

**CONSOLIDATED STATE PERFORMANCE REPORT:
Part I**

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

For reporting on
School Year 2018-19

Colorado



PART I DUE Thursday, April 09, 2020

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

INTRODUCTION

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

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0724. The time required to complete this information collection is estimated to average 35.00 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. The obligation to respond to this collection is required to obtain or retain a benefit under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA). If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

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

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

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

Consolidated State Performance Report
For
State Formula Grant Programs
under the
Elementary And Secondary Education Act
as amended in 2001

Check the one that indicates the report you are submitting:

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

Name of State Education Agency (SEA) Submitting This Report:

Colorado Department of Education

Address:

Person to contact about this report:

Name:

Nazanin Mohajeri-Nelson

Telephone:

303.866.6205

Fax:

n/a

e-mail:

mohajeri-nelson_n@cde.state.co.us

Name of Authorizing State Official: (Print or Type):

Nazanin Mohajeri-Nelson

Submitted Date and Time:

05/07/20 3:13:37 PM

1.1 GENERAL INFORMATION

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

1.1.1 State Report Cards

Provide the url for your State's publicly posted Annual State Report Card required under Section 1111(h)(1)(A) of the <i>ESEA</i> .	http://www.cde.state.co.us/fedprograms/statereportcard
---	---

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

1.2 STUDENT ACADEMIC ACHIEVEMENT AND PARTICIPATION IN STATE ASSESSMENTS

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

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

1.2.1 Academic Achievement and Participation in Mathematics Assessment

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

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

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

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

1.2.1.1 Academic Achievement and Participation in Mathematics Assessment – Grade 3

Grade 3	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	65,065	63,110	97.00%	63,110	25,752	40.80%
American Indian or Alaska Native	450	427	94.89%	427	94	22.01%
Asian or Pacific Islander	2,121	2,076	97.88%	2,076	1,221	58.82%
<i>Asian</i>	1,958	1,914	97.75%	1,914	1,166	60.92%
<i>Native Hawaiian or other Pacific Islander</i>	163	162	99.39%	162	55	33.95%
Black or African American	2,984	2,893	96.95%	2,893	698	24.13%
Hispanic or Latino	22,147	21,678	97.88%	21,678	5,547	25.59%
White	34,191	32,956	96.39%	32,956	16,785	50.93%
Two or more races	3,165	3,076	97.19%	3,076	1,406	45.71%
Children with disabilities (<i>IDEA</i>)	8,259	7,513	90.97%	7,513	1,008	13.42%
English learners	10,884	10,695	98.26%	10,695	2,012	18.81%
Economically disadvantaged students	28,721	27,984	97.43%	27,984	6,831	24.41%
Children in foster care	210	195	92.86%	195	25	12.82%
Children who are homeless	1,215	1,177	96.87%	1,177	200	16.99%
Migratory students	241	234	97.10%	234	34	14.53%
Military connected students	1,381	1,326	96.02%	1,326	644	48.57%
Male	33,321	32,183	96.58%	32,183	13,591	42.23%
Female	31,741	30,927	97.44%	30,927	12,161	39.32%

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

Discrepancies around the sum of male/female students or ethnic/racial groups not equaling the total number of students exactly is due to occasional failures to mark gender or race/ethnicity on the test form.

1.2.1.2 Academic Achievement and Participation in Mathematics Assessment – Grade 4

Grade 4	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	67,205	65,037	96.77%	65,037	21,812	33.54%
American Indian or Alaska Native	441	424	96.15%	424	72	16.98%
Asian or Pacific Islander	2,186	2,142	97.99%	2,142	1,125	52.52%
<i>Asian</i>	2,010	1,971	98.06%	1,971	1,081	54.85%
<i>Native Hawaiian or other Pacific Islander</i>	176	171	97.16%	171	44	25.73%
Black or African American	3,101	3,022	97.45%	3,022	549	18.17%
Hispanic or Latino	23,363	22,854	97.82%	22,854	4,223	18.48%
White	35,076	33,657	95.95%	33,657	14,704	43.69%
Two or more races	3,029	2,929	96.70%	2,929	1,137	38.82%
Children with disabilities (<i>IDEA</i>)	8,660	7,939	91.67%	7,939	761	9.59%
English learners	9,877	9,704	98.25%	9,704	866	8.92%
Economically disadvantaged students	29,647	28,854	97.33%	28,854	5,101	17.68%
Children in foster care	220	214	97.27%	214	21	9.81%
Children who are homeless	1,225	1,187	96.90%	1,187	141	11.88%
Migratory students	242	232	95.87%	232	21	9.05%
Military connected students	1,360	1,317	96.84%	1,317	566	42.98%
Male	34,656	33,483	96.62%	33,483	11,998	35.83%
Female	32,548	31,554	96.95%	31,554	9,814	31.10%

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

Discrepancies around the sum of male/female students or ethnic/racial groups not equaling the total number of students exactly is due to occasional failures to mark gender or race/ethnicity on the test form.

1.2.1.3 Academic Achievement and Participation in Mathematics Assessment – Grade 5

Grade 5	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	68,977	66,460	96.35%	66,460	23,592	35.50%
American Indian or Alaska Native	469	442	94.24%	442	93	21.04%
Asian or Pacific Islander	2,290	2,247	98.12%	2,247	1,251	55.67%
<i>Asian</i>	2,103	2,065	98.19%	2,065	1,191	57.68%
<i>Native Hawaiian or other Pacific Islander</i>	187	182	97.33%	182	60	32.97%
Black or African American	3,122	3,025	96.89%	3,025	583	19.27%
Hispanic or Latino	24,029	23,454	97.61%	23,454	4,735	20.19%
White	35,858	34,205	95.39%	34,205	15,682	45.85%
Two or more races	3,206	3,084	96.19%	3,084	1,248	40.47%
Children with disabilities (<i>IDEA</i>)	8,866	8,100	91.36%	8,100	622	7.68%
English learners	8,510	8,351	98.13%	8,351	675	8.08%
Economically disadvantaged students	30,266	29,399	97.14%	29,399	5,712	19.43%
Children in foster care	202	192	95.05%	192	21	10.94%
Children who are homeless	1,263	1,213	96.04%	1,213	160	13.19%
Migratory students	219	210	95.89%	210	21	10.00%
Military connected students	1,316	1,267	96.28%	1,267	547	43.17%
Male	35,643	34,253	96.10%	34,253	12,687	37.04%
Female	33,329	32,207	96.63%	32,207	10,905	33.86%

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

Discrepancies around the sum of male/female students or ethnic/racial groups not equaling the total number of students exactly is due to occasional failures to mark gender or race/ethnicity on the test form.

