.68%
Two or more races	1,935	1,751	90.49%	1,751	456	26.04%
Children with disabilities (<i>IDEA</i>)	8,101	7,012	86.56%	7,012	541	7.72%
English Learners	2,434	2,247	92.32%	2,247	31	1.38%
Economically disadvantaged students	22,535	20,409	90.57%	20,409	2,987	14.64%
Children in foster care	500	340	68.00%	340	24	7.06%
Children who are homeless	950	727	76.53%	727	38	5.23%
Migratory students	13	13	100.00%	13	0	0.00%
Military connected students	207	202	97.58%	202	71	35.15%
Male	32,290	30,469	94.36%	30,469	10,138	33.27%
Female	31,073	29,663	95.46%	29,663	9,410	31.72%

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

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	9,561	16.10%
Regular Assessment with Accommodations	45,812	77.16%
Alternate Assessment Based on Alternate Achievement Standards	3,996	6.73%
Total	59,369	

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

1.2.4.2 Percentage of Students Assessed Using the Alternate Assessment Based on Alternate Achievement Standards in Mathematics

# 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
3,996	425,965	0.94%

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

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

	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 SY2018-19?	NO

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

1.2.4.3 Participation of Children with Disabilities (IDEA) in Reading/Language Arts Assessment

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	9,560	16.10%
Regular Assessment with Accommodations	45,798	77.14%
Alternate Assessment Based on Alternate Achievement Standards	3,992	6.72%
Recently arrived ELs, took ELP	21	0.04%
Total	59,371	

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

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

# Children with Disabilities (IDEA) 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
3,992	425,894	0.94%

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

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

	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 SY2018-19?	NO

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

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	3,622	14.94%
Regular Assessment with Accommodations	18,836	77.69%
Alternate Assessment Based on Alternate Achievement Standards	1,786	7.37%
Total	24,244	

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

1.2.4.6 Percentage of Students Assessed Using the Alternate Assessment Based on Alternate Achievement Standards in Science

# Children with Disabilities (IDEA) 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
1,786	181,510	0.98%

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

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

	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 SY2018-19?	NO

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

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	484

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

1.2.5.1.2 Native Language Assessments Offered

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).	NO		
State offers the State reading/language arts content tests in the students' native language(s).	NO		
State offers the State science content tests in the students' native language(s).	NO		

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

No assessments are given in native languages other than English. For grades 3-8 mathematics and science assessments, a stacked translation is available in Spanish. For high school (grade 11 - ACT), written translated test directions are available.

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	51,138	338	26,318	61.65%	3,141	6.14%

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

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	50,953	337	26,248	61.67%	3,125	6.13%
ELs identified as children with disabilities in LEAs receiving Title III, Part A funds	8,413	95	3,554	48.02%	91	1.08%

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

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

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	4,597	7.75%

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

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

1.2.5.3.2 ELs in LEAs Receiving Title III Funds Who Have Not Attained Proficiency in 5 Years

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	18,991	18.00%

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

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

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

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
1,337	7,718	5,178	3,566	17,799

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

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

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 - # Tested	Students who have Exited EL Status - % At or Above Proficient	Students who have Exited EL Status and are identified as Children with Disabilities - # Tested	Students who have Exited EL Status and are identified as Children with Disabilities - % At or Above Proficient
Year One	579	50.26%	17	29.41%
Year Two	3,268	44.61%	97	31.96%
Year Three	2,097	42.16%	40	17.50%
Year Four	878	49.43%	18	22.22%

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

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

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 - # Tested	Students who have Exited EL Status - % At or Above Proficient	Students who have Exited EL Status and are identified as Children with Disabilities - # Tested	Students who have Exited EL Status and are identified as Children with Disabilities - % At or Above Proficient
Year One	579	51.30%	17	23.53%
Year Two	3,268	48.93%	97	32.99%
Year Three	2,099	47.93%	40	22.50%
Year Four	878	53.53%	18	22.22%

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

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

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 - # Tested	Students who have Exited EL Status - % At or Above Proficient	Students who have Exited EL Status and are identified as Children with Disabilities - # Tested	Students who have Exited EL Status and are identified as Children with Disabilities - % At or Above Proficient
Year One	174	35.63%	6	33.33%
Year Two	854	42.39%	41	34.15%
Year Three	1,303	47.51%	23	30.43%
Year Four	703	56.33%	12	25.00%

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

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*.

