

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

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

For reporting on
School Year 2014-15



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

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, DC 20202

PRIVACY PROTECTED VERSION

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

INTRODUCTION

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

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

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

PART I

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

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

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

PART II

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

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

GENERAL INSTRUCTIONS AND TIMELINES

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

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

TRANSMITTAL INSTRUCTIONS

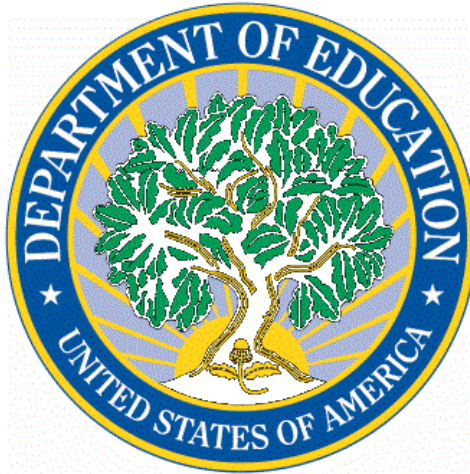
The Consolidated State Performance Report (CSPR) data will be collected online from the SEAs, using the EDEN web site. The EDEN web site will be modified to include a separate area (sub-domain) for CSPR data entry. This area will utilize EDEN formatting to the extent possible and the data will be entered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

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

		OMB Number: 1810-0724
		Expiration Date: 5/31/2018
Consolidated State Performance Report For State Formula Grant Programs under the Elementary And Secondary Education Act as amended in 2001		
Check the one that indicates the report you are submitting: <input checked="" type="checkbox"/> Part I, 2014-15 <input type="checkbox"/> Part II, 2014-15		
Name of State Educational Agency (SEA) Submitting This Report: Idaho State Board of Education		
Address: 650 W. State Street, Room 307 Boise, ID 83702		
Person to contact about this report:		
Name: Alison Henken		
Telephone: 208-332-1579		
Fax: 208-334-2632		
e-mail: alison.henken@osbe.idaho.gov		
Name of Authorizing State Official: (Print or Type): Idaho State Board of Education		
		<u>Wednesday, April 13, 2016, 11:55:25 AM</u>
Signature _____		Date

**CONSOLIDATED STATE PERFORMANCE REPORT
PART I**

For reporting on
School Year 2014-15



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

1.1 STANDARDS AND ASSESSMENT DEVELOPMENT

STANDARDS OF ASSESSMENT DEVELOPMENT

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

1.1.1 Academic Content Standards

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

Response	Options
<u>State has revised or changed</u>	No revisions or changes to academic content standards in mathematics, reading/language arts or science made or planned.
	State has revised or changed its academic content standards in mathematics, reading/language arts or science or is planning to make revisions to or change its academic content standards in mathematics, reading/language arts or science. Indicate below the year these changes were or will be implemented or "Not Applicable" to indicate that changes were not made or will not be made in the subject area.

Acceptable responses are a school year (e.g., 2014-15) or Not Applicable.

	Mathematics	Reading/Language Arts	Science
Academic Content Standards	N/A	N/A	SY 2016-17

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

The response is limited to 1,000 characters.

Idaho has not made any further revisions to its academic content standards in mathematics or reading/language arts. The current Idaho State Content Standards (aligned to the Common Core State Standards) were adopted by the State Board of Education in August 2010. The Idaho Science standards were revised in 2015 and adopted by the State Board of Education in August 2015. The standards will be implemented in 2016-2017.
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1.1.1.1 Academic Achievement Standards in Mathematics, Reading/Language Arts and Science

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

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

Response	Options
State has revised or changed	No revisions or changes to academic achievement standards in mathematics, reading/language arts or science made or planned.
	State has changed its academic achievement standards or is planning to change its academic achievement standards in mathematics, reading/language arts or science. Indicate below either the school year in which these changes were or will be implemented or "Not Applicable" to indicate that changes were not made or will not be made in the subject area.

Acceptable responses are a school year (e.g., 2014-15) or Not Applicable.

Academic Achievement Standards for	Mathematics	Reading/Language Arts	Science
Regular Assessments in Grades 3-8	N/A	N/A	SY 2016-17
Regular Assessments in High School	N/A	N/A	SY 2016-17
Alternate Assessments Based on Grade-Level Achievement Standards (if applicable)	N/A	N/A	SY 2016-17
Alternate Assessments Based on Modified Achievement Standards (if applicable)	N/A	N/A	N/A
Alternate Assessments Based on Alternate Achievement Standards	N/A	N/A	N/A

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

The response is limited to 1,000 characters.

The Idaho State Board of Education adopted revised science standards in August 2015. The standards will be implemented in 2016-2017. New science assessments will be developed for spring 2018 delivery.

1.1.2 Assessments in Mathematics and Reading/Language Arts and Science

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

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

Response	Options
<u>State has revised or changed</u>	No changes to assessments in mathematics, reading/language arts or science made or planned.
	State has changed or is planning to change its assessments in mathematics, reading/language arts or science. Indicate below the year these changes were implemented or "Not Applicable" to indicate that changes were not made or will not be made in the subject area.

Acceptable responses are a school year (e.g., 2014-15) or Not Applicable.

Academic Assessments	Mathematics	Reading/Language Arts	Science
Regular Assessments in Grades 3-8	SY 2013-14	SY 2013-14	SY 2017-18
Regular Assessments in High School	SY 2013-14	SY 2013-14	SY 2015-16
Alternate Assessments Based on Grade-Level Achievement Standards (if applicable)	SY 2014-15	SY 2014-15	SY 2017-18
Alternate Assessments Based on Modified Achievement Standards (if applicable)	N/A	N/A	N/A
Alternate Assessments Based on Alternate Achievement Standards	N/A	N/A	N/A

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

The response is limited to 1,000 characters.

Idaho implemented a new Idaho Standards Achievement Test (ISAT) by Smarter Balanced for reading and math in 2013-2014. The State Board of Education adopted revised science standards in August 2015. In 2015-2016, the state implemented new end-of-course assessments for high school science. The new science standards will be implemented in 2016-2017 and new additional science assessments will be developed for spring 2018 delivery.

1.1.3 Grants for State Assessments and Related Activities**1.1.3.1 Percentages of Funds Used for Standards and Assessment Development and Other Purposes**

For funds your State had available under *ESEA* section 6111 (Grants for State Assessments and Related Activities) during SY 2014-15, estimate what percentage of the funds your State used for the following (round to the nearest ten percent).

Purpose	Percentage (rounded to the nearest ten percent)
To pay the costs of the development of the State assessments and standards required by Section 1111(b)	40.00
To administer assessments required by Section 1111(b) or to carry out other activities described in section 6111 and other activities related to ensuring that the State's schools and local educational agencies are held accountable for the results	60.00
Comments: The response is limited to 4,000 characters.	

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

For funds your State had available under *ESEA* section 6111 (Grants for State Assessments and Related Activities) during SY 2014-15 that were used for purposes other than the costs of the development of the State assessments and standards required by section 1111(b), for what purposes did your State use the funds? (Enter "yes" for all that apply and "no" for all that do not apply).

Purpose	Used for Purpose (yes/no)
Administering assessments required by Section 1111(b)	<u>Yes</u>
Developing challenging State academic content and student academic achievement standards and aligned assessments in academic subjects for which standards and assessments are not required by Section 1111(b)	<u>Yes</u>
Developing or improving assessments of English language proficiency necessary to comply with Section 1111(b)(7)	<u>No</u>
Ensuring the continued validity and reliability of State assessments, and/or refining State assessments to ensure their continued alignment with the State's academic content standards and to improve the alignment of curricula and instructional materials	<u>Yes</u>
Developing multiple measures to increase the reliability and validity of State assessment systems	<u>No</u>
Strengthening the capacity of local educational agencies and schools to provide all students the opportunity to increase educational achievement, including carrying out professional development activities aligned with State student academic achievement standards and assessments	<u>Yes</u>
Expanding the range of accommodations available to students with limited English proficiency and students with disabilities (<i>IDEA</i>) to improve the rates of inclusion of such students, including professional development activities aligned with State academic achievement standards and assessments	<u>Yes</u>
Improving the dissemination of information on student achievement and school performance to parents and the community, including the development of information and reporting systems designed to identify best educational practices based on scientifically based research or to assist in linking records of student achievement, length of enrollment, and graduation over time	<u>Yes</u>
Other	<u>No</u>
Comments: The response is limited to 4,000 characters.	