1.2.1.4 Academic Achievement and Participation in Mathematics Assessment – Grade 6

Grade 6	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	68,804	65,239	94.82%	65,239	19,138	29.34%
American Indian or Alaska Native	464	446	96.12%	446	61	13.68%
Asian or Pacific Islander	2,252	2,191	97.29%	2,191	1,112	50.75%
<i>Asian</i>	2,063	2,010	97.43%	2,010	1,084	53.93%
<i>Native Hawaiian or other Pacific Islander</i>	189	181	95.77%	181	28	15.47%
Black or African American	3,149	3,020	95.90%	3,020	394	13.05%
Hispanic or Latino	23,887	23,064	96.55%	23,064	3,397	14.73%
White	35,916	33,547	93.40%	33,547	13,213	39.39%
Two or more races	3,126	2,963	94.79%	2,963	960	32.40%
Children with disabilities (<i>IDEA</i>)	8,190	7,363	89.90%	7,363	341	4.63%
English learners	6,851	6,666	97.30%	6,666	217	3.26%
Economically disadvantaged students	29,535	28,278	95.74%	28,278	3,786	13.39%
Children in foster care	213	201	94.37%	201	6	2.99%
Children who are homeless	1,245	1,171	94.06%	1,171	108	9.22%
Migratory students	221	209	94.57%	209	13	6.22%
Military connected students	1,248	1,197	95.91%	1,197	382	31.91%
Male	35,424	33,572	94.77%	33,572	10,015	29.83%
Female	33,380	31,667	94.87%	31,667	9,123	28.81%

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

Discrepancies around the sum of male/female students or ethnic/racial groups not equaling the total number of students exactly is due to occasional failures to mark gender or race/ethnicity on the test form.

1.2.1.5 Academic Achievement and Participation in Mathematics Assessment – Grade 7

Grade 7	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	68,416	63,363	92.61%	63,363	19,867	31.35%
American Indian or Alaska Native	509	465	91.36%	465	70	15.05%
Asian or Pacific Islander	2,274	2,162	95.07%	2,162	1,173	54.26%
<i>Asian</i>	2,105	2,001	95.06%	2,001	1,135	56.72%
<i>Native Hawaiian or other Pacific Islander</i>	169	161	95.27%	161	38	23.60%
Black or African American	2,985	2,800	93.80%	2,800	404	14.43%
Hispanic or Latino	23,285	22,085	94.85%	22,085	3,402	15.40%
White	36,446	33,194	91.08%	33,194	13,818	41.63%
Two or more races	2,906	2,647	91.09%	2,647	999	37.74%
Children with disabilities (<i>IDEA</i>)	7,782	6,891	88.55%	6,891	347	5.04%
English learners	6,673	6,441	96.52%	6,441	207	3.21%
Economically disadvantaged students	28,380	26,650	93.90%	26,650	3,837	14.40%
Children in foster care	215	187	86.98%	187	7	3.74%
Children who are homeless	1,163	1,059	91.06%	1,059	89	8.40%
Migratory students	197	181	91.88%	181	18	9.94%
Military connected students	1,110	1,040	93.69%	1,040	383	36.83%
Male	35,186	32,806	93.24%	32,806	10,308	31.42%
Female	33,227	30,557	91.96%	30,557	9,559	31.28%

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

Discrepancies around the sum of male/female students or ethnic/racial groups not equaling the total number of students exactly is due to occasional failures to mark gender or race/ethnicity on the test form.

1.2.1.6 Academic Achievement and Participation in Mathematics Assessment – Grade 8

Grade 8	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	66,906	59,416	88.81%	59,416	21,753	36.61%
American Indian or Alaska Native	487	435	89.32%	435	88	20.23%
Asian or Pacific Islander	2,368	2,187	92.36%	2,187	1,329	60.77%
<i>Asian</i>	2,185	2,021	92.49%	2,021	1,288	63.73%
<i>Native Hawaiian or other Pacific Islander</i>	183	166	90.71%	166	41	24.70%
Black or African American	2,985	2,659	89.08%	2,659	493	18.54%
Hispanic or Latino	23,049	21,124	91.65%	21,124	4,188	19.83%
White	35,231	30,564	86.75%	30,564	14,601	47.77%
Two or more races	2,774	2,438	87.89%	2,438	1,054	43.23%
Children with disabilities (<i>IDEA</i>)	7,294	6,211	85.15%	6,211	351	5.65%
English learners	6,020	5,698	94.65%	5,698	253	4.44%
Economically disadvantaged students	26,960	24,463	90.74%	24,463	4,549	18.60%
Children in foster care	230	185	80.43%	185	17	9.19%
Children who are homeless	1,019	885	86.85%	885	98	11.07%
Migratory students	176	166	94.32%	166	15	9.04%
Military connected students	1,062	965	90.87%	965	433	44.87%
Male	34,315	30,820	89.81%	30,820	10,770	34.94%
Female	32,590	28,596	87.74%	28,596	10,983	38.41%

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

Discrepancies around the sum of male/female students or ethnic/racial groups not equaling the total number of students exactly is due to occasional failures to mark gender or race/ethnicity on the test form.