1.2.6.1.1 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 SY2018-19, 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>	0.00%
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>	100.00%

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

Development is included as part of the assessment contracts and is not reported separately.

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

For funds your State had available under Section 1201 of the *ESEA* (Grants for State Assessments and Related Activities) during SY2018-19 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>	YES
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.	YES
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> .	NO
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> .	YES
Ensuring the continued validity and reliability of State assessments.	YES
Refining State assessments to ensure their continued alignment with challenging academic standards and to improve the alignment of curricula and instructional materials.	YES
Developing or improving balanced assessment systems that include summative, interim, and formative assessments, including supporting local educational agencies in developing and improving such assessments.	YES
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.	YES
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> .	YES
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.	YES
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> .	YES
Measuring student academic achievement using multiple measures of student academic achievement from multiple sources.	YES
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.	NO
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 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.	YES
Other	YES

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

For Question #2 (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.): Yes, for 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.

No, for professional development activities to improve the implementation of such accommodations in instructional practice. We require the accommodations used during assessment be familiar to the students and are consistent with the instructional accommodations to a valid extent. While WDPI does not provide direct Professional Development, WDPI provides technical assistance and guidance related to accommodations for ELs and students with disabilities.

For the last question (Other): For purposes of assessment administration and reporting.

1.3 TEACHERS

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

1.3.1 Inexperienced Teachers

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

School Poverty Level	Total # (FTE) Teachers	# (FTE) Inexperienced Teachers	Percentage Inexperienced Teachers
High-poverty schools	14,271.06	4,725.46	33.11%
Low-poverty schools	16,963.44	3,469.40	20.45%
Total schools	62,218.10	15,614.06	

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

The FTE for Total schools includes all teachers whether or not they can be attributed to a school or not.

1.3.2 Teachers Teaching with Emergency or Provisional Credentials

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

School Poverty Level	Total # (FTE) Teachers	# (FTE) Teachers teaching with emergency or provisional credentials	Percentage Teachers teaching with emergency or provisional credentials
High-poverty schools	14,271.06	718.81	5.04%
Low-poverty schools	16,963.44	89.84	0.53%
Total schools	62,218.10	1,095.78	

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

The FTE for Total schools includes all teachers whether or not they can be attributed to a school or not.

1.3.3 Teachers Who Are Not Teaching in the Subject or Field for which they are Certified or Licensed

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

School Poverty Level	Total # (FTE) Teachers	# (FTE) 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	14,271.06	786.50	5.51%
Low-poverty schools	16,963.44	224.75	1.32%
Total schools	62,218.10	1,737.99	

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

The FTE for Total schools includes all teachers whether or not they can be attributed to a school or not.

1.3.4 Poverty Quartile Breaks

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

	High-Poverty Schools (more than what %)	Low-Poverty Schools (less than what %)
All schools	56.79%	25.42%
Poverty metric used	Students who qualify for free or reduced price lunch or are economically disadvantaged.	

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.

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

1.4 TITLE III AND LANGUAGE INSTRUCTIONAL PROGRAMS

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

1.4.1 EL Enrollment Data**1.4.1.1 Number of ALL ELs Enrolled in the State**

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

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

Total ELs	#
Number of ALL ELs in the State	51,022
Number of ELs identified as children with disabilities	8,691

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

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.

ELs Receiving Services	#
ELs enrolled in LEAs receiving Title III funds who are served by a LIEP	50,860

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

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, identify the language of instruction (other than English) 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	Spanish, Hmong, Arabic, Somali, Chinese	202
Dual Language or Two-way Immersion	Spanish, Hmong, Chinese	1,093
English as Second language (ESL) or English Language Development (ELD)	Spanish, Hmong, Arabic, Somali, Chinese	402
Content Classes with integrated ESL support	Spanish, Hmong, Arabic, Somali, Chinese	14
Newcomer programs	Spanish, Hmong, Arabic, Chinese	2
Other	Spanish, Hmong, Arabic, Chinese	0

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.

Other Maps to the Wisconsin LIEP of Integrated EL - Special Education

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

The languages listed in section 1.4.2 are the five most common second languages in Wisconsin schools. Some districts stated that they offer LIEP services in a language other than these five most common languages. DPI did not require these districts to specifically list the other language(s) and therefore did not report these languages above.

For 2018-19, the number of students in each LIEP is underreported compared to the number of EL students in the state. Wisconsin transitioned between collecting this information via courses to collecting it via student program and the quality of data will increase in 2019-20 as a result of this.

