

U.S. DEPARTMENT OF EDUCATION

The Biennial Report to Congress On the Implementation of the Title III State Formula Grant Program

School Years 2014–2016



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Biennial Report School Years 2014–15 and 2015–16

1. Introduction

Title III of the *Elementary and Secondary Education Act (ESEA)*¹ provides formula grants to state education agencies² (SEAs) to help support the education needs of students identified as English learners (ELs).³ This biennial report provides information on the implementation of the *Title III* grant for school years (SYs) 2014–15 and 2015–16. This chapter describes the purpose of the *Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program* and provides background information on the *Title III* formula grant and an overview of the report.

Title III Definition of an English Learner

According to the *ESEA*, §9101(25), an EL is defined as “an individual—

- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C)
 - (i) who was not born in the United States or whose native language is a language other than English;⁴
 - (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas;⁵ and
 - (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
 - (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual—
 - (i) the ability to meet the state's proficient level of achievement on state assessments described in §1111(b)(3) [of the *ESEA*];
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.”

¹Where this document refers to *ESEA*, it is referring to the reauthorization of the *ESEA* under the *No Child Left Behind Act of 2001 (NCLB)*, which was the law that was applicable for *Title III* in the school years discussed in this biennial report (SYs 2014–16).

² In *ESEA* and in this report, the word “state” or “states” may be used to refer inclusively to the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico, all of which have SEAs.

³The *ESEA* uses the term “limited English proficient” to describe these children, while the education field generally uses the term “English learner” (EL).

⁴ In 2007–08, the Commonwealth of Puerto Rico (henceforth referred to as Puerto Rico) modified the methodology for reporting students in Puerto Rico from limited English proficiency to limited Spanish proficiency, as instruction in Puerto Rico schools is in Spanish. Thus, while *Title III* data overwhelmingly reflect students learning English, but always reflect students needing to achieve proficiency in the language of instruction while also mastering academic content in that language. During the years discussed in this report (SYs 2014–16), Puerto Rico served limited Spanish proficient students in *Title III*-supported language instruction educational programs (LIEPs). All references to Puerto Rico in the text refer to limited Spanish proficient students, even if the discussion uses the term ELs.

⁵ American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, and the U.S. Virgin Islands.

Report Objectives and Design

This *Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2014–16* is the seventh report⁶ of SEAs’ self-reported data on ELs served by *Title III* funds. This report is intended for members of Congress and is also made available for public use. To ensure that the data are clear and useful, all sources of data appear in citations and the reference list.

Each chapter of the *Biennial Report* focuses on a specific topic and includes relevant data summaries:

- Chapter 2 summarizes information on state distribution and allocations of *Title III* funds to SEAs and subgrantees.
- Chapter 3 provides a national overview of ELs and immigrant children and youth⁷ that includes data on the number and percentage of ELs identified and receiving services in *Title III*-supported language instruction educational programs (LIEPs), the languages most commonly spoken by ELs, and the number of immigrant children and youth enrolled in and participating in *Title III*-supported educational programs.
- Chapter 4 describes the LIEPs used by local education agencies (LEAs) or eligible entities.
- Chapter 5 presents data and discusses the progress SEAs and subgrantees are making towards meeting required goals. *Title III* of the *ESEA* requires that LEAs be held accountable for ELs making progress towards learning English, attaining English language proficiency (ELP), and making annual yearly progress (AYP).
- Chapter 6 focuses on ELs who have met the criteria for exiting the EL subgroup and transitioned into classrooms without EL services. These former ELs are monitored for two years after exiting the EL subgroup. They are known as monitored former ELs (MFELs).
- Chapter 7 presents an overview of certified or licensed teachers working with ELs in *Title III*-supported LIEPs and the SEAs’ projected need for additional staff over the next five years.
- Appendix A presents detailed data tables. Individual state profiles for SYs 2014–16 are included in Appendix B.

Data Limitations and Reporting

Unless specifically noted otherwise, this report presents self-reported data from the 50 States, the District of Columbia, and Puerto Rico. SEAs submitted data related to the education of ELs for SYs 2014–15 and 2015–16 through an annual Consolidated State Performance Report (CSPR), a data collection instrument administered by the U.S. Department of Education’s Office of Elementary and Secondary Education (OESE). States are required to submit the CSPR data online, and some portions of the CSPR data collection are reported through *EDFacts*, which impacts the timing of when data may be entered. Since SEAs also could update annual data in *EDFacts*, the CSPR may not reflect these updates or contain the most current information.

⁶ Prior versions of *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program* are available at <https://www2.ed.gov/about/offices/list/oela/resources.html>.

⁷ Within *Title III* of *ESEA*, (§3301(6)), “immigrant children and youth” are defined as “individuals who (1) are aged 3 through 21; (2) were not born in any State; and (3) have not been attending one or more schools in any one or more States for more than three full academic years.”

Therefore, the data presented in the *Biennial Report* should be regarded as a “snapshot” of SEA data as of a particular date.⁸

Not all SEAs provided data for each of the requested areas. SEAs were granted an opportunity to explain the lack of data. The report identifies the number of SEAs providing data for each CSPR element; where an SEA did not provide information, it uses “NR” to signify that an SEA did not report the data in a given category. For example, to support an orderly transition to the *Every Student Succeeds Act (ESSA)*, which made significant changes to accountability requirements related to ELs, the U.S. Department of Education (Department) did not require states to hold districts accountable for their performance against annual measurable achievement objectives (AMAOs) 1, 2, and 3, under *Title III* of the *ESEA* for SYs 2014–15 and 2015–16, as specified in a Dear Colleague Letter dated Dec. 18, 2015.⁹ Many SEAs therefore did not report AMAOs and performance against AMAOs in accordance with the letter and provided an explanation that they were not reporting based on the flexibility provided by the Department.

⁸ The data presented in this report are those submitted by the SEAs in their *Consolidated State Performance Report (CSPR)*. These CSPR data were accessed on Sept. 26, 2018. SEAs have the option of updating the data they submit. Thus, the data may not reflect the final numbers submitted by the SEAs.

⁹ See the letter at <https://www2.ed.gov/policy/elsec/leg/essa/transition-dcl.pdf>.

2. *Title III* State Allocations

This chapter discusses how the Department distributes *Title III* funds, per the *ESEA*, and describes the requirements for SEAs to receive those funds.

At the federal level, the Department reserves some *Title III* funds for Native American and Alaska Native discretionary grants (NAM), National Professional Development discretionary grants (NPD), allocations to the outlying areas, the National Clearinghouse for English Language Acquisition (NCELA), and evaluation activities (*ESEA* §3111(c)(1)). The Office of English Language Acquisition (OELA) at the Department administers discretionary grants, the NCELA, and evaluation activities. The Office of Elementary and Secondary Education (OESE) administers the formula grant program under *Title III*, Part A, which accounts for most of the *Title III* funding.

The *ESEA* stipulates that allocations of *Title III* funds to states be formula-based. *Title III* formula grants are allocated to SEAs, which then provide funding to LEAs and consortia of LEAs, known as “subgrantees.” Eighty percent of the allocations to SEAs are based on the EL population, and 20 percent on the number of immigrant children and youth (*ESEA* §3111(c)(3)). *ESEA* §3111(c)(3)(B) requires a minimum state allocation of \$500,000.

At the state level, *ESEA* §3115(g) requires that *Title III* funds may only be used to supplement, not supplant, federal, state, and local funds for programmatic activities to support ELs and immigrant children and youth.¹⁰ Each SEA may reserve up to five percent of its allotment for state activities, including professional development that assists personnel in meeting state and local certification and licensing requirements for teaching ELs planning, evaluation, and interagency coordination related to subgrant activities; technical assistance to subgrantees; and recognition of those subgrantees that exceed their *Title III* AMAOs. Each SEA may use up to 60 percent of the amount reserved for state activities or \$175,000, whichever is greater, for the administrative costs of carrying out *Title III*. Additionally, the *ESEA* requires that each SEA reserve up to 15 percent of its allotment to award subgrants to LEAs with significant increases in school enrollment of immigrant children and youth. SEAs then allocate *Title III* funds as subgrants on a formula basis to LEAs based on the number of ELs the subgrantees serve.

Requirements for Receiving *Title III* Funds

To be eligible to receive *Title III* funds, an SEA is required to submit a state plan under *Title III* or a consolidated state application under the *ESEA* to the Department. Under *ESEA* §3113(b), a *Title III* State Plan must contain a number of assurances and do the following:

- “Describe the process that the [SEA] will use in making subgrants to eligible entities under section 3114(d)(1);
- Describe how the [SEA] will establish standards and objectives for raising the level of English proficiency that are derived from the four recognized domains of speaking,

¹⁰ *Title I*, Part A, of the *ESEA* (hereafter “*Title I*”) includes a similar “supplement not supplant” provision in section 1120A(b). The “supplement not supplant” provision in *Title I* prohibits the supplanting of non-federal funds. A significant distinction between the “supplement not supplant” provision in *Title III* and the “supplement not supplant” provision in *Title I* is that the *Title III* provision prohibits supplanting of federal, as well as state and local, funds, whereas the *Title I* provision prohibits only the supplanting of state and local funds.

listening, reading, and writing, and that are aligned with achievement of the challenging State content and student achievement standards described in section 1111(b)(1);

- Describe how the [SEA] will coordinate its programs and activities under this subpart with its other programs and activities under [the ESEA] and other Acts, as appropriate;
- Describe how the [SEA] will hold [subgrantees], eligible entities, elementary schools, and secondary schools accountable for meeting all [AMAOs] described in section 3122; making adequate yearly progress [(AYP) for ELs], as described in section 1111(b)(2)(B); and achieving the purposes of [Title III, Part A]; and
- Describe how eligible entities in the State will be given the flexibility to teach [ELs] using a language instruction curriculum that is tied to scientifically based research on teaching [ELs] and that has been demonstrated to be effective; and in the manner, the eligible entities determine to be the most effective.”

Title III Fund Allocations to SEAs

Changes in *Title III* funding allocations do not always mirror changes in the number of ELs reported by SEAs because funding is not based on the number of ELs reported in the CSPR but on two categories of youth identified by the American Community Survey (ACS). They are (1) the number of children between the ages of 5 and 21 identified as limited English proficient (the basis of 80 percent of funds provided), and (2) the number of immigrant children and youth (the basis of 20 percent of funds provided).

Exhibit 2.1 shows *Title III* funds allocated to each SEA in SYs 2014–15 and 2015–16. In SY 2014–15 [federal fiscal year (FFY) 2014],¹¹ the Department provided SEAs a total of \$667,762,000 in *Title III* formula funds. In SY 2015–16 (FFY 2015), it provided \$666,782,000, a slight decrease from the prior year.¹² Allocation amounts decreased for 26 SEAs, increased for 24 SEAs, and in two SEAs (i.e., Vermont and Wyoming), the allocations remained the same. The allocation to Delaware decreased by 31.6 percent whereas the allocation to the District of Columbia increased by 37.8 percent.¹³

Exhibit 2.1. *Title III* Funding by SEA: SYs 2014–15 and 2015–16

State Name	SY 2014-15 FY 2014 Actual (Dollars)	SY 2015-16 FY 2015 Actual (Dollars)	Changes in Funding Between School Years	
			Amount Change (Dollars)	Percent Change
Total	\$ 667,762,000	\$ 666,782,000	-\$980,000	-0.1%
Alabama	\$ 3,970,967	\$ 3,845,133	-\$125,834	-3.2%
Alaska	\$ 1,188,523	\$ 1,132,240	-\$56,283	-4.7%
Arizona	\$ 15,178,120	\$ 14,127,726	-\$1,050,394	-6.9%
Arkansas	\$ 3,218,120	\$ 3,487,016	\$268,896	8.4%
California	\$ 150,816,972	\$ 146,895,715	-\$3,921,257	-2.6%
Colorado	\$ 8,609,724	\$ 8,760,944	\$151,220	1.8%

¹¹ The federal government allocated *Title III* formula funding for SY 2014–15 with FY 2014 funds.

¹² The 2015 allocations do not include the additional \$14 million in supplemental funds provided to SEAs to help SEAs support unaccompanied minors.

¹³ U.S. Department of Education, Budget History Tables: FY 1980–FY 2019 President’s Budget. Retrieved from <https://www2.ed.gov/about/overview/budget/history/index.html>

State Name	SY 2014-15 FY 2014 Actual (Dollars)	SY 2015-16 FY 2015 Actual (Dollars)	Changes in Funding Between School Years	
			Amount Change (Dollars)	Percent Change
Connecticut	\$ 6,309,210	\$ 6,711,712	\$402,502	6.4%
Delaware	\$ 1,464,772	\$ 1,002,593	-\$462,179	-31.6%
District of Columbia	\$ 881,081	\$ 1,214,292	\$333,211	37.8%
Florida	\$ 43,667,337	\$ 43,840,142	\$172,805	0.4%
Georgia	\$ 15,157,718	\$ 15,140,642	-\$17,076	-0.1%
Hawaii	\$ 3,813,239	\$ 4,075,448	\$262,209	6.9%
Idaho	\$ 1,911,184	\$ 2,069,683	\$158,499	8.3%
Illinois	\$ 27,321,504	\$ 26,868,801	-\$452,703	-1.7%
Indiana	\$ 8,480,577	\$ 8,774,043	\$293,466	3.5%
Iowa	\$ 3,784,776	\$ 4,005,615	\$220,839	5.8%
Kansas	\$ 4,269,053	\$ 4,143,355	-\$125,698	-2.9%
Kentucky	\$ 3,613,094	\$ 3,474,334	-\$138,760	-3.8%
Louisiana	\$ 3,035,445	\$ 3,019,553	-\$15,892	-0.5%
Maine	\$ 725,816	\$ 683,493	-\$42,323	-5.8%
Maryland	\$ 9,835,112	\$ 9,851,784	\$16,672	0.2%
Massachusetts	\$ 13,702,463	\$ 14,223,822	\$521,359	3.8%
Michigan	\$ 11,225,251	\$ 11,396,561	\$171,310	1.5%
Minnesota	\$ 8,531,959	\$ 8,728,111	\$196,152	2.3%
Mississippi	\$ 1,588,795	\$ 1,413,745	-\$175,050	-11.0%
Missouri	\$ 5,287,728	\$ 5,099,378	-\$188,350	-3.6%
Montana	\$ 555,567	\$ 503,983	-\$51,584	-9.3%
Nebraska	\$ 2,965,099	\$ 3,212,178	\$247,079	8.3%
Nevada	\$ 7,155,306	\$ 6,609,201	-\$546,105	-7.6%
New Hampshire	\$ 1,053,660	\$ 1,023,508	-\$30,152	-2.9%
New Jersey	\$ 20,953,404	\$ 20,504,724	-\$448,680	-2.1%
New Mexico	\$ 4,306,048	\$ 4,783,341	\$477,293	11.1%
New York	\$ 59,770,931	\$ 60,930,612	\$1,159,681	1.9%
North Carolina	\$ 14,186,794	\$ 14,448,005	\$261,211	1.8%
North Dakota	\$ 646,156	\$ 615,774	-\$30,382	-4.7%
Ohio	\$ 10,101,411	\$ 10,454,452	\$353,041	3.5%
Oklahoma	\$ 5,020,097	\$ 4,843,092	-\$177,005	-3.5%
Oregon	\$ 7,007,923	\$ 7,024,571	\$16,648	0.2%
Pennsylvania	\$ 15,156,748	\$ 16,035,482	\$878,734	5.8%
Puerto Rico	\$ 3,338,810	\$ 3,333,910	-\$4,900	-0.1%
Rhode Island	\$ 2,460,397	\$ 1,987,321	-\$473,076	-19.2%
South Carolina	\$ 3,550,244	\$ 3,651,261	\$101,017	2.8%
South Dakota	\$ 994,695	\$ 943,089	-\$51,606	-5.2%
Tennessee	\$ 5,273,464	\$ 5,120,097	-\$153,367	-2.9%
Texas	\$ 103,673,754	\$ 105,840,017	\$2,166,263	2.1%

State Name	SY 2014-15 FY 2014 Actual (Dollars)	SY 2015-16 FY 2015 Actual (Dollars)	Changes in Funding Between School Years	
			Amount Change (Dollars)	Percent Change
Utah	\$ 4,113,375	\$ 4,062,762	-\$50,613	-1.2%
Vermont ^a	\$ 500,000	\$ 500,000	\$0	0.0%
Virginia	\$ 12,284,337	\$ 12,001,412	-\$282,925	-2.3%
Washington	\$ 16,665,751	\$ 15,804,270	-\$861,481	-5.2%
West Virginia	\$ 679,738	\$ 684,370	\$4,632	0.7%
Wisconsin	\$ 7,259,751	\$ 7,378,687	\$118,936	1.6%
Wyoming ^a	\$ 500,000	\$ 500,000	\$0	0.0%

NOTES: ^a Per the ESEA §3111(c)(3)(B), Vermont and Wyoming received a minimum state allocation of \$500,000.

SOURCE: U.S. Department of Education, Budget History Tables: FY 1980-FY 2019 President's Budget. Retrieved from <https://www2.ed.gov/about/overview/budget/history/index.html>

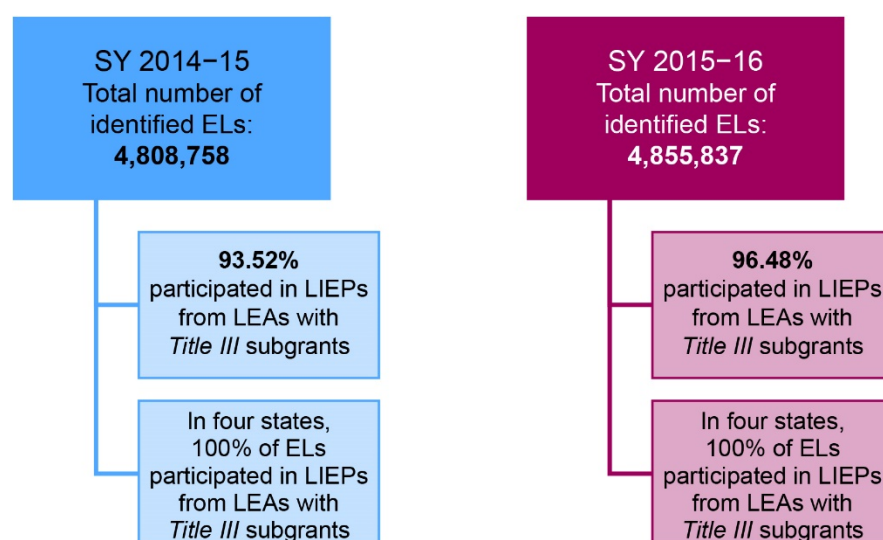
3. National Overview of English Learners

This chapter provides a national overview of ELs across the states.¹⁴ The data presented here include (1) the number and percentage of ELs identified¹⁵ and participating in LIEPs provided by LEAs receiving subgrants under *Title III* of the *ESEA*, (2) the top five languages most commonly spoken by ELs, and (3) the number of immigrant children and youth participating in programs provided by LEAs funded by *Title III*.

Number and Percentage of ELs Identified and ELs Who Participated in LIEPs Provided by the LEAs Receiving *Title III* Subgrants

SEAs report the number of students identified as ELs during each school year in the CSPR, as well as the number of ELs who participated in LIEPs offered by LEAs receiving *Title III* subgrants. Exhibit 3.1 presents the overall national results for SYs 2014–15 and 2015–16.

Exhibit 3.1. Number of ELs Identified and the Number Who Participated in LIEPs Provided by LEAs Receiving *Title III* Subgrants: SYs 2014–15 and 2015–16



SOURCE: U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2014–15 and 2015–16* (OMB #1810-0724). Data were accessed in fall 2018.

- In SY 2014–15, SEAs identified a total of 4,808,758 ELs of which 4,497,352 (93.52 percent) participated in LIEPs provided by LEAs receiving *Title III* subgrants.
- In SY 2015–16, the number of ELs identified increased to 4,855,837 or by 47,079 (i.e., 0.98 increase). SEAs also reported that a greater percentage of identified ELs (96.48 percent) participated in LIEPs provided by LEAs receiving *Title III* funding.

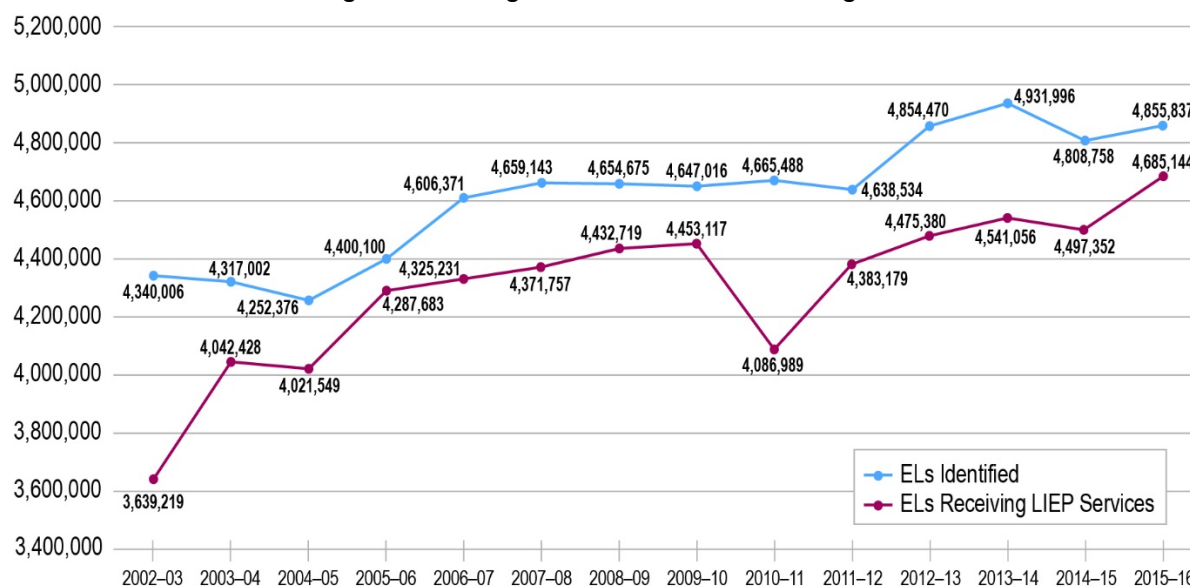
When looking longitudinally at the numbers of identified ELs and those participating in *Title III*-supported LIEPs, a relatively consistent increase can be seen in both numbers. Exhibit 3.2

¹⁴ In Puerto Rico, limited Spanish proficient students participate in LIEPs provided by LEAs receiving *Title III* funds.

¹⁵ To identify ELs, most states provide a home language survey to parents or guardians that helps schools and LEAs identify which students are *potential* ELs and who will require an assessment of their ELP to determine if they are eligible for services in *Title III*-supported LIEPs. If the results of a valid and reliable assessment show that a student is an EL, that student must receive language services and may receive supplemental services funded by *Title III*. Under *ESEA* §3302(a)(8), parents have the right to remove their children from *Title III*-supported LIEPs.

depicts the general upward trend of the number of identified ELs and those receiving services since SY 2002–03.

Exhibit 3.2. Total Numbers of Identified ELs and ELs Participating in LIEPs Provided by LEAs Receiving *Title III* Subgrants: SYs 2002–03 Through 2015–16



SOURCES: U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2014–15 and 2015–16* (OMB #1810-0724). Data were accessed in fall 2018. U.S. Department of Education, *The Biennial Report to Congress on the Implementation of Title III State Formula Grant Program: School Years 2012–2014*.

- In SY 2002–03, SEAs reported identifying 4,340,006 ELs; by SY 2015–16, the number of identified ELs rose to 4,855,837, an increase of 515,831 students (11.89 percent).
- While the number of identified ELs from SY 2002–03 to SY 2015–16 increased by nearly 12 percent, there is a more pronounced increase in the number of ELs who participated in LIEPs provided by LEAs receiving *Title III* subgrants. In SY 2002–03, only 83.85 percent of identified ELs participated in LIEPs provided by LEAs receiving *Title III* funds; the number rose to 96.48 percent in SY 2015–16.
- There was a notable decrease in the number of ELs identified in SY 2014–15 from the 4,931,996 ELs identified in SY 2013–14. This “drop” means that SEAs identified 123,238 fewer ELs in SY 2014–15 than in the previous year. In the following school year, the number of identified ELs increased by an additional 47,079 students.

Exhibit 3.3 presents the number of identified ELs and the number and percentage of ELs participating in LIEPs provided by LEAs receiving *Title III* subgrants for SYs 2014–15 and 2015–16 by SEA. It also includes a comparison of the two school years.

**Exhibit 3.3. Number of Identified English Learners (ELs) and ELs Receiving Services
in *Title III*-Supported LIEPs: SYs 2014–15 and 2015–16**

State Name	SY 2014–2015			SY 2015–2016			Changes Between School Years	
	Identified ELs	ELs Receiving Services	% ELs Receiving Services	Identified ELs	ELs Receiving Services	% ELs Receiving Services	Identified ELs	ELs Receiving Services
Total	4,808,758	4,497,352	93.52%	4,855,837	4,685,144	96.48%	0.98%	4.18%
Alabama	21,918	19,239	87.78%	20,215	18,887	93.43%	-7.77%	-1.83%
Alaska	16,174	15,142	93.62%	15,193	13,573	89.34%	-6.07%	-10.36%
Arizona	72,267	69,673	96.41%	67,050	64,094	95.59%	-7.22%	-8.01%
Arkansas	37,774	33,938	89.84%	38,345	35,421	92.37%	1.51%	4.37%
California	1,397,841	1,354,691	96.91%	1,373,724	1,335,525	97.22%	-1.73%	-1.41%
Colorado	104,964	99,290	94.59%	104,258	104,195	99.94%	-0.67%	4.94%
Connecticut	35,987	34,568	96.06%	34,884	35,132	100.71%	-3.06%	1.63%
Delaware	8,468	8,110	95.77%	9,690	9,248	95.44%	14.43%	14.03%
District of Columbia	5,855	5,638	96.29%	6,119	5,847	95.55%	4.51%	3.71%
Florida	254,956	250,679	98.32%	268,109	267,715	99.85%	5.16%	6.80%
Georgia	104,784	100,761	96.16%	110,035	107,397	97.60%	5.01%	6.59%
Hawaii	15,340	15,340	100.00%	13,619	13,619	100.00%	-11.22%	-11.22%
Idaho	12,758	11,582	90.78%	13,469	12,174	90.39%	5.57%	5.11%
Illinois	201,292	185,144	91.98%	193,879	186,609	96.25%	-3.68%	0.79%
Indiana	57,770	55,434	95.96%	50,650	48,796	96.34%	-12.32%	-11.97%
Iowa	26,988	26,988	100.00%	27,240	27,240	100.00%	0.93%	0.93%
Kansas	54,200	44,379	81.88%	52,751	45,854	86.93%	-2.67%	3.32%
Kentucky	20,835	19,627	94.20%	22,042	20,848	94.58%	5.79%	6.22%
Louisiana	18,679	17,737	94.96%	23,898	a	—	27.94%	—
Maine	5,155	4,083	79.20%	5,051	3,974	78.68%	-2.02%	-2.67%
Maryland	60,705	60,683	99.96%	63,348	63,289	99.91%	4.35%	4.29%
Massachusetts	78,571	70,523	89.76%	82,746	73,916	89.33%	5.31%	4.81%
Michigan	84,331	80,756	95.76%	89,376	84,986	95.09%	5.98%	5.24%
Minnesota	70,527	62,053	87.98%	71,121	61,659	86.70%	0.84%	-0.63%
Mississippi	9,165	7,301	79.66%	9,572	8,467	88.46%	4.44%	15.97%
Missouri	29,058	25,372	87.32%	29,607	25,713	86.85%	1.89%	1.34%
Montana	3,210	2,716	84.61%	3,140	2,800	89.17%	-2.18%	3.09%
Nebraska	20,183	19,990	99.04%	20,623	20,436	99.09%	2.18%	2.23%
Nevada	77,189	75,014	97.18%	78,416	78,142	99.65%	1.59%	4.17%
New Hampshire	4,141	3,570	86.21%	4,130	3,624	87.75%	-0.27%	1.51%
New Jersey	71,333	66,990	93.91%	68,656	65,690	95.68%	-3.75%	-1.94%
New Mexico	50,076	45,263	90.39%	52,376	44,797	85.53%	4.59%	-1.03%
New York	217,715	70,949	32.59%	216,259	209,533	96.89%	-0.67%	195.33%
North Carolina	96,986	95,308	98.27%	102,019	93,927	92.07%	5.19%	-1.45%
North Dakota	3,082	2,773	89.97%	3,162	2,826	89.37%	2.60%	1.91%
Ohio	47,965	46,077	96.06%	51,301	48,807	95.14%	6.96%	5.92%
Oklahoma	45,654	40,982	89.77%	46,761	42,392	90.66%	2.42%	3.44%
Oregon	49,484	47,831	96.66%	52,764	50,687	96.06%	6.63%	5.97%
Pennsylvania	51,511	48,300	93.77%	52,515	49,926	95.07%	1.95%	3.37%
Puerto Rico	2,096	2,096	100.00%	1,552	1,552	100.00%	-25.95%	-25.95%
Rhode Island	10,028	9,339	93.13%	10,545	10,338	98.04%	5.16%	10.70%
South Carolina	40,575	42,441	104.60%	42,572	42,467	99.75%	4.92%	0.06%
South Dakota	5,015	4,072	81.20%	4,563	3,944	86.43%	-9.01%	-3.14%
Tennessee	35,596	33,402	93.84%	40,627	40,160	98.85%	14.13%	20.23%
Texas	860,513	858,677	99.79%	892,000	890,634	99.85%	3.66%	3.72%
Utah	41,340	36,964	89.41%	42,800	38,620	90.23%	3.53%	4.48%
Vermont	1,444	1,157	80.12%	1,393	1,121	80.47%	-3.53%	-3.11%

State Name	SY 2014–2015			SY 2015–2016			Changes Between School Years	
	Identified ELs	ELs Receiving Services	% ELs Receiving Services	Identified ELs	ELs Receiving Services	% ELs Receiving Services	Identified ELs	ELs Receiving Services
Virginia	104,823	104,680	99.86%	107,547	107,532	99.99%	2.60%	2.72%
Washington	110,774	109,513	98.86%	112,808	110,924	98.33%	1.84%	1.29%
West Virginia	2,862	2,825	98.71%	2,791	2,150	77.03%	-2.48%	-23.89%
Wisconsin	45,479	45,309	99.63%	45,592	45,344	99.46%	0.25%	0.08%
Wyoming	3,322	2,383	71.73%	2,934	2,593	88.38%	-11.68%	8.81%

^a LEAs in Louisiana self-reported the number of ELs served in *Title III*-supported LIEPs, which is under review for verification. The number submitted was approximately 6,692.

— Percentage cannot be calculated because data were not available.

NOTE: Percentage of ELs receiving services is defined as the number of identified ELs, divided by the number of ELs receiving services in *Title III*-supported LIEPs, multiplied by 100. In Puerto Rico, limited Spanish proficient students are identified and receive services in *Title III*-supported LIEPs.

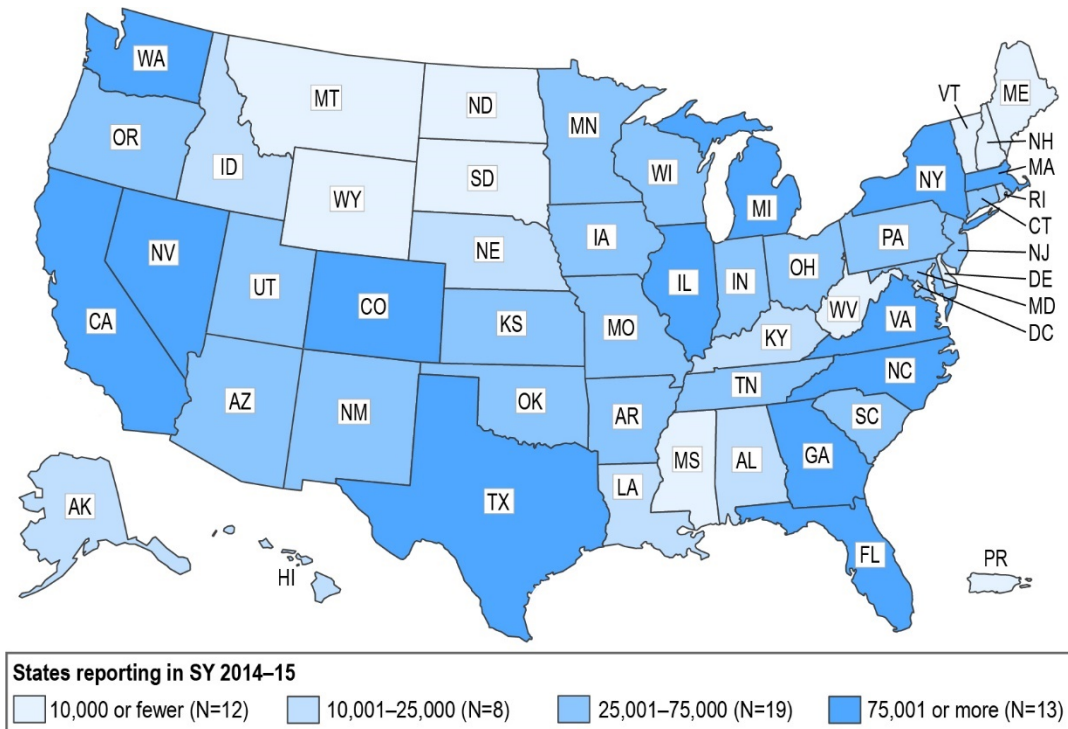
SOURCE: U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2014–15 and 2015–16* (OMB #1810-0724). These data were reported by SEAs from the 50 States, District of Columbia, and Puerto Rico. Data were accessed in fall 2018.

Exhibits 3.4 and 3.5 show SEAs color-coded according to their number of identified ELs for SYs 2014–15 and 2015–16.

- The SEAs reporting the largest numbers of ELs in SY 2014–15 were California (N=1,397,841), Texas (N=860,513), Florida (N=254,956), New York (N=217,715), and Illinois (N=201,292). Four more states reported identifying more than 100,000 ELs (Washington, Colorado, Virginia, and Georgia).
- On the other hand, SEAs that reported identifying fewer than 5,000 ELs in SY 2014–15 were Vermont (N=1,444), Puerto Rico,¹⁶ West Virginia (N=2,862), North Dakota (N=3,082), Montana (N=3,210), Wyoming (N=3,322), and New Hampshire (N=4,141).
- SEAs reporting the largest numbers of identified ELs in SY 2015–16 were the same states as in SY 2014–15, but there were some fluctuations. Some SEAs reported increases (i.e., Texas, Florida, Washington, Georgia, and Colorado) whereas other SEAs reported decreased numbers.
- In SY 2015–16, the SEAs reporting fewer than 5,000 identified ELs were the same as in the previous school year. Vermont reported the smallest number of ELs followed by Puerto Rico, West Virginia, Wyoming, Montana, North Dakota, and New Hampshire.

¹⁶ In Puerto Rico, where the language of instruction is Spanish, “ELs” means limited Spanish proficient students.

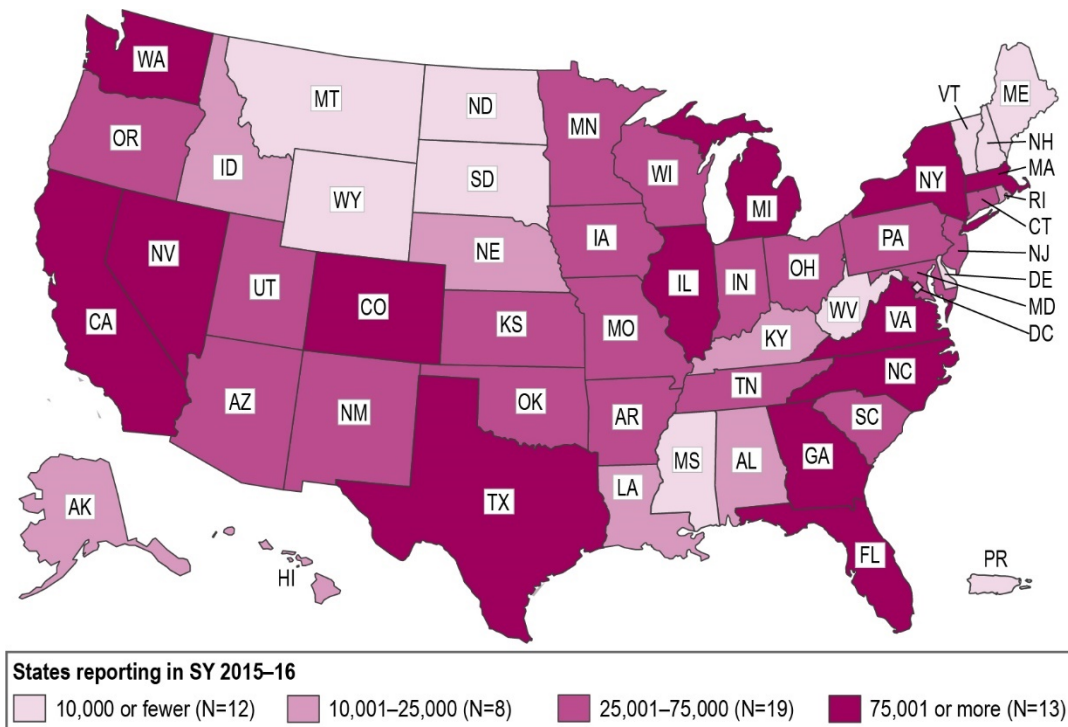
Exhibit 3.4. Number of Identified ELs: SY 2014–15



NOTE: In Puerto Rico, limited Spanish-proficient students participate in LIEPs provided by the LEAs receiving *Title III* subgrants.

SOURCE: U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2014–15 and 2015–16* (OMB #1810-0724). Data were accessed in fall 2018.

Exhibit 3.5. Number of Identified ELs: SY 2015–16



NOTE: In Puerto Rico, limited Spanish-proficient students participate in LIEPs provided by the LEAs receiving *Title III* subgrants.

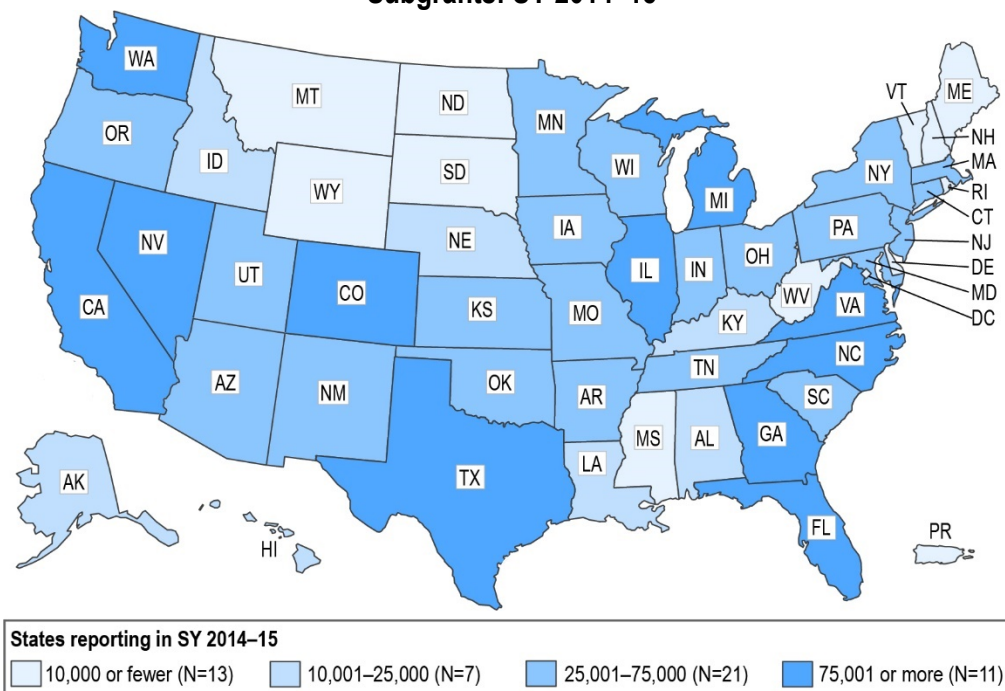
SOURCE: U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2014–15 and 2015–16* (OMB #1810-0724). Data were accessed in fall 2018.