1.2.1.7 Academic Achievement and Participation in Mathematics Assessment – High School

High School	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	63,194	58,457	92.50%	58,457	22,622	38.70%
American Indian or Alaska Native	433	381	87.99%	381	71	18.64%
Asian or Pacific Islander	2,473	2,358	95.35%	2,358	1,455	61.70%
<i>Asian</i>	2,321	2,221	95.69%	2,221	1,413	63.62%
<i>Native Hawaiian or other Pacific Islander</i>	152	137	90.13%	137	42	30.66%
Black or African American	2,874	2,643	91.96%	2,643	511	19.33%
Hispanic or Latino	20,687	19,022	91.95%	19,022	3,766	19.80%
White	34,259	31,804	92.83%	31,804	15,873	49.91%
Two or more races	2,370	2,183	92.11%	2,183	937	42.92%
Children with disabilities (<i>IDEA</i>)	5,580	4,659	83.49%	4,659	323	6.93%
English learners	4,440	3,935	88.63%	3,935	151	3.84%
Economically disadvantaged students	21,226	19,282	90.84%	19,282	3,651	18.93%
Children in foster care	238	165	69.33%	165	10	6.06%
Children who are homeless	914	753	82.39%	753	102	13.55%
Migratory students	149	140	93.96%	140	14	10.00%
Military connected students	777	728	93.69%	728	319	43.82%
Male	32,163	29,550	91.88%	29,550	11,815	39.98%
Female	31,012	28,895	93.17%	28,895	10,804	37.39%

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

Discrepancies around the sum of male/female students or ethnic/racial groups not equaling the total number of students exactly is due to occasional failures to mark gender or race/ethnicity on the test form.

1.2.2 Academic Achievement and Participation in Reading/Language Arts Assessment

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

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

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

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

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

Grade 3	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	65,095	63,166	97.04%	63,055	25,656	40.69%
American Indian or Alaska Native	453	431	95.14%	431	113	26.22%
Asian or Pacific Islander	2,121	2,072	97.69%	2,044	1,030	50.39%
Asian	1,957	1,910	97.60%	1,884	989	52.49%
Native Hawaiian or other Pacific Islander	164	162	98.78%	160	41	25.63%
Black or African American	2,986	2,896	96.99%	2,880	726	25.21%
Hispanic or Latino	22,162	21,730	98.05%	21,686	5,568	25.68%
White	34,199	32,957	96.37%	32,937	16,778	50.94%
Two or more races	3,167	3,076	97.13%	3,073	1,440	46.86%
Children with disabilities (<i>IDEA</i>)	8,264	7,503	90.79%	7,498	822	10.96%
English Learners	10,895	10,736	98.54%	10,625	1,666	15.68%
Economically disadvantaged students	28,749	28,053	97.58%	27,985	6,787	24.25%
Children in foster care	210	198	94.29%	198	24	12.12%
Children who are homeless	1,224	1,187	96.98%	1,176	215	18.28%
Migratory students	240	234	97.50%	228	24	10.53%
Military connected students	1,383	1,329	96.10%	1,329	608	45.75%
Male	33,336	32,210	96.62%	32,147	11,947	37.16%
Female	31,756	30,956	97.48%	30,908	13,709	44.35%

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

Discrepancies around the sum of male/female students or ethnic/racial groups not equaling the total number of students exactly is due to occasional failures to mark gender or race/ethnicity on the test form.

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

Grade 4	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	67,210	65,075	96.82%	64,984	30,704	47.25%
American Indian or Alaska Native	440	424	96.36%	424	126	29.72%
Asian or Pacific Islander	2,186	2,146	98.17%	2,120	1,272	60.00%
<i>Asian</i>	2,009	1,976	98.36%	1,950	1,205	61.79%
<i>Native Hawaiian or other Pacific Islander</i>	177	170	96.05%	170	67	39.41%
Black or African American	3,100	3,028	97.68%	3,019	953	31.57%
Hispanic or Latino	23,364	22,876	97.91%	22,833	6,970	30.53%
White	35,082	33,664	95.96%	33,651	19,755	58.71%
Two or more races	3,029	2,928	96.67%	2,928	1,626	55.53%
Children with disabilities (<i>IDEA</i>)	8,659	7,919	91.45%	7,915	865	10.93%
English Learners	9,878	9,729	98.49%	9,638	1,222	12.68%
Economically disadvantaged students	29,656	28,907	97.47%	28,854	8,508	29.49%
Children in foster care	222	215	96.85%	215	44	20.47%
Children who are homeless	1,231	1,191	96.75%	1,187	279	23.50%
Migratory students	242	231	95.45%	223	32	14.35%
Military connected students	1,361	1,316	96.69%	1,316	751	57.07%
Male	34,660	33,494	96.64%	33,442	14,239	42.58%
Female	32,549	31,581	97.03%	31,542	16,465	52.20%

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

Discrepancies around the sum of male/female students or ethnic/racial groups not equaling the total number of students exactly is due to occasional failures to mark gender or race/ethnicity on the test form.

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

Grade 5	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	68,998	66,477	96.35%	66,301	31,981	48.24%
American Indian or Alaska Native	470	445	94.68%	445	140	31.46%
Asian or Pacific Islander	2,292	2,245	97.95%	2,227	1,361	61.11%
<i>Asian</i>	2,104	2,062	98.00%	2,044	1,289	63.06%
<i>Native Hawaiian or other Pacific Islander</i>	188	183	97.34%	183	72	39.34%
Black or African American	3,119	3,025	96.99%	3,013	946	31.40%
Hispanic or Latino	24,035	23,456	97.59%	23,322	7,330	31.43%
White	35,874	34,222	95.39%	34,211	20,501	59.93%
Two or more races	3,205	3,081	96.13%	3,080	1,703	55.29%
Children with disabilities (<i>IDEA</i>)	8,864	8,080	91.16%	8,079	894	11.07%
English Learners	8,516	8,365	98.23%	8,189	783	9.56%
Economically disadvantaged students	30,285	29,424	97.16%	29,311	8,987	30.66%
Children in foster care	203	193	95.07%	193	49	25.39%
Children who are homeless	1,265	1,222	96.60%	1,202	285	23.71%
Migratory students	219	207	94.52%	201	31	15.42%
Military connected students	1,317	1,269	96.36%	1,268	758	59.78%
Male	35,656	34,253	96.07%	34,160	14,734	43.13%
Female	33,337	32,224	96.66%	32,141	17,247	53.66%

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

Discrepancies around the sum of male/female students or ethnic/racial groups not equaling the total number of students exactly is due to occasional failures to mark gender or race/ethnicity on the test form.