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
Spanish; Castilian	33,463
Hmong	7,229
Arabic	1,128
English	922
Somali	799

The response is limited to 8,000 characters.

Comments: The response is limited to 4,000 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 1.4.2 (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.*
2,414	2,074	512

*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.

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

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

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

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

Activities serving ELs in LEAs receiving Title III funds	# LEAs that conducted activity
Supporting the development and implementation of LIEPs	169
Enhancing existing LIEPs and programs for restructuring and reforming schools with ELs	69
Supporting implementation of school wide programs	150
Professional development to teachers and other personnel serving ELs	200
Parent and community engagement activities	163
Supporting the development and implementation of pre-school programs	32
Improving LIEPs by upgrading curricula, instructional materials, software and assessment procedures	129
Improving instruction of ELs with disabilities	67
Providing tutorials, career and technical education	46
Offering programs to help ELs achieve success in post-secondary education	49
Other	0

If State reports a nonzero count of LEAs under "Other", please describe the activities that were conducted during SY2018-19 in the comment box below.

The response is limited to 8,000 characters.

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

In addition to the data reported above:

116 LEAs reported that Family Engagement activities were provided indirectly via consortia membership.

95 LEAs reported that Instruction activities were provided indirectly via consortia membership.

127 LEAs reported that Professional Development activities were provided indirectly via consortia membership.

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

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	YES
Helping ELs meet the same challenging State academic standards that all children are expected to meet	YES
Identifying or developing, and implementing, measures of English proficiency	YES
Strengthening and increasing parent, family, and community engagement in programs that serve ELs	YES
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	NO
Other	NO

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.

Comments: The response is limited to 4,000 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
2,835	454	9

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.

Comments: The response is limited to 4,000 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 SY2018-19 funds July 1, 2018, and then made these funds available to subgrantees on August 1, 2018, for SY2018-19 programs. Then the "# of days/\$\$ Distribution" is 30 days.

Date State Received Allocation	Date Funds Available to Subgrantees	# of Days/\$\$ Distribution
7/1/2018	7/1/2018	0

Table 1.4.8.1 Definitions:

- Date State Received Allocation** = Date the State receives the Title III allocation from ED.
- Date Funds Available to Subgrantees** = Date that Title III funds are available to approved subgrantees.
- # 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.

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

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.

Prior to receiving allocations under ESSA, the WDPI gives districts/subgrantees an estimate based on the number of eligible ELs in each district. There is a consolidated online application for all title funding and districts are allowed to complete their applications prior to when WDPI receives the final allocations.

As soon as the final allocation is received, Title III sub-grants for each district are calculated and posted on WDPI web pages, and an email is sent to each district. Once subgrants are posted and districts are notified, those allocations are available to the districts. Districts then may make any needed modifications and submit their application that same day. In this way, WI makes Title III funds available to sub-grantees in zero days.

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?	NO
If yes, provide the number of language instruction educational programs <u>or</u> activities terminated.	

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

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	

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

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	445	445
LEAs with subgrants	18	18
Total	463	463

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

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

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

1.6.1.1 Homeless Children and Youth

In the table below, provide the number of homeless children and youth by grade level enrolled in public school at any time during the regular school year. The totals will be automatically calculated:

Age/Grade	# of Homeless Children/Youth Enrolled
Age 3 through 5 (not Kindergarten)	1,319
K	1,493
1	1,389
2	1,440
3	1,422
4	1,438
5	1,360
6	1,296
7	1,175
8	1,115
9	1,239
10	1,085
11	1,063
12	1,560
Ungraded	
Total	18,394

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

1.6.1.2 Primary Nighttime Residence of Homeless Children and Youth

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

Primary Nighttime Residence	# of Homeless Children/Youth	# of Homeless Children/Youth who are Unaccompanied
Shelters and transitional housing	1,971	237
Doubled-up (e.g., living with another family)	14,630	2,018
Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, or abandoned buildings)	308	43
Hotels/Motels	1,485	24
Total	18,394	2,322

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

1.6.1.3 Subgroups of Homeless Students Enrolled

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

Special Population	# Homeless Children/Youth
Unaccompanied homeless youth	2,322
Migrant children/youth	44
Children with disabilities (<i>IDEA</i>)	4,566
English Learners (ELs)	1,278

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

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	246
Age 3 through 5 (not Kindergarten)	906
Total	1,152

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