The number of identified ELs who participated in LIEPs provided by LEAs receiving *Title III* subgrants in SYs 2014–15 and 2015–16 are presented in Exhibits 3.6 and 3.7, respectively. SEAs are color coded based on the number of ELs who participated. The four categories are 10,000 or fewer; 10,001–25,000; 25,001–75,000; or 75,001 or more ELs participated.

- In SY 2014–15, 11 states reported the number of identified ELs participating in LIEPs offered by LEAs receiving *Title III* subgrants exceeded 75,000 were as follows. The percentage of identified ELs participating in LIEPs provided by LEAs receiving *Title III* funds appears in parentheses.

1) California	1,354,691 (96.91%)
2) Texas	858,677 (99.97%)
3) Florida	250,679 (98.32%)
4) Illinois	185,144 (91.98%)
5) Washington	109,518 (98.86%)
6) Virginia	104,680 (99.86%)
7) Georgia	100,761 (96.16%)
8) Colorado	99,290 (94.59%)
9) North Carolina	95,308 (98.27%)
10) Michigan	80,756 (95.76%)
11) Nevada	75,014 (97.18%)
- Twelve SEAs had fewer than 10,000 identified ELs participating in LIEPs provided by LEAs receiving *Title III* subgrants. These SEAs are, alphabetically: Delaware, the District of Columbia, Maine, Mississippi, Montana, New Hampshire, North Dakota, Puerto Rico, South Dakota, Vermont, West Virginia, and Wyoming.
- Four SEAs — Hawaii, Iowa, Puerto Rico, and South Carolina — reported 100 percent of the ELs identified in SY 2014–15 participated in LIEPs provided by LEAs that received *Title III* subgrants.
- In SY 2014–15, 20 SEAs reported 95 percent or more of their identified ELs participated in LIEPs provided by LEAs receiving *Title III* funds; the range was 95.76 percent to 99.79 percent. Some of the SEAs reporting the largest numbers of identified ELs were California, Florida, Washington, Virginia, and Georgia.

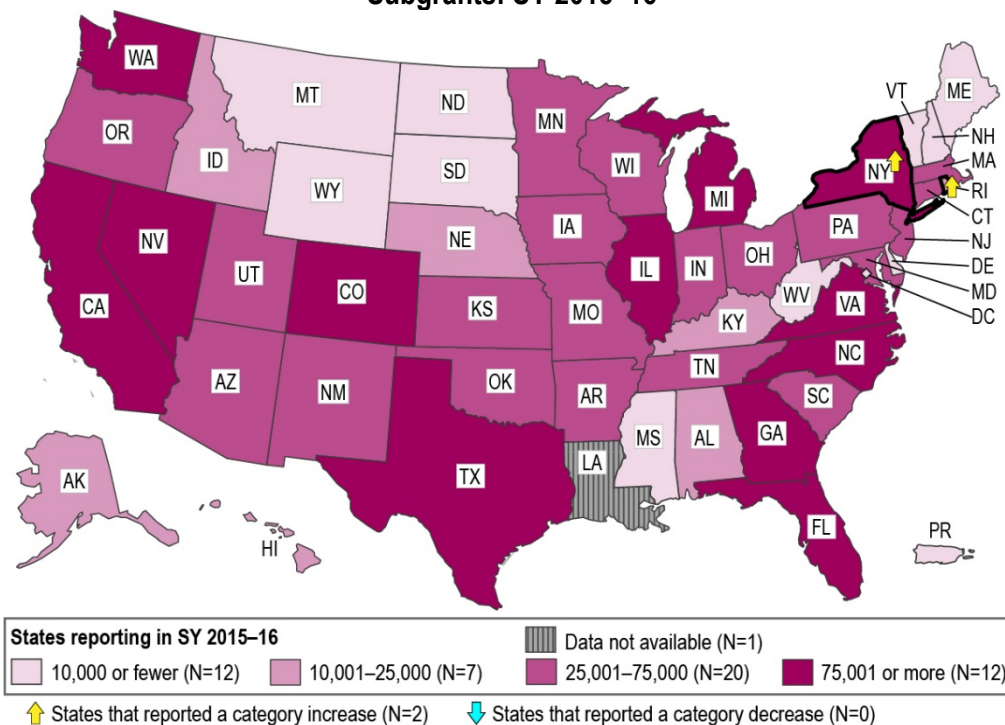
Exhibit 3.6. Number of ELs Who Participated in LIEPs Provided by the LEAs Receiving *Title III* Subgrants: SY 2014–15



NOTE: In Puerto Rico, limited Spanish-proficient students participate in LIEPs provided by the LEAs receiving *Title III* subgrants.

SOURCE: U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2014–15 and 2015–16* MB #1810-0724). Data were accessed in fall 2018.

Exhibit 3.7. Number of ELs Who Participated in LIEPs Provided by the LEAs Receiving *Title III* Subgrants: SY 2015–16



NOTE: In Puerto Rico, limited Spanish-proficient students participated in LIEPs provided by the LEAs receiving *Title III* subgrants.

SOURCE: U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2014–15 and 2015–16* (OMB #1810-0724). Data were accessed in fall 2018.

- In SY 2015–16, 12 SEAs reported the number of identified ELs participating in LIEPs provided by LEAs receiving *Title III* subgrants exceeded 75,000. The rank order of these states was similar to the previous school year with one exception. New York reported more than 200,000 ELs participated in LIEPs provided by LEAs receiving *Title III* funds in SY 2015–16 whereas it reported only 70,949 ELs (32.59 percent of identified ELs) the previous school year. The percentage of identified ELs participating in LIEPs provided by LEAs receiving *Title III* funds appears in parentheses.

1) California	1,335,525 (97.22%)
2) Texas	890,634 (99.85%)
3) Florida	267,715 (99.85%)
4) New York	209,533 (96.89%)
5) Illinois	186,609 (96.25%)
6) Washington	110,924 (98.33%)
7) Virginia	107,532 (99.99%)
8) Georgia	107,397 (97.60%)
9) Colorado	104,195 (99.94%)
10) North Carolina	93,927 (92.07%)
11) Michigan	84,986 (95.09%)
12) Nevada	78,142 (99.65%)

- Twelve SEAs had fewer than 10,000 identified ELs participating in LIEPs provided by LEAs receiving *Title III* subgrants. These SEAs were the same as in SY 2014–15.
- In SY 2015–16, four SEAs reported 100 percent of their identified ELs participated in LIEPs provided by LEAs that received *Title III* subgrants. Three of these SEAs were the same as the previous year (i.e., Hawaii, Iowa, and Puerto Rico), and the fourth SEA reporting a 100 percent participation rate was Connecticut.
- A total of 25 SEAs reported percentages of ELs participating in LIEPs provided by LEAs receiving *Title III* funding ranging from 95.09 percent to 99.99 percent. The SEAs included in this group vary greatly in the number of ELs they identified. Among this group of SEAs were states with the largest numbers of identified ELs (California, Texas, Florida, New York, Illinois) and SEAs that identified much smaller numbers of ELs such as the District of Columbia and Rhode Island.

The Languages Most Commonly Spoken by ELs

SEAs report the five languages, other than English, that are most commonly spoken by ELs in grades K–12 and the number of ELs who speak each of the top five languages in their respective jurisdictions in the CSPR (Exhibit 3.8). Across the nation, the list of the top five most-commonly-spoken languages among ELs SEAs reported included 48 different languages in SY 2014–15 and 47 different languages in SY 2015–16.¹⁷

¹⁷ In SY 2014–15 and/or SY 2015–16, SEAs reported the additional categories of undetermined, uncoded languages, and no linguistic content/not applicable. See Table A-2 in Appendix A for detailed information as reported by the SEAs.

- The five languages appearing most frequently in SEAs' lists of their top five languages spoken by ELs are, in descending order Spanish, Arabic, Chinese, Vietnamese, and Somali.
- Spanish was ranked as the most commonly spoken language among ELs nationwide in both SY 2014–15 (N= 3,706,816) and SY 2015–16 (N= 3,741,179). Between these two school years, the number of Spanish speakers rose by 34,363 (0.93%). Forty-five of the 50 states and the District of Columbia ranked Spanish as first among their five top languages spoken by ELs in both SYs 2014–15 and 2015–16.
- In SY 2014–15, Somali replaced Haitian Creole as the fifth most common language spoken by ELs on SEAs' lists of their top five languages with 25,371 speakers.

**Exhibit 3.8. Top Five Languages Spoken by All Identified English Learners:
SYs 2014–15 and 2015–16**

SY 2014–15		SY 2015–16	
Language	Number of Speakers	Language	Number of Speakers
Spanish; Castilian	3,706,816	Spanish; Castilian	3,741,179
Arabic	99,637	Arabic	106,929
Chinese	97,886	Chinese	92,286
Vietnamese	75,536	Vietnamese	68,221
Somali	25,371	Somali	27,516

NOTE: SEAs report the top five languages and the number of all ELs, not just ELs in LEAs receiving *Title III* funds, speaking each of the top five languages. Since SEAs only report the number of ELs speaking the top five languages, the number of speakers represents only those who speak one of the top five languages in each state, and is not a total estimate of ELs who speak the language amongst the nation's ELs.

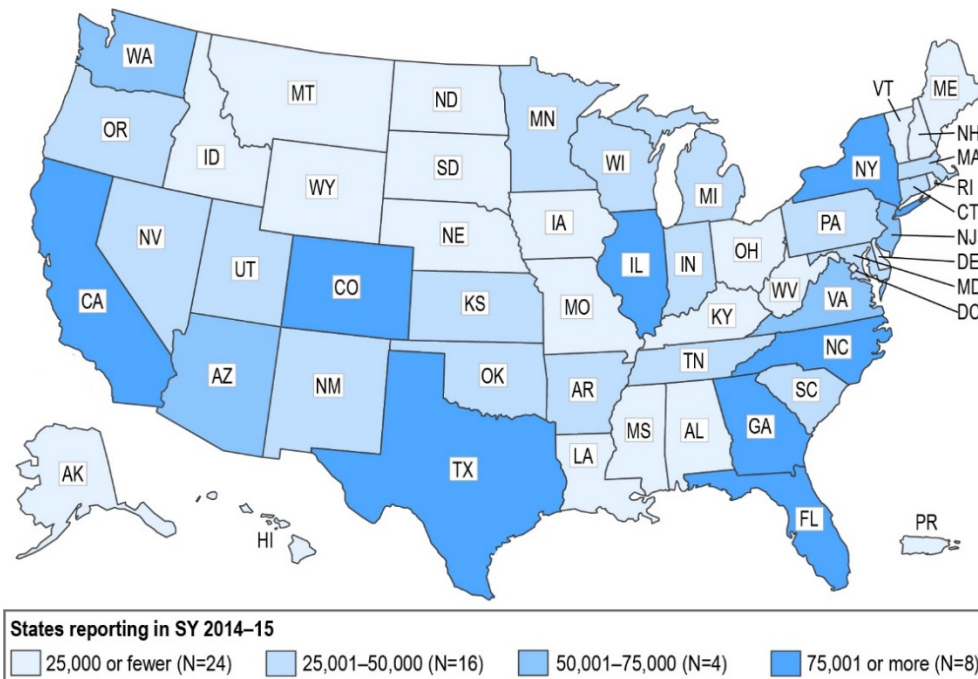
SOURCE: U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2014–15 and 2015–16* (OMB #1810-0724). These data were reported by SEAs from the 50 States, District of Columbia, and Puerto Rico. Data were accessed in fall 2018.

The following section provides a detailed description of the data SEAs provided on the top three languages — Spanish, Arabic, and Chinese.

Spanish. Across all SEAs in the nation, Spanish was reported as one of the top five languages spoken by ELs in SYs 2014–15 and 2015–16 (Exhibits 3.9 and 3.10).

- In comparing the number of Spanish-speaking ELs reported in SEAs' top five languages in SY 2014–15 to SY 2015–16, only one state reported an increase that moved it to a new category (Exhibits 3.9 and 3.10). Nevada reported 48,876 Spanish-speaking ELs in SY 2014–15; the following school year, the number was 52,898 Spanish-speaking ELs (an 8.3 percent increase). Nevada moved up to the 50,001–75,000 category.
- In SY 2015–16, New Jersey reported 2,060 fewer Spanish-speaking ELs than it reported in SY 2014–15. This 4.11 percent decrease resulted in New Jersey moving down from the 50,001–75,000 category to the 25,001–50,000 category as shown in the exhibit below.

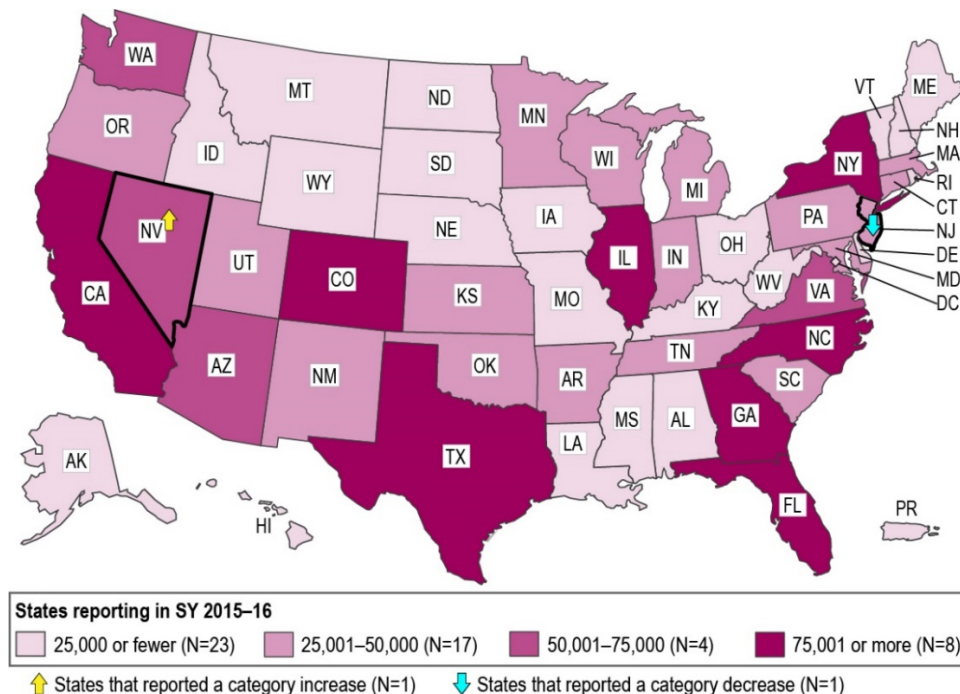
Exhibit 3.9. Number of Spanish-Speaking ELs Reported in SY 2014–15 in SEAs That Included Spanish as One of the Top Five Languages Spoken by ELs



NOTE: In Puerto Rico, limited Spanish-proficient students participate in LIEPs provided by the LEAs receiving *Title III* subgrants.

SOURCE: U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2014–15 and 2015–16* (OMB #1810-0724). Data were accessed in fall 2018.

Exhibit 3.10. Number of Spanish-Speaking ELs Reported SY 2015–16 in SEAs That Included Spanish as One of the Top Five Languages Spoken by ELs

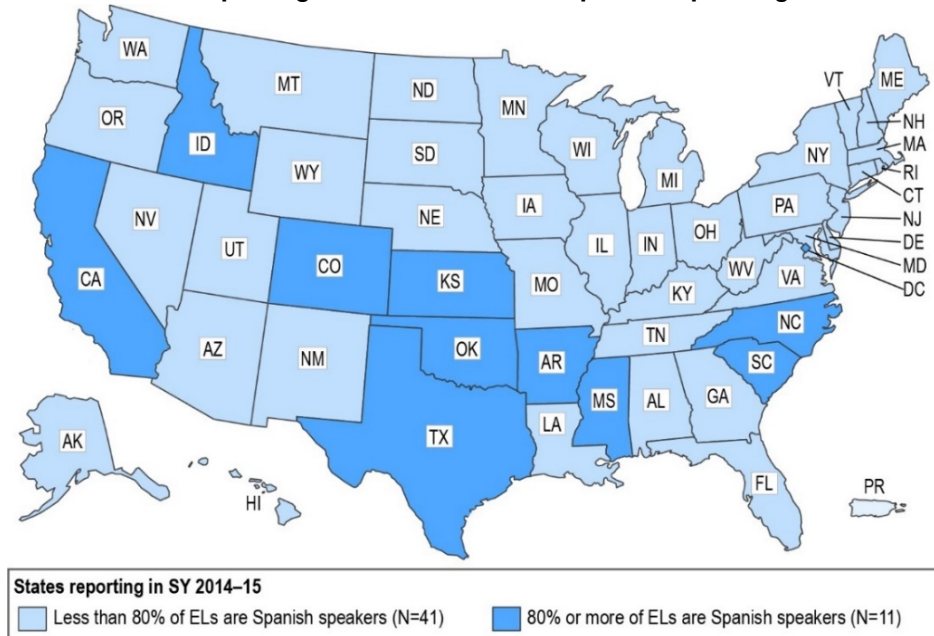


NOTE: In Puerto Rico, limited Spanish-proficient students participate in LIEPs provided by the LEAs receiving *Title III* subgrants.

SOURCE: U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2014–15 and 2015–16* (OMB #1810-0724). Data were accessed in fall 2018.

Spanish continues to be the most prevalent home language spoken by nearly four million ELs although there has been relatively small growth in the number of Spanish-speaking ELs in SEAs that included Spanish in their top five languages since 2006–07. Exhibits 3.11 and 3.12 show SEAs that reported 80 percent or more of their ELs were Spanish speakers.

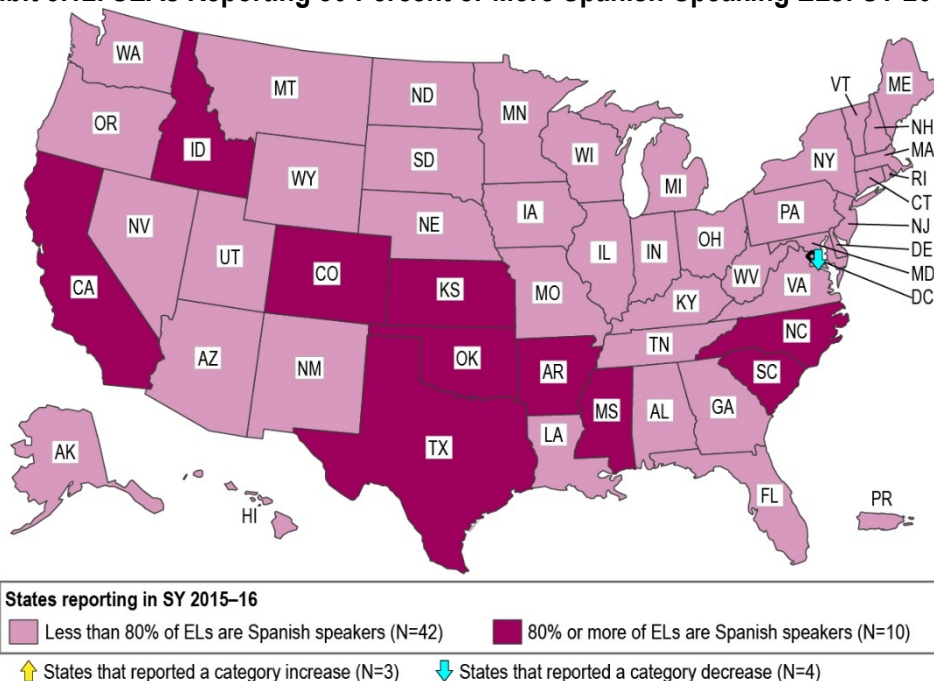
Exhibit 3.11. SEAs Reporting 80 Percent or More Spanish-Speaking ELs: SY 2014–15



NOTE: In Puerto Rico, limited Spanish-proficient students participate in LIEPs provided by the LEAs receiving *Title III* subgrants.

SOURCE: U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2014–15 and 2015–16* (OMB #1810-0724). Data were accessed in fall 2018.

Exhibit 3.12. SEAs Reporting 80 Percent or More Spanish-Speaking ELs: SY 2015–16



NOTE: In Puerto Rico, limited Spanish-proficient students participate in LIEPs provided by the LEAs receiving *Title III* subgrants.

SOURCE: U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2014–15 and 2015–16* (OMB #1810-0724). Data were accessed in fall 2018.

The states reporting 80 percent or more ELs who are Spanish speaking were primarily in the southern and western regions of the nation. Idaho is one of the few northern states with such a large percentage of Spanish-speaking ELs.

- In SY 2014–15, 80 percent of ELs in the District of Columbia were Spanish speakers. However, in SY 2015–16, the District of Columbia reported less than 80 percent of its identified ELs were Spanish speakers.
- Only five states ranked a language other than Spanish as the top language spoken by the largest number of ELs in their states in both SYs 2014–15 and 2015–16. These states, their top language, and the number of ELs speaking the language are presented in Exhibit 3.13.

Exhibit 3.13. States Reporting Languages Other than Spanish as the Most Frequently Spoken by ELs: SYs 2014–15 and 2015–16

State	Most Frequently Spoken Language by ELs	SY 2014–15 Number of ELs	SY 2015–16 Number of ELs
Alaska	Yup'ik Languages	6,567	5,643
Hawaii	Iloko	3,078	2,547
Maine	Somali	1,672	1,645
Montana	German	319	331
Vermont	Nepali	301	318

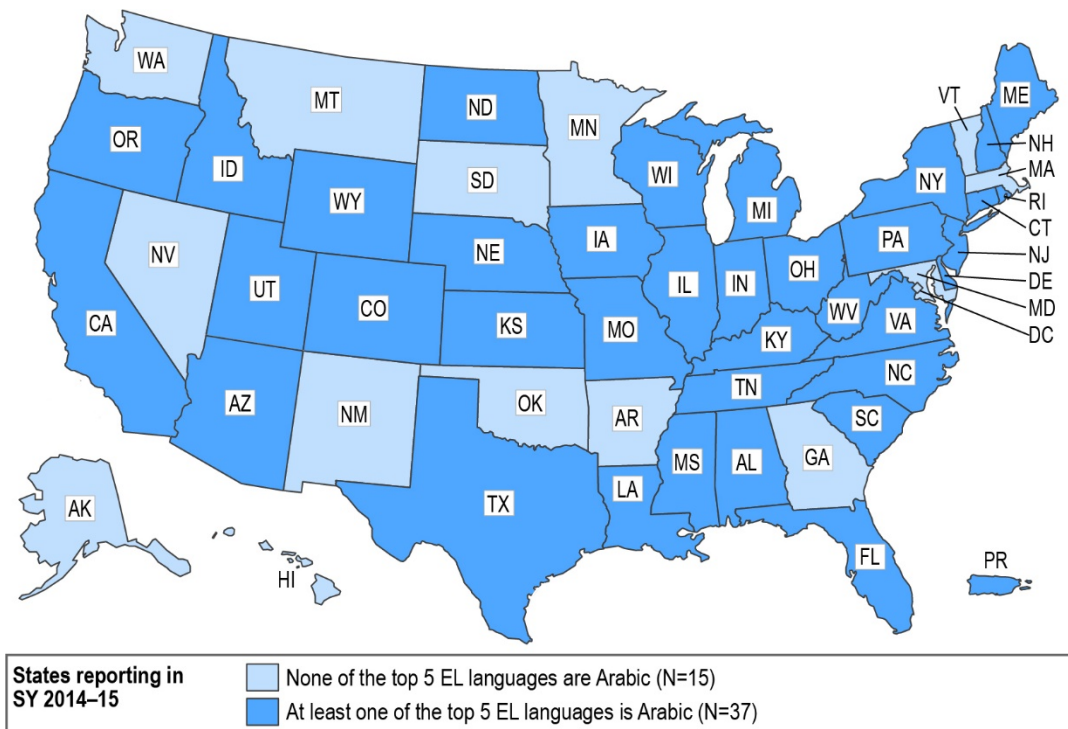
SOURCE: U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2014–15 and 2015–16* (OMB #1810-0724). Data were accessed in fall 2018.

Arabic. In SYs 2014–15 and 2015–16, Arabic was the second most commonly spoken language among ELs reported by SEAs (Exhibits 3.14 and 3.15). Between SY 2014–15 (N= 99,637) and SY 2015–16 (N= 106,929), SEAs reporting Arabic among their most commonly spoken languages reported an increase of 7,292 Arabic-speaking ELs (7.32 percent).

- In SY 2006–07, SEAs reported 39,040 Arabic-speaking ELs. In SY 2015–16, that number was 106,929 which represents an increase of 173.9 percent during that 10-year span.¹⁸
- Thirty-seven SEAs included Arabic in their top five most commonly spoken languages by identified ELs. Arabic is not concentrated in any particular region of the nation. Only 15 SEAs did not include Arabic in their top five languages.
- In SY 2014–15, Arkansas, Georgia, and Maryland did not include Arabic among the top five languages ELs in their states spoke. However, they included Arabic as one of their five most commonly spoken languages among ELs in SY 2015–16.

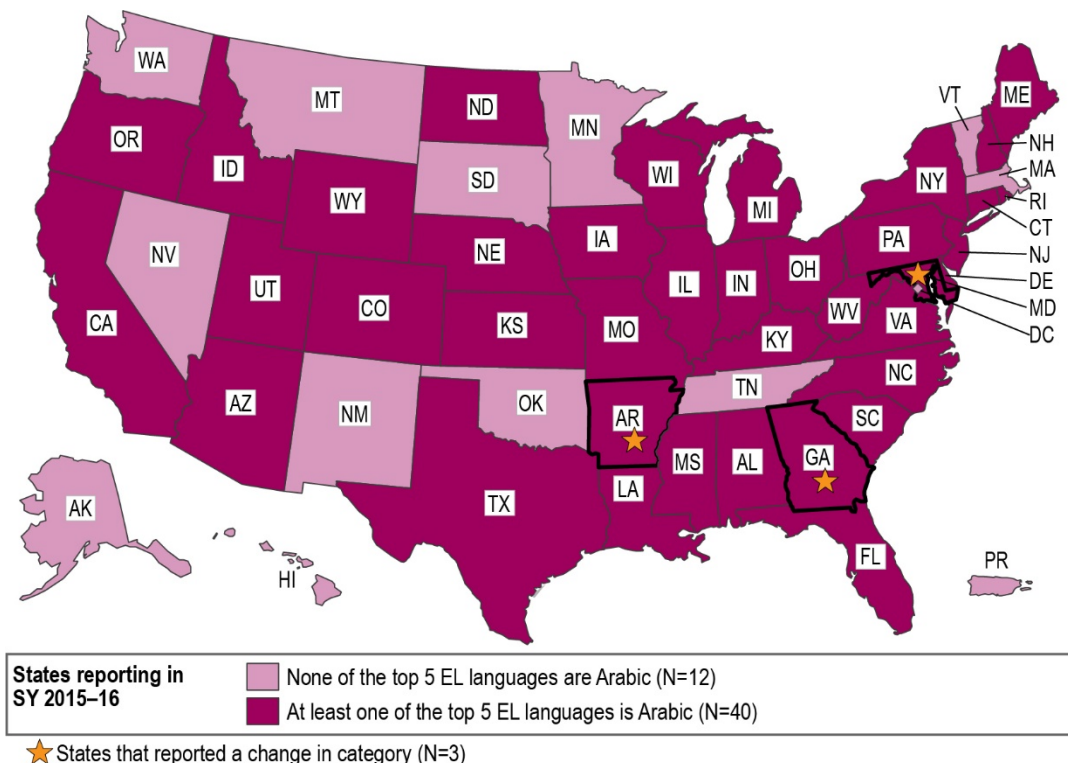
¹⁸ As noted earlier in the report, SEAs only report the number of ELs for the top five most commonly spoken languages by identified ELs. Therefore, this number does not represent the total number of ELs speaking Arabic. It only includes the number of ELs in States where Arabic was one of the top five most spoken languages.

Exhibit 3.14. SEAs Reporting Arabic Among Five Most Common EL Languages Spoken: SY 2014–15



SOURCE: U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2014–15 and 2015–16* (OMB #1810-0724). Data were accessed in fall 2018.

Exhibit 3.15. SEAs Reporting Arabic Among Five Most Common EL Languages Spoken: SY 2015–16

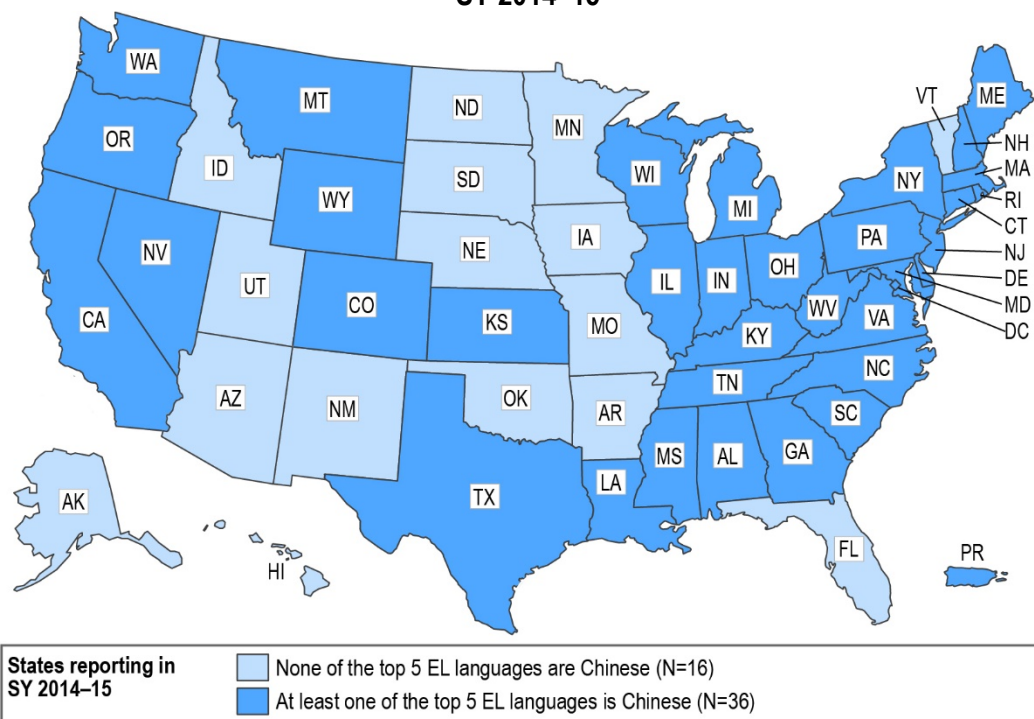


SOURCE: U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2014–15 and 2015–16* (OMB #1810-0724). Data were accessed in fall 2018.

Chinese. In SYs 2014–15 and 2015–16, Chinese was the third most commonly spoken language by identified ELs in SEAs that reported Chinese among their top five languages. In SY 2014–15, the number of ELs reported as Chinese speakers by states including Chinese as a common language was 97,886; in the following school year, that number decreased by 5.72 percent to 92,286. Exhibits 3.16 and 3.17 show the SEAs that included Chinese as one of their top five languages among ELs in SYs 2014–15 and 2015–16, respectively.

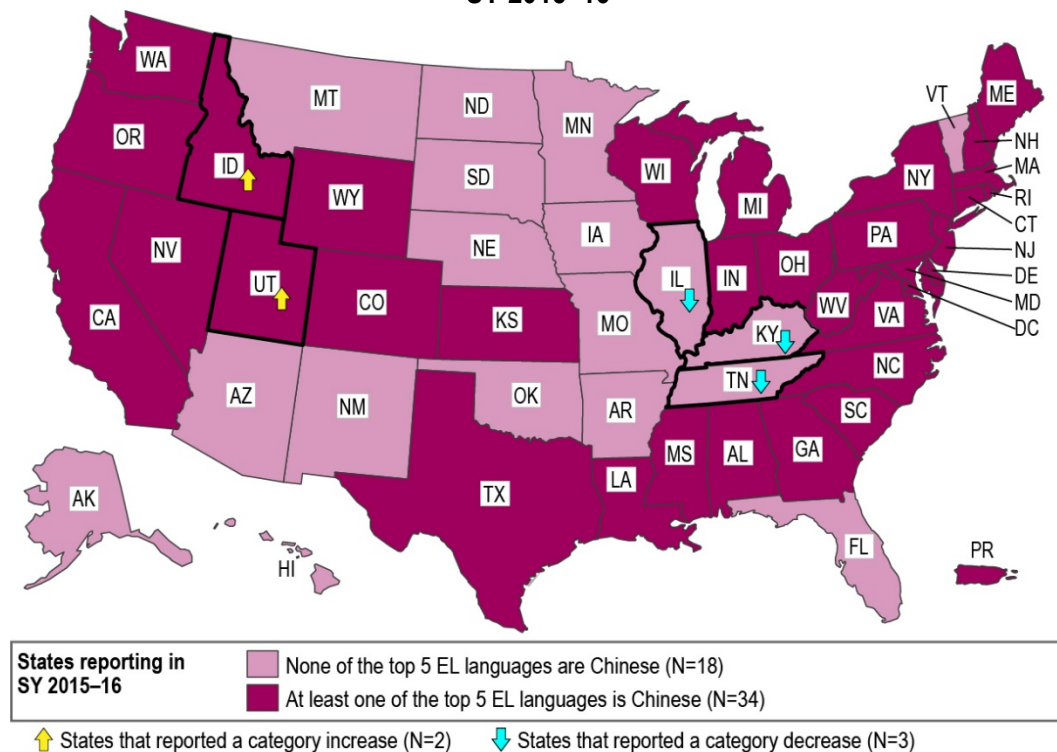
- In both SY 2014–15 and SY 2015–16, the SEAs that included Chinese are mostly concentrated on the eastern and western coasts, although several southern states also included Chinese as one of their top five languages.
- Thirty-six of the 52 SEAs included Chinese as one of their top five languages among ELs in SY 2014–15. The following year, only 34 SEAs included Chinese as one of the five most commonly spoken languages among ELs. Chinese fell off the top five lists of Illinois, Kentucky, and Tennessee in SY 2015–16; however, Utah added Chinese to its top five list of most commonly spoken languages among ELs.

Exhibit 3.16. SEAs Reporting Chinese Among Five Most Common EL Languages Spoken: SY 2014–15



SOURCE: U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2014–15 and 2015–16* (OMB #1810-0724). Data were accessed in fall 2018.

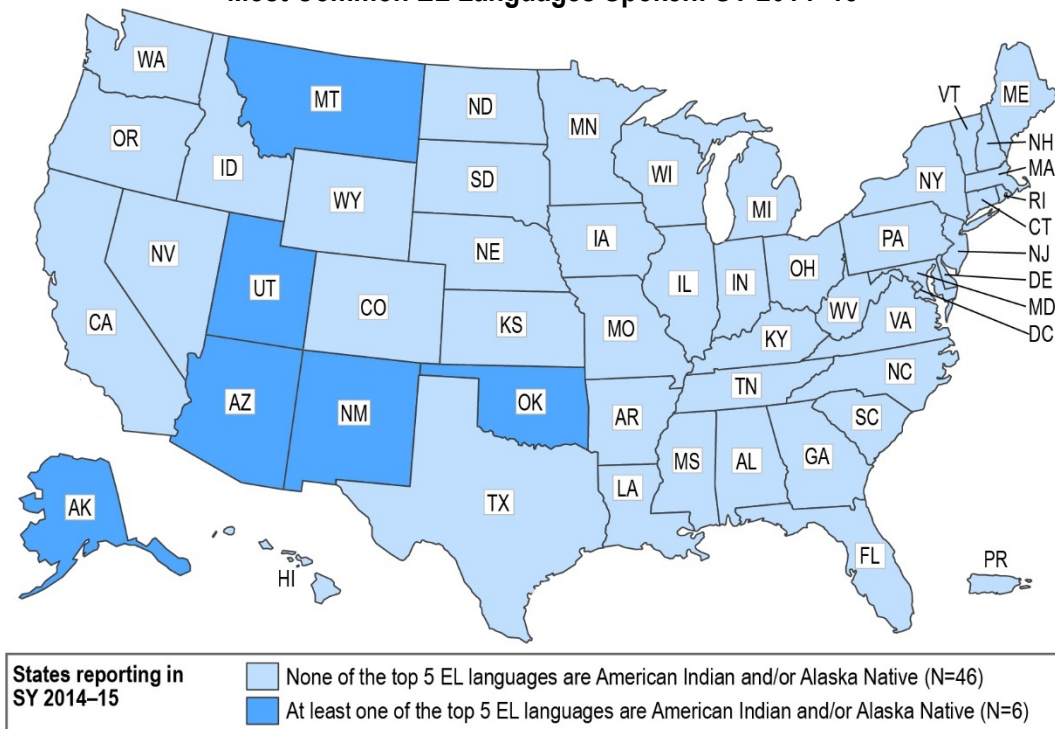
Exhibit 3.17. SEAs Reporting Chinese Among Five Most Common EL Languages Spoken: SY 2015–16



SOURCE: U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2014–15 and 2015–16* (OMB #1810-0724). Data were accessed in fall 2018.