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

Grade 6	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	68,811	65,244	94.82%	65,082	28,235	43.38%
American Indian or Alaska Native	465	447	96.13%	447	117	26.17%
Asian or Pacific Islander	2,249	2,190	97.38%	2,172	1,318	60.68%
<i>Asian</i>	2,060	2,009	97.52%	1,991	1,262	63.39%
<i>Native Hawaiian or other Pacific Islander</i>	189	181	95.77%	181	56	30.94%
Black or African American	3,150	3,023	95.97%	3,015	823	27.30%
Hispanic or Latino	23,891	23,078	96.60%	22,949	6,085	26.52%
White	35,923	33,541	93.37%	33,535	18,400	54.87%
Two or more races	3,123	2,957	94.68%	2,956	1,490	50.41%
Children with disabilities (<i>IDEA</i>)	8,196	7,353	89.71%	7,351	623	8.48%
English Learners	6,845	6,673	97.49%	6,511	370	5.68%
Economically disadvantaged students	29,542	28,295	95.78%	28,192	7,104	25.20%
Children in foster care	213	203	95.31%	203	32	15.76%
Children who are homeless	1,247	1,181	94.71%	1,164	195	16.75%
Migratory students	221	209	94.57%	202	27	13.37%
Military connected students	1,249	1,202	96.24%	1,201	628	52.29%
Male	35,432	33,589	94.80%	33,504	12,513	37.35%
Female	33,379	31,655	94.84%	31,578	15,722	49.79%

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

Discrepancies around the sum of male/female students or ethnic/racial groups not equaling the total number of students exactly is due to occasional failures to mark gender or race/ethnicity on the test form.

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

Grade 7	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	68,426	63,397	92.65%	63,220	29,363	46.45%
American Indian or Alaska Native	508	462	90.94%	462	135	29.22%
Asian or Pacific Islander	2,274	2,166	95.25%	2,156	1,375	63.78%
<i>Asian</i>	2,105	2,008	95.39%	1,998	1,307	65.42%
<i>Native Hawaiian or other Pacific Islander</i>	169	158	93.49%	158	68	43.04%
Black or African American	2,987	2,815	94.24%	2,805	842	30.02%
Hispanic or Latino	23,287	22,091	94.86%	21,946	6,568	29.93%
White	36,452	33,205	91.09%	33,193	19,005	57.26%
Two or more races	2,907	2,648	91.09%	2,648	1,436	54.23%
Children with disabilities (<i>IDEA</i>)	7,783	6,881	88.41%	6,880	724	10.52%
English Learners	6,675	6,455	96.70%	6,278	496	7.90%
Economically disadvantaged students	28,382	26,672	93.98%	26,563	7,646	28.78%
Children in foster care	216	190	87.96%	190	27	14.21%
Children who are homeless	1,163	1,061	91.23%	1,044	232	22.22%
Migratory students	197	181	91.88%	179	33	18.44%
Military connected students	1,111	1,043	93.88%	1,043	587	56.28%
Male	35,196	32,823	93.26%	32,728	12,590	38.47%
Female	33,227	30,574	92.02%	30,492	16,773	55.01%

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

Discrepancies around the sum of male/female students or ethnic/racial groups not equaling the total number of students exactly is due to occasional failures to mark gender or race/ethnicity on the test form.

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

Grade 8	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	66,915	59,503	88.92%	59,361	27,819	46.86%
American Indian or Alaska Native	486	436	89.71%	435	148	34.02%
Asian or Pacific Islander	2,369	2,192	92.53%	2,183	1,456	66.70%
<i>Asian</i>	2,186	2,026	92.68%	2,018	1,396	69.18%
<i>Native Hawaiian or other Pacific Islander</i>	183	166	90.71%	165	60	36.36%
Black or African American	2,986	2,670	89.42%	2,666	890	33.38%
Hispanic or Latino	23,061	21,179	91.84%	21,064	6,586	31.27%
White	35,228	30,571	86.78%	30,559	17,409	56.97%
Two or more races	2,773	2,446	88.21%	2,445	1,329	54.36%
Children with disabilities (<i>IDEA</i>)	7,296	6,218	85.22%	6,218	623	10.02%
English Learners	6,024	5,721	94.97%	5,579	345	6.18%
Economically disadvantaged students	26,972	24,543	90.99%	24,458	7,368	30.13%
Children in foster care	233	192	82.40%	192	37	19.27%
Children who are homeless	1,022	897	87.77%	880	189	21.48%
Migratory students	176	166	94.32%	162	27	16.67%
Military connected students	1,062	966	90.96%	966	558	57.76%
Male	34,316	30,858	89.92%	30,791	11,597	37.66%
Female	32,598	28,645	87.87%	28,570	16,222	56.78%

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

Discrepancies around the sum of male/female students or ethnic/racial groups not equaling the total number of students exactly is due to occasional failures to mark gender or race/ethnicity on the test form.