1.2 PARTICIPATION IN STATE ASSESSMENTS

This section collects data on the participation of students in the State assessments.

Note: States are not required to report these data by the racial/ethnic groups shown in the table below; instead, they are required to report these data by the major racial and ethnic groups that are identified in their Accountability Workbooks. The charts below display racial/ethnic data that have been mapped from the major racial and ethnic groups identified in their workbooks to the racial/ethnic groups shown.

1.2.1 Participation of all Students in Mathematics Assessment

In the table below, provide the number of students enrolled during the State's testing window for mathematics assessments required under Section 1111(b) (3) of *ESEA* (regardless of whether the students were present for a full academic year) and the number of students who participated in the mathematics assessment in accordance with *ESEA*. The percentage of students who were tested for mathematics will be calculated automatically.

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

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

Student Group	# Students Enrolled	# Students Participating	Percentage of Students Participating
All students	S	152,046	97.8
American Indian or Alaska Native	S	1,911	98
Asian or Pacific Islander	S	2,406	98
<i>Asian</i>	S	1,921	98
<i>Native Hawaiian or other Pacific Islander</i>	S	485	97
Black or African American	S	1,567	98
Hispanic or Latino	S	26,539	98.9
White	S	116,207	97.5
Two or more races	S	3,416	99.0
Children with disabilities (<i>IDEA</i>)	S	13,481	96.6
Limited English proficient (LEP) students	S	5,846	98.5
Economically disadvantaged students	S	76,944	98.1
Migratory students	S	1,289	99
Male	S	78,014	97.7
Female	S	74,032	97.8

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

1.2.2 Participation of Students with Disabilities (IDEA) in Mathematics Assessment

In the table below, provide the number of children with disabilities (*IDEA*) participating during the State's testing window in mathematics assessments required under Section 1111(b)(3) of *ESEA* (regardless of whether the children were present for a full academic year) by the type of assessment. The percentage of children with disabilities (*IDEA*) who participated in the mathematics assessment for each assessment option will be calculated automatically. The total number of children with disabilities (*IDEA*) participating will also be calculated automatically.

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

Type of Assessment	# Children with Disabilities (<i>IDEA</i>) Participating	Percentage of Children with Disabilities (<i>IDEA</i>) Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations	11,270	83.60
Regular Assessment with Accommodations	880	6.53
Alternate Assessment Based on Grade-Level Achievement Standards		
Alternate Assessment Based on Modified Achievement Standards		
Alternate Assessment Based on Alternate Achievement Standards	1,331	9.87
Total	13,481	////////////////////////////////////
Comments: The response is limited to 4,000 characters.		

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

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

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

Student Group	# Students Enrolled	# Students Participating	Percentage of Students Participating
All students	S	152,086	97.8
American Indian or Alaska Native	S	1,913	98
Asian or Pacific Islander	S	2,402	98
<i>Asian</i>	S	1,919	98
<i>Native Hawaiian or other Pacific Islander</i>	S	483	96
Black or African American	S	1,545	97
Hispanic or Latino	S	26,524	98.9
White	S	116,284	97.5
Two or more races	S	3,418	99.0
Children with disabilities (<i>IDEA</i>)	S	13,463	96.5
Limited English proficient (LEP) students	S	5,792	98.2
Economically disadvantaged students	S	76,965	98.1
Migratory students	S	1,285	98
Male	S	78,044	97.8
Female	S	74,042	97.9
Comments: The response is limited to 4,000 characters.			

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

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

Recently Arrived LEP Students	#
Recently arrived LEP students who took an assessment of English language proficiency in lieu of the State's reading/language arts assessment	431

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

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

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

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

Type of Assessment	# Children with Disabilities (IDEA) Participating	Percentage of Children with Disabilities (IDEA) Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations	11,775	87.46
Regular Assessment with Accommodations	351	2.61
Alternate Assessment Based on Grade-Level Achievement Standards		
Alternate Assessment Based on Modified Achievement Standards		
Alternate Assessment Based on Alternate Achievement Standards	1,326	9.85
LEP < 12 months, took ELP	11	0.08
Total	13,463	////////////////////////////////////
Comments: The response is limited to 4,000 characters.		

1.2.5 Participation of All Students in the Science Assessment

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

Student Group	# Students Enrolled	# Students Participating	Percentage of Students Participating
All students	S	64,462	98.9
American Indian or Alaska Native	S	849	>=99
Asian or Pacific Islander	S	1,062	99
Asian	S	845	>=99
Native Hawaiian or other Pacific Islander	S	217	>=95
Black or African American	S	646	98
Hispanic or Latino	S	10,969	99.2
White	S	49,530	98.8
Two or more races	S	1,406	>=99
Children with disabilities (IDEA)	S	5,248	98.0
Limited English proficient (LEP) students	S	1,994	98
Economically disadvantaged students	S	30,894	98.8
Migratory students	S	513	>=99
Male	S	32,997	98.9
Female	S	31,465	98.9

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

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

This section is similar to 1.2.2 and collects data on the State's science assessment.

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

Type of Assessment	# Children with Disabilities (IDEA) Participating	Percentage of Children with Disabilities (IDEA) Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations	1,997	38.05
Regular Assessment with Accommodations	2,665	50.78
Alternate Assessment Based on Grade-Level Achievement Standards		
Alternate Assessment Based on Modified Achievement Standards		
Alternate Assessment Based on Alternate Achievement Standards	586	11.17
Total	5,248	////////////////////////////////////

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

1.3 STUDENT ACADEMIC ACHIEVEMENT

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

Note: States are not required to report these data by the racial/ethnic groups shown in the table below; instead, they are required to report these data by the major racial and ethnic groups that are identified in their Accountability Workbooks. The charts below display racial/ethnic data that have been mapped from the major racial and ethnic groups identified in their workbooks to the racial/ethnic groups shown.

1.3.1 Student Academic Achievement in Mathematics

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

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

1.3.2 Student Academic Achievement in Reading/Language Arts

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

The student group "limited English proficient (LEP) students" does not include recently arrived students who have attended schools in the United States for fewer than 12 months and who took an assessment of English language proficiency in lieu of the State's reading/language arts assessment. Do not include former LEP students.

1.3.3 Student Academic Achievement in Science

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

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

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

1.3.1.1 Student Academic Achievement in Mathematics - Grade 3

Grade 3	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	22,315	S	49.7
American Indian or Alaska Native	287	S	24
Asian or Pacific Islander	300	S	56
<i>Asian</i>	240	S	58
<i>Native Hawaiian or other Pacific Islander</i>	60	S	48
Black or African American	190	S	24
Hispanic or Latino	4,070	S	27.5
White	16,905	S	55.7
Two or more races	563	S	49
Children with disabilities (<i>IDEA</i>)	2,228	S	22
Limited English proficient (LEP) students	1,294	S	12
Economically disadvantaged students	12,378	S	38.4
Migratory students	213	S	23
Male	11,406	S	51.1
Female	10,909	S	48.4

Comments: The response is limited to 4,000 characters. In SY 2013 -2014, the majority of Idaho students participated in field testing of a new assessment. The field test did not produce valid scores. The only students who received a valid score in SY 2013-2014 are those who took the alternate assessment. Thus, the previous year's (2013-2014) proficiency rates cannot be compared to this year's (2014-2015) proficiency rates.

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

Grade 3	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	22,237	S	48.3
American Indian or Alaska Native	289	S	22
Asian or Pacific Islander	294	S	54
<i>Asian</i>	234	S	56
<i>Native Hawaiian or other Pacific Islander</i>	60	S	47
Black or African American	175	S	22
Hispanic or Latino	4,027	S	27.1
White	16,889	S	53.9
Two or more races	563	S	49
Children with disabilities (<i>IDEA</i>)	2,219	S	20
Limited English proficient (LEP) students	1,211	S	10
Economically disadvantaged students	12,319	S	37.2
Migratory students	200	S	21
Male	11,367	S	44.1
Female	10,870	S	52.6

Comments: The response is limited to 4,000 characters. In SY 2013 -2014, the majority of Idaho students participated in field testing of a new assessment. The field test did not produce valid scores. The only students who received a valid score in SY 2013-2014 are those who took the alternate assessment. Thus, the previous year's (2013-2014) proficiency rates cannot be compared to this year's (2014-2015) proficiency rates.