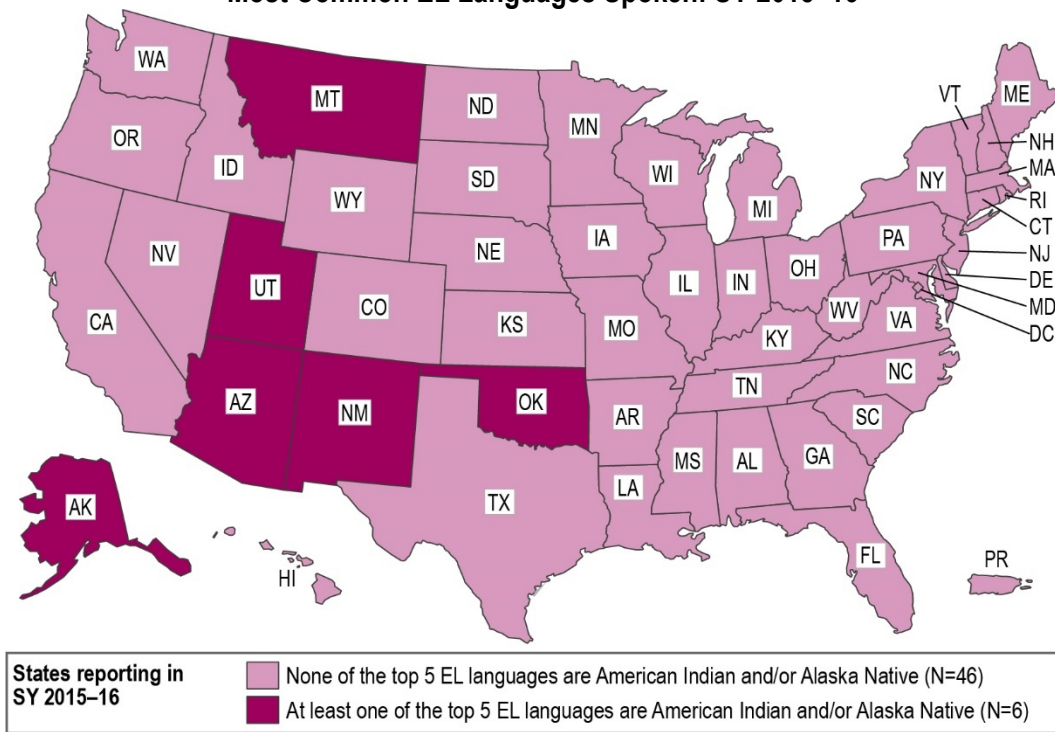
American Indian and/or Alaska Native Language. Six SEAs reported American Indian and/or Alaska Native languages as one of the five most common languages spoken among ELs in both SYs 2014–15 and 2015–16 (Exhibits 3.18 and 3.19). The six states are Alaska, Arizona, Montana, New Mexico, Oklahoma, and Utah. The American Indian and/or Alaska Native languages reported in the CSPR include Cherokee, Inupiaq, Navajo/Navaho, North American Indian, Siouan languages, Yup'ik language, and Zuni.

Exhibit 3.18. SEAs Reporting American Indian and/or Alaska Native Languages Among the Five Most Common EL Languages Spoken: SY 2014–15



SOURCE: U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2014–15 and 2015–16* (OMB #1810-0724). Data were accessed in fall 2018.

Exhibit 3.19. SEAs Reporting American Indian and/or Alaska Native Languages Among the Five Most Common EL Languages Spoken: SY 2015–16



SOURCE: U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2014–15 and 2015–16* (OMB #1810-0724). Data were accessed in fall 2018.

Immigrant Children and Youth

Title III (*ESEA*, §3301(6)) defines “immigrant children and youth” as “individuals who

(1) are aged 3 through 21; (2) were not born in any State [defined as each of the 50 States, the District of Columbia, and Puerto Rico]; and (3) have not been attending one or more schools in any one or more States for more than three full academic years.” Section 3114(d) of *Title III* further states that a

“State educational agency receiving a grant under [*Title III* Part A] for a fiscal year shall reserve not more than 15 percent of the agency’s allotment . . . to award subgrants to eligible entities in the State that have experienced a significant increase, as compared to the average of the 2 preceding fiscal years, in the percentage or number of immigrant children and youth, who have enrolled, during the fiscal year preceding the fiscal year for which the subgrant is made, in public and nonpublic elementary and secondary schools in the geographic areas under the jurisdiction of, or served by, such entities...”

and that in awarding these subgrants, the state

“shall equally consider eligible entities that satisfy the requirement [for a significant increase in the number or percentage of immigrant children and youth] but have limited or no experience in serving immigrant children and youth and shall consider the quality of each local plan...and ensure that each subgrant is of sufficient size and scope to meet the purposes of [*Title III* Part A].” (*ESEA*, §3114(d))

Each SEA determines the definition of “significant increase.” Whether a specific LEA with immigrant children and youth in a state is served with these *Title III* Part A funds may vary from year to year, based on demographic changes and the SEA’s definition of “significant increase.” There are two issues to consider in reviewing the data on immigrant children and youth (1) the definition of “immigrant children and youth” does not require that a child or youth be an EL for purposes of being counted or served under *ESEA* §3114(d)(1), and (2) an “eligible entity” may have large numbers of immigrant children and youth, but unless there has been a “significant increase” in their number or percentage, as defined by the SEA, that particular “entity” will not be eligible to receive *Title III* Part A funds for immigrant children and youth.

An eligible entity receiving a subgrant to serve immigrant children and youth is required, pursuant to *ESEA* § 3115(e), to “use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth, which may include:

- family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children;
- support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth;
- provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;
- identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds;
- basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing

additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services;

- other instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and
- activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.” (*ESEA* §3115(e)).

Exhibit 3.20. provides the total number of K–12 immigrant children and youth that SEAs reported as enrolled in school for SYs 2014–15 and 2015–16. It also summarizes the data SEAs reported on the immigrant children and youth in LEAs receiving *Title III* subgrants pursuant to *ESEA*, §3114(d) during these school years without regard to their EL status. For data on immigrant children and youth for a specific SEA, please refer to Exhibit A-3 in Appendix A.

Exhibit 3.20. Number of K–12 Immigrant Children and Youth Enrolled in School, and Number and Percentage of K–12 Immigrant Children and Youth Participating in *Title III*-Supported Educational Programs: SYs 2014–15 and 2015–16

SY 2014–15			SY 2015–16		
Number of enrolled immigrant children and youth (51 SEAs reporting)	Immigrant children and youth enrolled in LEAs receiving <i>Title III</i> subgrants for immigrant children and youth (48 SEAs reporting)		Number of enrolled immigrant children and youth (51 SEAs reporting)	Immigrant children and youth enrolled in LEAs receiving <i>Title III</i> subgrants for immigrant children and youth (49 SEAs reporting)	
(N)	(N)	Percentage Served	(N)	(N)	Percentage Served
725,912	231,298	31.86%	806,540	325,544	40.36

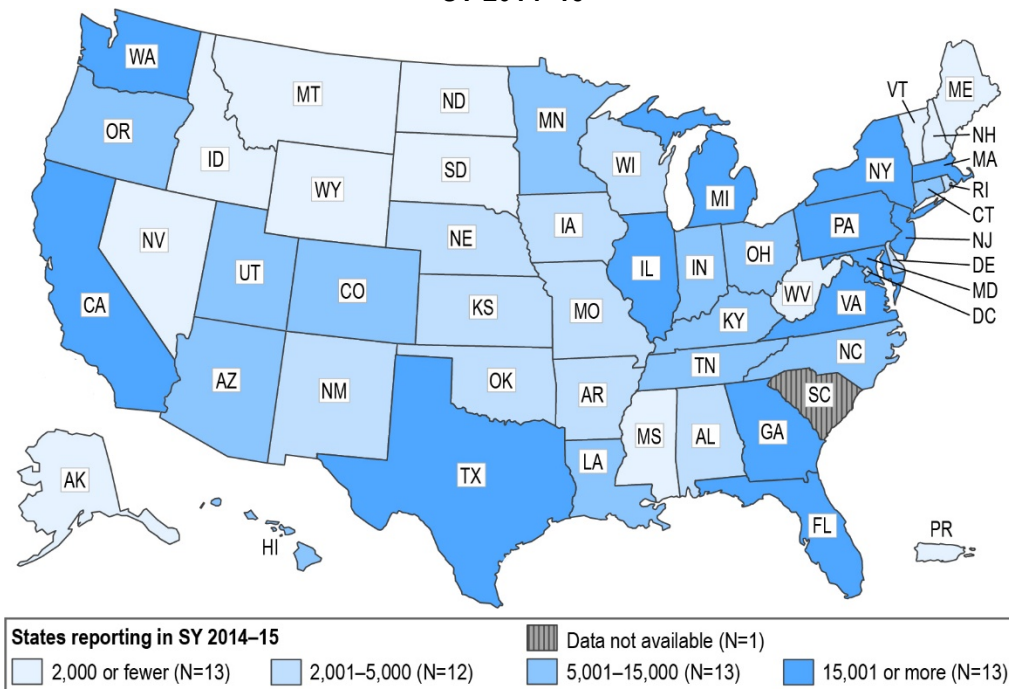
NOTE: *Number of immigrant student enrolled* represents the number of students who meet the definition of immigrant children and youth under Section 3301(6) and were enrolled in the elementary or secondary schools in the State. *Number of immigrant children and youth enrolled in LEA receiving Title III subgrants for immigrant children and youth* represent the number of students who were enrolled in LEAs subgrants under ESEA section 3114(d)(1), using the funds reserved for immigrant education programs/activities. This number does not include immigrant students who only receive EL services in an LEA receiving a *Title III* formula grant to serve ELs under Section 3114(a). In 2014–15, Arkansas, New Mexico, and West Virginia did not report the number of immigrant children and youth in LEAs receiving *Title III* funds for immigrant children and youth under 3114(d)(1). South Carolina data were not available at the time the data was pulled and therefore were not included in the analyses. In 2015–16, West Virginia did not report the number of immigrant children and youth in LEAs receiving *Title III* funds under section 3114(d)(1). Puerto Rico did not report the number of students enrolled nor the number of immigrant children and youth in LEAs receiving *Title III* funds under section 3114(d)(1).

SOURCE: U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2014–15 and 2015–16* (OMB #1810-0724). These data were reported by SEAs from the 50 States, District of Columbia, and Puerto Rico. Data were accessed in fall 2018.

- Between SYs 2014–15 and 2015–16, there was an increase of 80,628 (11.11 percent) immigrant children and youth enrolled in K–12 schools.
- The number of immigrant children and youth participating in educational programs provided by LEAs receiving *Title III* subgrants for immigrant children and youth increased by 94,246 (an increase of 40.75 percent). This means that between these two school years, the percentage of immigrant children and youth served grew by 26.68 percent.

Exhibits 3.21 and 3.22 depict the number of immigrant children and youth SEAs reported in SYs 2014–15 and 2015–16.

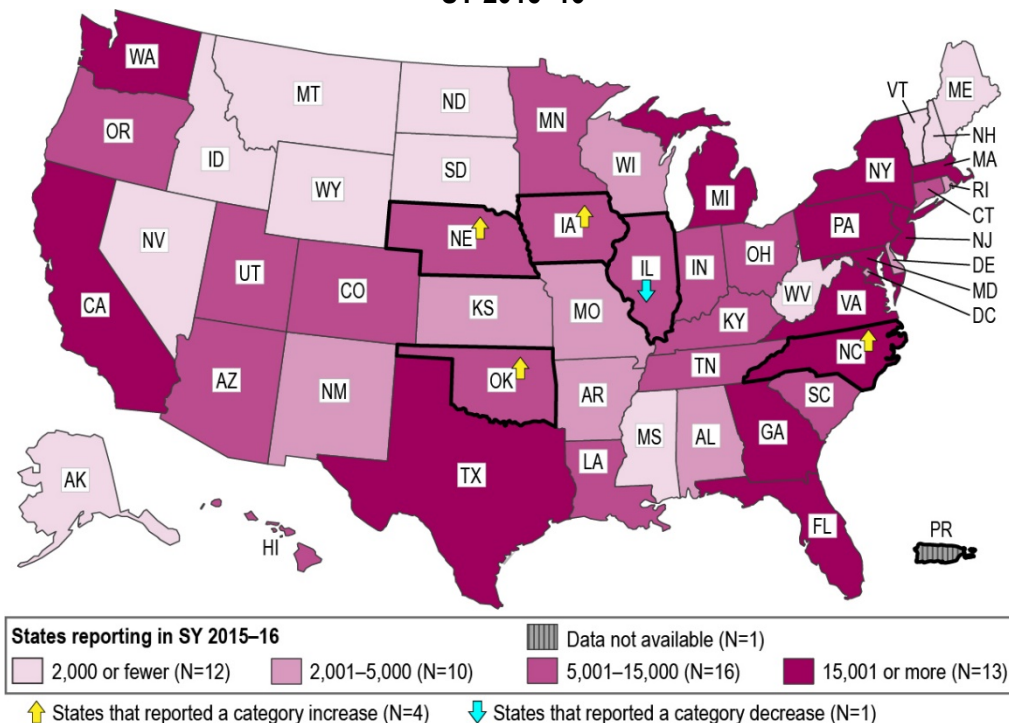
Exhibit 3.21. Number of Immigrant Children and Youth Enrolled in School, by SEA Reporting: SY 2014–15



NOTE: In Puerto Rico, limited Spanish-proficient students participate in LIEPs provided by the LEAs receiving *Title III* subgrants.

SOURCE: U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2014–15 and 2015–16* (OMB #1810-0724). Data were accessed in fall 2018.

Exhibit 3.22. Number of Immigrant Children and Youth Enrolled in School, by SEA Reporting: SY 2015–16

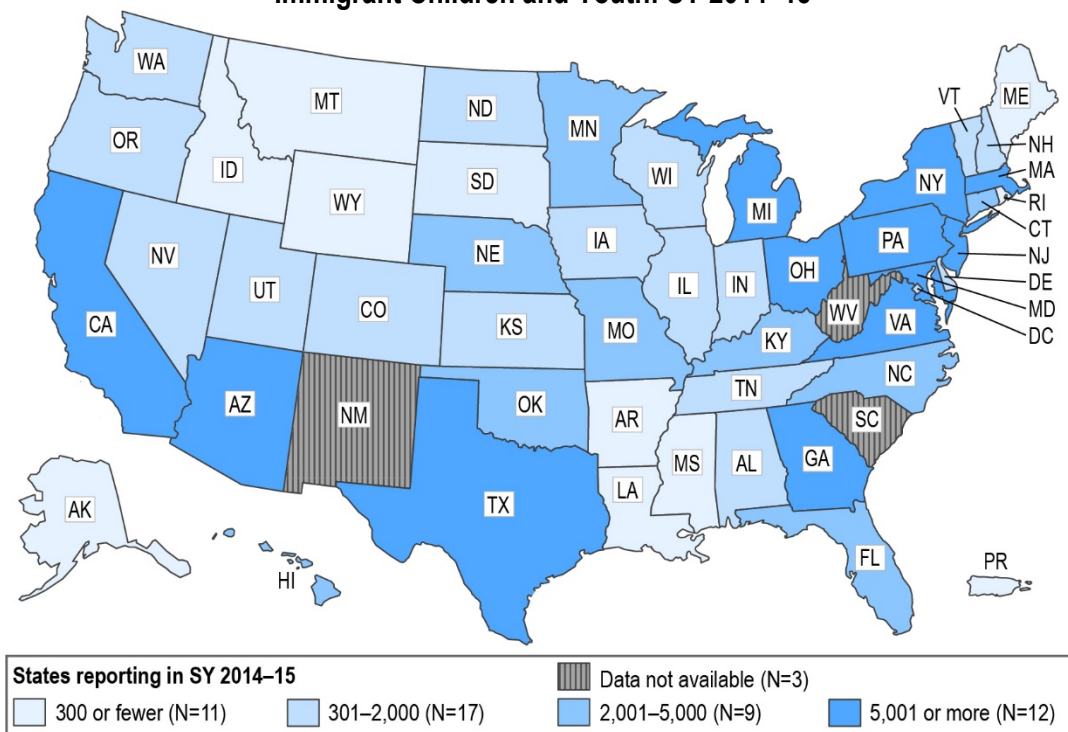


SOURCE: U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2014–15 and 2015–16* (OMB #1810-0724). Data were accessed in fall 2018.

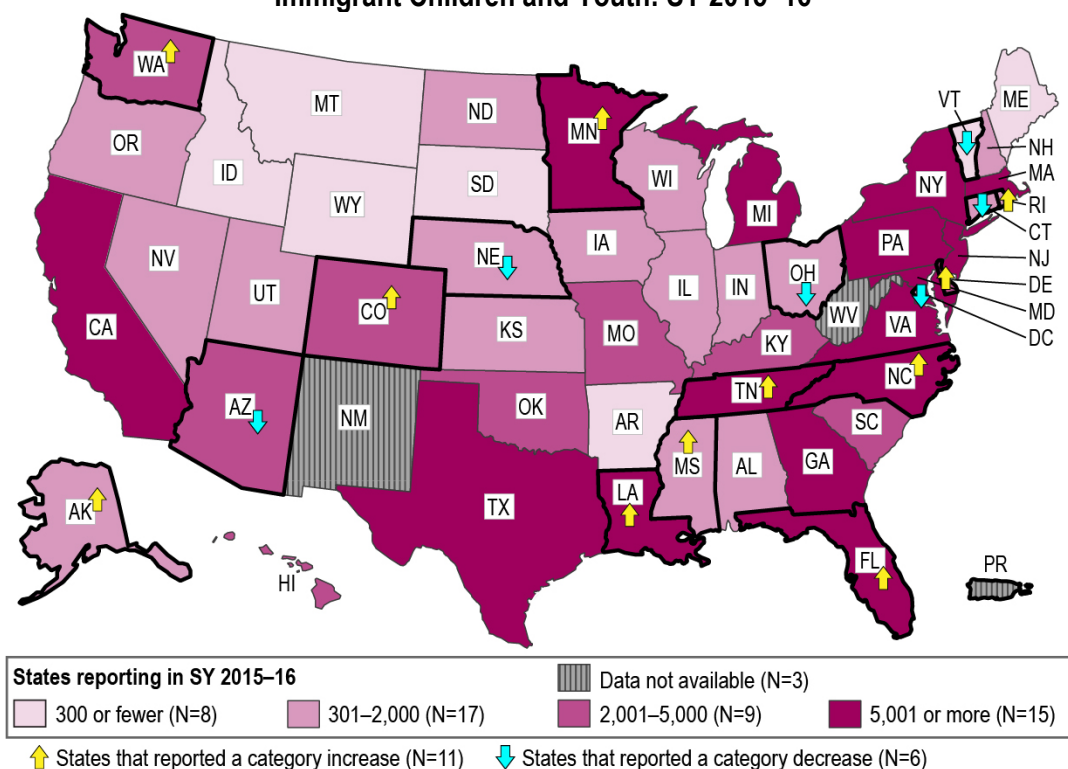
- In both SYs 2014–15 and 2015–16, California reported enrolling the largest number of immigrant children and youth in its K–12 schools. In SY 2014–15, it enrolled 164,025 students who were immigrant children and youth, and in the following school year, it enrolled 176,430 students who were immigrant children and youth.
- Between SYs 2014–15 and 2015–16, the numbers of immigrant children and youth in K–12 schools increased in four states, and decreased in one state to the degree that their category in the above maps changed:
 - Iowa: 4,531 immigrant children and youth in SY 2014–15, increased to 5,232 immigrant children and youth (15.47 percent increase)
 - Nebraska: 4,557 increased to 5,615 immigrant children and youth (22.73 percent increase)
 - North Carolina: 13,871 increased to 21,478 immigrant children and youth (54.87 percent increase)
 - Oklahoma: 4,764 increased to 5,436 immigrant children and youth (14.11 percent increase)
 - Illinois: 22,580 decreased to 10,542 immigrant children and youth (53.31 percent decrease).

As stated in Exhibit 3.20, the overall number of immigrant children and youth participating in educational programs offered by LEAs receiving *Title III* subgrants for immigrant children and youth for SYs 2014–15 and 2015–16 was 231,298 (31.86 percent) and 325,544 (40.36 percent), respectively. Exhibits 3.23 and 3.24 show the number of immigrant children and youth participating in these programs in color-coded number categories.

Exhibit 3.23. Number of Immigrant Children and Youth in LEAs Receiving *Title III* Subgrants for Immigrant Children and Youth: SY 2014–15



SOURCE: U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2014–15 and 2015–16* (OMB #1810-0724). Data were accessed in fall 2018.

Exhibit 3.24. Number of Immigrant Children and Youth in LEAs Receiving *Title III* Subgrants for Immigrant Children and Youth: SY 2015–16

SOURCE: U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2014–15 and 2015–16* (OMB #1810-0724). Data were accessed in fall 2018.

- The number of immigrant children and youth who participated in educational programs provided by LEAs receiving *Title III* subgrants for immigrant children and youth between SYs 2014–15 and 2015–16 increased to such an extent in 11 states that they were raised into the next number category. The states are Alaska, Colorado, Delaware, Florida, Louisiana, Maryland, Minnesota, Mississippi, Rhode Island, Tennessee, and Washington.

In contrast, six SEAs reported fewer immigrant children and youth participated in educational programs offered by LEAs receiving *Title III* subgrants for immigrant children and youth between SYs 2014–15 and 2015–16. The size of the decrease moved them down a number category as shown in Exhibit 3.24. The SEAs are Arizona, Connecticut, the District of Columbia, Ohio, Nebraska, and Vermont.

4. Language Instruction Educational Programs

CSPR Data

This chapter provides information on language instruction educational programs (LIEPs) implemented by subgrantees during SYs 2014–16. Per §3301(8) of *ESEA*, as amended by *NCLB*, an LIEP is defined as

“An instruction course (1) in which [an EL] is placed for the purpose of developing and attaining English proficiency, while meeting challenging State academic content and student achievement standards, as required by section 1111(b)(1), and (2) that may make instructional use of both English and the 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.”

The definition of LIEP is broad and flexible, and the selection of an LIEP reflects the LEA’s context, EL population size and diversity, staff preparedness and capacity, and SEA policies.¹⁹ Each SEA reports the types of LIEPs implemented in the state by selecting from a list of 10 broadly defined LIEPs and an open-ended “other” option on the CSPR. These 10 LIEPs are divided into two broad categories: “LIEPs that use English and another language” and “LIEPs that use English only.” Exhibit 4.1 presents the two broad categories and the types of LIEPs under each category. It is important to note that if at least one subgrantee implemented a particular type of LIEP during the reporting school year, the SEA should indicate that the program is implemented in the state. Therefore, the prevalence of a type of LIEP in the SEA cannot be assumed by these data.

Exhibit 4.1. Language Instruction Educational Programs (LIEPs)

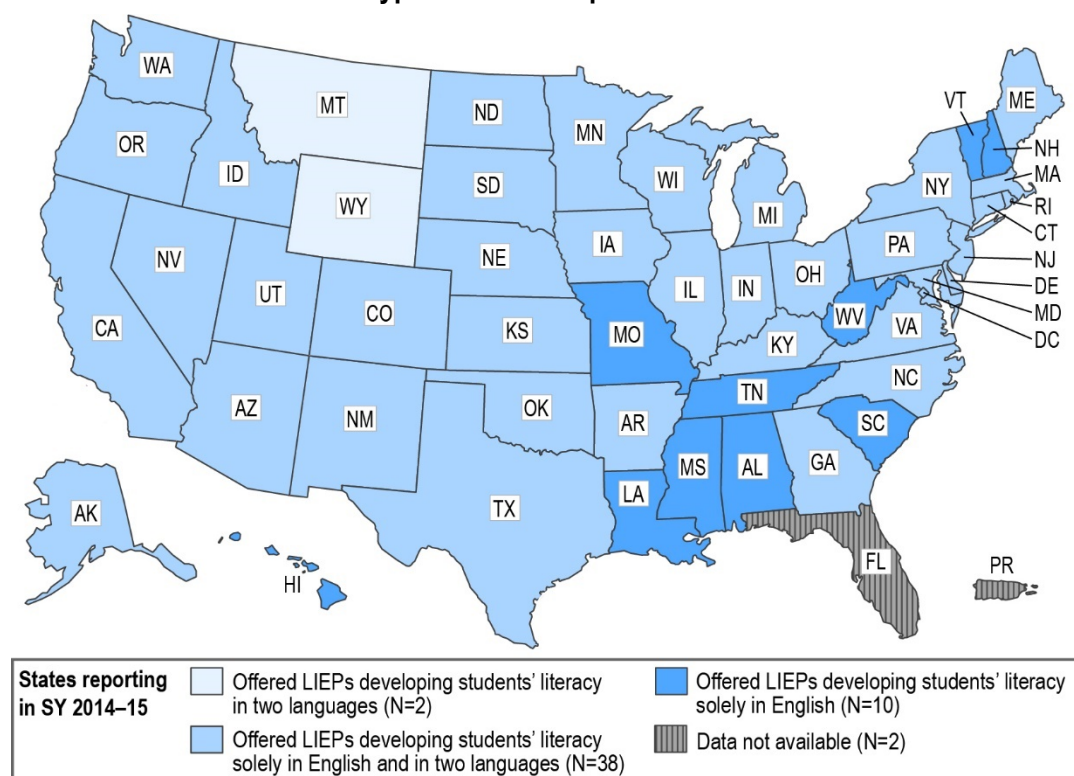
LIEPs that use English and another language	LIEPs that use English only
Developmental bilingual	Content-based English as a Second Language (ESL)
Dual language	Pull-out ESL
Heritage language	Sheltered English instruction
Transitional bilingual	Specifically designed academic instruction in English
Two-way immersion	Structured English immersion

SOURCE: U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2014–15 and 2015–16* (OMB #1810-0724).. Data were accessed in fall 2018.

- In SY 2014–15, 40 SEAs reported that they implemented LIEPs in both categories (see Exhibit 4.2.; Appendix B).

Ten SEAs (21.6 percent) reported all their subgrantees implemented LIEPs that used English only. They were Alabama, Hawaii, Louisiana, Mississippi, Missouri, New Hampshire, South Carolina, Tennessee, Vermont, and West Virginia (see Exhibit 4.2). Information for individual states can be found in Appendix B.

¹⁹ U. S. Department of Education (2012). *Language Instruction Educational Programs (LIEPs): A Review of the Foundational Literature*.

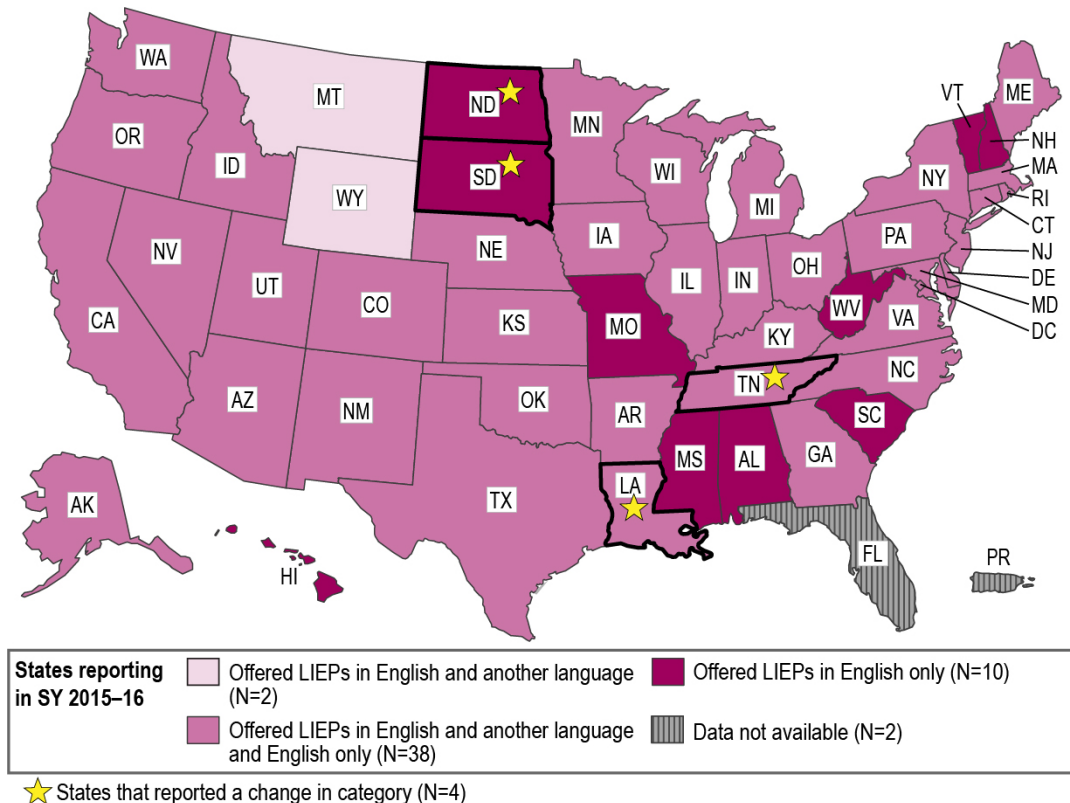
Exhibit 4.2. Types of LIEPs Implemented: SY 2014–15

NOTE: Florida LIEPs have different names. They are sheltered-English, sheltered-core/basic subject areas, mainstream/inclusion-English, mainstream/inclusion-core/basic subject areas, maintenance and/or developmental bilingual education, and dual language (two-way developmental bilingual education). The language of instruction in Puerto Rico's public school system is Spanish, with English as a second language.

SOURCE: U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2014–15 and 2015–16* (OMB #1810-0724). Data were accessed in fall 2018.

- In SY 2015–16, SEAs reported few differences in the type of LIEPs implemented from SY 2014–15 (see Exhibit 4.3). Forty SEAs (78.4 percent) reported implementing LIEPs in both categories.
- Under the “other” category, some SEAs reported teaching configurations (e.g., co-teaching). Additional LIEPs reported included newcomer centers, push-in ESL, integrated English as a new language (ENL), Sheltered Instruction Observation Protocol (SIOP), and extended instruction time.

Ten SEAs (19.2 percent) reported all their subgrantees implemented LIEPs that use English only. However, these 10 states differed slightly from SY 2014–15. In SY 2015–16, Louisiana reported that one or more subgrantees implemented a dual language program in Spanish and French and was no longer implementing English-only LIEPs. On the other hand, North Dakota, which reported implementing a dual language program in SY 2014–15, reported all its LEAs implemented English-only LIEPs in SY 2015–16. The other states implementing English-only LIEPs in SY 2015–16 were the same as the prior school year (i.e., Alabama, Hawaii, Mississippi, Missouri, New Hampshire, South Carolina, South Dakota, Vermont, and West Virginia).

Exhibit 4.3. Types of LIEPs Implemented: SY 2015–16

NOTE: Florida LIEPs have different names. They are sheltered-English, sheltered-core/basic subject areas, mainstream/inclusion-English, mainstream/inclusion-core/basic subject areas, maintenance and/or developmental bilingual education, and dual language (two-way developmental bilingual education).

The language of instruction in Puerto Rico's public school system is Spanish, with English as a second language.

SOURCE: U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2014–15 and 2015–16* (OMB #1810-0724). Data were accessed in fall 2018.

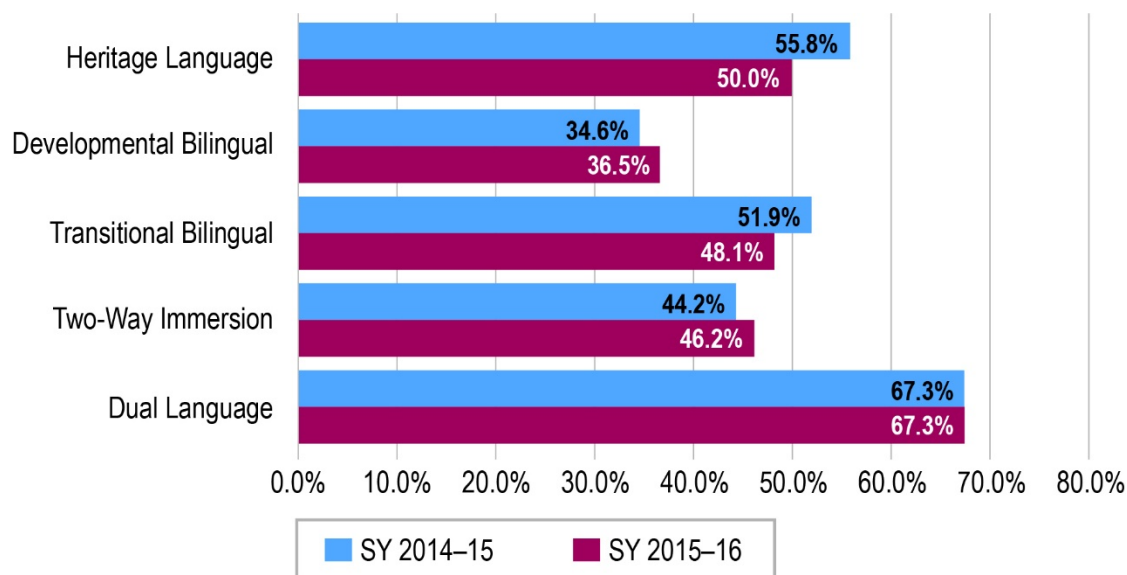
Type of LIEPs

The CSPR includes five types of LIEPs under the broad category of LIEPs that use English and another language. They are dual language, two-way immersion, transitional bilingual, developmental bilingual, and heritage language. Each LIEP has its unique instructional goals and methods, which may differ from state to state (see Exhibit 4.4. for percentage of SEAs with LEAs implementing LIEPs by type of LIEP).

- In SY 2014–15, 10 SEAs reported that their subgrantees had implemented all five types of LIEPs that use English and another language. The SEAs were California, Colorado, Idaho, Illinois, Michigan, Minnesota, New Mexico, Ohio, Wisconsin, and the District of Columbia.
- In SY 2015–16, 12 SEAs reported implementing all five types of LIEPs in which English and another language are used. They were California, Colorado, Idaho, Illinois, Minnesota, New Jersey, New Mexico, Ohio, Oregon, Virginia, Wisconsin, and the District of Columbia. The other states that implemented LIEPs under this category reported implementing one to four types of LIEPs.

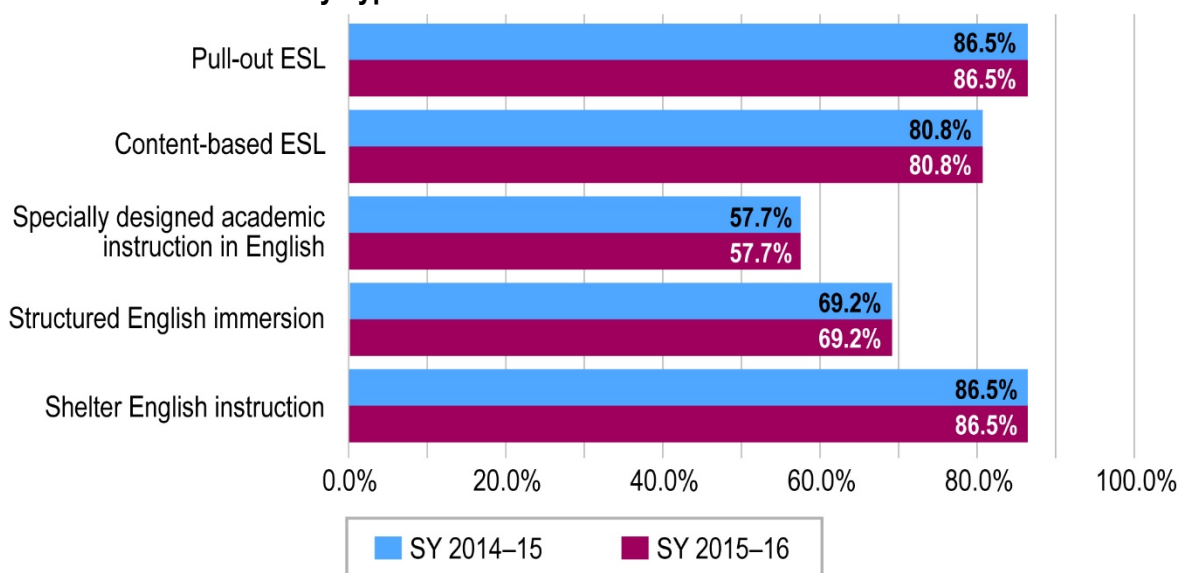
In both SYs 2014–15 and 2015–16, the dual language model was the most frequently implemented LIEP, followed by heritage language and transitional bilingual LIEPs during both school years (see Exhibit 4.4.).

Exhibit 4.4. Percentage of SEAs With LEAs Implementing LIEPs Using English and Another Language, by Type of LIEPs: SY 2014–15 and SY 2015–16



SOURCE: U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2014–15 and 2015–16* (OMB #1810-0724). Data were accessed in fall 2018.

In SYs 2014–15 and 2015–16, the most common “other language” SEAs reported using was Spanish. Other languages used in LIEPs also included Arabic, Korean, Armenian, Hmong, Mandarin, Vietnamese, Portuguese, Haitian Creole, and Russian. SEAs reported LIEPs that used several Native American languages, such as Yup’ik, Crow, Blackfeet, Navajo, Keres, and others (see Table A-8 in Appendix A for a list of all languages implemented in LIEPs by state).

Exhibit 4.5. Percentage of SEAs With LEAs Implementing LIEPs Using English Only, by Type of LIEPs: SY 2014–15 and SY 2015–16

SOURCE: U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2014–15 and 2015–16* (OMB #1810-0724). Data were accessed in fall 2018.

Under the category of LIEPs that use only English, the CSPR lists five types of programs: sheltered English instruction, structured English immersion, specially designed academic instruction in English, content-based ESL, and pull-out ESL. Each of these has different goals and instructional methods (see Exhibit 4.5 for percentage of SEAs with LEAs implementing LIEPs by type of LIEP).

- In SY 2014–15, 27 SEAs (52.9 percent) reported that their subgrantees implemented all five types of these English-only LIEPs. In SY 2015–16, the number of SEAs reporting all five types of LIEPs rose to 28 (54.9 percent).

Three SEAs reported they did not implement any of the five types of English-only LIEPs; these states were Florida, Montana, and Wyoming. The remaining 20 SEAs reporting LIEPs under this category implemented one to four of these types.

5. *Title III* Accountability and AMAOs

This chapter reports on states' progress toward meeting the objectives that SEAs were required to establish regarding the development and attainment of English proficiency by ELs served under *Title III*. Under *Title III* of the *ESEA*, as reauthorized by *NCLB*, each SEA must establish three AMAOs for ELs:

- AMAO 1: “at a minimum, annual increases in the number or percentage of children making progress in learning English.”
- AMAO 2: “at a minimum, annual increases in the number or percentage of children attaining English proficiency by the end of each school year, as determined by a valid and reliable assessment of English proficiency consistent with section 1111(b)(7)” [of the *ESEA*, as amended by *NCLB*].
- AMAO 3: “making adequate yearly progress (AYP) for [the EL subgroup] as described in 1111(b)(2)(B)” [of the *ESEA*, as amended by *NCLB*].

Under *Title I* and *Title III* of the *ESEA*, each SEA must also adopt ELP standards derived from the four domains — speaking, listening, reading, and writing — that align with the SEA's challenging state academic content and student academic achievement standards in reading/language arts, mathematics, and science. Additionally, the *ESEA* requires each SEA to annually administer a valid and reliable ELP assessment aligned with the ELP standards. AMAOs, the ELP assessment, the procedures used to identify ELs, and the criteria necessary for a student to exit EL status vary greatly among SEAs. Thus, data should not be compared from one SEA to another.²⁰

In 2015, the *ESEA* was reauthorized by the *Every Student Succeeds Act (ESSA)*. The reauthorized *ESEA* no longer requires states to establish or hold LEAs accountable for AMAOs. Instead, EL accountability moved to *Title I* of the *ESEA* and now requires school-level (rather than LEA-level) accountability determinations based on EL progress in achieving English language proficiency. To ensure an orderly transition to the *ESSA*, the Department did not require SEAs to hold LEAs accountable for meeting AMAOs or report AMAO data for SYs 2014–15, 2015–16, and 2016–17 as shown in the Dear Colleague Letter dated Dec. 18, 2015.²¹ As a result, many SEAs did not provide AMAO data in SYs 2014–15 and 2015–16, as shown in the tables in Appendix A of this *Biennial Report*. Explanations for SEAs not reporting AMAO data can be found in Table A-11 located in Appendix A.