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

High School	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	63,194	58,510	92.59%	58,459	34,102	58.33%
American Indian or Alaska Native	433	381	87.99%	381	146	38.32%
Asian or Pacific Islander	2,473	2,361	95.47%	2,358	1,618	68.62%
<i>Asian</i>	2,321	2,223	95.78%	2,221	1,555	70.01%
<i>Native Hawaiian or other Pacific Islander</i>	152	138	90.79%	137	63	45.99%
Black or African American	2,874	2,645	92.03%	2,643	1,034	39.12%
Hispanic or Latino	20,687	19,065	92.16%	19,023	7,162	37.65%
White	34,259	31,809	92.85%	31,805	22,694	71.35%
Two or more races	2,370	2,183	92.11%	2,183	1,421	65.09%
Children with disabilities (<i>IDEA</i>)	5,580	4,661	83.53%	4,661	809	17.36%
English Learners	4,440	3,987	89.80%	3,936	189	4.80%
Economically disadvantaged students	21,226	19,314	90.99%	19,284	7,072	36.67%
Children in foster care	238	165	69.33%	165	49	29.70%
Children who are homeless	914	759	83.04%	753	241	32.01%
Migratory students	149	140	93.96%	140	21	15.00%
Military connected students	777	728	93.69%	728	510	70.05%
Male	32,163	29,576	91.96%	29,551	16,251	54.99%
Female	31,012	28,922	93.26%	28,896	17,846	61.76%

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

Discrepancies around the sum of male/female students or ethnic/racial groups not equaling the total number of students exactly is due to occasional failures to mark gender or race/ethnicity on the test form.

1.2.3 Academic Achievement and Participation in Science Assessment

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

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

1.2.3.1 Academic Achievement and Participation in Science Assessment – Grade 3

Grade 3	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students						
American Indian or Alaska Native						
Asian or Pacific Islander						
<i>Asian</i>						
<i>Native Hawaiian or other Pacific Islander</i>						
Black or African American						
Hispanic or Latino						
White						
Two or more races						
Children with disabilities (<i>IDEA</i>)						
English Learners						
Economically disadvantaged students						
Children in foster care						
Children who are homeless						
Migratory students						
Military connected students						
Male						
Female						

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

Colorado does not test 3rd grade students in Science.

1.2.3.2 Academic Achievement and Participation in Science Assessment – Grade 4

Grade 4	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students						
American Indian or Alaska Native						
Asian or Pacific Islander						
<i>Asian</i>						
<i>Native Hawaiian or other Pacific Islander</i>						
Black or African American						
Hispanic or Latino						
White						
Two or more races						
Children with disabilities (<i>IDEA</i>)						
English Learners						
Economically disadvantaged students						
Children in foster care						
Children who are homeless						
Migratory students						
Military connected students						
Male						
Female						

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

Colorado does not test 4th grade students in Science.

1.2.3.3 Academic Achievement and Participation in Science Assessment – Grade 5

Grade 5	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	68,937	66,230	96.07%	66,230	23,836	35.99%
American Indian or Alaska Native	466	438	93.99%	438	94	21.46%
Asian or Pacific Islander	2,292	2,241	97.77%	2,241	1,052	46.94%
<i>Asian</i>	2,104	2,059	97.86%	2,059	1,008	48.96%
<i>Native Hawaiian or other Pacific Islander</i>	188	182	96.81%	182	44	24.18%
Black or African American	3,116	3,010	96.60%	3,010	475	15.78%
Hispanic or Latino	24,014	23,366	97.30%	23,366	4,274	18.29%
White	35,840	34,097	95.14%	34,097	16,600	48.68%
Two or more races	3,206	3,075	95.91%	3,075	1,340	43.58%
Children with disabilities (<i>IDEA</i>)	8,845	8,055	91.07%	8,055	774	9.61%
English Learners	8,507	8,324	97.85%	8,324	318	3.82%
Economically disadvantaged students	30,243	29,298	96.88%	29,298	5,267	17.98%
Children in foster care	201	190	94.53%	190	28	14.74%
Children who are homeless	1,258	1,202	95.55%	1,202	155	12.90%
Migratory students	220	211	95.91%	211	10	4.74%
Military connected students	1,314	1,262	96.04%	1,262	597	47.31%
Male	35,619	34,120	95.79%	34,120	12,361	36.23%
Female	33,318	32,110	96.37%	32,110	11,475	35.74%

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

Discrepancies around the sum of male/female students or ethnic/racial groups not equaling the total number of students exactly is due to occasional failures to mark gender or race/ethnicity on the test form.

1.2.3.4 Academic Achievement and Participation in Science Assessment – Grade 6

Grade 6	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students						
American Indian or Alaska Native						
Asian or Pacific Islander						
<i>Asian</i>						
<i>Native Hawaiian or other Pacific Islander</i>						
Black or African American						
Hispanic or Latino						
White						
Two or more races						
Children with disabilities (<i>IDEA</i>)						
English Learners						
Economically disadvantaged students						
Children in foster care						
Children who are homeless						
Migratory students						
Military connected students						
Male						
Female						

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

Colorado does not test 6th grade students in Science.

1.2.3.5 Academic Achievement and Participation in Science Assessment – Grade 7

Grade 7	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students						
American Indian or Alaska Native						
Asian or Pacific Islander						
<i>Asian</i>						
<i>Native Hawaiian or other Pacific Islander</i>						
Black or African American						
Hispanic or Latino						
White						
Two or more races						
Children with disabilities (<i>IDEA</i>)						
English Learners						
Economically disadvantaged students						
Children in foster care						
Children who are homeless						
Migratory students						
Military connected students						
Male						
Female						

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

Colorado does not test 7th grade students in Science.