1.3.3.1 Student Academic Achievement in Science - Grade 3

Grade 3	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students			
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>)			
Limited English proficient (LEP) students			
Economically disadvantaged students			
Migratory students			
Male			
Female			

Comments: The response is limited to 4,000 characters. Idaho administers science assessments to students in grades 5, 7, and HS. Idaho does not administer science at this grade level.

1.3.1.2 Student Academic Achievement in Mathematics - Grade 4

Grade 4	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	22,491	S	43.3
American Indian or Alaska Native	285	S	18
Asian or Pacific Islander	346	S	53
<i>Asian</i>	291	S	56
<i>Native Hawaiian or other Pacific Islander</i>	55	S	38
Black or African American	248	S	23
Hispanic or Latino	4,133	S	21.2
White	16,964	S	49.2
Two or more races	515	S	43
Children with disabilities (<i>IDEA</i>)	2,218	S	17
Limited English proficient (LEP) students	1,234	S	8
Economically disadvantaged students	12,289	S	31.6
Migratory students	210	S	15
Male	11,643	S	44.9
Female	10,848	S	41.6

Comments: The response is limited to 4,000 characters. In SY 2013 -2014, the majority of Idaho students participated in field testing of a new assessment. The field test did not produce valid scores. The only students who received a valid score in SY 2013-2014 are those who took the alternate assessment. Thus, the previous year's (2013-2014) proficiency rates cannot be compared to this year's (2014-2015) proficiency rates.

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

Grade 4	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	22,407	S	46.4
American Indian or Alaska Native	284	S	21
Asian or Pacific Islander	331	S	53
<i>Asian</i>	276	S	56
<i>Native Hawaiian or other Pacific Islander</i>	55	S	40
Black or African American	233	S	28
Hispanic or Latino	4,095	S	25.4
White	16,949	S	52.0
Two or more races	515	S	47
Children with disabilities (<i>IDEA</i>)	2,212	S	16
Limited English proficient (LEP) students	1,147	S	7
Economically disadvantaged students	12,214	S	34.5
Migratory students	194	S	17
Male	11,595	S	41.9
Female	10,812	S	51.1

Comments: The response is limited to 4,000 characters. In SY 2013 -2014, the majority of Idaho students participated in field testing of a new assessment. The field test did not produce valid scores. The only students who received a valid score in SY 2013-2014 are those who took the alternate assessment. Thus, the previous year's (2013-2014) proficiency rates cannot be compared to this year's (2014-2015) proficiency rates.

1.3.3.2 Student Academic Achievement in Science - Grade 4

Grade 4	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students			
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>)			
Limited English proficient (LEP) students			
Economically disadvantaged students			
Migratory students			
Male			
Female			

Comments: The response is limited to 4,000 characters. Idaho administers science assessments to students in grades 5, 7, and HS. Idaho does not administer science at this grade level.

1.3.1.3 Student Academic Achievement in Mathematics - Grade 5

Grade 5	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	22,086	S	38.1
American Indian or Alaska Native	311	S	16
Asian or Pacific Islander	335	S	52
<i>Asian</i>	266	S	56
<i>Native Hawaiian or other Pacific Islander</i>	69	S	35
Black or African American	200	S	24
Hispanic or Latino	3,929	S	19.2
White	16,806	S	42.9
Two or more races	505	S	38
Children with disabilities (<i>IDEA</i>)	2,108	S	14
Limited English proficient (LEP) students	846	S	4
Economically disadvantaged students	11,785	S	26.6
Migratory students	196	S	16
Male	11,365	S	39.6
Female	10,721	S	36.6

Comments: The response is limited to 4,000 characters. In SY 2013 -2014, the majority of Idaho students participated in field testing of a new assessment. The field test did not produce valid scores. The only students who received a valid score in SY 2013-2014 are those who took the alternate assessment. Thus, the previous year's (2013-2014) proficiency rates cannot be compared to this year's (2014-2015) proficiency rates.

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

Grade 5	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	22,016	S	52.2
American Indian or Alaska Native	310	S	26
Asian or Pacific Islander	323	S	62
<i>Asian</i>	254	S	67
<i>Native Hawaiian or other Pacific Islander</i>	69	S	42
Black or African American	192	S	38
Hispanic or Latino	3,890	S	32.8
White	16,797	S	57.2
Two or more races	504	S	51
Children with disabilities (<i>IDEA</i>)	2,097	S	17
Limited English proficient (LEP) students	778	S	6
Economically disadvantaged students	11,726	S	40.6
Migratory students	184	S	23
Male	11,329	S	46.8
Female	10,687	S	57.9

Comments: The response is limited to 4,000 characters. In SY 2013 -2014, the majority of Idaho students participated in field testing of a new assessment. The field test did not produce valid scores. The only students who received a valid score in SY 2013-2014 are those who took the alternate assessment. Thus, the previous year's (2013-2014) proficiency rates cannot be compared to this year's (2014-2015) proficiency rates.

1.3.3.3 Student Academic Achievement in Science - Grade 5

Grade 5	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	22,164	S	62.8
American Indian or Alaska Native	313	S	38
Asian or Pacific Islander	334	S	64
<i>Asian</i>	264	S	67
<i>Native Hawaiian or other Pacific Islander</i>	70	S	56
Black or African American	200	S	45
Hispanic or Latino	3,915	S	41.6
White	16,899	S	68.3
Two or more races	503	S	65
Children with disabilities (<i>IDEA</i>)	2,116	S	30
Limited English proficient (LEP) students	838	S	12
Economically disadvantaged students	11,799	S	52.1
Migratory students	196	S	28
Male	11,405	S	62.9
Female	10,759	S	62.7

Comments: The response is limited to 4,000 characters. This year's number is accurate. "At or Above Proficiency" should have been 3 in the SY2013 -2014 Assessment Metadata Survey instead of 2, which is the number of levels that are "At or Above Proficiency". Please refer to PSC ticket#15-13827.

1.3.1.4 Student Academic Achievement in Mathematics - Grade 6

Grade 6	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	21,753	S	36.4
American Indian or Alaska Native	267	S	16
Asian or Pacific Islander	340	S	47
<i>Asian</i>	272	S	50
<i>Native Hawaiian or other Pacific Islander</i>	68	S	34
Black or African American	214	S	14
Hispanic or Latino	3,724	S	17.5
White	16,710	S	41.0
Two or more races	498	S	36
Children with disabilities (<i>IDEA</i>)	1,949	S	11
Limited English proficient (LEP) students	705	S	4
Economically disadvantaged students	11,175	S	24.7
Migratory students	195	S	12
Male	11,231	S	36.5
Female	10,522	S	36.4

Comments: The response is limited to 4,000 characters. In SY 2013 -2014, the majority of Idaho students participated in field testing of a new assessment. The field test did not produce valid scores. The only students who received a valid score in SY 2013-2014 are those who took the alternate assessment. Thus, the previous year's (2013-2014) proficiency rates cannot be compared to this year's (2014-2015) proficiency rates.

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

Grade 6	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	21,704	S	48.5
American Indian or Alaska Native	268	S	29
Asian or Pacific Islander	334	S	59
<i>Asian</i>	266	S	64
<i>Native Hawaiian or other Pacific Islander</i>	68	S	41
Black or African American	206	S	30
Hispanic or Latino	3,689	S	28.6
White	16,711	S	53.1
Two or more races	496	S	50
Children with disabilities (<i>IDEA</i>)	1,945	S	13
Limited English proficient (LEP) students	650	S	5
Economically disadvantaged students	11,130	S	36.2
Migratory students	180	S	17
Male	11,205	S	43.0
Female	10,499	S	54.3

Comments: The response is limited to 4,000 characters. In SY 2013 -2014, the majority of Idaho students participated in field testing of a new assessment. The field test did not produce valid scores. The only students who received a valid score in SY 2013-2014 are those who took the alternate assessment. Thus, the previous year's (2013-2014) proficiency rates cannot be compared to this year's (2014-2015) proficiency rates.

1.3.3.4 Student Academic Achievement in Science - Grade 6

Grade 6	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students			
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>)			
Limited English proficient (LEP) students			
Economically disadvantaged students			
Migratory students			
Male			
Female			

Comments: The response is limited to 4,000 characters. Idaho administers science assessments to students in grades 5, 7, and HS. Idaho does not administer science at this grade level.