Improvement Criteria for Subgrantees

Under the *ESEA*, as amended by *NCLB*, SEAs use AMAOs to measure the performance of *Title III* subgrantees. AMAOs are the vehicle through which both SEAs and subgrantees demonstrate accountability under *Title III* for EL achievement. As stated in *ESEA* §3122(b)(2) and §3122(b)(4), subgrantees and SEAs who do not meet their AMAOs for two consecutive years must develop an improvement plan that addresses the reasons for missing the targets. If a subgrantee does not meet the AMAOs for four consecutive years, the state will

- 1) “require the subgrantee to modify its curriculum, program, and instructional method (§3122(b)(4)(A)); or

²⁰ Appendix A Tables A-11, A-12, A-13, and A-14 show the breakdowns of AMAO performance, by state. Tables A-15, A-16, and A-17 show the subgrantee level performance, by state.

²¹ See <https://www2.ed.gov/policy/elsec/leg/essa/transition-dcl.pdf> for the letter.

- 2) determine whether the subgrantee will continue to receive *Title III* funds (§3122(b)(4)(B)(i)) and require the subgrantee to replace educational staff relevant to the factors that prevented the subgrantee from meeting the AMAOs (§3122(b)(4)(B)(ii)).”

A subgrantee was required to inform parents of ELs about the failure of the subgrantee to meet its AMAOs. The information had to be presented in a uniform and understandable format, and, to the extent practical, in a language that the parent can understand (*ESEA* §3302). Below is a summary of subgrantees’ performance on the three AMAOs for SYs 2014–15 and 2015–16.

As stated above, there is a lack of uniformity across SEAs in terms of ELP assessments administered by each state and the AMAO targets each state established. Moreover, there may be variation within a state if it adopts a new ELP assessment or adjusts its AMAO targets. And due to the variations across and within SEAs, the AMAO data may not be useful for comparisons across years or across states.

AMAO 1: Making Progress in Attaining English Language Proficiency

Targets set by SEAs. AMAO 1 measures progress towards attaining ELP as defined by the SEA. Each year, SEAs establish AMAO targets (Exhibit 5.1).

- Thirty-eight SEAs reported a broad range of AMAO 1 targets ranging from 25 percent to 80 percent in SY 2014–15 and 25 SEAs reported a range from 26 percent to 80 percent in SY 2015–16.

Exhibit 5.1. Data Elements for Annual Measurable Achievement Objective 1 (AMAO 1): SYs 2014–15 and 2015–16

Data Elements for AMAO 1	SY 2014–15	SY 2015–16
Number of SEAs reporting AMAO 1 targets	38 SEAs	25 SEAs
Number of SEAs meeting AMAO 1 targets	28 SEAs	14 SEAs
Range of AMAO 1 targets reported by SEAs	25–80%	26–80%

NOTE: For SY 2014–15, 14 SEAs did not report a target percentage. For SY 2015–16, 27 SEAs did not report any targets.

SOURCE: U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2014–15 and 2015–16* (OMB #1810-0724). Data were accessed in fall 2018.

AMAO 2: Attaining English Language Proficiency

Targets set by SEAs. AMAO 2 measures how many students attained ELP in each year. SEAs set their own targets for AMAO 2 (Exhibit 5.2).

- In SY 2014–15, 37 SEAs reported targets for AMAO 2; the targets ranged from 4.7 percent to 30 percent. Twenty-six of the 52 SEAs reported targets ranging from 7.5 percent to 54.2 percent in SY 2015–16.

Exhibit 5.2. Selected Data Elements for Annual Measurable Achievement Objective 2 (AMAO 2): SYs 2014–15 and 2015–16

Data Elements for AMAO 2	SY 2014–2015	SY 2015–2016
Number of SEAs reporting AMAO 2 targets	37 SEAs	25 SEAs
Number of SEAs meeting AMAO 2 targets	29 SEAs	16 SEAs
Range of AMAO 2 targets reported by SEAs	4.7–30%	7.5–54.2%

NOTE: For SY 2014–2015, 15 SEAs did not report any target percentage for AMAO 2. For SY 2015–2016, 26 SEAs did not report targets.

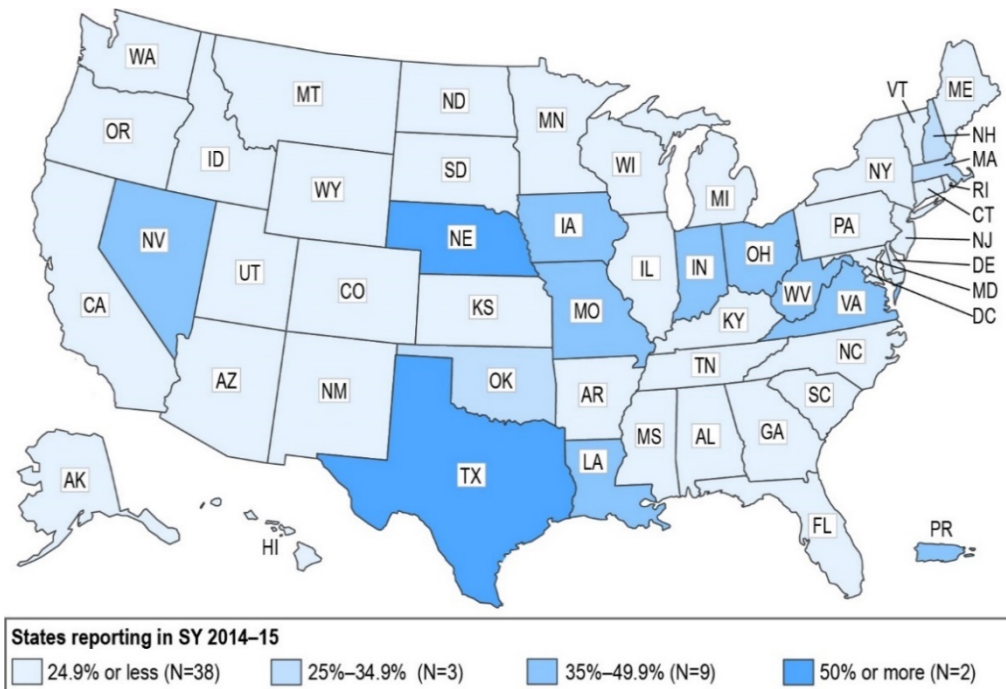
SOURCE: U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2014–15 and 2015–16* (OMB #1810-0724). Data were accessed in fall 2018.

AMAO 3: Making Adequate Yearly Progress (AYP) in Reading/Language Arts and Mathematics

The *ESEA* requires that SEAs establish AMAO 3, which is the target for the percent of ELs who make AYP, as defined under *ESEA* section 1111(b)(2)(B). AYP included annual measurable objectives for the percentage of students scoring proficient or above on the statewide reading/language arts and mathematics assessment; graduation rates for high schools, and at least one other academic indicator determined by the SEA for schools that are not high schools; and meeting at least 95 percent participation on the statewide assessments. AMAO 3 represents making AYP for the EL subgroup.

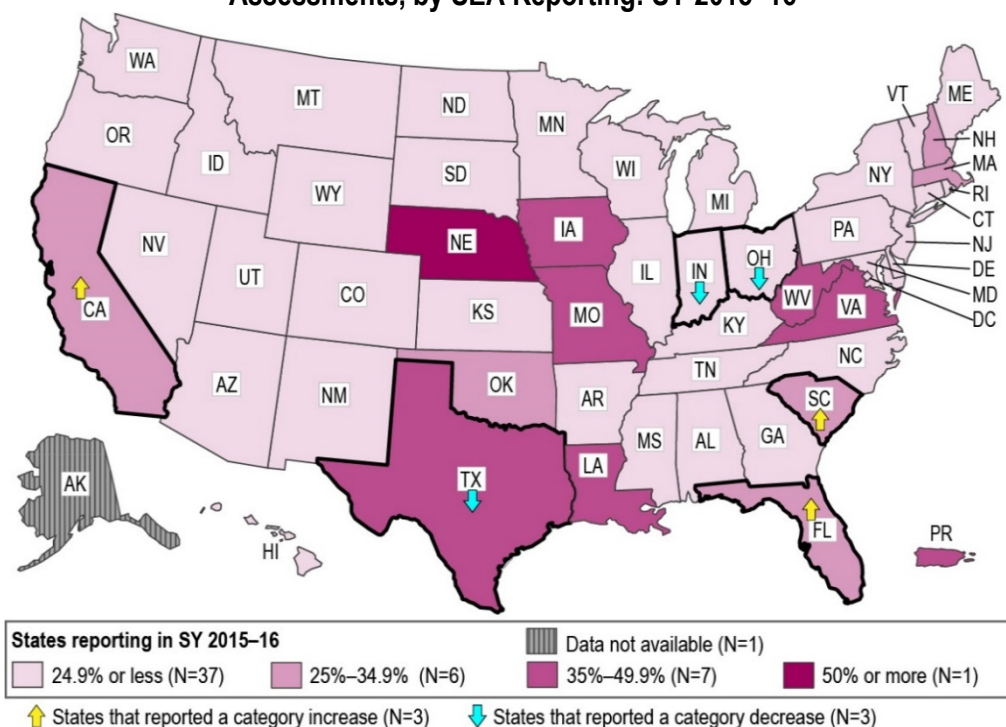
Reading/language arts proficiency. Exhibits 5.3 and 5.4 represent the percentage of ELs scoring proficient or above on state reading/language arts assessments in SYs 2014–15 and 2015–16.

Exhibit 5.3. Percentage of ELs Who Scored Proficient or Above on State Reading/Language Arts Assessments, by SEA Reporting: SY 2014–15



SOURCE: U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2014–15 and 2015–16* (OMB #1810-0724). Data were accessed in fall 2018.

Figure 5.4. Percentage of ELs Who Scored Proficient or Above on State Reading/Language Arts Assessments, by SEA Reporting: SY 2015–16



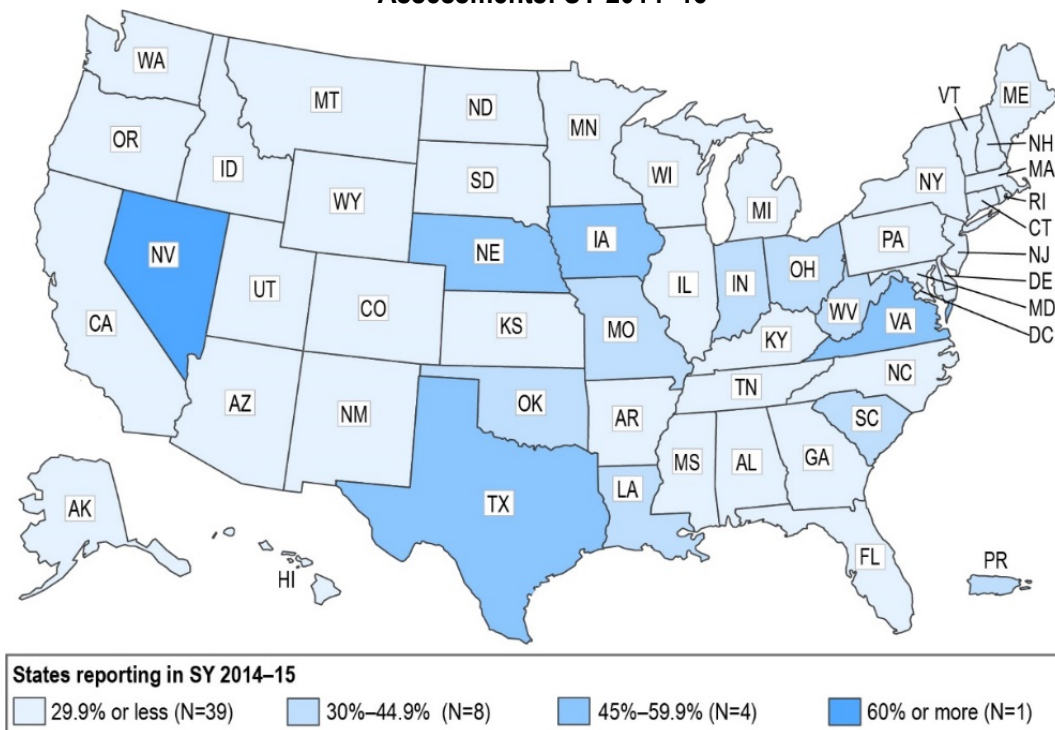
SOURCE: U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2014–15 and 2015–16* (OMB #1810-0724). Data were accessed in fall 2018.

- In SY 2014–15, two SEAs (Nebraska and Texas) reported that 50 percent or more of ELs assessed scored proficient or above on the reading/language arts assessments. In SY 2015–16, one SEA (Nebraska) reported that 50 percent or more of ELs scored proficient or above on the reading/language arts assessments (see Table A-13 in Appendix A).

Between SYs 2014–15 and 2015–16, California recorded the highest increase in the percentage of ELs who scored proficient or above on the state reading/language arts assessment (i.e., 18.53 percentage points). Nevada reported the greatest decrease in the percentage of ELs who scored proficient or above on the state reading/language arts assessment (i.e., 29.87 percentage points).

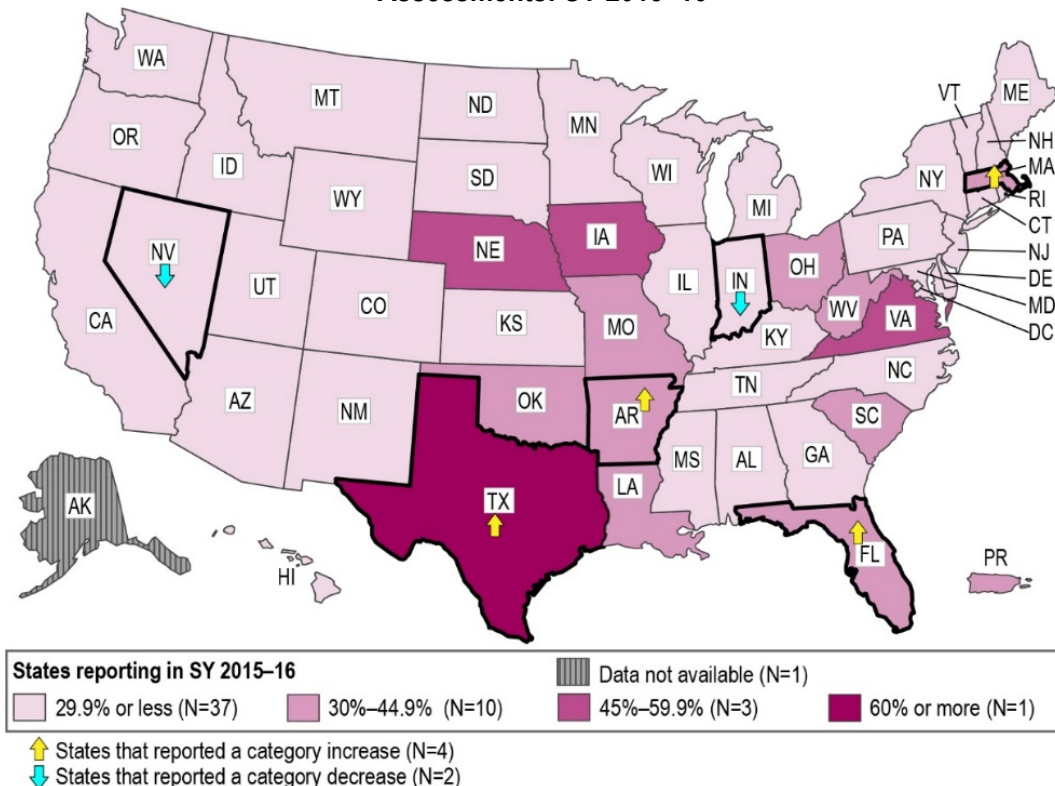
Mathematics proficiency. Exhibits 5.5 and 5.6 represent the percentage of ELs in each state who scored proficient or above on the state mathematics assessments in SYs 2014–15 and 2015–16.

Exhibit 5.5. Percentage of ELs Who Scored Proficient or Above Proficient on State Mathematics Assessments: SY 2014–15



SOURCE: U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2014–15 and 2015–16* (OMB #1810-0724). Data were accessed in fall 2018.

Exhibit 5.6. Percentage of ELs Who Scored Proficient or Above Proficient on State Mathematics Assessments: SY 2015–16



SOURCE: U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2014–15 and 2015–16* (OMB #1810-0724). Data were accessed in fall 2018.

- In SY 2014–15, one SEA (Nevada) reported that 60 percent or more of ELs assessed scored proficient or above on the state mathematics assessments. The four states reporting the highest percentages of ELs scoring proficient or above on state mathematics assessments in SY 2014–15 were Iowa (51.56 percent), Nevada (80.50 percent), Texas (59.29 percent), and Virginia (53.53 percent). (See Table A-14 in Appendix A.)
- In SY 2015–16, one SEA (Texas) reported that 60 percent or more of ELs scored proficient or above on the state mathematics assessments. The four states reporting the highest percentages of ELs scoring proficient or above on state mathematics assessments in SY 2015–16 were Iowa (46.63 percent), Nebraska (48.77 percent), Texas (62.77 percent), and Virginia (52.72 percent). (See Table A-14 in Appendix A.)

Between SYs 2014–15 and 2015–16, the two SEAs reporting the highest increases in the percentage of ELs who scored proficient or above in state mathematics assessments were Arkansas and California, with increases of 18.80 and 11.67 percentage points, respectively. Two SEAs (Nevada and Tennessee) reported decreases of more than 20 percentage points of ELs who scored proficient or above in state mathematics assessments.

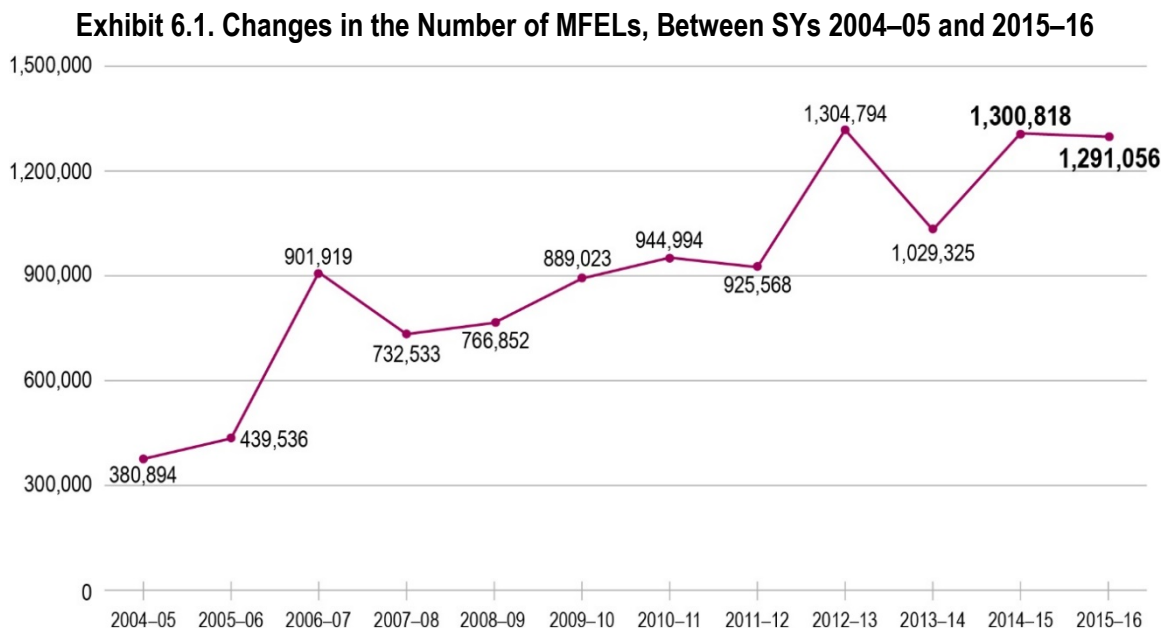
6. Monitored Former English Learners

This chapter discusses the number of monitored former English learners²² (MFELs) and their performance on state reading/language arts and mathematics assessments during the two consecutive years of monitoring, as required by the *ESEA*, as amended by *NCLB*. MFELs include:

- Students who have transitioned out of an LIEP; and
- Students who are no longer receiving EL services and who are being monitored for academic content achievement for two years after their transition.

Number of MFELs

From SYs 2004–05 to 2015–16, the total number of MFELs increased by 238.5 percent (see Exhibit 6.1). The largest percent increase in MFELs occurred between SYs 2005–06 and 2006–07 (105.3 percent), with the second largest increase between SYs 2011–12 and 2012–13 (41 percent). The largest percent decrease in MFELs occurred between SYs 2012–13 and 2013–14 (21.1 percent).

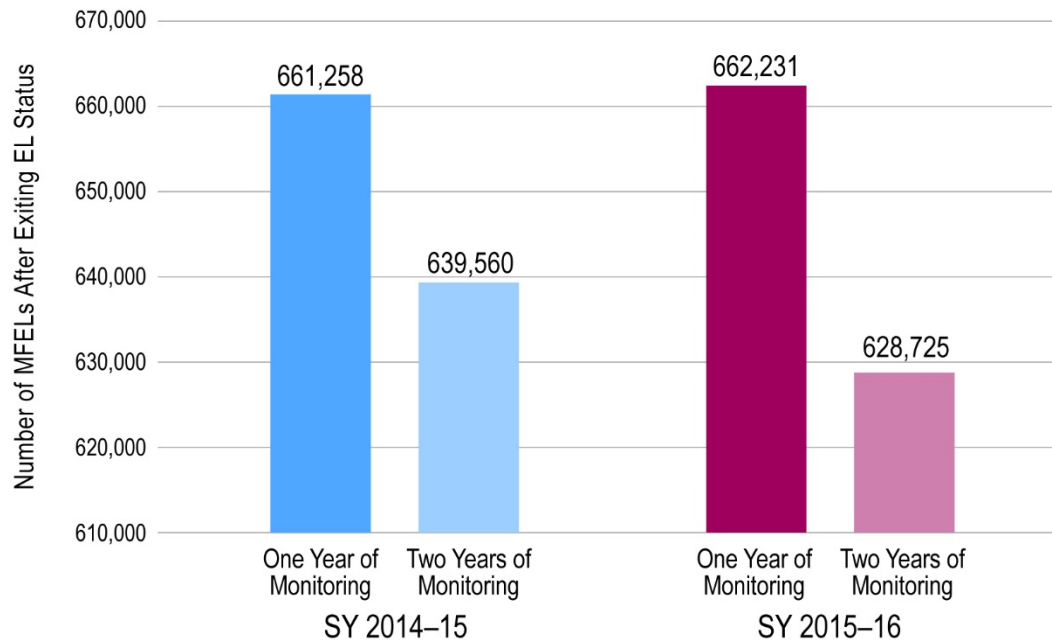


NOTE: Not all SEAs reported the number of MFELs every year. The number of SEAs that did not report their number of MFELs for each year are: SY 2004–05, eight SEAs; SY 2005–06, seven SEAs; SY 2006–07, two SEAs; SY 2008–09, one SEA; SY 2009–10, one SEA; SY 2014–15, three SEAs; and SY 2015–16, one SEA. The numbers of MFELs from SY 2004–05 through SY 2012–14 were obtained from the previous *Biennial Reports to Congress on the Implementation of the Title III State Formula Grant Program*.

SOURCE: U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2014–15 and 2015–16* (OMB #1810-0724). Data were accessed in fall 2018.

- The total number of MFELs SEAs reported in SY 2015–16 was 1,291,056, showing a slight decrease by 9,762 (or 0.7 percent) from SY 2014–15. The number of MFELs in the first year of monitoring showed a slight increase (n=973, or 0.1 percent), whereas the number of MFELs in the second year of monitoring after transitioning out from LIEPs decreased by 1.7 percent (n=10,835) from SYs 2014–15 to 2015–16 (see Exhibit 6.2).

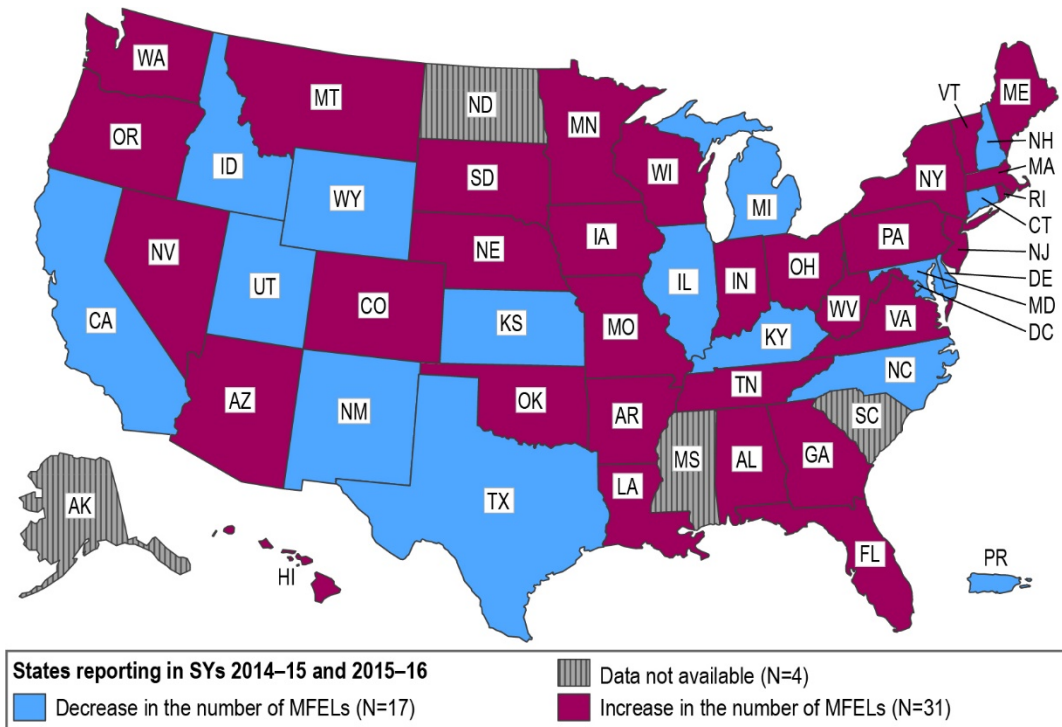
²² Puerto Rico reports on monitored former limited Spanish-proficient speakers.

Exhibit 6.2. Number of MFELs, by Years of Monitoring: SYs 2014–15 and 2015–16

NOTE: In SY 2014–15, three SEAs — Mississippi, North Dakota, South Carolina — did not report MFEL data. In SY 2015–16, one SEA, Alaska, did not report the number of MFELs.

SOURCE: U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2014–15 and 2015–16* (OMB #1810-0724). Data were accessed in fall 2018.

The number of MFELs showed little change at the national level, yet the changes at the SEA level varied; several SEAs reported a substantial increase or decrease in the total number of MFELs. Exhibit 6.3 depicts the changes in the number of MFELs at the SEA level between SYs 2014–15 and 2015–16.

Exhibit 6.3. Changes in the Number of MFELs Between SY 2014–15 and SY 2015–16

**Exhibit 6.4. Increase and Decrease in the Number and Percent of MFELs
Between SYs 2014–15 and 2015–16**

State	Number of MFELs: SY 2014–15	Number of MFELs: SY 2015–16	Numerical Increases or Decreases of MFELs from SY 2014–15 to SY 2015–16	Percent Change in MFELs from SY 2014–15 to SY 2015–16
Total	1,300,818	1,291,056	–9,762	–0.75%
Alabama	3,153	3,403	250	7.93%
Alaska	1,779	NR	—	—
Arizona	36,190	40,842	4,652	12.85%
Arkansas	2,908	3,065	157	5.40%
California	611,334	527,924	–83,410	–13.64%
Colorado	24,760	26,300	1,540	6.22%
Connecticut	6,927	5,504	–1,423	–20.54%
Delaware	1,533	199	–1,334	–87.02%
District of Columbia	2,404	2,209	–195	–8.11%
Florida	79,352	86,029	6,677	8.41%
Georgia	31,015	31,879	864	2.79%
Hawaii	6,313	6,800	487	7.71%
Idaho	3,572	3,311	–261	–7.31%
Illinois	44,617	38,261	–6,356	–14.25%
Indiana	12,294	20,790	8,496	69.11%
Iowa	2,797	5,001	2,204	78.80%
Kansas	1,189	828	–361	–30.36%
Kentucky	10,025	5,413	–4,612	–46.00%
Louisiana	7,891	8,247	356	4.51%
Maine	291	322	31	10.65%
Maryland	16,951	15,060	–1,891	–11.16%
Massachusetts	9,549	16,168	6,619	69.32%
Michigan	9,377	9,170	–207	–2.21%
Minnesota	17,450	18,973	1,523	8.73%
Mississippi	NR	316	—	—
Missouri	4,636	5,172	536	11.56%
Montana	303	611	308	101.65%
Nebraska	7,237	7,935	698	9.64%
Nevada	12,541	20,270	7,729	61.63%
New Hampshire	1,160	1,094	–66	–5.69%
New Jersey	16,768	19,823	3,055	18.22%
New Mexico	10,681	9,591	–1,090	–10.21%
New York	15,158	43,812	28,654	189.04%
North Carolina	29,038	27,503	–1,535	–5.29%
North Dakota	NR	458	—	—
Ohio	5,577	6,853	1,276	22.88%
Oklahoma	26,220	27,596	1,376	5.25%
Oregon	16,890	18,027	1,137	6.73%

State	Number of MFELs: SY 2014–15	Number of MFELs: SY 2015–16	Numerical Increases or Decreases of MFELs from SY 2014–15 to SY 2015–16	Percent Change in MFELs from SY 2014–15 to SY 2015–16
Pennsylvania	4,440	6,182	1,742	39.23%
Puerto Rico	1,448	809	-639	-44.13%
Rhode Island	1,868	2,544	676	36.19%
South Carolina	NR	5,429	—	—
South Dakota	891	1,031	140	15.71%
Tennessee	7,162	9,304	2,142	29.91%
Texas	119,092	118,559	-533	-0.45%
Utah	8,683	8,424	-259	-2.98%
Vermont	445	494	49	11.01%
Virginia	32,316	32,426	110	0.34%
Washington	24,025	30,397	6,372	26.52%
West Virginia	159	227	68	42.77%
Wisconsin	9,556	9,642	86	0.90%
Wyoming	853	829	-24	-2.81%

NOTE:

NR represents “not reported by the SEA.” and “—” indicates that percentage cannot be calculated because data were not available.

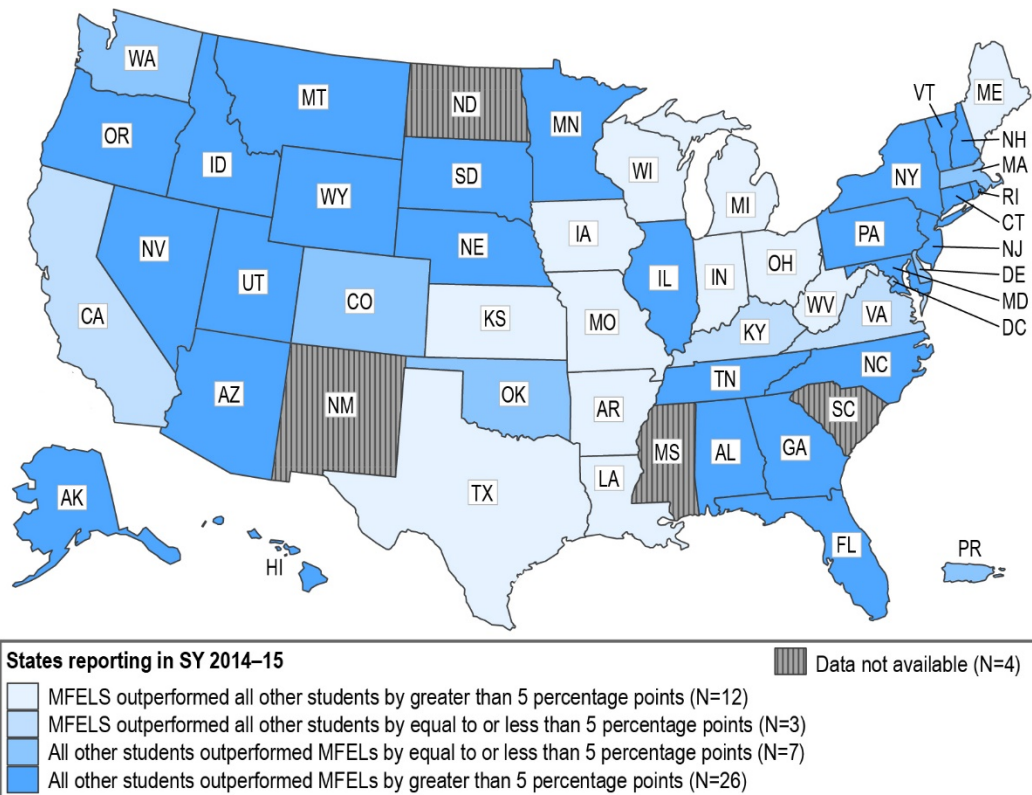
Sections 3121(a)(4) and 3123(a) of the *ESEA*, as amended by *NCLB*, require SEAs to report the progress made by MFELs in meeting challenging state academic content and student academic achievement standards for two years after such students are no longer receiving language services. SEAs are therefore required to report the number of MFELs who were in their first or second year of monitoring and their performances on required state assessments in grades three through eight and grade 11. Caution should be used when interpreting data concerning MFELs since SEAs use different

- content-area standards;
- content assessments and assessment procedures; and
- criteria for exiting ELs to ELP status.

MFELs and Reading/Language Arts Proficiency

In addition to reporting the number of MFELs, SEAs are required to report on the academic achievement of MFELs as measured by their performance on state reading/language arts assessments administered in grades three through eight and once in high school. Note that each SEA sets its own proficiency standards based on the state’s annual assessment. Therefore, the data presented should not be interpreted for cross-state or between-state comparisons.

Exhibit 6.5. Percentages of MFELs and All Students Scoring Proficient or Above on State Reading/Language Arts Assessments: SY 2014–15



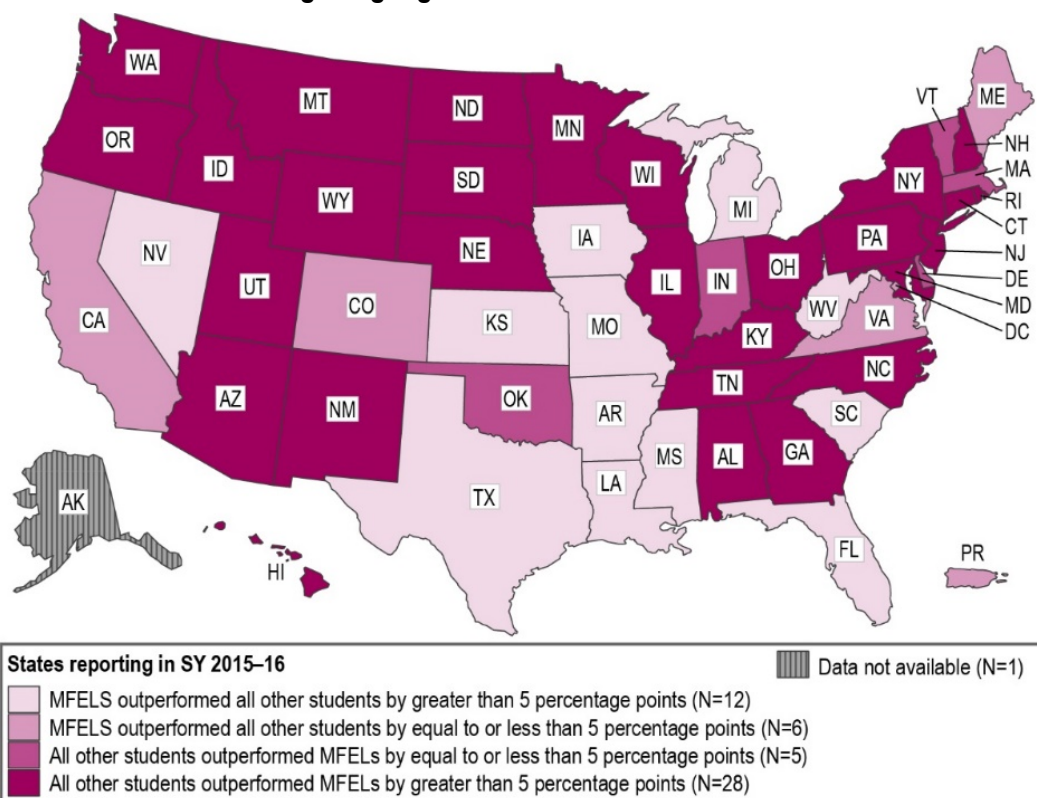
NOTE: Four SEAs did not report proficiency rates for MFELs on state reading/language arts assessments in SY 2014–15: Mississippi, New Mexico, North Dakota, and South Carolina.

SOURCE: U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2014–15 and 2015–16* (OMB #1810-0724). Data were accessed in fall 2018.

- In SY 2014–15, 15 SEAs reported that the percentage of students who scored proficient or above on the state’s reading/language arts assessment was higher among MFELs than among all students (see Table A-13 in Appendix A for details). The percentage point differences between the two groups’ performances in these 15 SEAs ranged from 56.9 percentage points (Arkansas) to 0.5 percentage points (California).
- In Arkansas, the percentage of MFELs who scored proficient or higher on the state’s reading/language arts assessment was nearly three times greater than all students (90.8 percent compared to 33.9 percent). The proficiency rate among MFELs in West Virginia (86.1 percent) was nearly double that of all students (45.8 percent). MFELs in Michigan also did notably better; 73.2 percent of MFELs achieved a proficient or higher level compared to 48.4 percent among all students.
- Thirty-three SEAs reported that the percentage of students who scored proficient or above on the state’s reading/language arts assessment was lower among MFELs than among all students (see Exhibit 6.5. and Table A-13 in Appendix A for details). The percentage point differences ranged from 37.8 percentage points (Hawaii) to one percentage point (District of Columbia). In Hawaii, only 10.7 percent of the state’s MFELs scored at the proficient or above level, whereas 48.5 percent of all students reached that level. Idaho reported that 22.2 percent of its MFELs scored proficient or higher, but the percentage of all students scoring proficient or higher was more than double that of MFELs at 51.1 percent. In

Montana, 47.8 percent of all students were proficient or above, whereas only 21.2 percent of MFELs scored at the proficient or above level.

Exhibit 6.6. Percentages of MFELs and All Students Scoring Proficient or Above on State Reading/Language Arts Assessments: SY 2015–16



NOTE: In 2015–16, Alaska did not report any achievement data at the SEA, LEA, or school levels.

SOURCE: U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2014–15 and 2015–16* (OMB #1810-0724). Data were accessed in fall 2018.