1.2.3.6 Academic Achievement and Participation in Science Assessment – Grade 8

Grade 8	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	66,904	58,944	88.10%	58,944	18,551	31.47%
American Indian or Alaska Native	476	417	87.61%	417	68	16.31%
Asian or Pacific Islander	2,368	2,173	91.77%	2,173	1,050	48.32%
<i>Asian</i>	2,185	2,009	91.95%	2,009	1,021	50.82%
<i>Native Hawaiian or other Pacific Islander</i>	183	164	89.62%	164	29	17.68%
Black or African American	2,985	2,621	87.81%	2,621	348	13.28%
Hispanic or Latino	23,059	20,944	90.83%	20,944	2,951	14.09%
White	35,222	30,345	86.15%	30,345	13,191	43.47%
Two or more races	2,783	2,436	87.53%	2,436	942	38.67%
Children with disabilities (<i>IDEA</i>)	7,303	6,132	83.97%	6,132	429	7.00%
English Learners	6,030	5,651	93.71%	5,651	72	1.27%
Economically disadvantaged students	26,960	24,225	89.86%	24,225	3,357	13.86%
Children in foster care	230	177	76.96%	177	12	6.78%
Children who are homeless	1,021	860	84.23%	860	77	8.95%
Migratory students	181	167	92.27%	167	8	4.79%
Military connected students	1,062	960	90.40%	960	393	40.94%
Male	34,309	30,560	89.07%	30,560	9,245	30.25%
Female	32,595	28,384	87.08%	28,384	9,306	32.79%

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

Discrepancies around the sum of male/female students or ethnic/racial groups not equaling the total number of students exactly is due to occasional failures to mark gender or race/ethnicity on the test form.

1.2.3.7 Academic Achievement and Participation in Science Assessment – High School

High School	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	63,269	38,721	61.20%	38,721	8,117	20.96%
American Indian or Alaska Native	419	283	67.54%	283	21	7.42%
Asian or Pacific Islander	2,488	1,387	55.75%	1,387	400	28.84%
<i>Asian</i>	2,336	1,302	55.74%	1,302	391	30.03%
<i>Native Hawaiian or other Pacific Islander</i>	152	85	55.92%	85	9	10.59%
Black or African American	2,904	1,923	66.22%	1,923	152	7.90%
Hispanic or Latino	20,725	14,928	72.03%	14,928	1,385	9.28%
White	34,338	18,842	54.87%	18,842	5,812	30.85%
Two or more races	2,386	1,352	56.66%	1,352	346	25.59%
Children with disabilities (<i>IDEA</i>)	5,573	3,619	64.94%	3,619	324	8.95%
English Learners	4,453	3,511	78.85%	3,511	43	1.22%
Economically disadvantaged students	21,328	15,254	71.52%	15,254	1,489	9.76%
Children in foster care	255	145	56.86%	145	8	5.52%
Children who are homeless	915	611	66.78%	611	40	6.55%
Migratory students	158	127	80.38%	127	3	2.36%
Military connected students	771	491	63.68%	491	153	31.16%
Male	32,233	20,426	63.37%	20,426	4,516	22.11%
Female	31,036	18,295	58.95%	18,295	3,601	19.68%

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

Discrepancies around the sum of male/female students or ethnic/racial groups not equaling the total number of students exactly is due to occasional failures to mark gender or race/ethnicity on the test form.

1.2.4 Assessment Participation by Assessment Type for Children with Disabilities

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

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

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

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

Type of Assessment	# Children with Disabilities (<i>IDEA</i>) Participating	Percentage of Children with Disabilities (<i>IDEA</i>) Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations	21,072	43.29%
Regular Assessment with Accommodations	23,746	48.78%
Alternate Assessment Based on Alternate Achievement Standards	3,858	7.93%
Total	48,676	

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

Discrepancies related to the percentage of children with disabilities who participated in the regular assessment without accommodations are due to updated accommodations calculations beginning in 2018. The percentage appears to have increased after 2017 because some accommodations were appropriately reclassified as accessibility features.

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

# Children with Disabilities (<i>IDEA</i>) Assessed Using the Alternate Assessment Based on Alternate Achievement Standards	# Students Participating	Percentage of Students Assessed Using the Alternate Assessment Based on Alternate Achievement Standards
3,858	441,082	0.87%

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

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

	Yes or No
Did your State receive a waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate achievement standards in mathematics in SY2018-19?	NO

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

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

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

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

Type of Assessment	# Children with Disabilities (<i>IDEA</i>) Participating	Percentage of Children with Disabilities (<i>IDEA</i>) Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations	21,071	43.34%
Regular Assessment with Accommodations	23,668	48.68%
Alternate Assessment Based on Alternate Achievement Standards	3,863	7.95%
Recently arrived ELs, took ELP	13	0.03%
Total	48,615	

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

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

# Children with Disabilities (IDEA) Assessed Using the Alternate Assessment Based on Alternate Achievement Standards	# Students Participating	Percentage of Students Assessed Using the Alternate Assessment Based on Alternate Achievement Standards
3,863	441,372	0.88%

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

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

	Yes or No
Did your State receive a waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate academic achievement standards in reading/language arts in SY2018-19?	NO

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

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

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

Type of Assessment	# Children with Disabilities (<i>IDEA</i>) Participating	Percentage of Children with Disabilities (<i>IDEA</i>) Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations	10,232	57.46%
Regular Assessment with Accommodations	5,996	33.67%
Alternate Assessment Based on Alternate Achievement Standards	1,578	8.86%
Total	17,806	

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

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

# Children with Disabilities (IDEA) Assessed Using the Alternate Assessment Based on Alternate Achievement Standards	# Students Participating	Percentage of Students Assessed Using the Alternate Assessment Based on Alternate Achievement Standards
1,578	163,895	0.96%

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

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

	Yes or No
Did your State receive a waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate academic achievement standards in science in SY2018-19?	NO

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

1.2.5 Assessments for ELs

This section collects information on EL assessment results.

1.2.5.1 EL Provisions for Content Assessments

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

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

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

Recently Arrived ELs	#
Recently arrived ELs who took an assessment of ELP in lieu of the State's reading/language arts assessment	910

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

1.2.5.1.2 Native Language Assessments Offered

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

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

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

State mathematics and science content tests have trans-adapted accommodation forms for CMAS at all testing grade levels. State reading/language arts content tests have trans-adapted accommodation forms for CMAS for grades 3-4.