1.3.1.5 Student Academic Achievement in Mathematics - Grade 7

Grade 7	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	21,707	S	38.2
American Indian or Alaska Native	272	S	16
Asian or Pacific Islander	359	S	49
<i>Asian</i>	280	S	53
<i>Native Hawaiian or other Pacific Islander</i>	79	S	38
Black or African American	228	S	20
Hispanic or Latino	3,783	S	18.4
White	16,584	S	43.1
Two or more races	481	S	37
Children with disabilities (<i>IDEA</i>)	1,860	S	12
Limited English proficient (LEP) students	685	S	4
Economically disadvantaged students	10,494	S	24.7
Migratory students	182	S	11
Male	11,126	S	38.6
Female	10,581	S	37.8

Comments: The response is limited to 4,000 characters. In SY 2013 -2014, the majority of Idaho students participated in field testing of a new assessment. The field test did not produce valid scores. The only students who received a valid score in SY 2013-2014 are those who took the alternate assessment. Thus, the previous year's (2013-2014) proficiency rates cannot be compared to this year's (2014-2015) proficiency rates.

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

Grade 7	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	21,629	S	50.8
American Indian or Alaska Native	272	S	25
Asian or Pacific Islander	344	S	61
<i>Asian</i>	266	S	65
<i>Native Hawaiian or other Pacific Islander</i>	78	S	45
Black or African American	215	S	29
Hispanic or Latino	3,741	S	31.2
White	16,576	S	55.7
Two or more races	481	S	52
Children with disabilities (<i>IDEA</i>)	1,860	S	13
Limited English proficient (LEP) students	600	S	4
Economically disadvantaged students	10,431	S	37.2
Migratory students	171	S	18
Male	11,096	S	44.5
Female	10,533	S	57.4

Comments: The response is limited to 4,000 characters. In SY 2013 -2014, the majority of Idaho students participated in field testing of a new assessment. The field test did not produce valid scores. The only students who received a valid score in SY 2013-2014 are those who took the alternate assessment. Thus, the previous year's (2013-2014) proficiency rates cannot be compared to this year's (2014-2015) proficiency rates.

1.3.3.5 Student Academic Achievement in Science - Grade 7

Grade 7	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	21,763	S	50.1
American Indian or Alaska Native	272	S	24
Asian or Pacific Islander	359	S	53
<i>Asian</i>	280	S	56
<i>Native Hawaiian or other Pacific Islander</i>	79	S	41
Black or African American	229	S	25
Hispanic or Latino	3,773	S	26.1
White	16,647	S	56.2
Two or more races	483	S	49
Children with disabilities (<i>IDEA</i>)	1,846	S	20
Limited English proficient (LEP) students	681	S	4
Economically disadvantaged students	10,495	S	36.3
Migratory students	182	S	18
Male	11,157	S	51.7
Female	10,606	S	48.4

Comments: The response is limited to 4,000 characters. This year's number is accurate. "At or Above Proficiency" should have been 3 in the SY2013 -2014 Assessment Metadata Survey instead of 2, which is the number of levels that are "At or Above Proficiency". Please refer to PSC ticket#15-13827.

1.3.1.6 Student Academic Achievement in Mathematics - Grade 8

Grade 8	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	21,653	S	36.9
American Indian or Alaska Native	273	S	21
Asian or Pacific Islander	365	S	46
<i>Asian</i>	282	S	53
<i>Native Hawaiian or other Pacific Islander</i>	83	S	22
Black or African American	272	S	19
Hispanic or Latino	3,652	S	17.5
White	16,664	S	41.4
Two or more races	427	S	38
Children with disabilities (<i>IDEA</i>)	1,859	S	9
Limited English proficient (LEP) students	595	S	3
Economically disadvantaged students	10,268	S	24.3
Migratory students	169	S	10
Male	11,060	S	36.2
Female	10,593	S	37.6

Comments: The response is limited to 4,000 characters. In SY 2013 -2014, the majority of Idaho students participated in field testing of a new assessment. The field test did not produce valid scores. The only students who received a valid score in SY 2013-2014 are those who took the alternate assessment. Thus, the previous year's (2013-2014) proficiency rates cannot be compared to this year's (2014-2015) proficiency rates.

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

Grade 8	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	21,582	S	51.7
American Indian or Alaska Native	272	S	33
Asian or Pacific Islander	354	S	58
<i>Asian</i>	271	S	61
<i>Native Hawaiian or other Pacific Islander</i>	83	S	46
Black or African American	254	S	29
Hispanic or Latino	3,618	S	34.3
White	16,655	S	56.0
Two or more races	429	S	54
Children with disabilities (<i>IDEA</i>)	1,853	S	12
Limited English proficient (LEP) students	530	S	3
Economically disadvantaged students	10,216	S	39.0
Migratory students	154	S	21
Male	11,017	S	44.8
Female	10,565	S	59.0

Comments: The response is limited to 4,000 characters. In SY 2013 -2014, the majority of Idaho students participated in field testing of a new assessment. The field test did not produce valid scores. The only students who received a valid score in SY 2013-2014 are those who took the alternate assessment. Thus, the previous year's (2013-2014) proficiency rates cannot be compared to this year's (2014-2015) proficiency rates.

1.3.3.6 Student Academic Achievement in Science - Grade 8

Grade 8	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students			
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>)			
Limited English proficient (LEP) students			
Economically disadvantaged students			
Migratory students			
Male			
Female			

Comments: The response is limited to 4,000 characters. Idaho administers science assessments to students in grades 5, 7, and HS. Idaho does not administer science at this grade level.

1.3.1.7 Student Academic Achievement in Mathematics - High School

High School	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	20,041	S	30.2
American Indian or Alaska Native	216	S	15
Asian or Pacific Islander	361	S	47
<i>Asian</i>	290	S	51
<i>Native Hawaiian or other Pacific Islander</i>	71	S	32
Black or African American	215	S	8
Hispanic or Latino	3,248	S	13.7
White	15,574	S	33.9
Two or more races	427	S	28
Children with disabilities (<i>IDEA</i>)	1,259	S	6
Limited English proficient (LEP) students	487	S	2
Economically disadvantaged students	8,555	S	18.0
Migratory students	124	S	9
Male	10,183	S	29.3
Female	9,858	S	31.3

Comments: The response is limited to 4,000 characters. In SY 2013 -2014, the majority of Idaho students participated in field testing of a new assessment. The field test did not produce valid scores. The only students who received a valid score in SY 2013-2014 are those who chose to take either the alternate assessment or Idaho's previous assessment (in order to meet graduation requirements). Thus, the previous year's (2013-2014) proficiency rates cannot be compared to this year's (2014-2015) proficiency rates.

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

High School	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	20,082	S	60.6
American Indian or Alaska Native	218	S	39
Asian or Pacific Islander	346	S	71
<i>Asian</i>	277	S	74
<i>Native Hawaiian or other Pacific Islander</i>	69	S	61
Black or African American	214	S	36
Hispanic or Latino	3,245	S	42.2
White	15,629	S	64.8
Two or more races	428	S	61
Children with disabilities (<i>IDEA</i>)	1,266	S	13
Limited English proficient (LEP) students	445	S	3
Economically disadvantaged students	8,572	S	46.8
Migratory students	120	S	26
Male	10,205	S	53.7
Female	9,875	S	67.8

Comments: The response is limited to 4,000 characters. In SY 2013 -2014, the majority of Idaho students participated in field testing of a new assessment. The field test did not produce valid scores. The only students who received a valid score in SY 2013-2014 are those who chose to take either the alternate assessment or Idaho's previous assessment (in order to meet graduation requirements). Thus, the previous year's (2013-2014) proficiency rates cannot be compared to this year's (2014-2015) proficiency rates.

1.3.3.7 Student Academic Achievement in Science - High School

High School	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	20,535	S	64.7
American Indian or Alaska Native	264	S	43
Asian or Pacific Islander	369	S	71
<i>Asian</i>	301	S	73
<i>Native Hawaiian or other Pacific Islander</i>	68	S	65
Black or African American	217	S	38
Hispanic or Latino	3,281	S	41.9
White	15,984	S	70.0
Two or more races	420	S	65
Children with disabilities (<i>IDEA</i>)	1,286	S	25
Limited English proficient (LEP) students	475	S	7
Economically disadvantaged students	8,600	S	52.5
Migratory students	135	S	24
Male	10,435	S	64.3
Female	10,100	S	65.2

Comments: The response is limited to 4,000 characters. Idaho administered end-of-course science assessment to high school students in grade 10 through 12 in SY 2014-2015. Students are required to complete biology and/or chemistry end-of-course assessment at least once in grade 10 through 12. In prior years, Idaho required 10th graders to complete end-of-grade science assessment.