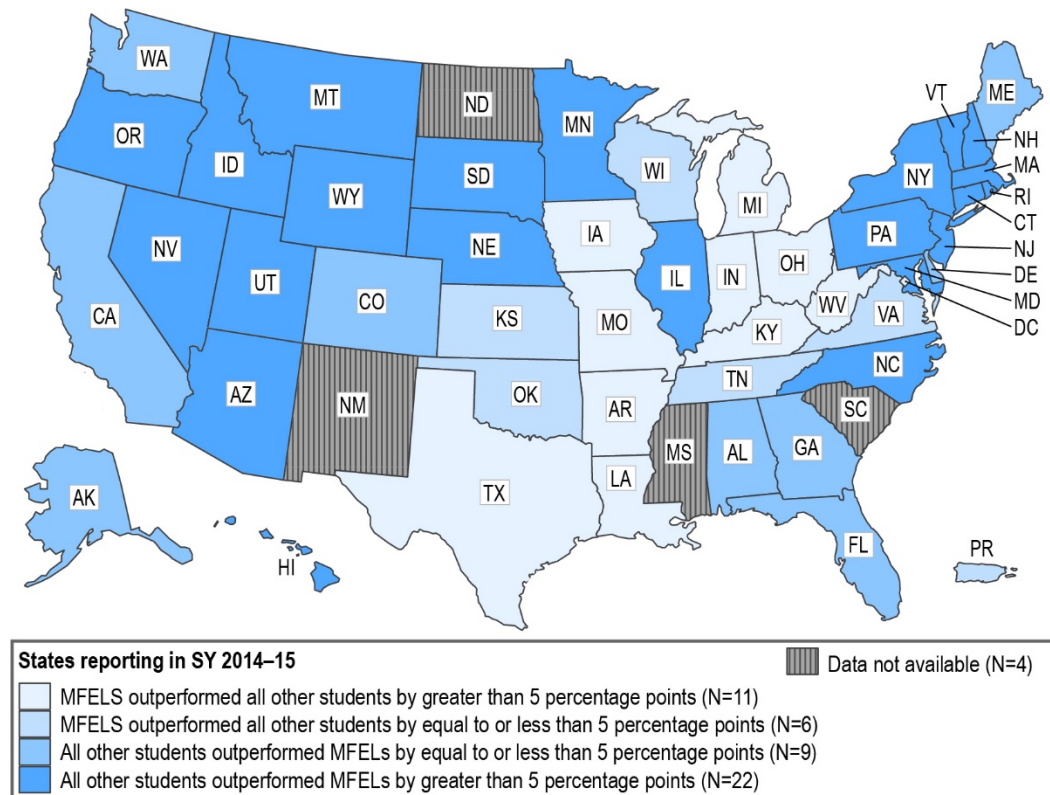
- In SY 2015–16, 18 SEAs reported that the percentage of students who scored proficient or above on the state’s reading/language arts assessment was higher among MFELs than among all students (see Table A-13 in Appendix A for details).
- The percentage of MFELs who scored proficient or above on the reading/language arts assessments was nearly double the percentage of all students in Florida (98.4 percent compared to 52.1 percent), Arkansas (81.1 percent compared to 48 percent), and West Virginia (86.9 percent compared to 48.1 percent).
- Thirty-three SEAs reported that the percentage of MFELs who scored proficient or above was lower than that of all students. The largest differences were reported by Tennessee (MFELs 6.5 percent compared to 35.4 percent of all students), followed by Idaho (28.6 percent compared to 53 percent of all students) and North Dakota (25.4 percent compared to 51 percent of all students).

MFELs and Mathematics Proficiency

SEAs were also required to report on the academic achievement of MFELs as measured by their performance on state mathematics assessments administered in grades three through eight and once in high school. Note that each SEA sets its own proficiency standards based on the state's annual assessment. Therefore, the data presented should not be interpreted for cross-state or between-state comparisons.

- In SY 2014–15, 17 SEAs reported that the percentage of students who scored proficient or above on the state's mathematics assessment was higher among MFELs than among all students (see Exhibit 6.7 and Table A-14 in Appendix A for details). The percentage point differences between the two groups ranged from 61.1 percentage points (Arkansas) to 0.1 percentage points (Wisconsin).
- In Arkansas, the percentage of MFELs who scored proficient or higher on the state's mathematics assessment was nearly three times greater than all students (85.7 percent compared to 24.6 percent). The proficiency rate for MFELs in West Virginia (74.8 percent) was more than double that of all students (29.5 percent). In Michigan, 61.8 percent of MFELs scored proficient or above compared with 36.5 percent of all students who scored proficient or above on the state's mathematics assessments.
- Thirty-one SEAs reported that the percentage of MFELs who scored proficient or above was lower than that of all students. The largest percentage point differences were reported by Tennessee (MFELs 6.5 percent compared to 35.4 percent of all students), followed by Idaho (28.6 percent compared to 53 percent of all students) and North Dakota (25.4 percent compared to 51 percent of all students).
- Three SEAs reported much higher proficiency rates among all students than that of the MFELs. They were Nevada (95.4 percent compared to 60.5 percent of MFELs), Hawaii (41 percent compared to 14.2 percent of MFELs), and Montana (38.9 percent compared to 14.4 percent of MFELs).

Exhibit 6.7. Percentages of MFELs and All Students Scoring Proficient or Above on State Mathematics Assessments: SY 2014–15

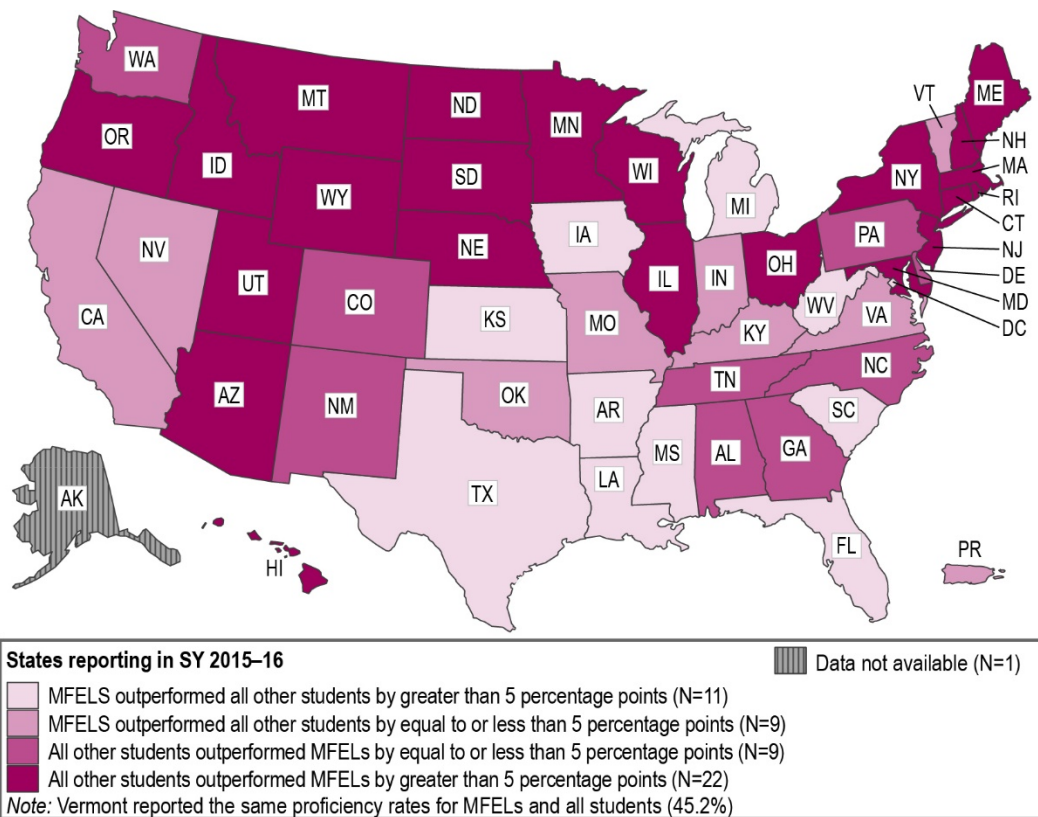


NOTE: Four SEAs did not report proficiency rates for MFELs on state mathematics assessments in SY 2014–15: Mississippi, New Mexico, North Dakota, and South Carolina.

SOURCE: U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2014–15 and 2015–16* (OMB #1810-0724). Data were accessed in fall 2018.

- In SY 2015–16, 19 SEAs reported proficiency rates for MFELs on the state mathematics assessment that exceeded those of all students who took the assessment (see Exhibit 6.8. and Table A-14 in Appendix A for details). The percentage point differences ranged from 0.5 percentage point (Indiana) to 46 percentage points (West Virginia).
- Three SEAs reported much higher proficiency rates for MFELs on the state mathematics assessments than that of all students. They were West Virginia (78.9 percent of MFELs compared to 32.9 percent of all students), Florida (98.3 percent compared to 53.4 percent of all students), and South Carolina (76 percent compared to 45.6 percent of all students).
- Thirty-one SEAs reported lower proficiency rates on state mathematics assessments for MFELs than all students. The percentage point differences between MFELs and all students ranged from 0.6 percentage points (Alabama) to 26.3 percentage points (South Dakota).
- Three SEAs reported much higher proficiency rates among all students than that of the MFELs. They were South Dakota (17.4 percent of MFELs compared to 43.8 percent of all students), Montana (15.9 percent compared to 41.3 percent of all students), and Ohio (41.7 percent compared to 60.3 percent of all students).

Exhibit 6.8. Percentages of MFELs and All Students Scoring Proficient or Above on State Mathematics Assessments: SY 2015–16



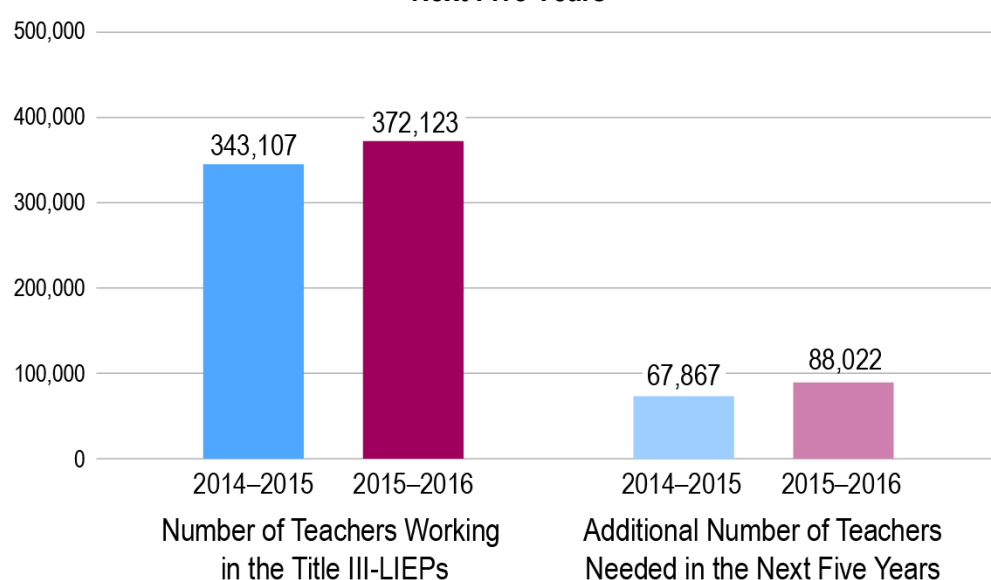
NOTE: In 2015–16, Alaska did not report any achievement data at SEA, LEA, or school levels.

SOURCE: U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2014–15 and 2015–16* (OMB #1810-0724). Data were accessed in fall 2018.

7. Educational Staff Working With English Learners

SEAs in the 50 States, District of Columbia, and Puerto Rico reported the total number of certified or licensed teachers working in *Title III*-supported language instruction education programs (LIEPs) in SYs 2014–15 and 2015–16. The number of additional certified or licensed teachers SEAs estimate they will need to staff *Title III*-supported LIEPs in the next five years was also reported.²³ This discussion of teachers of ELs also describes the trends observed in the five states with the largest numbers of ELs served in *Title III*-supported LIEPs, as well as in the five states with the largest increase of ELs served in *Title III*-supported LIEPs between SYs 2014–15 and 2015–16. Table A-20 in Appendix A presents the numbers reported by all 50 SEAs, the District of Columbia, and Puerto Rico for both years.

Exhibit 7.1. Number of Certified or Licensed Teachers Working in *Title III*-Supported LIEPs in SYs 2014–15 and 2015–16, and the Estimated Number of Additional Teachers Needed in the Next Five Years



NOTE: In the CSPR data notes, Florida explained that the state has no data on the number of certified or licensed teachers working in the *Title III*-Supported LIEPs. It stated that “Florida’s Consent Decree requires ESOL content area teachers to be ESOL endorsed or certified. To utilize *Title III* funds for certified/licensed teachers would be considered supplanting instead of supplementing. Therefore, there are no data to collect.”

SOURCE: U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2014–15 and 2015–16* (OMB #1810-0724). These data were reported by SEAs from the 50 States, District of Columbia, and Puerto Rico. Data were accessed in fall 2018.

- In 2014–15, 343,107 certified or licensed teachers worked in *Title III*-supported LIEPs. In 2015–16, the number increased to 372,123. The addition of 29,015 teachers represented an 8.5 percent increase in the number of teachers working in *Title III*-supported LIEPs.
- Nine states (Hawaii, Kansas, Maine, Nebraska, Nevada, New Jersey, Puerto Rico, Vermont, and West Virginia) reported that the number of certified or licensed teachers in *Title III*-supported LIEPs decreased in SY 2015–16 from the previous year.

²³ The number of teachers working in the *Title III*-supported LIEPs includes teachers who are not paid with *Title III* funds. Estimated number of additional teachers is the total number needed for the next five years, not the number needed for each year, and it does not include the number of teachers currently working in the *Title III*-supported LIEPs.

- From SYs 2014–15 to 2015–16, Delaware reported the highest increase in the number of certified or licensed teachers (a 566.7% increase from 12 to 80), followed by Connecticut (a 348.7% increase from 158 to 709) and Alabama (a 278.6% increase from 555 to 2,101).
- In SY 2014–15, SEAs estimated needing a total of 67,867 additional teachers for *Title III*-supported LIEPs over the next five years. In 2015–16, the estimated number of teachers needed was 88,022, an increase of 29.4 percent from the previous year.
- From SYs 2014–15 to 2015–16, Illinois reported the highest increase in the estimated number of additional teachers needed in the next five years (259.7% increase from 3,591 to 12,916), followed by Nevada (230.5% from 5,000 to 16,523) and Louisiana (93.3% increase from 315 to 609).

Educational Staff in the *Title III*-Supported LIEPs in the Five States with the Largest Numbers of ELs Served

In 2015–16, the five states with the largest numbers of students served in *Title III*-supported LIEPs were California, Texas, Florida, New York, and Illinois. These five states enrolled 50 percent of all ELs served in *Title III*-supported LIEPs in 50 States, the District of Columbia, and Puerto Rico.

Exhibit 7.2. Educational Staff in the Five States with the Largest Numbers of ELs Served in *Title III*-supported LIEPs: SYs 2014–15 and 2015–16

State	Number of Certified or Licensed Teachers Working in <i>Title III</i> -Supported LIEPs			Estimated Number of Additional Certified or Licensed Teachers Needed in the Next Five Years			Number of ELs Receiving Services in <i>Title III</i> -Supported LIEPs		
	2014–15	2015–16	Percent Changes Between 2014–15 & 2015–16	2014–15	2015–16	Percent Changes Between 2014–15 & 2015–16	2014–15	2015–16	Percent Changes Between 2014–15 & 2015–16
California	203,284	212,773	4.7%	24,898	24,124	-3.1%	1,354,691	1,335,525	-1.4%
Texas	25,753	26,441	2.7%	13,606	13,606	0.0%	858,677	890,634	3.7%
Florida	49,630	49,667	0.1%	—	—	—	250,679	267,715	6.8%
New York	6,626	7,219	8.9%	2,025	2,300	13.6%	70,949	209,533	195.3%
Illinois	6,688	15,096	125.7%	3,591	12,916	259.7%	185,144	186,609	0.8%
Total (5 SEAs)	291,981	311,196	6.6%	44,120	52,946	20.0%	2,720,140	2,890,016	6.2%
Total (All)	343,107	372,123	8.5%	67,867	88,022	29.7%	4,497,352	4,691,831	4.3%

— Percentage cannot be calculated because data were not available.

NOTE: Florida does not collect data on the additional number of teachers needed in the next five years per the requirements of the state's consent decree. In New York, 352 LEAs received *Title III* funds in SY 2015–16 compared with 290 for SY 2014–15; these additional 62 LEAs reporting data in SY 2015–16 led to an increase in the numbers NY reported for SY 2015–16.

SOURCE: U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2014–15 and 2015–16* (OMB #1810-0724). Data were accessed in fall 2018.

- In SY 2014–15, the total number of certified or licensed teachers working in *Title III*-supported LIEPs in these five states was 291,981, accounting for 85.1 percent of all teachers in the 50 States, the District of Columbia, and Puerto Rico. In SY 2015–16, the number of such teachers increased to 311,196, accounting for 83.6 percent of all certified or licensed teachers working in *Title III*-supported LIEPs in all 50 states, the District of Columbia, and Puerto Rico.

- Between SYs 2014–15 and 2015–16, the number of certified or licensed teachers working in *Title III*-supported LIEPs increased by 6.6 percent in these five states. During the same period, the total number of ELs served in the *Title III*-supported LIEPs in these five states increased 6.2 percent.
- The estimated number of additional certified or licensed teachers needed in *Title III*-supported LIEPs for the next five years in these five states increased by 8,826 from SY 2014–15 to SY 2015–16, representing an increase of 20 percent. These accounted for 65 percent (SY 2014–15) and 60.2 percent (SY 2015–16) of all such teachers needed for the next five years across all 50 states, the District of Columbia, and Puerto Rico.
- Between SYs 2014–15 and 2015–16, Illinois reported an increase of 125.7 percent in the number of certified or licensed teachers working in *Title III*-supported LIEPs and an increase of 259.7 percent in the estimated number of such teachers needed for the next five years. During this time, the state reported a 0.8 percent increase in the number of students served in *Title III*-supported LIEPs.

Educational Staff in the *Title III*-Supported LIEPs in the Five States With the Largest Percent Increase in the Number of ELs Served between SYs 2014–15 and 2015–16

Thirty-six states and the District of Columbia reported increases in the number of ELs served in *Title III*-supported LIEPs ranging from a 0.1 percent to a 195.3 percent between SYs 2014–15 and 2015–16. Five states — New York, Tennessee, Mississippi, Delaware, and Rhode Island — reported the largest increase in the number of ELs served in *Title III*-supported LIEPs during the same period.

Exhibit 7.3. Educational Staff in the Five States With the Largest Percent Increase of the Number of English Learners (ELs) Served in the *Title III*-Supported LIEPs Between SYs 2014–15 and 2015–16

State	Number of Certified or Licensed Teachers Working in <i>Title III</i> -Supported LIEPs			Estimated Number of Additional Certified or Licensed Teachers Needed in the Next Five years			Number of ELs Receiving Services in <i>Title III</i> -Supported LIEPs		
	2014–15	2015–16	Percent Changes Between 2014–15 & 2015–16	2014–15	2015–16	Percent Changes Between 2014–15 & 2015–16	2014–15	2015–16	Percent Changes Between 2014–15 & 2015–16
New York	6,626	7,219	8.9%	2,025	2,300	13.6%	70,949	209,533	195.3%
Tennessee	1,108	1,221	10.2%	110	120	9.1%	33,402	40,160	20.2%
Mississippi	87	97	11.5%	300	300	0.0%	7,301	8,467	16.0%
Delaware	12	80	566.7%	50	50	0.0%	8,110	9,248	14.0%
Rhode Island	330	383	16.1%	100	120	20.0%	9,339	10,338	10.7%
Total (5 SEAs)	8,163	9,000	10.3%	2,585	2,890	11.8%	129,101	277,746	115.1%
Total (All)	343,107	372,123	8.5%	67,867	88,022	29.7%	4,497,352	4,691,831	4.3%

NOTE: In New York, 352 LEAs received Title III funds in SY 2015–16, compared with 290 for SY 2014–15; these additional 62 LEAs reporting data in SY 2015–16 led to an increase in the numbers NY reported for SY 2015–16.

SOURCE: U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2014–15 and 2015–16* (OMB #1810-0724). Data were accessed in fall 2018.

- Between SYs 2014–15 and 2015–16, New York reported the largest increase in the number of students served in *Title III*-supported LIEPs in the nation, reporting a 195.3 percent increase. During the same time, the number of certified or licensed teachers in the

Title III-supported LIEPs in the state increased by 8.9 percent, and the estimated number of additional teachers needed was increased by 13.6 percent.

- Delaware reported an increase of 566.7 percent in the number of certified or licensed teachers working in *Title III*-supported LIEPs between SYs 2014–15 and 2015–16. During the same time, the SEA reported a 14 percent increase in the number of ELs served in *Title III*-supported LIEPs.

Appendix A: Detailed Data Tables

**Table A-1. Number of Identified English Learners (ELs), and Percent Changes:
SYs 2014–15 and 2015–16**

State Name	SY 2014–15	SY 2015–16	Percent Changes Between School Years
Total	4,808,758	4,852,903	0.92%
Alabama	21,918	20,215	-7.77%
Alaska	16,174	15,193	-6.07%
Arizona	72,267	67,050	-7.22%
Arkansas	37,774	38,345	1.51%
California	1,397,841	1,373,724	-1.73%
Colorado	104,964	104,258	-0.67%
Connecticut	35,987	34,884	-3.06%
Delaware	8,468	9,690	14.43%
District of Columbia	5,855	6,119	4.51%
Florida	254,956	268,109	5.16%
Georgia	104,784	110,035	5.01%
Hawaii	15,340	13,619	-11.22%
Idaho	12,758	13,469	5.57%
Illinois	201,292	193,879	-3.68%
Indiana	57,770	50,650	-12.32%
Iowa	26,988	27,240	0.93%
Kansas	54,200	52,751	-2.67%
Kentucky	20,835	22,042	5.79%
Louisiana	18,679	23,898	27.94%
Maine	5,155	5,051	-2.02%
Maryland	60,705	63,348	4.35%
Massachusetts	78,571	82,746	5.31%
Michigan	84,331	89,376	5.98%
Minnesota	70,527	71,121	0.84%
Mississippi	9,165	9,572	4.44%
Missouri	29,058	29,607	1.89%
Montana	3,210	3,140	-2.18%
Nebraska	20,183	20,623	2.18%
Nevada	77,189	78,416	1.59%
New Hampshire	4,141	4,130	-0.27%
New Jersey	71,333	68,656	-3.75%
New Mexico	50,076	52,376	4.59%
New York	217,715	216,259	-0.67%
North Carolina	96,986	102,019	5.19%
North Dakota	3,082	3,162	2.60%
Ohio	47,965	51,301	6.96%
Oklahoma	45,654	46,761	2.42%
Oregon	49,484	52,764	6.63%

State Name	SY 2014–15	SY 2015–16	Percent Changes Between School Years
Pennsylvania	51,511	52,515	1.95%
Puerto Rico	2,096	1,552	-25.95%
Rhode Island	10,028	10,545	5.16%
South Carolina	40,575	42,572	4.92%
South Dakota	5,015	4,563	-9.01%
Tennessee	35,596	40,627	14.13%
Texas	860,513	892,000	3.66%
Utah	41,340	42,800	3.53%
Vermont	1,444	1,393	-3.53%
Virginia	104,823	107,547	2.60%
Washington	110,774	112,808	1.84%
West Virginia	2,862	2,791	-2.48%
Wisconsin	45,479	45,592	0.25%
Wyoming	3,322	2,934	-11.68%

NOTE: In Puerto Rico, limited Spanish proficient students are identified and receive services in *Title III*-supported LIEPs.

SOURCE: U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2014–15 and 2015–16* (OMB #1810-0724).. Data were accessed in fall 2018.

Table A-2. Mostly Commonly Spoken Languages, Other Than English, by All Identified English Learners: SYs 2014–15 and 2015–16

SY 2014–15		SY 2015–16	
Language	Number of All ELs Speaking the Language	Language	Number of All ELs Speaking the Language
Spanish; Castilian	3,706,816	Spanish; Castilian	3,741,179
Arabic	99,637	Arabic	106,929
Chinese	97,886	Chinese	92,286
Vietnamese	75,536	Vietnamese	68,221
Somali	25,371	Somali	27,516
Haitian; Haitian Creole	25,129	Haitian; Haitian Creole	24,358
Tagalog	21,441	Tagalog	20,552
Hmong	21,278	Hmong	19,422
Portuguese	11,818	Portuguese	14,502
Russian	11,529	Russian	11,697
Urdu	9,036	Urdu	9,420
Bengali	8,505	Navajo; Navaho	8,441
Navajo; Navaho	7,380	Bengali	8,225
Yupik languages	6,567	Karen languages	6,110
Not applicable	6,239	Polish	6,007
Polish	6,198	Yupik languages	5,643
Karen languages	5,522	Marshallese	4,725
Marshallese	3,975	Creoles and pidgins, Portuguese-based (Other)	3,723
Creoles and pidgins, Portuguese-based (Other)	3,779	Burmese	3,585
Nepali	3,774	Nepali	3,448
Filipino; Pilipino	3,500	Filipino; Pilipino	3,199
Burmese	3,452	German	3,151
German	3,347	Creoles and pidgins (Other)	2,851
Korean	3,145	French	2,763
Iloko	3,078	Iloko	2,547
French	2,601	Chuukese	1,836
Undetermined	2,154	Bosnian	1,775
Bosnian	2,022	Albanian	1,632
Chuukese	1,874	Korean	1,382
Albanian	1,838	Amharic	1,358
Amharic	1,274	Inupiaq	1,132
Inupiaq	1,269	Nias	1,131
Samoan	1,190	Kurdish	874
Nias	1,059	Caucasian (Other)	826
Creoles and pidgins, French based (Other)	773	Cherokee	775
Cherokee	745	Creoles and pidgins, French-based (Other)	704
Caucasian (Other)	636	Tagalog	518
Kurdish	458	Choctaw	487
Zuni	450	Sino-Tibetan (Other)	458

SY 2014–15		SY 2015–16	
Language	Number of All ELs Speaking the Language	Language	Number of All ELs Speaking the Language
Lao	383	Lao	342
Creoles and pidgins (Other)	304	North American Indian	228
Siouan languages	249	Swahili	196
Swahili	143	Apache languages	145
Creoles and pidgins, English based (Other)	127	Cushitic (Other)	121
Cushitic (Other)	118	Gujarati	56
North American Indian	89	Uncoded languages	31
Gujarati	62	Mandingo	7
Irish	2		
Bengali	8,505		
Navajo; Navaho	7,380		

NOTE: SEAs report the top five languages and the number of all ELs, not just ELs in LEAs receiving *Title III* funds, speaking each of the top five languages.

SOURCE: U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2014–15 and 2015–16* (OMB #1810-0724). Data were accessed in fall 2018.

Table A-3. Number of K–12 Immigrant Children and Youth Enrolled in School, and Number and Percentage of K-12 Immigrant Children and Youth in LEAs Receiving *Title III* Subgrants for Immigrant Children and Youth: SYs 2014–15 and 2015–16

State	SY 2014–15			SY 2015–16			Percent Change between 2014–15 and 2015–16		
	Number of immigrant students enrolled	Number of immigrant students in LEAs receiving <i>Title III</i> subgrants for immigrant children and youth	Percentage served in LEAs receiving <i>Title III</i> subgrants for immigrant children and youth	Number of Immigrant Students Enrolled	Number of immigrant students in LEAs receiving <i>Title III</i> subgrants for immigrant children and youth	Percentage served in LEAs receiving <i>Title III</i> subgrants for immigrant children and youth	Percent change in number of immigrant students enrolled	Immigrant students in LEAs receiving <i>Title III</i> subgrants for immigrant children and youth	Percentage s/erved in LEAs receiving <i>Title III</i> subgrants for immigrant children and youth
Total	725,912	231,298	31.86%	806,540	325,544	40.36%	11.11%	40.75%	26.68%
Alabama	3,031	565	18.64%	3,003	887	29.54%	-0.92%	56.99%	58.45%
Alaska	1,447	71	4.91%	1,274	1,203	94.43%	-11.96%	1594.37%	1824.45%
Arizona	9,130	5,289	57.93%	6,465	3,239	50.10%	-29.19%	-38.76%	-13.52%
Arkansas	2,750	0	0.00%	3,081	229	7.43%	12.04%	—	—
California	164,025	8,145	4.97%	176,430	7,874	4.46%	7.56%	-3.33%	-10.12%
Colorado	8,410	1,641	19.51%	9,474	3,465	36.57%	12.65%	111.15%	87.44%
Connecticut	11,364	4,615	40.61%	2,066	1,443	69.85%	-81.82%	-68.73%	71.99%
Delaware	2,097	1,874	89.37%	2,521	2,228	88.38%	20.22%	18.89%	-1.11%
District of Columbia	2,372	366	15.43%	2,945	28	0.95%	24.16%	-92.35%	-93.84%
Florida	69,052	4,147	6.01%	85,434	18,402	21.54%	23.72%	343.74%	258.65%
Georgia	21,320	12,421	58.26%	24,803	15,801	63.71%	16.34%	27.21%	9.35%
Hawaii	5,864	2,678	45.67%	5,268	3,001	56.97%	-10.16%	12.06%	24.74%
Idaho	891	68	7.63%	1,159	207	17.86%	30.08%	204.41%	134.02%
Illinois	22,580	1,366	6.05%	10,542	890	8.44%	-53.31%	-34.85%	39.55%
Indiana	6,674	1,511	22.64%	7,919	1,582	19.98%	18.65%	4.70%	-11.76%
Iowa	4,531	1,842	40.65%	5,232	1,671	31.94%	15.47%	-9.28%	-21.44%
Kansas	2,641	378	14.31%	2,630	486	18.48%	-0.42%	28.57%	29.11%
Kentucky	5,678	3,864	68.05%	6,593	2,260	34.28%	16.11%	-41.51%	-49.63%
Louisiana	7,293	194	2.66%	7,089	7,089	100.00%	-2.80%	3554.12%	3659.28%
Maine	1,568	32	2.04%	1,817	35	1.93%	15.88%	9.38%	-5.61%
Maryland	25,140	5,263	20.93%	31,298	6,960	22.24%	24.49%	32.24%	6.22%
Massachusetts	24,465	18,252	74.60%	26,609	20,016	75.22%	8.76%	9.66%	0.83%
Michigan	15,689	12,324	78.55%	17,104	14,207	83.06%	9.02%	15.28%	5.74%
Minnesota	11,085	3,860	34.82%	13,027	7,185	55.15%	17.52%	86.14%	58.39%
Mississippi	741	228	30.77%	1,055	501	47.49%	42.38%	119.74%	54.34%
Missouri	4,251	2,366	55.66%	4,755	2,545	53.52%	11.86%	7.57%	-3.84%
Montana	117	21	17.95%	44	20	45.45%	-62.39%	-4.76%	153.25%
Nebraska	4,575	2,107	46.05%	5,615	1,679	29.90%	22.73%	-20.31%	-35.07%
Nevada	1,119	1,109	99.11%	1,246	1,246	100.00%	11.35%	12.35%	0.90%
New Hampshire	1,713	879	51.31%	1,758	857	48.75%	2.63%	-2.50%	-5.00%
New Jersey	33,169	21,602	65.13%	49,617	32,279	65.06%	49.59%	49.43%	-0.11%
New Mexico	3,230	0	0.00%	2,766	0	0.00%	-14.37%	—	—

State	SY 2014–15			SY 2015–16			Percent Change between 2014–15 and 2015–16		
	Number of immigrant students enrolled	Number of immigrant students in LEAs receiving Title III subgrants for immigrant children and youth	Percentage served in LEAs receiving Title III subgrants for immigrant children and youth	Number of Immigrant Students Enrolled	Number of immigrant students in LEAs receiving Title III subgrants for immigrant children and youth	Percentage served in LEAs receiving Title III subgrants for immigrant children and youth	Percent change in number of immigrant students enrolled	Immigrant students in LEAs receiving Title III subgrants for immigrant children and youth	Percentage s/erved in LEAs receiving Title III subgrants for immigrant children and youth
New York	24,289	24,289	100.00%	26,810	26,810	100.00%	10.38%	10.38%	0.00%
North Carolina	13,871	2,112	15.23%	21,478	20,936	97.48%	54.84%	891.29%	540.20%
North Dakota	1,067	394	36.93%	1,408	936	66.48%	31.96%	137.56%	80.03%
Ohio	13,772	10,789	78.34%	13,595	1,022	7.52%	-1.29%	-90.53%	-90.40%
Oklahoma	4,764	3,802	79.81%	5,436	4,577	84.20%	14.11%	20.38%	5.50%
Oregon	6,671	627	9.40%	9,128	628	6.88%	36.83%	0.16%	-26.80%
Pennsylvania	18,177	8,228	45.27%	19,527	11,502	58.90%	7.43%	39.79%	30.13%
Puerto Rico	205	152	74.15%	0	0				
Rhode Island	2,577	70	2.72%	3,097	506	16.34%	20.18%	622.86%	501.49%
South Carolina	-1	-1	100.00%	7,315	2,832	38.71%	-731600.00%	-283,300.00%	-61.29%
South Dakota	727	20	2.75%	960	8	0.83%	32.05%	-60.00%	-69.71%
Tennessee	9,314	1,879	20.17%	10,371	8,482	81.79%	11.35%	351.41%	305.40%
Texas	84,736	31,235	36.86%	92,490	57,354	62.01%	9.15%	83.62%	68.23%
Utah	6,090	823	13.51%	7,324	928	12.67%	20.26%	12.76%	-6.24%
Vermont	763	641	84.01%	758	236	31.13%	-0.66%	-63.18%	-62.94%
Virginia	27,816	23,599	84.84%	29,753	26,143	87.87%	6.96%	10.78%	3.57%
Washington	27,505	1,942	7.06%	31,887	2,505	7.86%	15.93%	28.99%	11.26%
West Virginia	1,316	0	0.00%	1,337	0	0.00%	1.60%	—	—
Wisconsin	3,700	1,545	41.76%	2,895	614	21.21%	-21.76%	-60.26%	-49.21%
Wyoming	541	74	13.68%	332	10	3.01%	-38.63%	-86.49%	-77.98%

NOTE: *Number of immigrant student enrolled* represents the 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. *Number of immigrant students in LEAs receiving Title III subgrants for immigrant children and youth* represents the number of students enrolled in LEAs receiving subgrants under Section 3114(d)(1), using the funds reserved for immigrant education programs/activities. This number does not include immigrant students who are ELs and only receive services in districts receiving subgrants under the *Title III*-formula for ELs under Sections 3114(a) and 3115(a). In SY 2014–15, Arkansas and New Mexico did not report the number of students participating in 3114(d)(1) program. The number of students enrolled and participated reported by South Carolina were not available. West Virginia did not report the number of students participating in 3114(d)(1) program, and did not provide data notes explaining the non-reporting. In SY 2015–16, West Virginia did not report the number of students who participated in 3114(d)(1) program, and did not provide data notes explaining the non-reporting. Puerto Rico did not report the number of students enrolled nor the number of students who participated in 3114(d)(1) program, and did not provide data notes explaining the non-reporting.

SOURCE: U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2014–15 and 2015–16* (OMB #1810-0724). Data were accessed in fall 2018.

Table A-4. Languages of Instruction in Dual Language Programs: SYs 2014–15 and 2015–16

States	SY 2014–15		SY 2015–16	
	Dual Language Program	Languages	Dual Language Program	Languages
Alabama	No	—	No	—
Alaska	No	—	No	—
Arizona	Yes	Spanish	Yes	Spanish
Arkansas	No	—	No	—
California	Yes	Armenian, Cantonese, Chinese, French, German, Hmong, Italian, Japanese, Korean, Mandarin, Spanish	Yes	Armenian, Cantonese, Chinese, French, German, Italian, Japanese, Korean, Mandarin, Spanish, Vietnamese
Colorado	Yes	Spanish	Yes	Spanish
Connecticut	Yes	Spanish	Yes	Spanish
Delaware	No	—	No	—
District of Columbia	Yes	Spanish and French	Yes	Spanish and French
Florida ^a	No	—	No	—
Georgia	Yes	Spanish, French, German, Chinese	Yes	Spanish, German, French, Chinese
Hawaii	No	—	No	—
Idaho	Yes	Spanish, Mandarin Chinese	Yes	Spanish, Mandarin Chinese
Illinois	Yes	Spanish	Yes	Spanish
Indiana	Yes	Spanish	Yes	Spanish, Mandarin
Iowa	Yes	Not specified	Yes	Not specified
Kansas	Yes	Spanish	Yes	Not specified
Kentucky	Yes	Spanish	Yes	Spanish
Louisiana	No	—	Yes	Spanish, French
Maine	Yes	French	Yes	French
Maryland	Yes	Spanish	Yes	Spanish
Massachusetts	Yes	Spanish, Portuguese	Yes	Spanish, Portuguese
Michigan	Yes	Spanish, Arabic, Mandarin	Yes	Spanish, Arabic, Mandarin
Minnesota	Yes	Spanish, Somali, French, Mandarin	Yes	German, Spanish, Somali, French, Chinese
Mississippi	No	—	No	—
Missouri	No	—	No	—
Montana	Yes	Blackfeet	No	—
Nebraska	Yes	Spanish	Yes	Spanish
Nevada	No	—	No	—
New Hampshire	No	—	No	—
New Jersey	Yes	Spanish	Yes	Spanish
New Mexico	Yes	Spanish; Navajo	Yes	Spanish; Navajo
New York	Yes	Spanish, Chinese, Haitian-Creole	Yes	Arabic, Chinese, French, Haitian Creole, Hebrew, Japanese, Korean, Polish, Russian, Spanish, Yiddish
North Carolina	Yes	Spanish, Chinese (Mandarin), Japanese, German, French	Yes	Spanish, Chinese (Mandarin), Japanese, German, French
North Dakota	Yes	Not specified	No	—
Ohio	Yes	Spanish, Other, Arabic/French/Somali	Yes	Spanish, Pennsylvania Dutch, Chinese, French, Japanese, Somali
Oklahoma	Yes	Spanish	Yes	Spanish

States	SY 2014–15		SY 2015–16	
	Dual Language Program	Languages	Dual Language Program	Languages
Oregon	Yes	Spanish, Russian, Chinese, Japanese, Vietnamese	Yes	Not specified
Pennsylvania	Yes	Spanish	Yes	Spanish
Puerto Rico ^b	No	—	No	—
Rhode Island	Yes	Spanish	Yes	Spanish
South Carolina	No	—	No	—
South Dakota	No	—	No	—
Tennessee	No	—	Yes	Spanish
Texas	Yes	Spanish, Vietnamese	Yes	Spanish, Vietnamese
Utah	Yes	Chinese, French, Portuguese, Spanish	Yes	Chinese, French, Portuguese, Spanish, German
Vermont	No	—	No	—
Virginia	Yes	Spanish	Yes	Spanish
Washington	Yes	Russian, Spanish, Vietnamese, Chinese	Yes	Russian, Spanish, Vietnamese, Chinese
West Virginia	No	—	No	—
Wisconsin	Yes	Spanish	Yes	Spanish
Wyoming	Yes	Spanish	Yes	Spanish

^a Florida LIEPs have different names. They are: sheltered-English, sheltered-core/basic subject areas, mainstream/inclusion-English, mainstream/inclusion-core/basic subject areas, maintenance and/or developmental bilingual education, and dual language (two-way developmental bilingual education).

^b The language of instruction in Puerto Rico's public-school system is Spanish, and English is taught as a second language. Two programs were offered: full immersion in Spanish with differentiated instruction and inclusive classroom with differentiated instruction.