1.2.5.2 Performance of ELs on State ELP Assessment

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

	# Tested	# Not Tested	# Making Progress	Percent Making Progress	# Attained Proficiency	Percent Attained Proficiency
All ELs	97,057	1,822	38,070	50.34%	24,135	24.87%

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

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

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

	# Tested	# Not Tested	# Making Progress	Percent Making Progress	# Attained Proficiency	Percent Attained Proficiency
ELs in LEAs receiving Title III, Part A funds	96,528	1,786	37,912	50.40%	24,040	24.90%
ELs identified as children with disabilities in LEAs receiving Title III, Part A funds	14,876	349	4,546	35.31%	1,614	10.85%

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

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

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

	#	%*
ELs in LEAs receiving Title III, Part A funds who exited	14,051	12.40%

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

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

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

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

	#	%*
ELs in LEAs receiving Title III, Part A funds who have not attained proficiency within 5 years	8,681	57.40%

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

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

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

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

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

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

# Year One	# Year Two	# Year Three	# Year Four	Total
15,963	11,728	9,497	6,500	43,688

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

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

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

	Students who have Exited EL Status - # Tested	Students who have Exited EL Status - % At or Above Proficient	Students who have Exited EL Status and are identified as Children with Disabilities - # Tested	Students who have Exited EL Status and are identified as Children with Disabilities - % At or Above Proficient
Year One	11,124	24.88%	740	7.30%
Year Two	8,179	29.56%	326	8.59%
Year Three	6,684	33.05%	178	11.24%
Year Four	3,997	34.45%	74	13.51%

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

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

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

	Students who have Exited EL Status - # Tested	Students who have Exited EL Status - % At or Above Proficient	Students who have Exited EL Status and are identified as Children with Disabilities - # Tested	Students who have Exited EL Status and are identified as Children with Disabilities - % At or Above Proficient
Year One	11,120	37.20%	740	13.65%
Year Two	8,189	47.69%	329	17.63%
Year Three	6,684	51.21%	178	20.79%
Year Four	4,007	51.86%	74	12.16%

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

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

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

	Students who have Exited EL Status - # Tested	Students who have Exited EL Status - % At or Above Proficient	Students who have Exited EL Status and are identified as Children with Disabilities - # Tested	Students who have Exited EL Status and are identified as Children with Disabilities - % At or Above Proficient
Year One	4,538	13.68%	304	12.17%
Year Two	3,491	21.11%	155	9.03%
Year Three	2,086	27.42%	84	8.33%
Year Four	1,740	18.79%	36	

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

1.2.6 Grants for State Assessments and Related Activities**1.2.6.1 Grants for State Assessments and Related Activities**

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

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

For funds your State had available under Section 1201 of the *ESEA* (Grants for State Assessments and Related Activities) during SY2018-19, estimate what percentage of the funds your State used for the following (round to the nearest ten percent).

Purpose	Percentage (rounded to the nearest ten percent)
To pay the costs of the development of the State assessments and standards required by Section 1111(b) of the <i>ESEA</i>	80.00%
To administer assessments required by Section 1111(b) of the <i>ESEA</i> or to carry out other activities described in Section 1201 of the <i>ESEA</i>	20.00%

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

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

For funds your State had available under Section 1201 of the *ESEA* (Grants for State Assessments and Related Activities) during SY2018-19 that were used for purposes other than the costs of the development of the State assessments and standards required by Section 1111(b) of the *ESEA*, for what purposes did your State use the funds? (Enter "yes" for all that apply and "no" for all that do not apply).

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

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

1.3 TEACHERS

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

1.3.1 Inexperienced Teachers

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

School Poverty Level	Total # (FTE) Teachers	# (FTE) Inexperienced Teachers	Percentage Inexperienced Teachers
High-poverty schools	9,859.50	3,022.26	30.65%
Low-poverty schools	13,233.54	3,123.82	23.61%
Total schools	43,147.49	10,998.94	

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

1.3.2 Teachers Teaching with Emergency or Provisional Credentials

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

School Poverty Level	Total # (FTE) Teachers	# (FTE) Teachers teaching with emergency or provisional credentials	Percentage Teachers teaching with emergency or provisional credentials
High-poverty schools	9,859.50	341.81	3.47%
Low-poverty schools	13,233.54	380.58	2.88%
Total schools	43,147.49	1,275.06	

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

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

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

School Poverty Level	Total # (FTE) Teachers	# (FTE) Teachers who are not teaching in the subject or field for which they are certified or licensed	Percentage teachers who are not teaching in the subject or field for which they are certified or licensed
High-poverty schools	9,859.50	587.67	5.96%
Low-poverty schools	13,233.54	586.49	4.43%
Total schools	43,147.49	1,697.21	

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

1.3.4 Poverty Quartile Breaks

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

	High-Poverty Schools (more than what %)	Low-Poverty Schools (less than what %)
All schools	68.74%	21.33%
Poverty metric used	Free and reduced cost meal eligibility	

FAQ:

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

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

1.4 TITLE III AND LANGUAGE INSTRUCTIONAL PROGRAMS

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

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

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

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

Total ELs	#
Number of ALL ELs in the State	99,709
Number of ELs identified as children with disabilities	15,792

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

1.4.1.2 Number of ELs in LEAs receiving Title III funds

In the table below, provide the October 1 count of ELs in the State served by LIEPs in LEAs receiving Title III funds.

ELs Receiving Services	#
ELs enrolled in LEAs receiving Title III funds who are served by a LIEP	97,255

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

1.4.2 LIEPs

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

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

LIEPs	Language of instruction (if applicable)	Number of ELs Enrolled
Transitional Bilingual	Spanish	7,252
Dual Language or Two-way Immersion	Spanish, Mandarin Chinese	3,899
English as Second language (ESL) or English Language Development (ELD)	n/a	76,029
Content Classes with integrated ESL support	n/a	9,797
Newcomer programs	n/a	239
Other	n/a	39

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

The response is limited to 8,000 characters.

Push-in ELL teachers team-teach and provide instruction in the regular classroom. Students are in regular education classrooms with differentiation; immersion; literacy-based ESL; interventionist model support through peer modeling; co-teaching; Woodcock Munoz Model School(s); a content strand of systematic English language development; sheltered content instruction; daily ELD blocks; heritage language support.