1.4 SCHOOL AND DISTRICT ACCOUNTABILITY

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

1.4.1 All Schools and Districts Accountability

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

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

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

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

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

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

Entity	Total #	Total # that Met All AMOs, 95 Percent Participation Rate, and Other Academic Indicator in SY 2014-15	Percentage that Met All AMOs, 95 Percent Participation Rate and Other Academic Indicator in SY 2014-15
Schools			
Districts			

Comments: The response is limited to 4,000 characters. Refer to PSC Ticket #15 -12373. Idaho did not identify a third indicator for elementary and middle schools for 2014-2015. On February 26, 2016, Idaho staff participated in a phone conference with staff from the U.S. Department of Education. During the call, the U.S. Department of Education confirmed that since Idaho did not previously establish a third indicator, Idaho may take additional time to work with stakeholders to identify an appropriate third indicator and analyze the associated data. Idaho will work with EdFacts to report this data retroactively (after the CSPR report for this year has closed).

³ For a high school, the other academic indicator is always graduation rate.

1.4.2 Title I School Accountability

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

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

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

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

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

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

Title I School	# Title I Schools	# Title I Schools that Met All AMOs, 95 Percent Participation Rate, and Other Academic Indicator in SY 2014-15	Percentage of Title I Schools that Met All AMOs, 95 Percent Participation Rate, and Other Academic Indicator in SY 2014-15
All Title I schools			
Schoolwide (SWP) Title I schools			
Targeted assistance (TAS) Title I schools			

Comments: The response is limited to 4,000 characters. Refer to PSC Ticket #15 -12373. Idaho did not identify a third indicator for elementary and middle schools for 2014-2015. On February 26, 2016, Idaho staff participated in a phone conference with staff from the U.S. Department of Education. During the call, the U.S. Department of Education confirmed that since Idaho did not previously establish a third indicator, Idaho may take additional time to work with stakeholders to identify an appropriate third indicator and analyze the associated data. Idaho will work with EdFacts to report this data retroactively (after the CSPR report for this year has closed).

⁴ For a high school, the other academic indicator is always graduation rate.

1.4.3 Accountability of Districts That Received Title I Funds

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

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

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

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

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

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

# Districts That Received Title I Funds in SY 2014-15	# Districts That Received Title I Funds and Met All AMOs, 95 percent Participation Rate, and Other Academic Indicator in SY 2014-15	Percentage of Districts That Received Title I Funds and Met All AMOs, 95 percent Participation Rate, and Other Academic Indicator in SY 2014-15
148		

Comments: The response is limited to 4,000 characters. Refer to PSC Ticket #15 -12373. Idaho did not identify a third indicator for elementary and middle schools for 2014-2015. On February 26, 2016, Idaho staff participated in a phone conference with staff from the U.S. Department of Education. During the call, the U.S. Department of Education confirmed that since Idaho did not previously establish a third indicator, Idaho may take additional time to work with stakeholders to identify an appropriate third indicator and analyze the associated data. Idaho will work with EdFacts to report this data retroactively (after the CSPR report for this year has closed).

⁵ For a high school, the other academic indicator is always graduation rate.

1.4.4.3 Corrective Action

In the table below, for schools in corrective action, provide the number of schools for which the listed corrective actions under *ESEA* were implemented in SY 2014-15 (based on SY 2013-14 assessments under Section 1111 of *ESEA*).

Corrective Action	# of Title I Schools in Corrective Action in Which the Corrective Action was Implemented in SY 2014-15
Required implementation of a new research-based curriculum or instructional program	
Extension of the school year or school day	
Replacement of staff members, not including the principal, relevant to the school's low performance	
Significant decrease in management authority at the school level	
Replacement of the principal	
Restructuring the internal organization of the school	
Appointment of an outside expert to advise the school	
Comments: The response is limited to 4,000 characters. Not Applicable Under the Approved ESEA Waiver.	

1.4.4.4 Restructuring – Year 2

In the table below, for schools in restructuring – year 2 (implementation year), provide the number of schools for which the listed restructuring actions under *ESEA* were implemented in SY 2014-15 (based on SY 2013-14 assessments under Section 1111 of *ESEA*).

Restructuring Action	# of Title I Schools in Restructuring in Which Restructuring Action Is Being Implemented
Replacement of all or most of the school staff (which may include the principal)	
Reopening the school as a public charter school	
Entering into a contract with a private entity to operate the school	
Takeover the school by the State	
Other major restructuring of the school governance	
Comments: The response is limited to 4,000 characters. Not Applicable Under the Approved ESEA Waiver.	

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

The response is limited to 8,000 characters.

Not Applicable Under the Approved ESEA Waiver.
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1.4.5.2 Actions Taken for Districts That Received Title I Funds and Were Identified for Improvement

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

The response is limited to 8,000 characters.

Not Applicable Under the Approved ESEA Waiver.

1.4.5.3 Corrective Action

In the table below, for districts in corrective action, provide the number of districts in corrective action in which the listed corrective actions under ESEA were implemented in SY 2014-15 (based on SY 2013-14 assessments under Section 1111 of ESEA).

Corrective Action	# of Districts receiving Title I funds in Corrective Action in Which Corrective Action was Implemented in SY 2014-15
Implemented a new curriculum based on State standards	
Authorized students to transfer from district schools to higher performing schools in a neighboring district	
Deferred programmatic funds or reduced administrative funds	
Replaced district personnel who are relevant to the failure to make AYP	
Removed one or more schools from the jurisdiction of the district	
Appointed a receiver or trustee to administer the affairs of the district	
Restructured the district	
Abolished the district (list the number of districts abolished between the end of SY 2013-14 and beginning of SY 2014-15 as a corrective action)	
Comments: The response is limited to 4,000 characters. Not Applicable Under the Approved ESEA Waiver.	

1.4.7 Appeal of AYP and Identification Determinations

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

Entity	# Appealed Their AYP Designations	# Appeals Resulted in a Change in the AYP Designation
Districts		
Schools		
Comments: The response is limited to 4,000 characters. Not Applicable Under the Approved ESEA Waiver.		

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

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

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

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

1.4.8.5 Use of Sections 1003(a) and (g) School Improvement Funds.**1.4.8.5.1 Section 1003(a) State Reservations**

In the space provided, enter the percentage of the FY 2014 (SY 2014-15) Title I, Part A allocation that the SEA reserved in accordance with Section 1003(a) of ESEA and §200.100(a) of ED's regulations governing the reservation of funds for school improvement under Section 1003(a) of ESEA: 4.00 %

Comments: The response is limited to 4,000 characters. Section 1003 of ESEA requires that, each SEA reserve four (4) percent of the amount received from ED under Title I, Part A for school improvement activities authorized in sections 1116 and 1117 of Title I.

1. Four (4) percent of the amount received from ED under Title I, Part A was reserved for School Improvement.
2. Five percent (5) percent of its School Improvement Grant was set aside for administration, evaluation, and technical assistance expenses.
3. Ninety five (95) percent is awarded directly to local educational agencies (LEAs) for schools identified for school improvement. Funds are allocated to LEA's through the Grant Reimbursement Application (GRA). The GRA was created by the Idaho Department of Education in order to facilitate school districts' and charter schools' requests for reimbursement of funding from Federal and State grants in as transparent method as possible.
4. \$200,000 reservation (included in above 95%) is based on Section 1003 (a, b, 2). These funds are reserved for direct services provided by SDE on behalf of LEAs.

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

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

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

1.4.8.5.3 Use of Section 1003(g)(8) Funds for Evaluation and Technical Assistance

Section 1003(g)(8) of *ESEA* allows States to reserve up to five percent of Section 1003(g) funds for administration and to meet the evaluation and technical assistance requirements for this program. In the space below, identify and describe the specific Section 1003(g) evaluation and technical assistance activities that your State conducted during SY 2014-15.

This response is limited to 8,000 characters.

The 5% of Section 1003(g) funds were used to fund the System Improvement and Turnaround Leadership Coordinator position at the SDE. This position coordinated and implemented the following supports for SIG 1003g schools during SY1415.