NOTES: “—” indicates not applicable. *Not specified* means states did not report the name of the language of instruction used in the programs, other than English.

SOURCE: U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2014–15 and 2015–16* (OMB #1810-0724).. Data were accessed in fall 2018.

Table A-5. Languages of Instruction in Two-Way Immersion Programs: SYs 2014–15 and 2015–16

States	SY 2014–15		SY 2015–16	
	Two-Way Immersion Program	Languages	Two-Way Immersion Program	Languages
Alabama	No	—	No	—
Alaska	Yes	Yup'ik, Spanish	Yes	Yupik, Spanish
Arizona	No	—	No	—
Arkansas	No	—	No	—
California	Yes	Armenian, Cantonese, Chinese, French, German, Hmong, Italian, Japanese, Korean, Mandarin, Spanish	Yes	Armenian, Cantonese, Chinese, French, German, Italian, Japanese, Korean, Mandarin, Spanish, Vietnamese
Colorado	Yes	Spanish, Chinese	Yes	Spanish, Chinese
Connecticut	No	—	No	—
Delaware	No	—	Yes	Spanish
District of Columbia	Yes	Spanish	Yes	Spanish
Florida ^a	No	—	No	—
Georgia	Yes	Spanish	No	—
Hawaii	No	—	No	—
Idaho	Yes	Spanish, Mandarin Chinese	Yes	Spanish, Mandarin Chinese
Illinois	Yes	Spanish, Arabic, Polish, Chinese, Urdu	Yes	Spanish, Castilian, Arabic, Polish, Undetermined, Urdu
Indiana	No	—	No	—
Iowa	No	—	No	—
Kansas	No	—	No	—
Kentucky	No	—	No	—
Louisiana	No	—	No	—
Maine	No	—	Yes	French
Maryland	No	—	No	—
Massachusetts	No	—	No	—
Michigan	Yes	Spanish	Yes	Spanish
Minnesota	Yes	Spanish, Hmong	Yes	Spanish, Hmong, Ojibwe, Dakota
Mississippi	No	—	No	—
Missouri	No	—	No	—
Montana	No	—	No	—
Nebraska	Yes	Spanish	Yes	Spanish
Nevada	Yes	Spanish, Chinese	Yes	Spanish, Chinese
New Hampshire	No	—	No	—
New Jersey	No	—	Yes	Spanish
New Mexico	Yes	Spanish; Navajo	Yes	Spanish; Navajo
New York	Yes	Spanish, Chinese, Haitian-Creole	Yes	Arabic, Chinese, French, Haitian Creole, Hebrew, Japanese, Korean, Polish, Russian, Spanish, Yiddish
North Carolina	No	—	No	—
North Dakota	No	—	No	—
Ohio	Yes	Spanish, Other, Arabic	Yes	Spanish, Pennsylvania Dutch, Somali
Oklahoma	Yes	Spanish, Cherokee	Yes	Spanish, Cherokee

States	SY 2014–15		SY 2015–16	
	Two-Way Immersion Program	Languages	Two-Way Immersion Program	Languages
Oregon	Yes	Spanish	Yes	Spanish, Japanese, Vietnamese, Russian
Pennsylvania	Yes	Spanish	No	—
Puerto Rico ^b	No	—	No	—
Rhode Island	Yes	Portuguese	Yes	Portuguese
South Carolina	No	—	No	—
South Dakota	No	—	No	—
Tennessee	No	—	No	—
Texas	Yes	Spanish, Vietnamese	Yes	Spanish, Vietnamese
Utah	Yes	Spanish	Yes	Spanish
Vermont	No	—	No	—
Virginia	Yes	Spanish	Yes	Spanish
Washington	Yes	Russian, Spanish, Vietnamese	Yes	Russian, Spanish, Vietnamese
West Virginia	No	—	No	—
Wisconsin	Yes	Spanish	Yes	Spanish
Wyoming	No	—	No	—

^a Florida LIEPs have different names. They are: sheltered-English, sheltered-core/basic subject areas, mainstream/inclusion-English, mainstream/inclusion-core/basic subject areas, maintenance and/or developmental bilingual education, and dual language (two-way developmental bilingual education).

^b The language of instruction in Puerto Rico's public-school system is Spanish, and English is taught as a second language. Two programs were offered: full immersion in Spanish with differentiated instruction and inclusive classroom with differentiated instruction.

NOTES: "—" indicates not applicable. *Not specified* means states did not report the name of the language of instruction used in the programs, other than English.

SOURCE: U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2014–15 and 2015–16* (OMB #1810-0724). Data were accessed in fall 2018.

Table A-6. Languages of Instruction in Transitional Bilingual Programs: SYs 2014–15 and 2015–16

States	SY 2014–15		SY 2015–16	
	Transitional Bilingual Program	Languages	Transitional Bilingual Program	Languages
Alabama	No	—	No	—
Alaska	Yes	Not specified	No	—
Arizona	No	—	No	—
Arkansas	No	—	No	—
California	Yes	Cantonese, Korean, Mandarin, Spanish, Vietnamese	Yes	Cantonese, Mandarin, Spanish, Vietnamese
Colorado	Yes	Spanish	Yes	Spanish
Connecticut	Yes	Spanish, Portuguese, Creole-Haitian, Karen, Serbo-Croatian, Arabic, Polish	Yes	Albanian, Arabic, Cantonese, Creole-Haitian, Japanese, Karen, Mandarin, Polish, Portuguese, Serbia-Croatian, Spanish, Telugu.
Delaware	Yes	Spanish	Yes	Spanish
District of Columbia	Yes	Spanish	Yes	Spanish
Florida ^a	No	—	No	—
Georgia	No	—	No	—
Hawaii	No	—	No	—
Idaho	Yes	Spanish	Yes	Spanish
Illinois	Yes	Spanish, Arabic, Polish, Chinese, Urdu	Yes	Spanish, Castilian, Arabic, Polish, Undetermined, Urdu
Indiana	No	—	No	—
Iowa	No	—	No	—
Kansas	Yes	Spanish	Yes	Not specified
Kentucky	No	—	No	—
Louisiana	No	—	Yes	Spanish
Maine	Yes	Spanish	Yes	Spanish
Maryland	No	—	No	—
Massachusetts	Yes	Not specified	Yes	Not specified
Michigan	Yes	Arabic, Albanian, Spanish, Bosnian, Chinese, Hmong, Polish, Russian, Hindu, Slovakian, Syrian, Urdu, Vietnamese	Yes	Arabic, Albanian, Bosnian, Chinese, Spanish, Hmong, Polish, Russian, Hindu, Urdu, Vietnamese, Romanian
Minnesota	Yes	Spanish, Somali	Yes	Spanish, Somali
Mississippi	No	—	No	—
Missouri	No	—	No	—
Montana	No	—	No	—
Nebraska	No	—	No	—
Nevada	No	—	No	—
New Hampshire	No	—	No	—
New Jersey	Yes	Spanish	Yes	Spanish
New Mexico	Yes	Spanish	Yes	Spanish; Navajo
New York	Yes	Spanish, Chinese, Haitian-Creole	Yes	Arabic, Bengali, Chinese, Haitian Creole, Spanish, Yiddish
North Carolina	Yes	Spanish	Yes	Spanish
North Dakota	No	—	No	—

States	SY 2014–15		SY 2015–16	
	Transitional Bilingual Program	Languages	Transitional Bilingual Program	Languages
Ohio	Yes	Spanish, Other, Chinese	Yes	Spanish, Arabic, Somali, Chinese, Pennsylvania Dutch
Oklahoma	Yes	Spanish	Yes	Spanish
Oregon	Yes	Spanish	Yes	Spanish
Pennsylvania	Yes	Spanish, Arabic, Gujarati, Chinese	No	—
Puerto Rico ^b	No	—	No	—
Rhode Island	Yes	Spanish	Yes	Spanish
South Carolina	No	—	No	—
South Dakota	No	—	No	—
Tennessee	No	—	No	—
Texas	Yes	Spanish, Vietnamese	Yes	Spanish, Vietnamese
Utah	Yes	Spanish	Yes	Spanish
Vermont	No	—	No	—
Virginia	Yes	Spanish	Yes	Spanish
Washington	Yes	Spanish	Yes	Spanish
West Virginia	No	—	No	—
Wisconsin	Yes	Spanish	Yes	Spanish
Wyoming	No	—	No	—

^a Florida LIEPs have different names. They are: sheltered-English, sheltered-core/basic subject areas, mainstream/inclusion-English, mainstream/inclusion-core/basic subject areas, maintenance and/or developmental bilingual education, and dual language (two-way developmental bilingual education).

^b The language of instruction in Puerto Rico's public-school system is Spanish, and English is taught as a second language. Two programs were offered: Full immersion in Spanish with differentiated instruction and inclusive classroom with differentiated instruction.

NOTES: "—" indicates not applicable. *Not specified* means states did not report the name of the language of instruction used in the programs, other than English.

SOURCE: U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2014–15 and 2015–16* (OMB #1810-0724).. Data were accessed in fall 2018.

Table A-7. Languages of Instruction in Developmental Bilingual Programs: SYs 2014–15 and 2015–16

States	SY 2014–15		SY 2015–16	
	Developmental Bilingual Program	Languages	Developmental Bilingual Program	Languages
Alabama	No	—	No	—
Alaska	No	—	No	—
Arizona	No	—	No	—
Arkansas	No	—	No	—
California	Yes	Cantonese, Filipino, Korean, Mandarin, Spanish	Yes	Cantonese, Filipino, Spanish
Colorado	Yes	Spanish	Yes	Spanish
Connecticut	No	—	No	—
Delaware	Yes	Spanish	No	—
District of Columbia	Yes	Spanish	Yes	Spanish
Florida ^a	No	—	No	—
Georgia	No	—	No	—
Hawaii	No	—	No	—
Idaho	Yes	Spanish	Yes	Spanish
Illinois	Yes	Spanish	Yes	Spanish
Indiana	Yes	Spanish	Yes	Spanish
Iowa	No	—	No	—
Kansas	Yes	Spanish	Yes	Not specified
Kentucky	No	—	No	—
Louisiana	No	—	Yes	Spanish
Maine	No	—	No	—
Maryland	No	—	No	—
Massachusetts	No	—	No	—
Michigan	Yes	Spanish	No	—
Minnesota	Yes	Spanish	Yes	Spanish
Mississippi	No	—	No	—
Missouri	No	—	No	—
Montana	No	—	No	—
Nebraska	No	—	No	—
Nevada	No	—	No	—
New Hampshire	No	—	No	—
New Jersey	Yes	Spanish, Haitian-Creole, Korean, Arabic, Bengali, Portuguese	Yes	Spanish, Haitian-Creole, Korean, Arabic, Bengali, Portuguese
New Mexico	Yes	Spanish	Yes	Spanish; Navajo
New York	No	—	No	—
North Carolina	Yes	Spanish	Yes	Spanish
North Dakota	No	—	No	—
Ohio	Yes	Spanish, Other, Somali	Yes	Spanish, Chinese, Arabic, Somali
Oklahoma	Yes	Spanish, Cherokee	Yes	Spanish, Cherokee
Oregon	No	—	Yes	Spanish, Russian, Japanese
Pennsylvania	No	—	No	—
Puerto Rico ^b	No	—	No	—

States	SY 2014–15		SY 2015–16	
	Developmental Bilingual Program	Languages	Developmental Bilingual Program	Languages
Rhode Island	Yes	Spanish	Yes	Spanish
South Carolina	No	—	No	—
South Dakota	No	—	No	—
Tennessee	No	—	No	—
Texas	No	—	No	—
Utah	No	—	No	—
Vermont	No	—	No	—
Virginia	No	Spanish	Yes	Spanish
Washington	Yes	Spanish, Russian	Yes	Spanish, Russian
West Virginia	No	—	No	—
Wisconsin	Yes	Spanish	Yes	Spanish
Wyoming	No	—	No	—

^a Florida LIEPs have different names. They are: sheltered-English, sheltered-core/basic subject areas, mainstream/inclusion-English, mainstream/inclusion-core/basic subject areas, maintenance and/or developmental bilingual education, and dual language (two-way developmental bilingual education).

^b The language of instruction in Puerto Rico's public-school system is Spanish, and English is taught as a second language. Two programs were offered: Full immersion in Spanish with differentiated instruction and inclusive classroom with differentiated instruction.

NOTE: "—" indicates not applicable. *Not specified* means states did not report the name of the language of instruction used in the programs, other than English.

SOURCE: U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2014–15 and 2015–16* (OMB #1810-0724). Data were accessed in fall 2018.

Table A-8. Languages of Instruction in Heritage Language Programs: SYs 2014–15 and 2015–16

States	SY 2014–15		SY 2015–16	
	Heritage Language Program	Languages	Heritage Language Program	Languages
Alabama	No	—	No	—
Alaska	Yes	Yup'ik	Yes	Yup'ik
Arizona	Yes	Navajo	Yes	Navajo
Arkansas	Yes	Spanish	Yes	Spanish
California	Yes	Armenian, Chinese, French, Hmong, Khmer, Mandarin, Russian, Spanish, Ukrainian, Vietnamese	Yes	Chinese, Hmong, Khmer, Russian, Spanish, Ukrainian, Vietnamese
Colorado	Yes	Spanish	Yes	Spanish
Connecticut	No	—	No	—
Delaware	Yes	Spanish	No	—
District of Columbia	Yes	Spanish	Yes	Spanish
Florida ^a	No	—	No	—
Georgia	Yes	Spanish	Yes	Not specified
Hawaii	No	—	No	—
Idaho	Yes	Spanish	Yes	Spanish
Illinois	Yes	Spanish	Yes	Spanish
Indiana	Yes	Spanish	Yes	Spanish
Iowa	No	—	No	—
Kansas	No	—	No	—
Kentucky	No	—	No	—
Louisiana	No	—	Yes	Spanish
Maine	Yes	Passamaquoddy	No	—
Maryland	Yes	Spanish	No	—
Massachusetts	No	—	No	—
Michigan	Yes	Arabic, Spanish,	Yes	Arabic, Spanish, Japanese, Mandarin
Minnesota	Yes	Spanish, Hmong, Somali, Ojibwe	Yes	Spanish, Hmong, Somali, Russian
Mississippi	No	—	No	—
Missouri	No	—	No	—
Montana	Yes	Blackfeet, Crow	Yes	Crow, Blackfeet, Chippewa or Cree
Nebraska	Yes	Spanish	Yes	Spanish
Nevada	No	—	No	—
New Hampshire	No	—	No	—
New Jersey	Yes	Spanish	Yes	Spanish
New Mexico	Yes	Spanish; Native American languages (Keres, Jicarilla Apache, Navajo, Tewa, Tiwa, Towa, and Zuni)	Yes	Spanish; Navajo
New York	Yes	Spanish, Chinese	Yes	Spanish, Chinese
North Carolina	Yes	Spanish, Chinese (Mandarin), Japanese, German, French	Yes	Spanish, Chinese, Cherokee
North Dakota	No	—	No	—
Ohio	Yes	Spanish, Other, Somali	Yes	Spanish, Somali, Arabic, Chinese, Japanese, Pennsylvania Dutch
Oklahoma	No	—	No	—
Oregon	Yes	Native	Yes	Not specified

States	SY 2014–15		SY 2015–16	
	Heritage Language Program	Languages	Heritage Language Program	Languages
Pennsylvania	Yes	Spanish	Yes	Spanish
Puerto Rico ^b	No	—	No	—
Rhode Island	No	—	No	—
South Carolina	No	—	No	—
South Dakota	Yes	Not specified	No	—
Tennessee	No	—	No	—
Texas	No	—	No	—
Utah	Yes	Navajo, Ute	Yes	Navajo, Ute
Vermont	No	—	No	—
Virginia	Yes	Spanish	Yes	Spanish
Washington	No	—	No	—
West Virginia	No	—	No	—
Wisconsin	Yes	Spanish	Yes	Spanish
Wyoming	Yes	Arapaho and Shoshoni	Yes	Arapaho and Shoshoni

^a Florida LIEPs have different names. They are: sheltered-English, sheltered-core/basic subject areas, mainstream/inclusion-English, mainstream/inclusion-core/basic subject areas, maintenance and/or developmental bilingual education, and dual language (two-way developmental bilingual education).

^b The language of instruction in Puerto Rico's public-school system is Spanish, and English is taught as a second language. Two programs were offered: Full immersion in Spanish with differentiated instruction and inclusive classroom with differentiated instruction.

NOTES: "—" indicates not applicable. *Not specified* means states did not report the name of the language of instruction used in the programs, other than English.

SOURCE: U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2014–15 and 2015–16* (OMB #1810-0724). Data were accessed in fall 2018.

Table A-9. English-Only Language Instruction Educational Programs (LIEPs), by Type: SY 2014–15

States	Sheltered English Instruction	Structured English Immersion	Specially Designed Academic Instruction in English	Content-Based ESL	Pull-Out ESL
Alabama	Yes	Yes	Yes	Yes	Yes
Alaska	Yes	Yes	Yes	Yes	Yes
Arizona	No	Yes	No	No	No
Arkansas	Yes	Yes	Yes	Yes	Yes
California	Yes	Yes	Yes	Yes	Yes
Colorado	Yes	Yes	Yes	Yes	Yes
Connecticut	Yes	Yes	No	Yes	Yes
Delaware	Yes	Yes	No	No	No
District of Columbia	Yes	Yes	Yes	Yes	Yes
Florida ^a	No	No	No	No	No
Georgia	Yes	Yes	Yes	Yes	Yes
Hawaii	Yes	Yes	Yes	Yes	Yes
Idaho	Yes	Yes	Yes	Yes	Yes
Illinois	Yes	Yes	Yes	Yes	Yes
Indiana	Yes	Yes	Yes	Yes	Yes
Iowa	Yes	No	Yes	No	Yes
Kansas	Yes	Yes	Yes	Yes	Yes
Kentucky	Yes	Yes	Yes	Yes	Yes
Louisiana	Yes	Yes	Yes	Yes	Yes
Maine	Yes	Yes	Yes	Yes	Yes
Maryland	Yes	Yes	Yes	Yes	Yes
Massachusetts	Yes	No	No	No	No
Michigan	Yes	No	No	Yes	Yes
Minnesota	Yes	Yes	Yes	Yes	Yes
Mississippi	Yes	Yes	No	Yes	Yes
Missouri	Yes	Yes	Yes	Yes	Yes
Montana	No	No	No	No	No
Nebraska	Yes	Yes	No	Yes	Yes
Nevada	Yes	Yes	No	Yes	Yes
New Hampshire	Yes	Yes	Yes	Yes	Yes
New Jersey	Yes	No	No	Yes	Yes
New Mexico	Yes	Yes	Yes	Yes	Yes
New York	No	No	No	No	Yes
North Carolina	Yes	No	No	Yes	Yes
North Dakota	Yes	Yes	Yes	Yes	Yes
Ohio	Yes	Yes	Yes	Yes	Yes
Oklahoma	Yes	Yes	Yes	Yes	Yes
Oregon	Yes	Yes	No	Yes	Yes
Pennsylvania	Yes	Yes	Yes	Yes	Yes
Puerto Rico ^b	No	No	No	No	No
Rhode Island	Yes	No	Yes	No	Yes
South Carolina	Yes	No	No	Yes	Yes

States	Sheltered English Instruction	Structured English Immersion	Specially Designed Academic Instruction in English	Content-Based ESL	Pull-Out ESL
South Dakota	Yes	Yes	No	Yes	Yes
Tennessee	Yes	Yes	Yes	Yes	Yes
Texas	No	No	No	Yes	Yes
Utah	Yes	Yes	Yes	Yes	Yes
Vermont	Yes	No	No	Yes	Yes
Virginia	Yes	Yes	Yes	Yes	Yes
Washington	Yes	No	No	Yes	Yes
West Virginia	Yes	No	No	Yes	Yes
Wisconsin	Yes	Yes	Yes	Yes	Yes
Wyoming	No	No	No	No	No

^a Florida LIEPs have different names. They are: sheltered-English, sheltered-core/basic subject areas, mainstream/inclusion-English, mainstream/inclusion-core/basic subject areas, maintenance and/or developmental bilingual education, and dual language (two-way developmental bilingual education).

^b The language of instruction in Puerto Rico's public-school system is Spanish, and English is taught as a second language. Two programs were offered: Full immersion in Spanish with differentiated instruction and inclusive classroom with differentiated instruction.

NOTES: “—” indicates not applicable. *Not specified* means states did not report the name of the language of instruction used in the programs, other than English.

SOURCE: U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2014–15 and 2015–16* (OMB #1810-0724). Data were accessed in fall 2018.

Table A-10. English-Only Language Instruction Educational Program (LIEPs), by Type: SY 2015–16

States	Sheltered English Instruction	Structured English Immersion	Specially Designed Academic Instruction in English	Content-Based ESL	Pull-Out ESL
Alabama	Yes	Yes	Yes	Yes	Yes
Alaska	Yes	Yes	Yes	Yes	Yes
Arizona	No	Yes	No	No	No
Arkansas	Yes	Yes	Yes	Yes	Yes
California	Yes	Yes	Yes	Yes	Yes
Colorado	Yes	Yes	Yes	Yes	Yes
Connecticut	Yes	Yes	No	Yes	Yes
Delaware	Yes	Yes	No	No	No
District of Columbia	Yes	Yes	Yes	Yes	Yes
Florida ^a	No	No	No	No	No
Georgia	Yes	Yes	Yes	Yes	Yes
Hawaii	Yes	Yes	Yes	Yes	Yes
Idaho	Yes	Yes	Yes	Yes	Yes
Illinois	Yes	Yes	Yes	Yes	Yes
Indiana	Yes	Yes	Yes	Yes	Yes
Iowa	Yes	No	Yes	No	Yes
Kansas	Yes	Yes	Yes	Yes	Yes
Kentucky	Yes	Yes	Yes	Yes	Yes
Louisiana	Yes	Yes	Yes	Yes	Yes
Maine	Yes	Yes	Yes	Yes	Yes
Maryland	Yes	Yes	Yes	Yes	Yes
Massachusetts	Yes	No	No	No	No
Michigan	Yes	No	No	Yes	Yes
Minnesota	Yes	Yes	Yes	Yes	Yes
Mississippi	Yes	Yes	No	Yes	Yes
Missouri	Yes	Yes	Yes	Yes	Yes
Montana	No	No	No	No	No
Nebraska	Yes	Yes	No	Yes	Yes
Nevada	Yes	Yes	No	Yes	Yes
New Hampshire	Yes	Yes	Yes	Yes	Yes
New Jersey	Yes	No	No	Yes	Yes
New Mexico	Yes	Yes	Yes	Yes	Yes
New York	No	No	No	No	Yes
North Carolina	Yes	No	No	Yes	Yes
North Dakota	Yes	Yes	Yes	Yes	Yes
Ohio	Yes	Yes	Yes	Yes	Yes
Oklahoma	Yes	Yes	Yes	Yes	Yes
Oregon	Yes	Yes	No	Yes	Yes
Pennsylvania	Yes	Yes	Yes	Yes	Yes
Puerto Rico ^b	No	No	No	No	No
Rhode Island	Yes	No	Yes	No	Yes
South Carolina	Yes	No	No	Yes	Yes

States	Sheltered English Instruction	Structured English Immersion	Specially Designed Academic Instruction in English	Content-Based ESL	Pull-Out ESL
South Dakota	Yes	Yes	No	Yes	Yes
Tennessee	Yes	Yes	Yes	Yes	Yes
Texas	No	No	No	Yes	Yes
Utah	Yes	Yes	Yes	Yes	Yes
Vermont	Yes	No	No	Yes	Yes
Virginia	Yes	Yes	Yes	Yes	Yes
Washington	Yes	No	No	Yes	Yes
West Virginia	Yes	No	No	Yes	Yes
Wisconsin	Yes	Yes	Yes	Yes	Yes
Wyoming	No	No	No	No	No

^a Florida LIEPs have different names. They are: sheltered-English, sheltered-core/basic subject areas, mainstream/inclusion-English, mainstream/inclusion-core/basic subject areas, maintenance and/or developmental bilingual education, and dual language (two-way developmental bilingual education).

^b The language of instruction in Puerto Rico's public-school system is Spanish, and English is taught as a second language. Two programs were offered: Full immersion in Spanish with differentiated instruction and inclusive classroom with differentiated instruction.

NOTES: "—" indicates not applicable. *Not specified* means states did not report the name of the language of instruction used in the programs, other than English.

SOURCE: U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2014–15 and 2015–16* (OMB #1810-0724). Data were accessed in fall 2018.

Table A-11. Annual Measurable Achievement Objective 1 (AMAO 1) Targets, Results, and Percentage Point Differences: SYs 2014–15 and 2015–16

States	SY 2014–15		SY 2015–16		Difference in Targets Between SYs (pp)	Difference in Results Between SYs (pp)	Difference Between Result and Target SY 2014–15	Difference Between Result and Target SY 2015–16	Notes/Explanations Provided by SEAs
	Target %	Result %	Target %	Result %					
Alabama	53.00%	79.57%	55.00%	50.28%	2.00	-29.29	26.57	-4.72	
Alaska	40.90%	47.84%	44.20%	47.25%	3.30	-0.59	6.94	3.05	
Arizona	30.00%	32.39%	NR	28.60%	—	-3.79	2.39	—	
Arkansas	31.00%	34.55%	NR	48.64%	—	14.09	3.55	—	2015–16 accountability targets and results were not reported per the Dec. 18, 2015, Dear Colleague Letter of the U.S. Department of Education.*
California	60.50%	55.77%	NR	54.94%	—	-0.83	-4.73	—	
Colorado	NR	51.88%	NR	NR	—	—	—	—	<ul style="list-style-type: none"> • 2014–15: Colorado transitioned to a growth model for making progress and the target data based on numbers/percentages of students were no longer available. • 2015–16 accountability targets and results were not reported per the Dec. 18, 2015, Dear Colleague Letter of the U.S. Department of Education.*
Connecticut	80.00%	48.20%	80.00%	48.88%	0.00	0.68	-31.80	-31.12	2015–16 accountability targets and results were not reported per the Dec. 18, 2015, Dear Colleague Letter of the U.S. Department of Education.*
Delaware	60.00%	NR	72.00%	58.28%	12.00	58.28	NR	-13.72	Delaware reported the number of students who sat for the Smarter Balanced assessment. Given the computer adaptive nature of the assessment, only students that complete at least six items are considered to have participated in the assessment and only those that have completed at least 60% of the assessment items available are provided with a valid score.
District of Columbia	63.00%	50.40%	63.00%	44.22%	0.00	-6.18	-12.60	-18.78	
Florida	NR	31.69%	NR	NR	—	—	—	—	2015–16 accountability targets and results were not reported per the Dec. 18, 2015, Dear Colleague Letter of the U.S. Department of Education.*
Georgia	54.00%	68.92%	55.00%	66.52%	1.00	-2.40	14.92	11.52	
Hawaii	67.00%	60.05%	69.00%	64.24%	2.00	4.19	-6.95	-4.76	The SEA reported that the percentages do not reflect that 11,338 students who took the ACCESS more than once.
Idaho	31.60%	38.00%	NR	NR	—	—	6.40	—	
Illinois	NR	64.16%	NR	61.89%	—	-2.27	—	—	For both 2014–15, and 2015–16, Illinois only has results data, not target data.
Indiana	43.00%	83.57%	NR	51.39	—	-32.18	40.57	—	2015–16 accountability targets and results were not reported per the Dec. 18, 2015, Dear Colleague Letter of the U.S. Department of Education.*
Iowa	63.40%	54.97%	NR	NR	—	—	-8.43	—	2015–16: Iowa reported the SEA was unable to calculate AMAO 1 data due to the state's transition to a new English language proficiency assessment.

States	SY 2014–15		SY 2015–16		Difference in Targets Between SYs (pp)	Difference in Results Between SYs (pp)	Difference Between Result and Target SY 2014–15	Difference Between Result and Target SY 2015–16	Notes/Explanations Provided by SEAs
	Target %	Result %	Target %	Result %					
Kansas	36.00%	112.63%	NR	111.47%	—	-1.16	76.63	—	<ul style="list-style-type: none"> In 2014–15, Kansas reported that the change in assessments will impact the results for students making proficiency. In 2015–16, Kansas had a delay in receiving the KELPA data.
Kentucky	59.00%	62.04%	60.00%	61.92%	1.00	-0.12	3.04	1.92	
Louisiana	49.00%	51.12%	NR	41.17%	—	-9.95	2.12	—	
Maine	48.70%	50.40%	NR	51.77%	—	1.37	1.70	—	2015–16 accountability targets and results were not reported per the Dec. 18, 2015, Dear Colleague Letter of the U.S. Department of Education.*
Maryland	56.00	65.28%	57.00%	57.06%	1.00	-8.22	9.28	0.06	
Massachusetts	NR	61.30%	NR	67.09%	—	5.79	—	—	Massachusetts reported that the SEA has not reached an agreement with ED on a plan for target setting for AMAOs.
Michigan	NR	38.46%	NR	40.51%	—	2.05	—	—	2015–16 accountability targets and results were not reported per the Dec. 18, 2015, Dear Colleague Letter of the U.S. Department of Education.*
Minnesota	46.40%	53.55%	50.85%	54.79%	4.45	1.24	7.15	3.94	
Mississippi	NR	29.92%	NR	64.04%	—	34.12	—	—	
Missouri	36.00%	68.91%	NR	65.44%	—	-3.47	32.91	—	2015–16 accountability targets and results were not reported per the Dec. 18, 2015, Dear Colleague Letter of the U.S. Department of Education.*
Montana	NR	44.04%	NR	38.31%	—	-5.73	—	—	
Nebraska	NR	57.11%	NR	NR	—	—	—	—	2015–16 accountability targets and results were not reported per the Dec. 18, 2015, Dear Colleague Letter of the U.S. Department of Education.*
Nevada	50.00%	53.48%	50.00%	52.69%	0.00	-0.79	3.48	2.69	
New Hampshire	65.00%	39.86%	67.00%	43.11%	2.00	3.25	-25.14	-23.89	2015–16 accountability targets and results were not reported per the Dec. 18, 2015, Dear Colleague Letter of the U.S. Department of Education.*
New Jersey	60.00%	38.49%	NR	30.81%	—	-7.68	-21.51	—	2015–16 accountability targets and results were not reported per the Dec. 18, 2015, Dear Colleague Letter of the U.S. Department of Education.*
New Mexico	50.00%	58.18%	52.00%	58.18%	2.00	0.00	8.18	6.18	
New York	67.40%	268.29%	NR	265.22%	—	-3.07	200.89	—	2015–16 accountability targets and results were not reported per the Dec. 18, 2015, Dear Colleague Letter of the U.S. Department of Education.*
North Carolina	59.10%	63.67%	60.00%	58.80%	0.90	-4.87	4.57	-1.20	
North Dakota	58.00%	67.14%	63.00%	63.08%	5.00	-4.06	9.14	0.08	
Ohio	NR	65.21%	NR	60.52%	—	-4.69	—	—	2014-15 and 2015–16 accountability targets and results were not reported per the Dec. 18, 2015, Dear Colleague Letter of the U.S. Department of Education.*
Oklahoma	66.00%	49.77%	NR	47.03%	—	-2.74	-16.23	—	
Oregon	48.50%	54.55%	48.50%	41.51%	0.00	-13.04	6.05	-6.99	

States	SY 2014–15		SY 2015–16		Difference in Targets Between SYs (pp)	Difference in Results Between SYs (pp)	Difference Between Result and Target SY 2014–15	Difference Between Result and Target SY 2015–16	Notes/Explanations Provided by SEAs
	Target %	Result %	Target %	Result %					
Pennsylvania	NR	48.39%	NR	63.83%	—	15.44	—	—	2014–15 and 2015–16 accountability targets and results were not reported per the Dec. 18, 2015, Dear Colleague Letter of the U.S. Department of Education.*
Puerto Rico	25.00%	60.99%	26.00%	81.99%	1.00	21.00	35.99	55.99	
Rhode Island	40.00%	32.53%	48.00%	31.51%	8.00	–1.02	–7.47	–16.49	
South Carolina	NR	NR	NR	47.59%	—	47.59	—	—	South Carolina reported that AMAOs were not available for 2014–15 and 2015–16.
South Dakota	60.00%	66.78%	60.00%	53.78%	0.00	–13.00	6.78	–6.22	
Tennessee	39.70%	50.15%	NR	51.99%	—	1.84	10.45	—	<ul style="list-style-type: none"> • 2014–15, Tennessee reported that the target number for making progress did not include 11,121 students who were first time test takers. • 2015–16 accountability targets and results were not reported per the Dec. 18, 2015, Dear Colleague Letter of the U.S. Department of Education.*
Texas	NR	22.65%	NR	22.82%	—	0.17	—	—	2015–16 accountability targets and results were not reported per the Dec. 18, 2015, Dear Colleague Letter of the U.S. Department of Education.*
Utah	53.80%	79.44%	54.90%	68.98%	1.10	–10.46	25.64	14.08	
Vermont	59.00%	57.72%	60.50%	24.30%	1.50	–33.42	–1.28	–36.20	2015–16: Vermont reported that these results are different than reported on the December 2016 CSPR due to the adjustment of scores to the new scale, based on 2016 standards-setting studies.
Virginia	NR	NR	NR	79.06%	—	79.06	—	—	<ul style="list-style-type: none"> • 2014–15: Virginia is in the process of submitting a revised <i>Title III</i> Accountability Plan to ED and is unable to calculate results for AMAO 1 and 2. • 2015–16 accountability targets and results were not reported per the Dec. 18, 2015, Dear Colleague Letter of the U.S. Department of Education.*
Washington	68.10%	77.75%	68.10%	18.18%	0.00	–59.57	9.65	–49.92	2015–16: Washington reported that the results are lower than its targets because the SEA did not calculate growth during the base year under ELPA 21 assessment.
West Virginia	NR	27.88%	27.88%	117.58%	27.88	89.70	—	89.70	2014–15 accountability targets and results were not reported per the Dec. 18, 2015, Dear Colleague Letter of the U.S. Department of Education.*
Wisconsin	43.00%	60.40%	45.00%	57.36%	2.00	–3.04	17.40	12.36	
Wyoming	66.00%	68.14%	62.50%	64.49%	–3.50	–3.65	2.14	1.99	

* The Dec. 18, 2015, Dear Colleague Letter of the U.S. Department of Education can be found at <https://www2.ed.gov/policy/elsec/leg/essa/transition-dcl.pdf>

NOTES: NR represents “not reported by the SEA.” Percentage point difference between school years is calculated by subtracting 2014–15 data from 2015–16 data. “—” indicates that percentage cannot be calculated because data were not available. Notes column summarizes explanations and comments as reported by the SEAs as part of their CSPR data reporting.

SOURCE: U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2014–15 and 2015–16* (OMB #1810-0724). Data were accessed in fall 2018.

Table A-12. Annual Measurable Achievement Objective 2 (AMAO 2) Targets, Results, and Percentage Point Differences: SYs 2014–15 and 2015–16

States	SY 2014–15		SY 2015–16		Difference in Targets Between SYs (pp)	Difference in Results Between SYs (pp)	Difference Between Result and Target SY 2014–15	Difference Between Result and Target SY 2015–16	Notes/Explanations Provided by SEAs
	Target %	Result %	Target %	Result %					
Alabama	19.00%	26.25%	21.00%	20.13%	2.0	-6.1	7.3	-0.9	
Alaska	7.70%	8.89%	8.90%	10.24%	1.2	1.4	1.2	1.3	
Arizona	26.00%	26.82%	NR	22.44%	—	-4.4	0.8	—	
Arkansas	5.00%	9.55%	NR	16.60%	—	7.1	4.6	—	SY 2015–16 accountability targets and results were not reported per the Dec. 18, 2015, Dear Colleague Letter of the U.S. Department of Education.*
California	NR	33.11%	NR	32.75%	—	-0.4	—	—	<ul style="list-style-type: none"> In 2014–15, Colorado transitioned to a growth model for making progress and the target data based on numbers/percentages of students were no longer available. 2015–16 accountability targets and results were not reported per the Dec. 18, 2015, Dear Colleague Letter of the U.S. Department of Education.*
Colorado	NR	19.23%	NR	19.51%	—	0.3	—	—	
Connecticut	30.00%	30.60%	30.00%	29.42%	0.0	-1.2	0.6	-0.6	2015–16 accountability targets and results were not reported per the Dec. 18, 2015, Dear Colleague Letter of the U.S. Department of Education.*
Delaware	17.50%	0.00%	25.00%	29.71%	7.5	—	—	4.7	Delaware reported the number of students who sat for the Smarter Balanced Assessment. Given the computer adaptive nature of the assessment, only students that complete at least six items are considered to have participated in the assessment and only those that have completed at least 60% of the assessment items available are provided with a valid score.
District of Columbia	18.00%	18.66%	18.00%	21.08%	0.0	2.4	0.7	3.1	
Florida	NR	17.80%	NR	21.18%	—	3.4	—	—	2015–16 accountability targets and results were not reported per the Dec. 18, 2015, Dear Colleague Letter of the U.S. Department of Education.*
Georgia	8.30%	15.48%	8.75%	14.98%	0.4	-0.5	7.2	6.2	
Hawaii	18.00%	22.08%	18.50%	24.81%	0.5	2.7	4.1	6.3	The SEA reported that the percentages do not reflect that 11,338 students took the ACCESS more than once.
Idaho	17.60%	32.84%	NR	0.56%	—	-32.3	15.2	—	
Illinois	NR	16.03%	NR	15.40%	—	-0.6	—	—	For both 2014–15, and 2015–16, Illinois only has results data, not target data.
Indiana	17.00%	24.86%	NR	23.98%	—	-0.9	7.9	—	2015–16 accountability targets and results were not reported per the Dec. 18, 2015, Dear Colleague Letter of the U.S. Department of Education*
Iowa	25.20%	23.04%	26.10%	19.20%	0.9	-3.8	-2.2	-6.9	2015–16: Iowa reported the SEA was unable to calculate AMAO 2 data due to the state's transition to a new English Language Proficiency Assessment.