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

1.4.3 Most Commonly Spoken Languages in the State

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

Language	# ELs
Spanish; Castilian	82,526
Arabic	1,948
Vietnamese	1,316
Chinese	1,181
Amharic	1,025

The response is limited to 8,000 characters.

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

1.4.4 Teacher Information and Professional Development

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

In the table below, report the unduplicated headcount of teachers who are working in LIEPs as defined under Section 3302(7) of the *ESEA* and reported in CSPR Section 1.4.2 (LIEPs) even if they are not paid with Title III funds.

Number of teachers serving in LIEPs (including core content (reading, math, science and social studies) in LEAs receiving Title III funds	Number of certified, licensed or endorsed teachers serving in LIEP in LEAs receiving Title III funds	How many ESL/bilingual education endorsed teachers will be needed for the succeeding 5 fiscal years.*
3,471	3,471	5,000

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

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

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

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

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

Activities serving ELs in LEAs receiving Title III funds	# LEAs that conducted activity
Supporting the development and implementation of LIEPs	34
Enhancing existing LIEPs and programs for restructuring and reforming schools with ELs	21
Supporting implementation of school wide programs	8
Professional development to teachers and other personnel serving ELs	41
Parent and community engagement activities	31
Supporting the development and implementation of pre-school programs	1
Improving LIEPs by upgrading curricula, instructional materials, software and assessment procedures	18
Improving instruction of ELs with disabilities	0
Providing tutorials, career and technical education	0
Offering programs to help ELs achieve success in post-secondary education	1
Other	0

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

The response is limited to 8,000 characters.

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

Subgrantees were counted at the consortia level; each consortia counted as one subgrantee, regardless of how many districts were members.

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

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

Activities	Check all that apply
Identifying and implementing effective LIEPs and curricula for teaching English learners	YES
Helping ELs meet the same challenging State academic standards that all children are expected to meet	YES
Identifying or developing, and implementing, measures of English proficiency	YES
Strengthening and increasing parent, family, and community engagement in programs that serve ELs	YES
Providing recognition, which may include providing financial awards, to recipients of subgrants under section 3115 that have significantly improved the achievement and progress of ELs	NO
Other	NO

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

The response is limited to 8,000 characters.

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

1.4.7 Education Programs and Activities for Immigrant Students

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

Note: Not all immigrant students are ELs.

# Immigrant Students Enrolled	# Immigrant Students in LEAs receiving funds under Section 3114(d)	# of 3114(d)(1) Subgrants
11,946	10,176	29

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

The response is limited to 8,000 characters.

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

Table 1.4.7 Definitions:

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

1.4.8 State Subgrant Activities

This section collects data on State subgrant activities.

1.4.8.1 State Subgrant Process

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

Example: State received SY2018-19 funds July 1, 2018, and then made these funds available to subgrantees on August 1, 2018, for SY2018-19 programs. Then the “# of days/\$\$ Distribution” is 30 days.

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

Table 1.4.8.1 Definitions:

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

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

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

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

The response is limited to 8,000 characters.

USDE's preliminary allocations are available to districts in the Spring of each year for budgeting and application process purposes. These are provided with anticipation that LEAs applying for funds will have Substantial Approval by July 1st. Applications and budgets are due by June 30th of each year. However, application extensions are granted to LEAs that request them. Each LEA application is reviewed on a case-by-case basis within 30 days of receipt. After review, each LEA is notified that its application has been given final approval, substantial approval, or no approval. If Colorado Department of Education (CDE) is unable to give an application final approval, the LEA is notified of the changes that must be made in order to give the application final approval. Substantial approval means that an LEA may obligate but not draw down funds. Once an LEA has received final application approval, funds are available for draw down. However, any carryover funds continue to be made available to districts prior to final approval of its current application. Also, Colorado does not allow an LEA to draw down funds until Colorado receives grant award notification from USDE, which typically occurs mid-July. However, funds are available for LEA to draw down as soon as Colorado receives its award notification from USDE and CDE has established that the LEA has met federal and state requirements for release of the funds.

1.4.9 Title III Subgrantees

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

1.4.9.1 Termination of Title III Language Instruction Educational Programs

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

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

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

1.5 PERSISTENTLY DANGEROUS SCHOOLS

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

Persistently Dangerous Schools	#
Persistently Dangerous Schools	

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

1.6 EDUCATION FOR HOMELESS CHILDREN AND YOUTHS PROGRAM

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

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

LEAs	#	# LEAs Reporting Data
LEAs without subgrants	110	110
LEAs with subgrants	76	76
Total	186	186

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

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

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

1.6.1.1 Homeless Children and Youth

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

Age/Grade	# of Homeless Children/Youth Enrolled
Age 3 through 5 (not Kindergarten)	870
K	1,596
1	1,706
2	1,605
3	1,654
4	1,672
5	1,678
6	1,638
7	1,561
8	1,378
9	1,512
10	1,358
11	1,328
12	2,004
Ungraded	
Total	21,560

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

1.6.1.2 Primary Nighttime Residence of Homeless Children and Youth

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

Primary Nighttime Residence	# of Homeless Children/Youth	# of Homeless Children/Youth who are Unaccompanied
Shelters and transitional housing	2,455	329
Doubled-up (e.g., living with another family)	15,889	2,090
Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, or abandoned buildings)	1,043	175
Hotels/Motels	2,179	52
Total	21,566	2,646

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

1.6.1.3 Subgroups of Homeless Students Enrolled

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

Special Population	# Homeless Children/Youth
Unaccompanied homeless youth	2,646
Migrant children/youth	455
Children with disabilities (<i>IDEA</i>)	3,865
English Learners (ELs)	4,035

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

1.6.2 Young Homeless Children Served by McKinney-Vento Subgrants

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

Age/Grade	# Homeless Children/Youth Served by Subgrants
Age Birth Through 2	461
Age 3 through 5 (not Kindergarten)	636
Total	1,097

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