- The Instructional Core Focus Visit is a process that uses research-based practices, standards, and indicators to determine the schools existing capacity and collect evidence of practices associated with substantial school improvement. Quantitative and qualitative data is collected, analyzed and presented to district and school leadership teams in order to provide support and guidance toward continuous improvement. Data are collected by an external review team who interview and observe teachers, facilitate focus group discussions with parents, students, certified and non-certified staff, review school documents and interview school and district leadership. This process helps to assess local educational agencies (LEAs) in the areas of academic and organizational performance as outlined in the No Child Left Behind Act of 2001 (now under the ESEA Waiver with the same expectation).
- The Idaho Superintendents Network is a project developed by the State Department of Education to support the work of district leaders in improving outcomes for all students by focusing on the quality of instruction.
- The Network of Innovative School Leaders supports the work of building level administration in improving outcomes for all students by focusing on high-quality teaching and instructional leadership. Professional development and high-performance teams focus on increasing the effectiveness of the Instructional Core through effective leadership strategies and skills.

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

In the space below, describe actions (if any) taken by your State in SY 2014-15 that were supported by **funds other than Section 1003(a) and 1003(g) funds** to address the achievement problems of schools identified for improvement, corrective action, or restructuring under Section 1116 of *ESEA*.

The response is limited to 8,000 characters.

Idaho has an approved ESEA waiver (approved Oct 2012) and many of the requirements under 1116 have been waived.

Title I-A funds and State improvement funds were used in addition to 1003(a) and 1003(g) funds to support schools in improvement during the 2014-2015 school year. Idaho districts are monitored for fiscal use of Title I-A funds on a cyclic basis. LEAs with schools in improvement (priority, focus, and improvement schools) are monitored for program implementation (schoolwide and targeted assistance); fiscal use of funds; academic achievement plans; district plans to provide technical assistance to schools; use of the 10% professional development (related to why the school is in improvement) set aside for focus and priority schools; and SIG requirements for priority schools. Rural Low Income Schools (RLIS) funds and state improvement funds were also used for rural LEAs with schools in improvement to provide support and technical assistance through the Ed Northwest RISE (Rural Innovation and Student Engagement) project. Response to Intervention training was provided to some schools last year through a special education grant, and all LEAs have access to ELA coaches and math centers through state-level funds. State-level improvement funds were also used to provide family and community engagement position and training for assistance to non-Title I schools in improvement.

1.4.9 Public School Choice and Supplemental Educational Services

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

1.4.9.1 Public School Choice

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

1.4.9.1.2 Public School Choice – Students

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

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

The number of students who applied to transfer should include:

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

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

Public School Choice	# Students
Eligible for public school choice	
Applied to transfer	
Transferred to another school under the Title I public school choice provisions	
Comments: The response is limited to 4,000 characters. Not Applicable Under the Approved ESEA Waiver.	

1.4.9.1.3 Funds Spent on Public School Choice

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

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

1.4.9.1.4 Availability of Public School Choice Options

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

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

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

FAQs about public school choice:

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

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

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

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

Comments: The response is limited to 4,000 characters. Not Applicable Under the Approved ESEA Waiver.

1.4.9.2 Supplemental Educational Services

This section collects data on supplemental educational services.

1.4.9.2.2 Supplemental Educational Services – Students

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

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

Supplemental Educational Services	# Students
Eligible for supplemental educational services	
Applied for supplemental educational services	
Received supplemental educational services	
Comments: The response is limited to 4,000 characters. Not Applicable Under the Approved ESEA Waiver.	

1.4.9.2.3 Funds Spent on Supplemental Educational Services

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

Spending on Supplemental Educational Services	Dollars Spent
Dollars spent by LEAs on supplemental educational services	\$
Comments: The response is limited to 4,000 characters. Not Applicable Under the Approved ESEA Waiver.	

1.5 TEACHER QUALITY

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

1.5.1 Core Academic Classes Taught by Teachers Who Are Highly Qualified

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

Classes	Number of Core Academic Classes (Total)	Number of Core Academic Classes Taught by Teachers Who Are Highly Qualified	Percentage of Core Academic Classes Taught by Teachers Who Are Highly Qualified	Number of Core Academic Classes Taught by Teachers Who Are <u>NOT</u> Highly Qualified	Percentage of Core Academic Classes Taught by Teachers Who Are <u>NOT</u> Highly Qualified
All classes	74,540	72,479	97.24	2,061	2.76
All elementary classes	28,626	28,483	99.50	143	0.50
All secondary classes	45,914	43,996	95.82	1,918	4.18

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

Data table includes classes taught by special education teachers who provide direct instruction in core academic subjects.	<u>Yes</u>
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If the answer above is no, please explain below. The response is limited to 8,000 characters.

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

The response is limited to 8,000 characters.

The state reports elementary classes so that a full -day self-contained classroom equals one class in order to keep with previous year's reporting.

FAQs about highly qualified teachers and core academic subjects:

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

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

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

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

1.5.2.1 Elementary School Classes	
Elementary School Classes	Percentage
Elementary school classes taught by certified general education teachers who did not pass a subject-knowledge test or (if eligible) have not demonstrated subject-matter competency through HOUSSE	54.40
Elementary school classes taught by certified special education teachers who did not pass a subject-knowledge test or have not demonstrated subject-matter competency through HOUSSE	0.50
Elementary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program)	45.20
Other (please explain in comment box below)	0.00
Total	100.00

The response is limited to 8,000 characters.

1.5.2.2 Secondary School Classes	
Secondary School Classes	Percentage
Secondary school classes taught by certified general education teachers who have not demonstrated subject-matter knowledge in those subjects (e.g., out-of-field teachers)	32.40
Secondary school classes taught by certified special education teachers who have not demonstrated subject-matter competency in those subjects	1.40
Secondary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program)	66.20
Other (please explain in comment box below)	0.00
Total	100.00

The response is limited to 8,000 characters.

1.5.3 Poverty Quartiles and Metrics Used

In the table below, provide the number of core academic classes for each of the school types listed and the number of those core academic classes taught by teachers who are highly qualified. The percentage of core academic classes taught by teachers who are highly qualified will be calculated automatically. The percentages used for high- and low-poverty schools and the poverty metric used to determine those percentages are reported in the second table. Below the tables are FAQs about these data.

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

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

School Type	Number of Core Academic Classes (Total)	Number of Core Academic Classes Taught by Teachers Who Are Highly Qualified	Percentage of Core Academic Classes Taught by Teachers Who Are Highly Qualified
Elementary Schools			
High Poverty Elementary Schools	9,323	9,276	99.50
Low-poverty Elementary Schools	7,058	7,022	99.49
Secondary Schools			
High Poverty secondary Schools	7,250	6,846	94.43
Low-Poverty secondary Schools	21,058	20,314	96.47

1.5.3.1 Poverty Quartile Breaks

In the table below, provide the poverty quartiles breaks used in determining high- and low-poverty schools and the poverty metric used to determine the poverty quartiles. Below the table are FAQs about the data collected in this table.

	High-Poverty Schools (more than what %)	Low-Poverty Schools (less than what %)
Elementary schools	69.10	44.80
Poverty metric used	Idaho SDE uses the Title I-A district reported poverty rates.	
Secondary schools	63.60	37.70
Poverty metric used	Idaho SDE uses the Title I-A district reported poverty rates.	

FAQs on poverty quartiles and metrics used to determine poverty

- a. *What is a "high-poverty school"?* Section 1111(h)(1)(C)(viii) defines "high-poverty" schools as schools in the top quartile of poverty in the State.
- b. *What is a "low-poverty school"?* Section 1111(h)(1)(C)(viii) defines "low-poverty" schools as schools in the bottom quartile of poverty in the State.
- c. *How are the poverty quartiles determined?* Separately rank order elementary and secondary schools from highest to lowest on your percentage poverty measure. Divide the list into four equal groups. Schools in the first (highest group) are high-poverty schools. Schools in the last group (lowest group) are the low-poverty schools. Generally, States use the percentage of students who qualify for the free or reduced-price lunch program for this calculation.
- d. *Since the poverty data are collected at the school and not classroom level, how do we classify schools as either elementary or secondary for this purpose?* States may include as elementary schools all schools that serve children in grades K through 5 (including K through 8 or K through 12 schools) and would therefore include as secondary schools those that exclusively serve children in grades 6 and higher.