States	SY 2014–15		SY 2015–16		Difference in Targets Between SYs (pp)	Difference in Results Between SYs (pp)	Difference Between Result and Target SY 2014–15	Difference Between Result and Target SY 2015–16	Notes/Explanations Provided by SEAs
	Target %	Result %	Target %	Result %					
Kansas	27.00%	13.64%	NR	25.25%	—	11.6	-13.4	—	<ul style="list-style-type: none"> In 2014–15, Kansas reported that the change in assessments will impact the results for students making proficiency. In 2015–16, Kansas had a delay in receiving the KELPA data.
Kentucky	6.90%	16.48%	7.50%	19.10%	0.6	2.6	9.6	11.6	
Louisiana	13.50%	11.83%	NR	4.35%	—	-7.5	-1.7	—	
Maine	6.00%	7.80%	NR	4.68%	—	-3.1	1.8	—	2015–16 accountability targets and results were not reported per the Dec. 18, 2015, Dear Colleague Letter of the U.S. Department of Education*
Maryland	14.00%	18.94%	15.00%	18.38%	1.0	-0.6	4.9	3.4	
Massachusetts	NR	22.00%	NR	27.85%	—	5.9	—	—	Massachusetts reported that the SEA has not reached an agreement with ED on a plan for target setting for AMAOs.
Michigan	NR	22.78%	NR	33.98%	—	11.2	—	—	2015–16 accountability targets and results were not reported per the Dec. 18, 2015, Dear Colleague Letter of the U.S. Department of Education*
Minnesota	14.60%	16.49%	18.83%	18.59%	4.2	2.1	1.9	-0.2	
Mississippi	NR	28.33%	NR	27.91%	—	-0.4	—	—	
Missouri	7.80%	21.31%	NR	20.61%	—	-0.7	13.5		2015–16 accountability targets and results were not reported per the Dec. 18, 2015, Dear Colleague Letter of the U.S. Department of Education*
Montana	NR	14.94%	NR	12.57%	—	-2.4	—	—	
Nebraska	25.00%	26.34%	NR	13.70%	—	-12.6	1.3		2015–16 accountability targets and results were not reported per the Dec. 18, 2015, Dear Colleague Letter of the U.S. Department of Education*
Nevada	12.00%	10.58%	12.00%	15.19%	0.0	4.6	-1.4	3.2	
New Hampshire	27.00%	17.89%	30.00%	14.23%	3.0	-3.7	-9.1	-15.8	
New Jersey	NR	25.54%	NR	30.67%	—	5.1	—	—	2015–16 accountability targets and results were not reported per the Dec. 18, 2015, Dear Colleague Letter of the U.S. Department of Education*
New Mexico	12.00%	16.39%	13.00%	16.39%	1.0	0.0	4.4	3.4	
New York	15.00%	85.85%	NR	59.16%	—	-26.7	70.9	—	2015–16 accountability targets and results were not reported per the Dec. 18, 2015, Dear Colleague Letter of the U.S. Department of Education*
North Carolina	14.60%	18.27%	15.10%	18.82%	0.5	0.6	3.7	3.7	
North Dakota	14.00%	17.51%	16.00%	15.64%	2.0	-1.9	3.5	-0.4	
Ohio	NR	30.04%	NR	29.86%	—	-0.2	—	—	2014-15 and 2015–16 accountability targets and results were not reported per the Dec. 18, 2015, Dear Colleague Letter of the U.S. Department of Education*
Oklahoma	25.00%	17.12%	NR	16.76%	—	-0.4	-7.9	—	
Oregon	9.50%	16.28%	10.00%	8.56%	0.5	-7.7	6.8	-1.4	
Pennsylvania	NR	32.00%	NR	30.65%	—	-1.4	—	—	2014-15 and 2015–16 accountability targets and results were not reported per the Dec. 18, 2015, Dear

States	SY 2014–15		SY 2015–16		Difference in Targets Between SYs (pp)	Difference in Results Between SYs (pp)	Difference Between Result and Target SY 2014–15	Difference Between Result and Target SY 2015–16	Notes/Explanations Provided by SEAs
	Target %	Result %	Target %	Result %					
									Colleague Letter of the U.S. Department of Education*
Puerto Rico	13.00%	23.47%	14.00%	32.32%	1.0	8.9	10.5	18.3	
Rhode Island	26.00%	23.39%	29.00%	28.23%	3.0	4.8	-2.6	-0.8	
South Carolina	NR	0.00%	NR	27.84%	—	—	—	—	South Carolina reported that AMAOs were not available for 2014–15 and 2015–16.
South Dakota	11.00%	19.57%	11.00%	14.37%	0.0	-5.2	8.6	3.4	
Tennessee	4.70%	20.79%	NR	14.74%	—	-6.1	16.1	—	<ul style="list-style-type: none"> 2014–15, Tennessee reported that the target number for making progress did not include 11,121 students who were first time test takers. 2015–16 accountability targets and results were not reported per the Dec. 18, 2015, Dear Colleague Letter of the U.S. Department of Education*
Texas	NR	25.91%	NR	26.39%	—	0.5	—	—	2015–16 accountability targets and results were not reported per the Dec. 18, 2015, Dear Colleague Letter of the U.S. Department of Education*
Utah	7.60%	15.32%	8.30%	14.95%	0.7	-0.4	7.7	6.7	
Vermont	11.00%	17.51%	12.00%	4.58%	1.0	-12.9	6.5	-7.4	2015–16: Vermont reported that these results are different than reported on the December 2016 CSPR due to the adjustment of scores to the new scale, based on 2016 standards-setting studies.
Virginia	NR	NR	NR	17.36%	0.0	—	—	—	<ul style="list-style-type: none"> 2014–15, Virginia is in the process of submitting a revised <i>Title III</i> Accountability Plan to ED and is unable to calculate results for AMAO 1 and 2. 2015–16 accountability targets and results were not reported per the Dec. 18, 2015, Dear Colleague Letter of the U.S. Department of Education*
Washington	8.00%	16.74%	8.00%	13.19%	0.0	-3.6	8.7	5.2	2015–16, Washington reported that the results are lower than its targets because the SEA did not calculate growth during the base year under ELPA 21 assessment.
West Virginia	NR	54.16%	54.16%	38.70%	—	-15.5	—	-15.5	2014–15 accountability targets and results were not reported per the Dec. 18, 2015, Dear Colleague Letter of the U.S. Department of Education*
Wisconsin	12.50%	24.22%	14.00%	26.14%	1.5	1.9	11.7	12.1	
Wyoming	20.10%	19.08%	24.00%	19.98%	3.9	0.9	-1.0	-4.0	

* The Dec. 18, 2015, Dear Colleague Letter of the U.S. Department of Education can be found at

<https://www2.ed.gov/policy/elsec/leg/essa/transition-dcl.pdf>.

NOTES: NR represents “not reported by the SEA.” Percentage point difference between school years is calculated by subtracting 2014–15 data from 2015–16 data. “—” indicates that percentage cannot be calculated because data were not available. Notes column summarizes explanations and comments as reported by the SEAs as part of their CSPR data reporting.

SOURCE: U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2014–15 and 2015–16* (OMB #1810-0724). Data were accessed in fall 2018.

Table A-13. Percentage of All Students and English Learner (ELs) That Scored Proficient or Above on State Reading/Language Arts Assessments: SYs 2014–15 and 2015–16

State Name	SY 2014–15		SY 2015–16	
	All Students	ELs	All Students	ELs
Alabama	40.52%	6.80%	38.32%	5.30%
Alaska	34.80%	4.72%	NR	NR
Arizona	37.42%	2.51%	39.72%	2.68%
Arkansas	33.89%	15.53%	48.02%	29.23%
California	44.32%	11.00%	47.60%	29.53%
Colorado	39.77%	7.25%	39.95%	9.59%
Connecticut	55.06%	11.13%	57.13%	11.79%
Delaware	52.07%	15.89%	54.65%	18.20%
District of Columbia	24.92%	4.49%	26.58%	5.97%
Florida	52.89%	15.24%	52.14%	25.52%
Georgia	38.42%	16.75%	39.93%	16.10%
Hawaii	48.51%	4.58%	51.20%	6.10%
Idaho	51.08%	6.21%	52.96%	6.96%
Illinois	37.69%	8.88%	36.01%	9.39%
Indiana	68.35%	35.05%	64.01%	23.13%
Iowa	76.24%	42.61%	75.51%	37.91%
Kansas	41.88%	19.75%	41.17%	18.51%
Kentucky	54.53%	18.23%	55.86%	18.57%
Louisiana	70.38%	40.90%	70.78%	39.40%
Maine	47.90%	13.80%	51.05%	15.73%
Maryland	45.06%	3.96%	43.40%	4.39%
Massachusetts	69.58%	26.26%	71.00%	30.14%
Michigan	48.45%	24.03%	49.66%	23.27%
Minnesota	59.59%	17.57%	59.91%	17.00%
Mississippi	32.43%	13.83%	32.78%	15.50%
Missouri	59.63%	37.63%	62.87%	40.40%
Montana	47.76%	6.40%	49.56%	8.18%
Nebraska	79.72%	58.80%	82.48%	61.14%
Nevada	88.55%	48.69%	48.71%	18.82%
New Hampshire	58.52%	25.33%	60.82%	29.30%
New Jersey	46.78%	9.55%	50.27%	8.79%
New Mexico	26.62%	7.11%	27.77%	7.79%
New York	42.67%	11.40%	48.16%	9.94%
North Carolina	46.01%	10.22%	46.52%	10.54%
North Dakota	46.38%	7.38%	50.99%	9.30%
Ohio	73.90%	46.63%	54.93%	23.90%
Oklahoma	70.42%	33.82%	70.41%	33.12%
Oregon	55.62%	13.75%	56.01%	11.91%
Pennsylvania	61.30%	11.92%	62.16%	11.80%
Puerto Rico	43.57%	36.03%	50.65%	40.32%
Rhode Island	35.89%	7.40%	37.98%	9.11%

State Name	SY 2014–15		SY 2015–16	
	All Students	ELs	All Students	ELs
South Carolina	41.63%	23.08%	46.01%	31.84%
South Dakota	48.95%	11.37%	52.08%	12.91%
Tennessee	50.89%	8.40%	35.43%	2.21%
Texas	73.51%	51.30%	71.55%	48.79%
Utah	43.53%	4.83%	44.79%	6.78%
Vermont	54.10%	18.28%	56.38%	21.22%
Virginia	78.93%	46.58%	79.64%	47.44%
Washington	55.59%	14.54%	62.04%	17.53%
West Virginia	45.78%	41.15%	48.11%	41.43%
Wisconsin	52.12%	14.66%	43.12%	11.09%
Wyoming	54.41%	13.16%	56.66%	14.83%

NOTE: *NR* represents “not reported by the SEA.” In 2015–16, Alaska did not report any achievement data at SEA, LEA, or school levels.

SOURCE: U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2014–15 and 2015–16* (OMB #1810-0724). Data were accessed in fall 2018.

Table A-14. Percentage of All Students and English Learner (ELs) That Scored Proficient or Above on State Mathematics Assessments: SYs 2014–15 and 2015–16

State Name	SY 2014–15		SY 2015–16	
	All Students	ELs	All Students	ELs
Alabama	39.21%	17.91%	42.64%	18.28%
Alaska	31.03%	8.05%	NR	NR
Arizona	37.77%	5.74%	38.75%	6.63%
Arkansas	24.58%	12.26%	43.45%	31.06%
California	33.97%	11.07%	36.22%	22.74%
Colorado	30.05%	7.10%	32.46%	8.39%
Connecticut	38.88%	8.18%	43.30%	10.29%
Delaware	39.01%	15.68%	42.45%	19.81%
District of Columbia	22.22%	9.04%	24.69%	10.12%
Florida	52.99%	26.44%	53.44%	35.32%
Georgia	37.70%	21.26%	40.46%	23.25%
Hawaii	40.99%	9.24%	41.68%	9.39%
Idaho	39.15%	6.26%	41.62%	7.31%
Illinois	28.11%	10.01%	30.26%	12.44%
Indiana	63.91%	38.23%	54.73%	24.41%
Iowa	78.84%	51.56%	78.20%	46.63%
Kansas	32.72%	15.20%	34.26%	16.09%
Kentucky	44.82%	18.71%	48.47%	19.47%
Louisiana	60.91%	43.67%	64.26%	44.07%
Maine	36.25%	10.78%	38.84%	13.34%
Maryland	38.40%	6.44%	41.81%	9.46%
Massachusetts	60.99%	28.26%	63.16%	31.36%
Michigan	36.50%	20.29%	37.81%	21.48%
Minnesota	60.35%	25.90%	59.66%	23.68%
Mississippi	26.72%	18.84%	30.92%	23.75%
Missouri	43.80%	30.07%	47.62%	31.61%
Montana	38.87%	6.55%	41.31%	8.50%
Nebraska	72.33%	49.43%	72.70%	48.77%
Nevada	95.40%	80.50%	38.68%	19.80%
New Hampshire	46.21%	21.92%	48.93%	25.20%
New Jersey	35.88%	12.49%	39.57%	12.96%
New Mexico	17.63%	5.31%	20.27%	6.85%
New York	50.15%	19.69%	51.08%	17.45%
North Carolina	43.79%	18.08%	46.52%	20.19%
North Dakota	40.08%	7.15%	41.41%	9.08%
Ohio	67.18%	44.30%	60.34%	35.87%
Oklahoma	67.34%	39.74%	67.39%	38.04%
Oregon	41.88%	13.08%	42.04%	11.46%
Pennsylvania	42.78%	9.63%	45.53%	10.29%
Puerto Rico	29.66%	35.38%	33.45%	35.21%
Rhode Island	25.04%	6.23%	29.85%	8.56%

State Name	SY 2014–15		SY 2015–16	
	All Students	ELs	All Students	ELs
South Carolina	50.91%	41.78%	45.62%	38.10%
South Dakota	40.82%	9.93%	43.76%	12.41%
Tennessee	57.07%	27.88%	15.80%	2.71%
Texas	72.90%	59.29%	75.08%	62.77%
Utah	44.80%	7.50%	47.32%	9.54%
Vermont	42.07%	19.10%	45.18%	23.08%
Virginia	79.08%	53.53%	79.56%	52.72%
Washington	49.20%	17.85%	51.09%	19.62%
West Virginia	29.51%	31.26%	32.91%	32.79%
Wisconsin	44.02%	12.47%	41.87%	12.97%
Wyoming	47.59%	13.72%	50.53%	16.71%

NOTE: *NR* represents “not reported by the SEA. In 2015–16, Alaska did not report any achievement data at SEA, LEA, or school levels.

SOURCE: U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2014–15 and 2015–16* (OMB #1810-0724). Data were accessed in fall 2018.

Table A-15. Number of Subgrantees That Met or Did Not Meet *Title III* Annual Measurable Achievement Objectives, by AMAO Type and by Number of Consecutive Years: SY 2014–15

State	Total Number of Subgrantees	Subgrantees Met				Subgrantees Did Not Meet		Subgrantees With Improvement Plan That Did Not Meet Any AMAO for Two Consecutive Years	Subgrantees With Improvement Plan That Did Not Meet Any AMAO for Four Consecutive Years
		All AMAOs	AMAO 1	AMAO 2	AMAO 3	Any AMAO	Any AMAO for Two Consecutive Years		
Total	4,242	214	1,135	1,231	455	97	339	408	230
Alabama	57	NR	52	38	NR	5	11	57	NR
Alaska	12	NR	7	5	NR	NR	NR	NR	NR
Arizona	NR	NR	NR	NR	NR	NR	NR	NR	NR
Arkansas	38	NR	30	34	NR	NR	NR	NR	NR
California	NR	NR	NR	NR	NR	NR	NR	NR	NR
Colorado	58	NR	NR	NR	NR	NR	NR	NR	NR
Connecticut	56	7	10	48	39	2	24	24	24
Delaware	NR	NR	NR	NR	NR	NR	NR	NR	NR
District of Columbia	13	NR	NR	10	1	NR	2	2	3
Florida	NR	NR	NR	NR	NR	NR	NR	NR	NR
Georgia	NR	NR	NR	NR	NR	NR	NR	NR	NR
Hawaii	1	NR	NR	1	NR	NR	1	1	1
Idaho	33	24	30	32	27	NR	4	3	3
Illinois	NR	NR	NR	NR	NR	NR	NR	NR	NR
Indiana	155	NR	NR	NR	NR	NR	NR	NR	NR
Iowa	12	NR	NR	6	2	6	1	1	8
Kansas	46	NR	NR	35	NR	NR	46	3	1
Kentucky	42	37	39	42	40	NR	NR	NR	NR
Louisiana	54	8	17	20	21	1	5	5	2
Maine	16	NR	7	12	1	1	6	5	9
Maryland	22	NR	22	19	NR	NR	8	2	12
Massachusetts	79	NR	NR	NR	NR	NR	NR	NR	NR
Michigan	322	NR	NR	NR	NR	NR	NR	NR	NR
Minnesota	103	18	84	60	29	7	21	14	22
Mississippi	32	NR	NR	NR	NR	NR	NR	NR	NR
Missouri	72	1	72	47	1	NR	4	71	1
Montana	56	2	26	37	3	4	10	10	13
Nebraska	21	7	17	19	8	1	2	4	9
Nevada	12	NR	8	4	NR	2	8	8	NR
New Hampshire	13	1	13	1	13	NR	7	5	2
New Jersey	362	NR	268	345	NR	NR	31	45	13
New Mexico	48	NR	31	38	NR	7	1	1	5
New York	NR	NR	NR	NR	NR	NR	NR	NR	NR
North Carolina	90	7	72	71	11	11	33	18	15
North Dakota	50	40	46	42	50	NR	7	7	6

State	Total Number of Subgrantees	Subgrantees Met				Subgrantees Did Not Meet		Subgrantees With Improvement Plan That Did Not Meet Any AMAO for Two Consecutive Years	Subgrantees With Improvement Plan That Did Not Meet Any AMAO for Four Consecutive Years
		All AMAOs	AMAO 1	AMAO 2	AMAO 3	Any AMAO	Any AMAO for Two Consecutive Years		
Ohio	329	NR	NR	NR	NR	NR	NR	NR	NR
Oklahoma	88	2	30	14	11	46	41	33	9
Oregon	63	13	47	33	39	2	NR	22	32
Pennsylvania	323	NR	NR	NR	NR	NR	NR	NR	NR
Puerto Rico	1	NR	NR	1	NR	NR	NR	NR	NR
Rhode Island	22	14	22	22	14	NR	6	6	4
South Carolina	74	NR	NR	NR	NR	NR	NR	NR	NR
South Dakota	6	NR	5	6	NR	NR	NR	NR	2
Tennessee	49	9	47	56	13	NR	39	39	5
Texas	1,115	NR	NR	NR	NR	NR	NR	NR	NR
Utah	64	NR	NR	NR	NR	NR	NR	NR	NR
Vermont	9	4	5	9	6	NR	NR	1	3
Virginia	51	NR	NR	NR	96	NR	NR	NR	NR
Washington	151	17	120	119	21	2	21	21	26
West Virginia	13	NR	NR	NR	NR	NR	NR	NR	NR
Wisconsin	NR	NR	NR	NR	NR	NR	NR	NR	NR
Wyoming	9	3	8	5	9	NR	NR	NR	NR

NOTE: NR represents “not reported by the SEA.”

SOURCE: U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2014–15 and 2015–16* (OMB #1810-0724). Data were accessed in fall 2018.

Table A-16. Number of Subgrantees That Met or Did Not Meet *Title III* Annual Measurable Achievement Objectives, by AMAO Type and by Number of Consecutive Years: SY 2015–16

State	Total Number of Subgrantees	Subgrantees Met				Subgrantees Did Not Meet		Subgrantees With Improvement Plan That Did Not Meet Any AMAO for Two Consecutive Years	Subgrantees With Improvement Plan That Did Not Meet Any AMAO for Four Consecutive Years
		All AMAOs	AMAO 1	AMAO 2	AMAO 3	Any AMAO	Any AMAO for Two Consecutive Years		
Total	2,874	4	52	83	21	11	44	20	41
Alabama	65	NR	NR	NR	NR	NR	NR	NR	NR
Alaska	NR	NR	NR	NR	NR	NR	NR	NR	NR
Arizona	266	NR	NR	NR	NR	NR	NR	NR	NR
Arkansas	39	NR	NR	NR	NR	NR	NR	NR	NR
California	NR	NR	NR	NR	NR	NR	NR	NR	NR
Colorado	62	NR	NR	NR	NR	NR	NR	NR	NR
Connecticut	NR	NR	NR	NR	NR	NR	NR	NR	NR
Delaware	16	1	2	16	11	NR	10	NR	6
District of Columbia	11	NR	NR	10	1	NR	2	2	3
Florida	NR	NR	NR	NR	NR	NR	NR	NR	NR
Georgia	NR	NR	NR	NR	NR	NR	NR	NR	NR
Hawaii	NR	NR	NR	NR	NR	NR	NR	NR	NR
Idaho	35	NR	NR	NR	NR	NR	NR	NR	NR
Illinois	NR	NR	NR	NR	NR	NR	NR	NR	NR
Indiana	NR	NR	NR	NR	NR	NR	NR	NR	NR
Iowa	NR	NR	NR	NR	NR	NR	NR	NR	NR
Kansas	NR	NR	NR	NR	NR	NR	NR	NR	NR
Kentucky	NR	NR	NR	NR	NR	NR	NR	NR	NR
Louisiana	54	NR	NR	NR	NR	NR	NR	NR	NR
Maine	10	NR	NR	NR	NR	NR	NR	NR	NR
Maryland	21	NR	11	16	NR	4	21	7	14
Massachusetts	79	NR	NR	NR	NR	NR	NR	NR	NR
Michigan	332	NR	NR	NR	NR	NR	NR	NR	NR
Minnesota	NR	NR	NR	NR	NR	NR	NR	NR	NR
Mississippi	29	NR	NR	NR	NR	NR	NR	NR	NR
Missouri	69	NR	NR	NR	NR	NR	NR	NR	NR
Montana	54	NR	NR	NR	NR	NR	10	10	13
Nebraska	NR	NR	NR	NR	NR	NR	NR	NR	NR
Nevada	10	NR	NR	NR	NR	NR	NR	NR	NR
New Hampshire	14	NR	NR	NR	NR	NR	NR	NR	NR
New Jersey	222	NR	NR	NR	NR	NR	NR	NR	NR
New Mexico	36	NR	31	36	NR	7	1	1	5
New York	NR	NR	NR	NR	NR	NR	NR	NR	NR
North Carolina	100	NR	NR	NR	NR	NR	NR	NR	NR
North Dakota	NR	NR	NR	NR	NR	NR	NR	NR	NR

Ohio	NR	NR	NR	NR	NR	NR	NR	NR	NR
Oklahoma	NR	NR	NR	NR	NR	NR	NR	NR	NR
Oregon	64	NR	NR	NR	NR	NR	NR	NR	NR
Pennsylvania	NR	NR	NR	NR	NR	NR	NR	NR	NR
Puerto Rico	NR	NR	NR	NR	NR	NR	NR	NR	NR
Rhode Island	22	NR	NR	NR	NR	NR	NR	NR	NR
South Carolina	74	NR	NR	NR	NR	NR	NR	NR	NR
South Dakota	6	NR	NR	NR	NR	NR	NR	NR	NR
Tennessee	48	NR	NR	NR	NR	NR	NR	NR	NR
Texas	1,114	NR	NR	NR	NR	NR	NR	NR	NR
Utah	NR	NR	NR	NR	NR	NR	NR	NR	NR
Vermont	NR	NR	NR	NR	NR	NR	NR	NR	NR
Virginia	NR	NR	NR	NR	NR	NR	NR	NR	NR
Washington	NR	NR	NR	NR	NR	NR	NR	NR	NR
West Virginia	13	NR	NR	NR	NR	NR	NR	NR	NR
Wisconsin	NR	NR	NR	NR	NR	NR	NR	NR	NR
Wyoming	9	3	8	5	9	NR	NR	NR	NR

NOTE: NR represents “not reported by the SEA.”

SOURCE: U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2014–15 and 2015–16* (OMB #1810-0724). Data were accessed in fall 2018.

Table A-17. Number of Monitored Former English Learners (MFELs): SYs 2014–15 and 2015–16

State Name	SY 2014–15		SY 2015–16	
	MFEL Year 1	MFEL Year 2	MFEL Year 1	MFEL Year 2
Total	661,258	639,560	662,331	628,725
Alabama	433	2,720	481	2,922
Alaska	1,024	755	NR	NR
Arizona	21,088	15,102	19,903	20,939
Arkansas	1,559	1,349	1,604	1,461
California	305,746	305,588	245,944	281,980
Colorado	16,376	8,384	13,949	12,351
Connecticut	2,482	4,445	3,528	1,976
Delaware	1,233	300	172	27
District of Columbia	1,133	1,271	1,168	1,041
Florida	41,958	37,394	48,064	37,965
Georgia	15,995	15,020	17,676	14,203
Hawaii	3,177	3,136	3,321	3,479
Idaho	1,667	1,905	1,744	1,567
Illinois	16,128	28,489	22,832	15,429
Indiana	8,264	4,030	13,323	7,467
Iowa	1,714	1,083	3,484	1,517
Kansas	830	359	643	185
Kentucky	3,599	6,426	2,798	2,615
Louisiana	4,031	3,860	4,146	4,101
Maine	155	136	157	165
Maryland	8,136	8,815	7,270	7,790
Massachusetts	7,675	1,874	9,209	6,959
Michigan	4,427	4,950	5,007	4,163
Minnesota	9,944	7,506	10,484	8,489
Mississippi	NR	NR	119	197
Missouri	2,504	2,132	2,956	2,216
Montana	243	60	331	280
Nebraska	3,876	3,361	4,438	3,497
Nevada	4,759	7,782	12,773	7,497
New Hampshire	587	573	558	536
New Jersey	10,162	6,606	11,412	8,411
New Mexico	5,888	4,793	3,392	6,199
New York	7,427	7,731	20,563	23,249
North Carolina	14,330	14,708	13,698	13,805
North Dakota	NR	NR	229	229
Ohio	3,219	2,358	3,967	2,886
Oklahoma	14,635	11,585	14,501	13,095
Oregon	9,248	7,642	8,819	9,208
Pennsylvania	2,429	2,011	3,037	3,145
Puerto Rico	433	1,015	376	433
Rhode Island	760	1,108	1,166	1,378

State Name	SY 2014–15		SY 2015–16	
	MFEL Year 1	MFEL Year 2	MFEL Year 1	MFEL Year 2
South Carolina	NR	NR	4,063	1,366
South Dakota	388	503	635	396
Tennessee	3,364	3,798	4,010	5,294
Texas	59,339	59,753	68,057	50,502
Utah	3,278	5,405	5,227	3,197
Vermont	243	202	248	246
Virginia	16,699	15,617	16,641	15,785
Washington	12,797	11,228	18,588	11,809
West Virginia	92	67	162	65
Wisconsin	5,371	4,185	5,008	4,634
Wyoming	413	440	450	379

NOTES: NR represents “not reported by the SEA.”

Monitored Former English Learner students (MFELs) include: Students who have transitioned out of an LIEP, and who are no longer receiving EL services and who are being monitored for academic content achievement for two years after the transition. The number of MFELs Year 1 includes former ELs in their first year of being monitored, and the number of MFELs Year 2 includes former ELs in their second year of being monitored. Puerto Rico reports on monitored former limited Spanish proficient speakers.

SOURCE: U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2014–15 and 2015–16* (OMB #1810-0724). Data were accessed in fall 2018.

Table A-18. Percentage of Monitored Former English Learners (MFELs) Scoring Proficient or Above on State Reading and Mathematics Assessments: SYs 2014–15 and 2015–16

States	SY 2014–15				SY 2015–16			
	Percentage of Proficient MFELs in Reading	Percentage of Proficient MFELs in Math	Percentage of All Students Proficient in Reading	Percentage of All Students Proficient in Math	Percentage of Proficient MFELs in Reading	Percentage of Proficient MFELs in Math	Percentage of All Students Proficient in Reading	Percentage of All Students Proficient in Math
Alabama	34.02	39.03	40.52	39.21	32.25	42.04	38.32	42.64
Alaska	27.90	29.49	34.80	31.03	NR	NR	NR	NR
Arizona	18.32	24.22	37.42	37.77	18.30	24.06	39.72	38.75
Arkansas	90.83	85.69	33.89	24.58	81.07	63.11	48.02	43.45
California	44.84	32.79	44.32	33.97	52.55	38.19	47.60	36.22
Colorado	35.31	25.01	39.77	30.05	40.10	29.10	39.95	32.46
Connecticut	46.02	32.11	55.06	38.88	42.75	32.56	57.13	43.30
Delaware	47.50	38.60	52.07	39.01	52.76	39.39	54.65	42.45
District of Columbia	23.93	28.55	24.92	22.22	28.39	34.17	26.58	24.69
Florida	47.65	52.71	52.89	52.99	98.39	98.30	52.14	53.44
Georgia	28.88	34.22	38.42	37.70	28.72	36.78	39.93	40.46
Hawaii	10.74	14.17	48.51	40.99	35.00	35.17	51.20	41.68
Idaho	22.24	17.99	51.08	39.15	28.56	23.05	52.96	41.62
Illinois	26.33	18.93	37.69	28.11	25.35	22.99	36.01	30.26
Indiana	78.42	72.29	68.35	63.91	62.97	55.25	64.01	54.73
Iowa	84.20	84.47	76.24	78.84	83.05	84.02	75.51	78.20
Kansas	47.57	36.35	41.88	32.72	51.69	41.55	41.17	34.26
Kentucky	59.30	52.71	54.53	44.82	50.44	51.90	55.86	48.47
Louisiana	84.72	78.35	70.38	60.91	84.30	78.10	70.78	64.26
Maine	55.20	32.20	47.90	36.25	54.35	33.54	51.05	38.84
Maryland	26.90	23.57	45.06	38.40	27.10	29.32	43.40	41.81
Massachusetts	66.10	55.00	69.58	60.99	66.83	57.55	71.00	63.16
Michigan	73.21	61.83	48.45	36.50	69.56	54.19	49.66	37.81
Minnesota	50.02	51.47	59.59	60.35	50.46	47.88	59.91	59.66
Mississippi	NR	NR	32.43	26.72	54.11	53.33	32.78	30.92
Missouri	67.12	49.45	59.63	43.80	68.39	51.54	62.87	47.62
Montana	21.19	14.38	47.76	38.87	26.46	15.86	49.56	41.31
Nebraska	72.59	62.34	79.72	72.33	76.46	62.38	82.48	72.70
Nevada	64.81	60.53	88.55	95.40	87.21	41.09	48.71	38.68
New Hampshire	38.05	29.62	58.52	46.21	44.39	34.25	60.82	48.93
New Jersey	24.29	24.39	46.78	35.88	30.40	29.54	50.27	39.57
New Mexico	NR	NR	26.62	17.63	19.27	17.33	27.77	20.27
New York	23.58	31.67	42.67	50.15	33.21	41.23	48.16	51.08
North Carolina	26.21	38.40	46.01	43.79	32.52	42.75	46.52	46.52
North Dakota	NR	NR	46.38	40.08	25.40	23.13	50.99	41.41
Ohio	86.13	79.72	73.90	67.18	40.16	41.74	54.93	60.34
Oklahoma	67.95	69.63	70.42	67.34	68.04	69.49	70.41	67.39
Oregon	43.06	28.77	55.62	41.88	45.16	28.93	56.01	42.04
Pennsylvania	51.97	34.63	61.30	42.78	49.76	41.21	62.16	45.53
Puerto Rico	42.45	33.94	43.57	29.66	53.57	38.17	50.65	33.45
Rhode Island	19.14	13.49	35.89	25.04	29.09	23.63	37.98	29.85
South Carolina	NR	NR	41.63	50.91	72.78	76.03	46.01	45.62
South Dakota	27.99	17.83	48.95	40.82	28.93	17.42	52.08	43.76
Tennessee	37.32	58.01	50.89	57.07	6.47	13.74	35.43	15.80

States	SY 2014–15				SY 2015–16			
	Percentage of Proficient MFELs in Reading	Percentage of Proficient MFELs in Math	Percentage of All Students Proficient in Reading	Percentage of All Students Proficient in Math	Percentage of Proficient MFELs in Reading	Percentage of Proficient MFELs in Math	Percentage of All Students Proficient in Reading	Percentage of All Students Proficient in Math
Texas	84.56	84.24	73.51	72.90	85.09	87.10	71.55	75.08
Utah	23.61	29.24	43.53	44.80	25.23	30.49	44.79	47.32
Vermont	44.57	35.73	54.10	42.07	54.12	45.19	56.38	45.18
Virginia	80.88	83.44	78.93	79.08	80.72	82.65	79.64	79.56
Washington	52.53	48.42	55.59	49.20	54.91	47.74	62.04	51.09
West Virginia	86.14	74.76	45.78	29.51	86.92	78.95	48.11	32.91
Wisconsin	61.35	44.09	52.12	44.02	35.80	32.98	43.12	41.87
Wyoming	37.75	32.78	54.41	47.59	37.24	36.69	56.66	50.53

NOTE: *NR* represents “not reported by the SEA.” *Monitored Former English Learner students (MFELs)* include: Students who have transitioned out of LIEPs, and who are no longer receiving EL services and who are being monitored for academic content achievement for two years after the transition. Puerto Rico reports on monitored former limited Spanish proficient speakers. In 2014–15, Mississippi, New Mexico, North Dakota, and South Carolina did not report results for the MFEL subgroup. In 2015–16, Alaska did not report any achievement data at SEA, LEA, or school levels.

SOURCE: U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2014–15 and 2015–16* (OMB #1810-0724). Data were accessed in fall 2018.

Table A-19. Percentage Point Differences Between SYs 2014–2015 and 2015–2016 in MFELs Scoring Proficient or Above on State Reading and Mathematics Assessments

State	Reading/Language Arts	Mathematics
Alabama	-1.77%	3.01%
Alaska	-27.90%	-29.49%
Arizona	-0.02%	-0.16%
Arkansas	-9.76%	-22.58%
California	7.71%	5.40%
Colorado	4.79%	4.09%
Connecticut	-3.27%	0.45%
Delaware	5.26%	0.79%
District of Columbia	4.46%	5.62%
Florida	50.74%	45.59%
Georgia	-0.16%	2.56%
Hawaii	24.26%	21.00%
Idaho	6.32%	5.06%
Illinois	-0.98%	4.06%
Indiana	-15.45%	-17.04%
Iowa	-1.15%	-0.45%
Kansas	4.12%	5.20%
Kentucky	-8.86%	-0.81%
Louisiana	-0.42%	-0.25%
Maine	-0.85%	1.34%
Maryland	0.20%	5.75%
Massachusetts	0.73%	2.55%
Michigan	-3.65%	-7.64%
Minnesota	0.44%	-3.59%
Mississippi	54.11%	53.33%
Missouri	1.27%	2.09%
Montana	5.27%	1.48%
Nebraska	3.87%	0.04%
Nevada	22.40%	-19.44%
New Hampshire	6.34%	4.63%
New Jersey	6.11%	5.15%
New Mexico	19.27%	17.33%
New York	9.63%	9.56%
North Carolina	6.31%	4.35%
North Dakota	25.40%	23.13%
Ohio	-45.97%	-37.98%
Oklahoma	0.09%	-0.14%
Oregon	2.10%	0.16%
Pennsylvania	-2.21%	6.58%
Puerto Rico	11.12%	4.23%
Rhode Island	9.95%	10.14%
South Carolina	72.78%	76.03%
South Dakota	0.94%	-0.41%
Tennessee	-30.85%	-44.27%
Texas	0.53%	2.86%
Utah	1.62%	1.25%
Vermont	9.55%	9.46%

State	Reading/Language Arts	Mathematics
Virginia	-0.16%	-0.79%
Washington	2.38%	-0.68%
West Virginia	0.78%	4.19%
Wisconsin	-25.55%	-11.11%
Wyoming	-0.51%	3.91%

NOTE: *Percentage point difference between school years* is calculated by subtracting 2014–15 data from 2015–16 data.

SOURCE: U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2014–15 and 2015–16* (OMB #1810-0724). Data were accessed in fall 2018.

**Table A-20. Number of Certified or Licensed Teachers Working in *Title III*-Supported Language Instruction Educational Programs (LIEPs) and the Estimated Number of Additional Certified or Licensed Teachers Needed for *Title III*-Supported LIEPs in the Next Five Years:
SYs 2014–15 and 2015–16**

State Name	Number of Certified/Licensed Teachers Working in <i>Title III</i> -Supported LIEPs			Estimated Number of Additional Certified/Licensed Teachers Needed for <i>Title III</i> -Supported LIEPs in Next Five Years			Percent changes in the Number of ELs Receiving Services in <i>Title III</i> -Supported LIEPs Between 2014–15 and 2015–16
	2014–15	2015–16	Percent changes between SYs	2014–15	2015–16	Percent changes between SYs	
Alabama	555	2,101	278.56%	266	138	-48.12%	-1.83%
Alaska	48	60	25.00%	166	166	0.00%	-10.36%
Arizona	5,240	6,782	29.43%	869	1,411	62.37%	-8.01%
Arkansas	2,572	2,668	3.73%	1,110	728	-34.41%	4.37%
California	203,284	212,773	4.67%	24,898	24,124	-3.11%	-1.41%
Colorado	5,800	8,598	48.24%	2,000	1,000	-50.00%	4.94%
Connecticut	158	709	348.73%	14	25	78.57%	1.63%
Delaware	12	80	566.67%	50	50	0.00%	14.03%
District of Columbia	135	179	32.59%	345	345	0.00%	3.71%
Florida	49,630	49,667	0.07%	N/A	N/A	—	6.80%
Georgia	2,249	2,331	3.65%	736	538	-26.90%	6.59%
Hawaii	242	126	-47.93%	350	385	10.00%	-11.22%
Idaho	159	169	6.29%	201	161	-19.90%	5.11%
Illinois	6,688	15,096	125.72%	3,591	12,916	259.68%	0.79%
Indiana	2,505	3,767	50.38%	1,000	1,500	50.00%	-11.97%
Iowa	546	606	10.99%	1,000	1,000	0.00%	0.93%
Kansas	193	143	-25.91%	443	493	11.29%	3.32%
Kentucky	180	187	3.89%	400	400	0.00%	6.22%
Louisiana	432	555	28.47%	315	609	93.33%	—
Maine	103	74	-28.16%	31	31	0.00%	-2.67%
Maryland	1,052	1,075	2.19%	319	480	50.47%	4.29%
Massachusetts	1,420	1,535	8.10%	500	250	-50.00%	4.81%
Michigan	583	613	5.15%	125	200	60.00%	5.24%
Minnesota	1,412	1,467	3.90%	710	710	0.00%	-0.63%
Mississippi	87	97	11.49%	300	300	0.00%	15.97%
Missouri	498	534	7.23%	957	945	-1.25%	1.34%
Montana	616	907	47.24%	50	50	0.00%	3.09%
Nebraska	991	971	-2.02%	99	97	-2.02%	2.23%
Nevada	2,806	2,530	-9.84%	5,000	16,523	230.46%	4.17%
New Hampshire	135	151	11.85%	29	10	-65.52%	1.51%
New Jersey	3,454	3,427	-0.78%	180	180	0.00%	-1.94%
New Mexico	3,066	4,698	53.23%	500	500	0.00%	-1.03%
New York	6,626	7,219	8.95%	2,025	2,300	13.58%	195.33%
North Carolina	1,744	1,771	1.55%	811	503	-37.98%	-1.45%
North Dakota	96	98	2.08%	25	34	36.00%	1.91%

State Name	Number of Certified/Licensed Teachers Working in <i>Title III</i> -Supported LIEPs			Estimated Number of Additional Certified/Licensed Teachers Needed for <i>Title III</i> -Supported LIEPs in Next Five Years			Percent changes in the Number of ELs Receiving Services in <i>Title III</i> -Supported LIEPs Between 2014–15 and 2015–16
	2014–15	2015–16	Percent changes between SYs	2014–15	2015–16	Percent changes between SYs	
Ohio	363	426	17.36%	384	407	5.99%	5.92%
Oklahoma	872	922	5.73%	530	543	2.45%	3.44%
Oregon	814	852	4.67%	300	300	0.00%	5.97%
Pennsylvania	2,092	2,154	2.96%	618	509	-17.64%	3.37%
Puerto Rico	1,346	803	-40.34%	150	150	0.00%	-25.95%
Rhode Island	330	383	16.06%	100	120	20.00%	10.70%
South Carolina	583	715	22.64%	130	150	15.38%	0.06%
South Dakota	67	103	53.73%	150	250	66.67%	-3.14%
Tennessee	1,108	1,221	10.20%	110	120	9.09%	20.23%
Texas	25,753	26,441	2.67%	13,606	13,606	0.00%	3.72%
Utah	814	2,012	147.17%	85	85	0.00%	4.48%
Vermont	69	68	-1.45%	30	25	-16.67%	-3.11%
Virginia	1,164	1,199	3.01%	700	800	14.29%	2.72%
Washington	946	1,073	13.42%	1,446	1,573	8.78%	1.29%
West Virginia	36	35	-2.78%	60	60	0.00%	-23.89%
Wisconsin	1,932	1,997	3.36%	310	351	13.23%	0.08%
Wyoming	56	56	0.00%	9	9	0.00%	8.81%

— Percentage cannot be calculated because data were not available.