1.6 TITLE III AND LANGUAGE INSTRUCTIONAL PROGRAMS

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

1.6.1 Language Instruction Educational Programs

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

Table 1.6.1 Definitions:

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

Check Types of Programs	Type of Program	Other Language
Yes <input type="checkbox"/>	Dual language	Spanish, Mandarin Chinese
Yes <input type="checkbox"/>	Two-way immersion	Spanish, Mandarin Chinese
Yes <input type="checkbox"/>	Transitional bilingual programs	Spanish
Yes <input type="checkbox"/>	Developmental bilingual	Spanish
Yes <input type="checkbox"/>	Heritage language	Spanish
Yes <input type="checkbox"/>	Sheltered English instruction	////////////////////////////////////
Yes <input type="checkbox"/>	Structured English immersion	////////////////////////////////////
Yes <input type="checkbox"/>	Specially designed academic instruction delivered in English (SDAIE)	////////////////////////////////////
Yes <input type="checkbox"/>	Content-based ESL	////////////////////////////////////
Yes <input type="checkbox"/>	Pull-out ESL	////////////////////////////////////
Yes <input type="checkbox"/>	Other (explain in comment box below)	////////////////////////////////////

The response is limited to 8,000 characters.

In addition to the programs listed above, districts are also implementing push-in ELD/ESL programs and co-teaching programs.

1.6.2 Student Demographic Data

1.6.2.1 Number of ALL LEP Students in the State

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

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

Number of ALL LEP students in the State	12,758
Comments: The response is limited to 4,000 characters.	

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

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

LEP Students Receiving Services	#
LEP students who received services in a Title III language instruction educational program in grades K through 12 for this reporting year.	11,582
Comments: The response is limited to 4,000 characters.	

1.6.2.3 Most Commonly Spoken Languages in the State

In the table below, provide the five most commonly spoken languages, other than English, in the State (for all LEP students, not just LEP students who received Title III services). The top five languages should be determined by the highest number of students speaking each of the languages listed.

Language	# LEP Students
Spanish; Castilian	10,741
Arabic	354
Somali	159
Swahili	143
Nepali	142

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

The response is limited to 8,000 characters.

--

1.6.3 Student Performance Data

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

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

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

All LEP Testing	#
Number tested on State annual ELP assessment	11,826
Number not tested on State annual ELP assessment	658
Total	12,484
Comments: The response is limited to 4,000 characters. The total LEP students reported in 1.6.2.1 (12,758) is based on an October 1 reporting period. The students tested are those who were enrolled within the state-specific testing period. Students may exit the LEP program (or unenroll from the school), resulting in lower LEP enrollment during the testing period.	

1.6.3.1.2 ALL LEP Student English Language Proficiency Results

All LEP Results	#
Number attained proficiency on State annual ELP assessment	S
Percent attained proficiency on State annual ELP assessment	32.0
Comments: The response is limited to 4,000 characters.	

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

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

Title III LEP Testing		#
Number tested on State annual ELP assessment		10,819
Number not tested on State annual ELP assessment		528
Total		11,347
Comments: The response is limited to 4,000 characters. The total LEP students reported in 1.6.2.2 (11,582) is based on an October 1 reporting period. The students tested are those who were enrolled within the state-specific testing period. Students may exit the LEP program (or unenroll from the school), resulting in lower LEP enrollment during the testing period.		

In the table below, provide the number of Title III students who took the State annual ELP assessment for the first time and whose progress cannot be determined and whose results were not included in the calculation for AMAO 1. Report this number ONLY if the State did not include these students in establishing AMAO 1/ making progress target and did not include them in the calculations for AMAO 1/ making progress (# and % making progress).

Title III First Time Tested		#
Number of Title III students who took the State annual ELP assessment for the first time whose progress cannot be determined and whose results were not included in the calculation for AMAO 1.		1,625

1.6.3.2.2 Title III LEP English Language Proficiency Results

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

Table 1.6.3.2.2 Definitions:

- Annual Measurable Achievement Objectives (AMAOs)** = State targets for the number and percent of students making progress and attaining proficiency.
- Making Progress** = Number and percent of Title III LEP students that met the definition of "Making Progress" as defined by the State and submitted to ED in the Consolidated State Application (CSA), or as amended.
- Attained Proficiency** = Number and percent of Title III LEP students that met the State definition of "Attainment" of English language proficiency submitted to ED in the Consolidated State Application (CSA), or as amended.
- Results** = Number and percent of Title III LEP students that met the State definition of "Making Progress" and the number and percent that met the State definition of "Attainment" of English language proficiency.

In the table below, provide the State targets for the number and percent of students making progress and attaining English proficiency for this reporting period. Additionally, provide the results from the annual State English language proficiency assessment for Title III-served LEP students who participated in a Title III language instruction educational program in grades K through 12. If your State uses cohorts, provide us with the range of targets, (i.e., indicate the lowest target among the cohorts, e.g., 10% and the highest target among a cohort, e.g., 70%).

Title III Results	Results #	Results %	Targets #	Targets %
Making progress	S	38.0		31.60
Attained proficiency	S	32.8		17.60
Comments: The response is limited to 4,000 characters.				

1.6.3.5 Native Language Assessments

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

1.6.3.5.1 LEP Students Assessed in Native Language

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

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

1.6.3.5.2 Native Language of Mathematics Tests Given

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

Language(s)
Comments: The response is limited to 4,000 characters.

1.6.3.5.3 Native Language of Reading/Language Arts Tests Given

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

Language(s)
Comments: The response is limited to 4,000 characters.

1.6.3.5.4 Native Language of Science Tests Given

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

Language(s)
Comments: The response is limited to 4,000 characters.

1.6.3.6 Title III Served Monitored Former LEP (MFLEP) Students

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

1.6.3.6.1 Title III Served MFLEP Students by Year Monitored

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

Monitored Former LEP (MFLEP) students include:

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

Table 1.6.3.6.1 Definitions:

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

# Year One	# Year Two	Total
1,667	1,905	3,572
Comments: The response is limited to 4,000 characters.		

1.6.3.6.2 MFLEP Students Results for Mathematics

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

Table 1.6.3.6.2 Definitions:

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

# Tested	# At or Above Proficient	% Results	# Below Proficient
2,085	S	18	S
Comments: The response is limited to 4,000 characters.			

1.6.3.6.3 MFLEP Students Results for Reading/Language Arts

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

Table 1.6.3.6.3 Definitions:

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

# Tested	# At or Above Proficient	% Results	# Below Proficient
2,086	S	22	S
Comments: The response is limited to 4,000 characters.			

1.6.3.6.4 MFLEP Students Results for Science

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

Table 1.6.3.6.4 Definitions:

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

# Tested	# At or Above Proficient	% Results	# Below Proficient
698	S	27	S
Comments: The response is limited to 4,000 characters.			

1.6.4 Title III Subgrantees

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

1.6.4.1 Title III Subgrantee Performance

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

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

Title III Subgrantees		#
Total number of subgrantees for the year		33
////////////////////////////////////		
Number of subgrantees that met all three Title III AMAOs		24
Number of subgrantees that met AMAO 1		30
Number of subgrantees that met AMAO 2		32
Number of subgrantees that met AMAO 3		27
////////////////////////////////////		
Number of subgrantees that did not meet any Title III AMAOs		0
////////////////////////////////////		
Number of subgrantees that did not meet Title III AMAOs for two consecutive years (SYs 2013 -14 and 2014-15)		4
Number of subgrantees implementing an improvement plan in SY 2014-15 for not meeting Title III AMAOs for two consecutive years		3
Number of subgrantees that have not met Title III AMAOs for four consecutive years (SYs 2011-12, 2012-13, 2013-14, and 2014-15)		3

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

The response is limited to 4,000 characters.

Comments: The response is limited to 4,000 characters. Idaho recognizes each district within a Title Consortium as an individual district. We have not changed this method from the previous year, but we have increased the number of districts that participate in a Title III Consortium. For 14-15, Idaho had 20 districts participating in a Title III consortium.

1.6.4.3 Termination of Title III Language Instruction Educational Programs

This section collects data on the termination of Title III programs or activities as required by Section 3123(b)(7).

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

1.6.5 Education Programs and Activities for Immigrant Students

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

Note: All immigrant students are not LEP students.

1.6.5.1 Immigrant Students

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

Table 1.6.5.1 Definitions:

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

# Immigrant Students Enrolled	# Students in 3114(d)(1) Program	# of 3114(d)(1) Subgrants
891	68	4

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

The response is limited to 8,000 characters.

1.6.6 Teacher Information and Professional Development

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

1.6.6.1 Teacher Information

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

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

Note: Section 3301(8) – The term ‘ Language instruction educational program ’ means an instruction course – (A) in which a limited English proficient child is placed for the purpose of developing and attaining English proficiency, while meeting challenging State academic content and student academic achievement standards, as required by Section 1111(b)(1); and (B) that may make instructional use of both English and a child’s native language to enable the child to develop and attain English proficiency and may include the participation of English proficient children if such course is designed to enable all participating children to become proficient in English as a second language.

Title III Teachers	#
Number of all certified/licensed teachers currently working in Title III language instruction educational programs.	159
Estimate number of additional certified/licensed teachers that will be needed for Title III language instruction educational programs in the next 5 years*.	201

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

The response is limited to 8,000 characters.

In previous years, districts would submit this information to the Title III Coordinator in aggregate. This past year, we used the information submitted via our statewide data collection system. This data is more accurate as teacher information is tied to assignment codes specific to Title III language instructional educational programs. These uploads are periodically reviewed for accuracy by Idaho’s SDE Teacher Certification department. They work with districts to ensure the quality of this information.

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

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

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

Table 1.6.6.2 Definitions:

1. **Professional Development Topics** = Subgrantee professional development topics required under Title III.
2. **#Subgrantees** = Number of subgrantees who conducted each type of professional development activity. A subgrantee may conduct more than one professional development activity. (Use the same method of counting subgrantees, including consortia, as in 1.6.1 and 1.6.4.)
3. **Total Number of Participants** = Number of teachers, administrators and other personnel who participated in each type of the professional development activities reported.
4. **Total** = Number of all participants in professional development (PD) activities.

Professional Development (PD) Topics	# Subgrantees
Instructional strategies for LEP students	50
Understanding and implementation of assessment of LEP students	44
Understanding and implementation of ELP standards and academic content standards for LEP students	46
Alignment of the curriculum in language instruction educational programs to ELP standards	46
Subject matter knowledge for teachers	34
Other (Explain in comment box)	15

PD Participant Information	# Subgrantees	# Participants
PD provided to content classroom teachers	52	5,444
PD provided to LEP classroom teachers	43	337
PD provided to principals	47	314
PD provided to administrators/other than principals	37	136
PD provided to other school personnel/non-administrative	40	540
PD provided to community based organization personnel	13	217
Total	//////////	6,988

The response is limited to 8,000 characters.

Professional development included: co-teaching, instructional coaching (LEP teachers coaching their peers), RTI, implementing accommodations for ELs for testing and everyday use, motivational speakers for EL staff, training on database systems for ELs, and training for families and English learners on graduation/academic requirements.

Number of Subgrantees - includes Title III Consortium

1.6.7 State Subgrant Activities

This section collects data on State grant activities.

1.6.7.1 State Subgrant Process

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

Table 1.6.7.1 Definitions:

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

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

Date State Received Allocation	Date Funds Available to Subgrantees	# of Days/\$\$ Distribution
07/01/14	07/01/14	30
Comments: The response is limited to 4,000 characters. The Idaho Title III Department reserves up to 30 days to review and approve Title III plans. Funding is released to districts that have approved plans within 30 days.		

1.6.7.2 Steps To Shorten the Distribution of Title III Funds to Subgrantees

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

The response is limited to 8,000 characters.

The Idaho Title III Department provides workshops in April for subgrantees to receive Title III plan writing assistance. Topics include supplement/not supplant, calculating carryover, and sharing of best practices for English Learners. Districts are required to submit their plan on or before June 30th. These workshops have improved the process for approving plans, thus distributing funds to subgrantees in a timely fashion.

1.7 PERSISTENTLY DANGEROUS SCHOOLS

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

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

1.9 EDUCATION FOR HOMELESS CHILDREN AND YOUTHS PROGRAM

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

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

LEAs	#	# LEAs Reporting Data
LEAs without subgrants	150	150
LEAs with subgrants	8	8
Total	158	158

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

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

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

1.9.1.1 Homeless Children And Youth

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

Age/Grade	# of Homeless Children/Youth Enrolled in Public School in LEAs Without Subgrants	# of Homeless Children/Youth Enrolled in Public School in LEAs With Subgrants
Age 3 through 5 (not Kindergarten)	26	24
K	298	358
1	332	354
2	292	382
3	303	358
4	310	318
5	283	286
6	220	266
7	257	262
8	240	268
9	214	251
10	212	198
11	175	178
12	266	235
Ungraded		
Total	3,428	3,738

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

1.9.1.2 Primary Nighttime Residence of Homeless Children and Youth

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

Primary Nighttime Residence	# of Homeless Children/Youth - LEAs Without Subgrants	# of Homeless Children/Youth - LEAs With Subgrants
Shelters, transitional housing, awaiting foster care	224	334
Doubled-up (e.g., living with another family)	2,935	3,052
Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, or abandoned buildings)	129	158
Hotels/Motels	140	194
Total	3,428	3,738

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

1.9.1.3 Subgroups of Homeless Students Enrolled

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

Special Population	# Homeless Children/Youth - LEAs Without Subgrants	# of Homeless Children/Youth - LEAs With Subgrants
Unaccompanied homeless youth	325	406
Migratory children/youth	178	108
Children with disabilities (IDEA)	558	679
Limited English Proficient (LEP) students	317	315

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

1.9.2 LEAs with McKinney-Vento Subgrants

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

1.9.2.1 Homeless Children and Youth Served by McKinney-Vento Subgrants

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

Age/Grade	# Homeless Children/Youth Served by Subgrants
Age Birth Through 2	281
Age 3 through 5 (not Kindergarten)	144
K	343
1	378
2	403
3	384
4	342
5	296
6	287
7	270
8	299
9	246
10	228
11	190
12	225
Ungraded	181
Total	4,497

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

1.9.2.2 Subgroups of Homeless Students Served

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

Subgroup	# Homeless Students Served
Unaccompanied homeless youth	468
Migratory children/youth	112
Children with disabilities (<i>IDEA</i>)	605
Limited English Proficient (LEP) students	234

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

1.9.3 Academic Achievement of Homeless Students

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

1.9.3.1 Reading Assessment

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

Grade	LEAs Without Subgrants - # of Homeless Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	LEAs Without Subgrants - # of Homeless Students Scoring at or above Proficient	LEAs Without Subgrants - % of Homeless Students Scoring at or above Proficient	LEAs With Subgrants - # of Homeless Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	LEAs With Subgrants - # of Homeless Students Scoring at or above Proficient	LEAs With Subgrants - % of Homeless Students Scoring at or above Proficient
3	231	S	27	310	S	32
4	244	S	27	265	S	23
5	212	S	31	226	S	27
6	179	S	20	228	S	23
7	199	S	30	200	S	34
8	165	S	28	216	S	28
High School	147	S	40	137	S	34

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

1.9.3.2 Mathematics Assessment

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

Grade	LEAs Without Subgrants - # of Homeless Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	LEAs Without Subgrants - # of Homeless Students Scoring at or above Proficient	LEAs Without Subgrants - % of Homeless Students Scoring at or above Proficient	LEAs With Subgrants - # of Homeless Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	LEAs With Subgrants - # of Homeless Students Scoring at or above Proficient	LEAs With Subgrants - % of Homeless Students Scoring at or above Proficient
3	234	S	29.06	313	S	29
4	246	S	24.80	267	S	17
5	219	S	19.63	229	S	16
6	182	S	13.74	228	S	13
7	206	S	20.87	207	S	20
8	169	S	15.98	218	S	11
High School	144	S	13.89	137	S	7

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

1.9.3.3 Science Assessment

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

Grade	LEAs Without Subgrants - # of Homeless Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	LEAs Without Subgrants - # of Homeless Students Scoring at or above Proficient	LEAs Without Subgrants - % of Homeless Students Scoring at or above Proficient	LEAs With Subgrants - # of Homeless Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	LEAs With Subgrants - # of Homeless Students Scoring at or above Proficient	LEAs With Subgrants - % of Homeless Students Scoring at or above Proficient
3						
4						
5	219	S	38	226	S	38
6						
7	203	S	28	198	S	33
8						
High School	145	S	43	138	S	39

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