NOTE: Florida does not collect data on the additional number of teachers needed in the next five years per the requirements of the state's Consent Decree. In New York, 352 LEAs received *Title III* funds in the 2015–16 school year, compared with 290 for 2014–15; these additional 62 LEAs reporting data in SY 2015–16 led to a spike in the numbers NY reported for SY 2015–16.

SOURCE: U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2014–15 and 2015–16* (OMB #1810-0724). Data were accessed in fall 2018.

Appendix B: Profiles of States, the District of Columbia, and the Commonwealth of Puerto Rico

Introduction to State Profiles

This section provides information for each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico¹ (collectively indicated hereafter as “states”) on demographics and programs for K–12 ELs, MFELs, and immigrant children and youth, as well as on achievement for K–12 ELs, MFELs, and all students.

Terminology used in the state profiles includes the following:

- EL—English learner
- MFEL—Monitored former English learner. MFELs are students who are no longer served in *Title III*-supported LIEPs and have been in regular classrooms, not specifically designed for ELs, for two years or less.
- Immigrant children and youth—These students are (1) aged 3 through 21; (2) were not born in any state; and (3) have not been attending one or more schools in any one or more states for more than three full academic years.
- AMAOs—Annual measurable achievement objectives.
- LIEP—Language instruction educational program. These programs for ELs have the purpose of helping them develop and attain English language proficiency (ELP) while meeting challenging academic content standards and may use both English and a child’s native language.
- All students—The group of “all students,” used when reporting results of content achievement testing, refers to all students who participated in the state annual assessment, including ELs and MFELs.

In addition, when the number “0” is listed, the state reported no students in the category. If the state did not provide any information, NR is listed to mean “not reported.” Please also note that numbers and percentages reflect rounding.

Each state provided information that includes the following:

- The number of ELs, number of ELs served in *Title III*-funded LIEPs, and number of MFELs
- The percentage of ELs making progress in ELP (AMAO 1) and the percentage of students attaining ELP (AMAO 2)
- The percentages of ELs, MFELs, and all students scoring proficient or better on assessments in the subject areas of reading/language arts and mathematics (AMAO 3)
- The number of immigrant children and youth identified and participating in *Title III*-funded educational programs, per §3114(d)(1)
- The most commonly used LIEPs and the five most commonly spoken languages of ELs (note that language names are presented as they were reported by the states)

¹ In Puerto Rico, limited Spanish proficient students are identified and served in *Title III*-supported LIEPs.

- The mostly commonly spoken languages in the state, other than English, and number and percentages of identified ELs speaking each of the languages listed
- The number of certified/licensed teachers working in *Title III*-funded LIEPs and the additional teachers the state anticipated would be needed in five years
- The number of subgrantees within the state that met all three AMAOs and whether the state met all three AMAOs.

Most information is provided for the state as a whole (e.g., numbers of students, results for AMAOs 1, 2, and 3); some information is provided based on the state's subgrantees (e.g., LIEPs used, number of subgrantees meeting all three AMAOs). In addition, the profile includes the total *Title III* allocation provided to each state.

Comparison across states is likely to raise measurement challenges as each state adopts its own ELP standards and academic achievement standards; develops or selects its own assessments; and has its own criteria for language proficiency and academic achievement as well as teacher certification. Comparisons between years (i.e., comparing SY 2014–15 with SY 2015–16) may also raise measurement challenges since some states are reviewing and modifying language and content standards and associated assessments, and/or their AMAOs. However, certain comparisons within states may not raise similar measurement challenges.

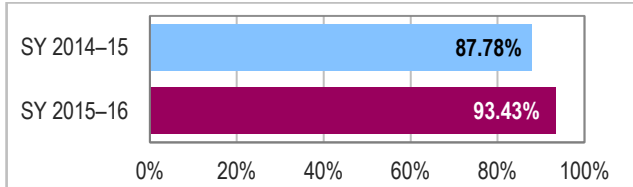
As previously noted in the report, to support an orderly transition from NCLB to the *ESSA*, which made significant changes to accountability requirements related to ELs, the Department did not require states to hold districts accountable for their performances against AMAOs 1, 2, and 3 under *Title III* of the *ESEA* for SYs 2014–15 and 2015–16 as specified in Dear Colleague Letter dated Dec. 18, 2015.² Many SEAs therefore did not report AMAOs and performance against AMAOs in accordance with the letter and provided an explanation that they were not reporting based on the flexibility provided by the Department.

Finally, there are some occurrences when the total number of subgrantees that meet all three AMAOs exceeds the lowest number that meets one of the AMAOs. This may be due to states that have subgrantees that join consortia to receive *Title III* funds and report on AMAO 1 and AMAO 2 as consortia, but then may report AMAO 3 results on individual subgrantees.

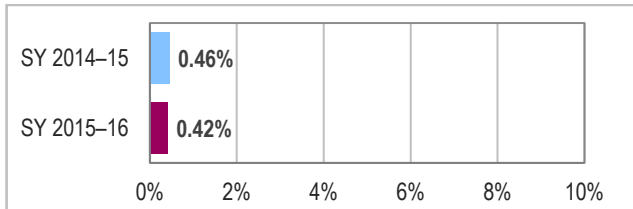
² See the letter at <https://www2.ed.gov/policy/elsec/leg/essa/transition-dcl.pdf>.

ALABAMA

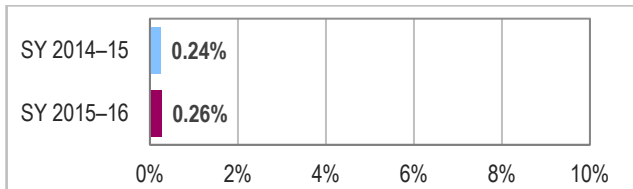
ELs Served With *Title III* Funds (percent of total state identified ELs)



Identified ELs (percent of total U.S. identified ELs)



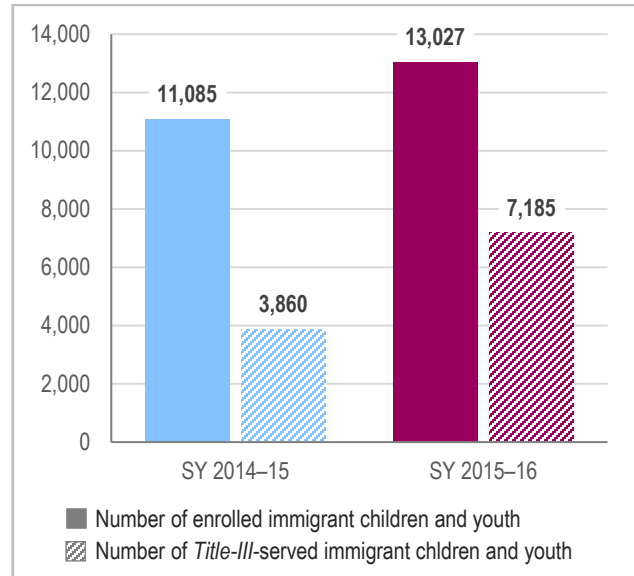
Monitored Former ELs (percent of total U.S. monitored former ELs)



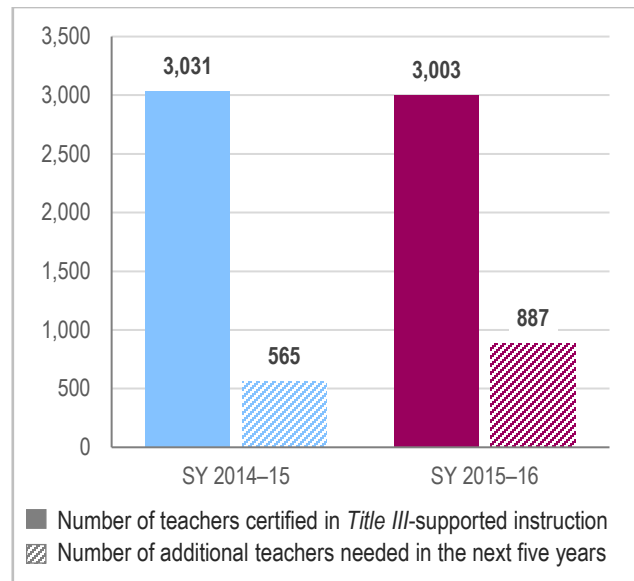
Top Five Languages Spoken by ELs

SY 2014–15	Spanish; Castilian	17,160	78.29%
	Korean	512	2.34%
	Arabic	472	2.15%
	Chinese	415	1.89%
	Vietnamese	350	1.60%
SY 2015–16	Spanish; Castilian	16,018	79.24%
	Korean	439	2.17%
	Arabic	427	2.11%
	Chinese	322	1.59%
	Vietnamese	295	1.46%

Immigrant Children and Youth



Number of Certified/Licensed Teachers Working in *Title III* LIEPs and Additional Teachers Needed in the Next Five Years



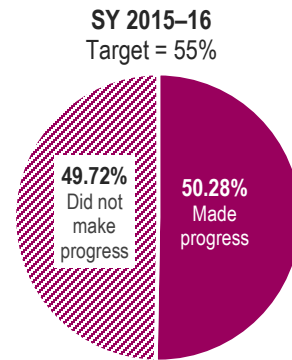
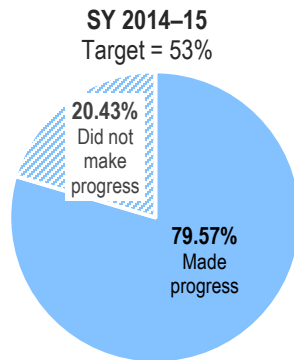
Language Instruction Education Programs (LIEPs)

(● indicates an LIEP was in place during the school year)

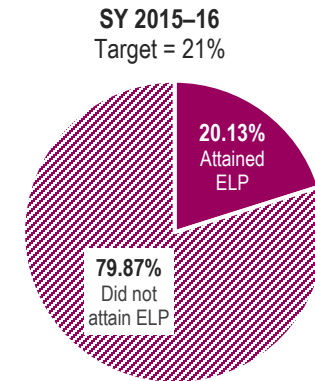
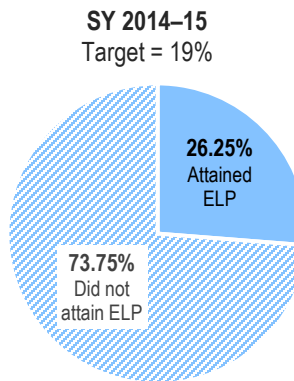
LIEPs that use English and another language	SY 2014–15	SY 2015–16	LIEPs that use English only	SY 2014–15	SY 2015–16
Developmental bilingual			Content-based ESL	●	●
Dual language			Pull-out ESL	●	●
Heritage language			Sheltered English instruction	●	●
Transitional bilingual			Specially designed academic instruction in English	●	●
Two-way immersion			Structured English immersion	●	●

ALABAMA

AMAO 1: Percentage of ELs *Making Progress* in English Language Proficiency (ELP)



AMAO 2: Percentage of ELs *Attaining English Language Proficiency* (ELP)



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

	SY 2014–15	SY 2015–16
ELs	6.80%	5.30%
MFELs	34.02%	39.03%
All students	40.52%	38.32%

Mathematics

	SY 2014–15	SY 2015–16
ELs	17.91%	18.28%
MFELs	30.03%	42.04%
All students	39.21%	42.64%

AMAO Subgrantee Status

SY 2014–15

Total subgrantees	57
Met AMAO 1	52
Met AMAO 2	38
Met AMAO 3	NR
Total meeting all three	NR

SY 2015–16

Total subgrantees	65
Met AMAO 1	NR
Met AMAO 2	NR
Met AMAO 3	NR
Total meeting all three	NR

Title III State Funding

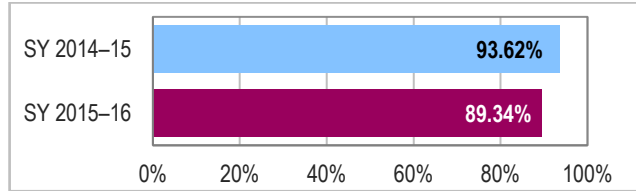
FY 2014	\$3,845,133
FY 2015	\$3,970,967

Note. The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2014–16 provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the state for all students.

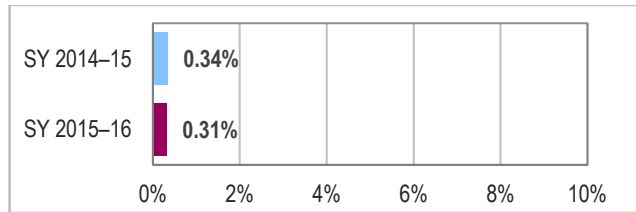
Source. Consolidated State Performance Report, SY 2014-15 and SY 2015-16.

ALASKA

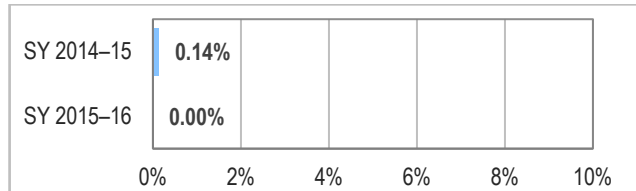
ELs Served With *Title III* Funds (percent of total state identified ELs)



Identified ELs (percent of total U.S. identified ELs)



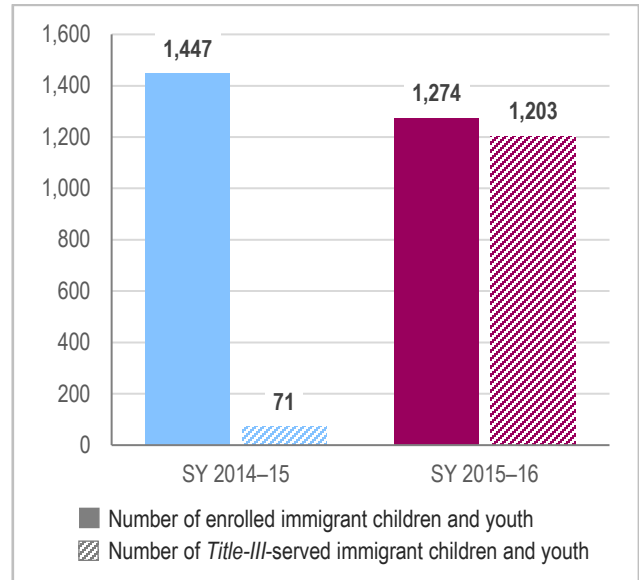
Monitored Former ELs (percent of total U.S. monitored former ELs)



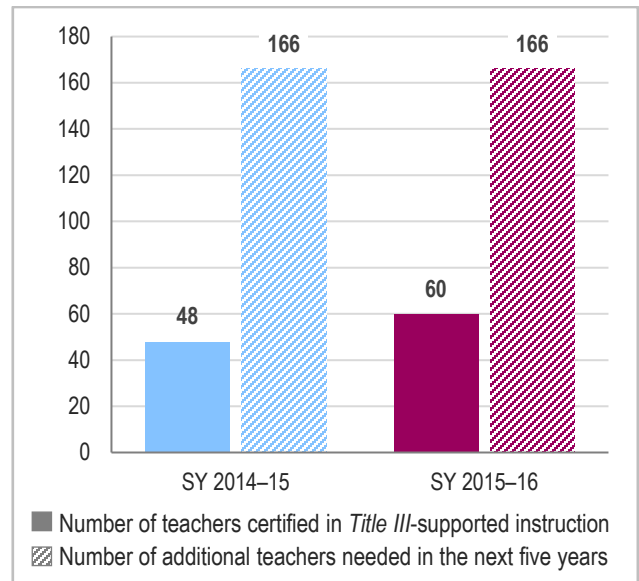
Top Five Languages Spoken by ELs

SY 2014–15	Yupik languages	6,567	40.60%
	Spanish; Castilian	1,847	11.42%
	Filipino; Pilipino	1,498	9.26%
	Inupiaq	1,269	7.85%
	Samoan	1,190	7.36%
SY 2015–16	Yupik languages	5,643	37.14%
	Undetermined	1,785	11.75%
	Spanish; Castilian	1,464	9.64%
	Filipino; Pilipino	1,197	7.88%
	Inupiaq	1,132	7.45%

Immigrant Children and Youth



Number of Certified/Licensed Teachers Working in *Title III* LIEPs and Additional Teachers Needed in the Next Five Years



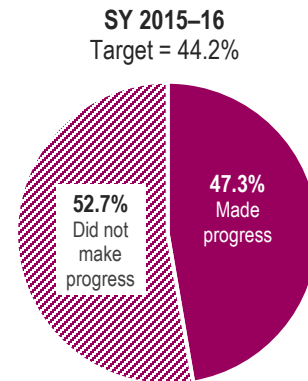
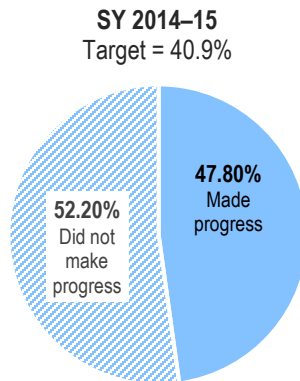
Language Instruction Education Programs (LIEPs)

(● indicates an LIEP was in place during the school year)

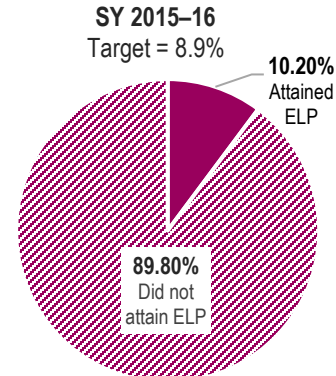
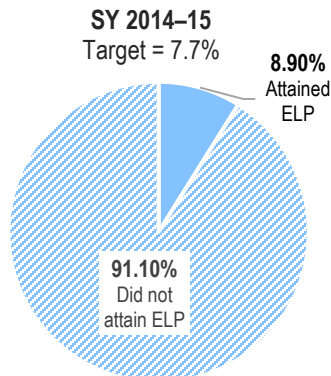
LIEPs that use English and another language	SY 2014–15	SY 2015–16	LIEPs that use English only	SY 2014–15	SY 2015–16
Developmental bilingual	●	●	Content-based ESL	●	
Dual language	●	●	Pull-out ESL	●	
Heritage language	●	●	Sheltered English instruction	●	
Transitional bilingual	●	●	Specially designed academic instruction in English	●	
Two-way immersion	●	●	Structured English immersion	●	

ALASKA

AMAO 1: Percentage of ELs *Making Progress* in English Language Proficiency (ELP)



AMAO 2: Percentage of ELs *Attaining English Language Proficiency* (ELP)



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

	SY 2014–15	SY 2015–16
ELs	4.72%	NR
MFELs	27.90%	NR
All students	34.80%	NR

Mathematics

	SY 2014–15	SY 2015–16
ELs	8.05%	NR
MFELs	29.49%	NR
All students	31.03 %	NR

AMAO Subgrantee Status

SY 2014–15

Total subgrantees	12
Met AMAO 1	7
Met AMAO 2	5
Met AMAO 3	NR
Total meeting all three	NR

SY 2015–16

Total subgrantees	NR
Met AMAO 1	NR
Met AMAO 2	NR
Met AMAO 3	NR
Total meeting all three	NR

Title III State Funding

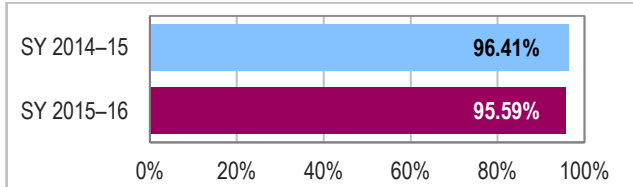
FY 2014	\$1,188,523
FY 2015	\$1,132,240

Note. The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2014–16 provides information regarding the U.S. Department of Education's efforts to hold state accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

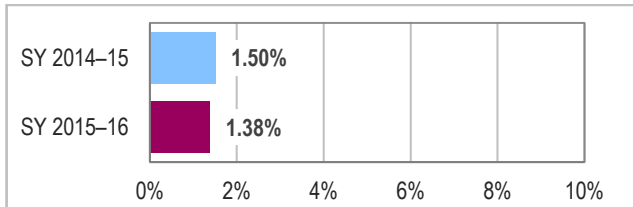
Source. Consolidated State Performance Report, SY 2014-15 and SY 2015-16.

ARIZONA

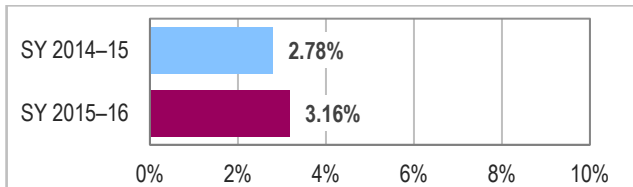
ELs Served With *Title III* Funds (percent of total state identified ELs)



Identified ELs (percent of total U.S. identified ELs)



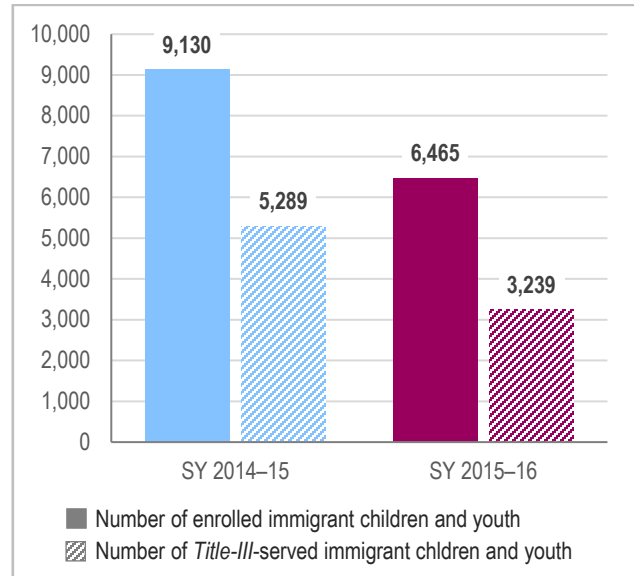
Monitored Former ELs (percent of total U.S. monitored former ELs)



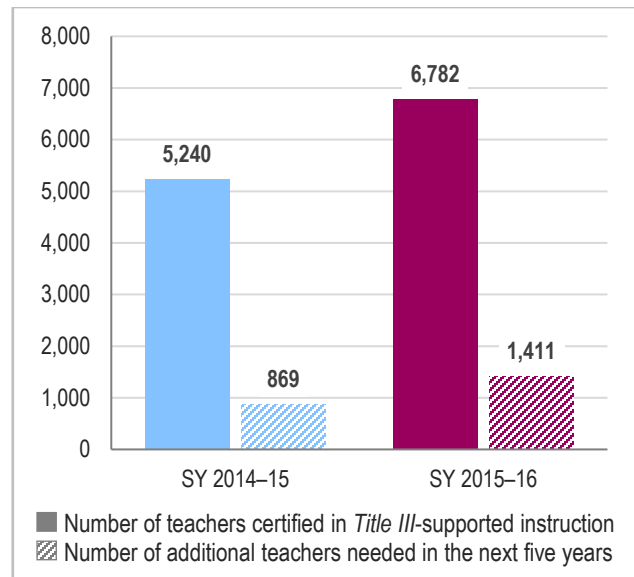
Top Five Languages Spoken by ELs

SY 2014–15	Spanish; Castilian	53,588	74.15%
	Arabic	1,269	1.76%
	Vietnamese	593	0.82%
	Navajo; Navaho	504	0.70%
	Somali	486	0.67%
SY 2015–16	Spanish; Castilian	50,677	71.92%
	Arabic	1,360	1.93%
	Vietnamese	525	0.75%
	Navajo; Navaho	460	0.65%
	Somali	399	0.57%

Immigrant Children and Youth



Number of Certified/Licensed Teachers Working in *Title III* LIEPs and Additional Teachers Needed in the Next Five Years

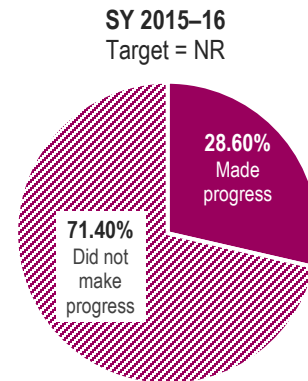
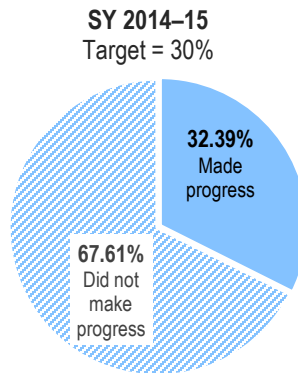


Language Instruction Education Programs (LIEPs) (● indicates an LIEP was in place during the school year)

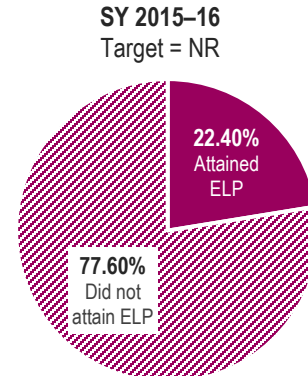
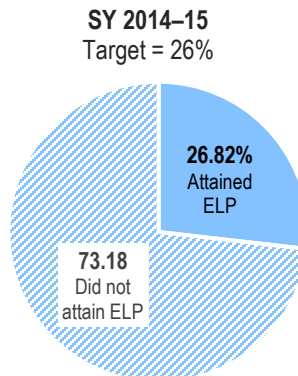
LIEPs that use English and another language	SY 2014–15	SY 2015–16	LIEPs that use English only	SY 2014–15	SY 2015–16
Developmental bilingual			Content-based ESL		
Dual language	●	●	Pull-out ESL		
Heritage language	●	●	Sheltered English instruction		
Transitional bilingual			Specially designed academic instruction in English		
Two-way immersion			Structured English immersion	●	●

ARIZONA

AMAO 1: Percentage of ELs *Making Progress* in English Language Proficiency (ELP)



AMAO 2: Percentage of ELs *Attaining English Language Proficiency* (ELP)



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

	SY 2014–15	SY 2015–16
ELs	2.51%	2.68%
MFELs	18.32%	18.30%
All students	37.42%	39.72%

Mathematics

	SY 2014–15	SY 2015–16
ELs	5.74%	6.63%
MFELs	24.22%	24.06%
All students	37.77%	38.75%

AMAO Subgrantee Status

SY 2014–15

Total subgrantees	NR
Met AMAO 1	NR
Met AMAO 2	NR
Met AMAO 3	NR
Total meeting all three	NR

SY 2015–16

Total subgrantees	266
Met AMAO 1	NR
Met AMAO 2	NR
Met AMAO 3	NR
Total meeting all three	NR

Title III State Funding

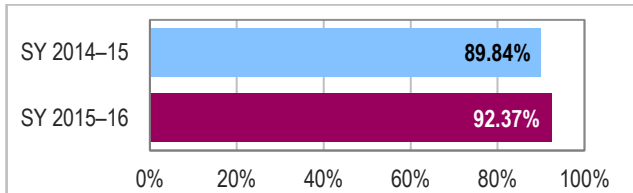
FY 2014	\$15,178,120
FY 2015	\$14,127,726

Note. The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2014–16 provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

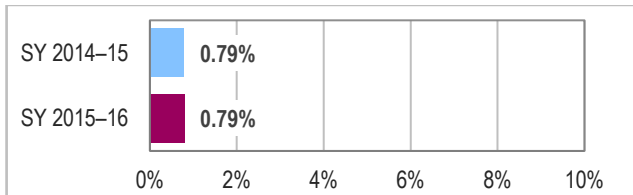
Source. Consolidated State Performance Report, SY 2014-15 and SY 2015-16.

ARKANSAS

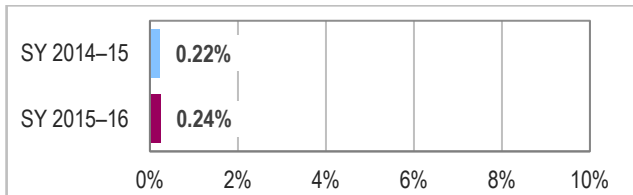
ELs Served With *Title III* Funds (percent of total state identified ELs)



Identified ELs (percent of total U.S. identified ELs)



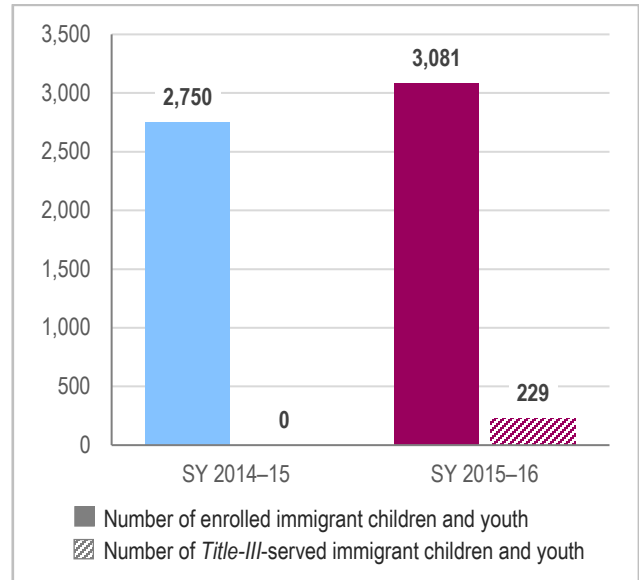
Monitored Former ELs (percent of total U.S. monitored former ELs)



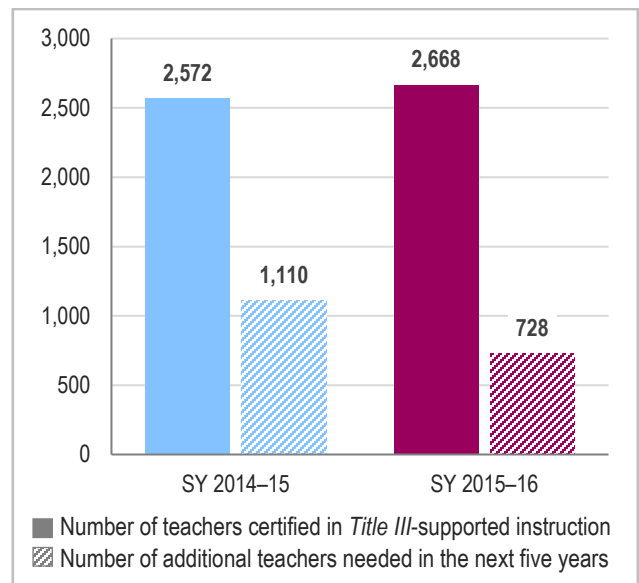
Top Five Languages Spoken by ELs

SY 2014–15	Spanish; Castilian	30,764	81.44%
	Marshalllese	2,328	6.16%
	Vietnamese	507	1.34%
	Lao	383	1.01%
	Hmong	258	0.68%
SY 2015–16	Spanish; Castilian	31,242	81.48%
	Marshalllese	2,554	6.66%
	Vietnamese	455	1.19%
	Lao	342	0.89%
	Arabic	270	0.70%

Immigrant Children and Youth



Number of Certified/Licensed Teachers Working in *Title III* LIEPs and Additional Teachers Needed in the Next Five Years

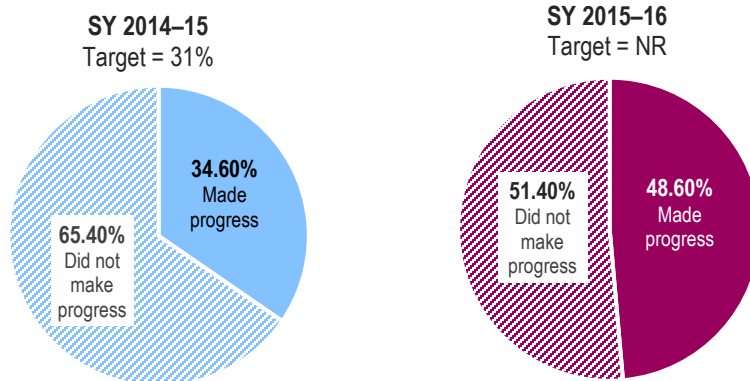


Language Instruction Education Programs (LIEPs) (• indicates an LIEP was in place during the school year)

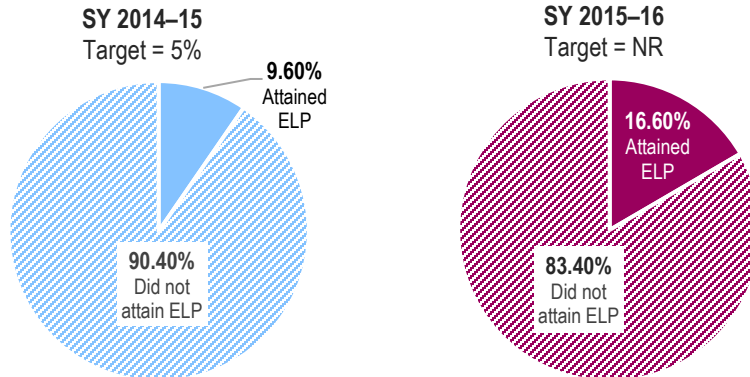
LIEPs that use English and another language	SY 2014–15	SY 2015–16	LIEPs that use English only	SY 2014–15	SY 2015–16
Developmental bilingual			Content-based ESL	•	•
Dual language			Pull-out ESL	•	•
Heritage language	•	•	Sheltered English instruction	•	•
Transitional bilingual			Specially designed academic instruction in English	•	•
Two-way immersion			Structured English immersion	•	•

ARKANSAS

AMAO 1: Percentage of ELs *Making Progress* in English Language Proficiency (ELP)



AMAO 2: Percentage of ELs *Attaining English Language Proficiency* (ELP)



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

	SY 2014–15	SY 2015–16
ELs	15.53%	29.23%
MFELs	90.83%	81.07%
All students	33.89%	48.02%

Mathematics

	SY 2014–15	SY 2015–16
ELs	12.26%	31.06%
MFELs	85.69%	63.11%
All students	24.58%	43.45%

AMAO Subgrantee Status

SY 2014–15

Total subgrantees	38
Met AMAO 1	30
Met AMAO 2	34
Met AMAO 3	NR
Total meeting all three	NR

SY 2015–16

Total subgrantees	39
Met AMAO 1	NR
Met AMAO 2	NR
Met AMAO 3	NR
Total meeting all three	NR

Title III State Funding

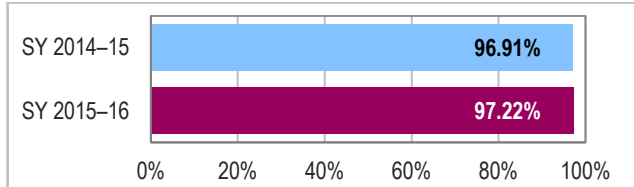
FY 2014	\$3,218,120
FY 2015	\$3,487,016

Note. The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2014–16 provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students. SY 2015–16 accountability targets and results were not reported per the December 18th, 2015 Dear Colleague Letter of the U.S. Department of Education.

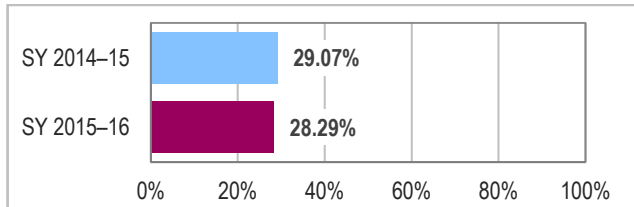
Source. Consolidated State Performance Report, SY 2014-15 and SY 2015-16.

CALIFORNIA

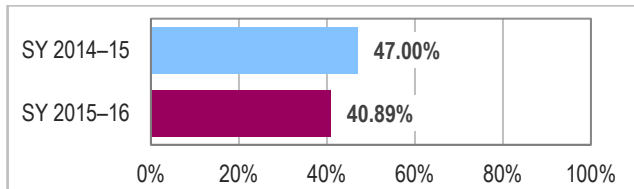
ELs Served With *Title III* Funds (percent of total state identified ELs)



Identified ELs (percent of total U.S. identified ELs)



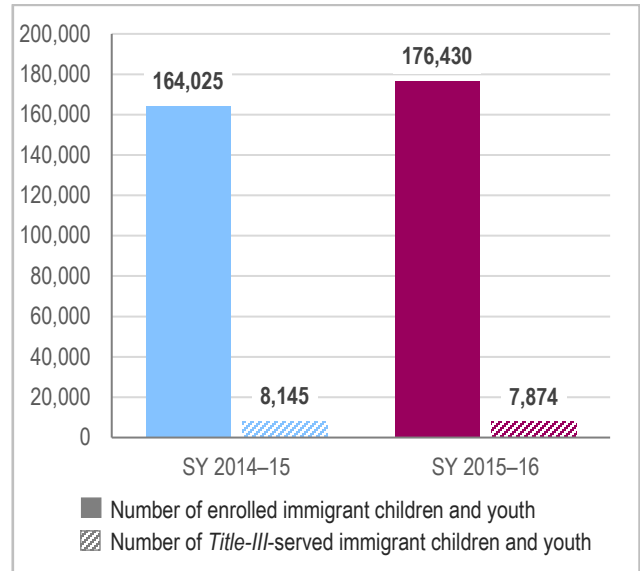
Monitored Former ELs (percent of total U.S. monitored former ELs)



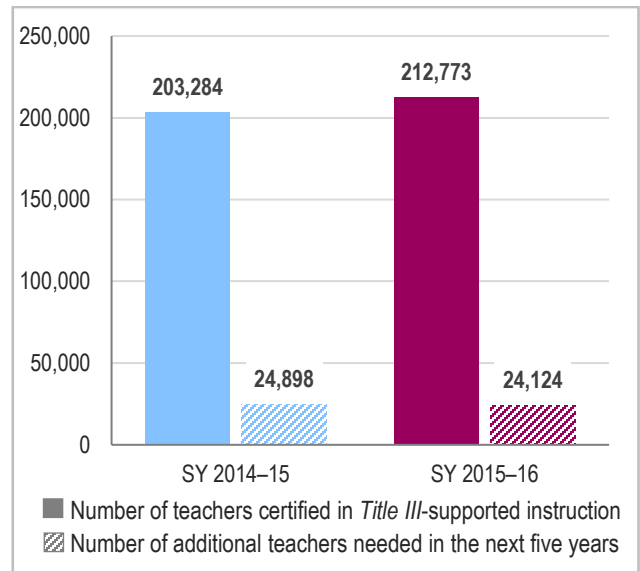
Top Five Languages Spoken by ELs

SY 2014–15	Spanish; Castilian	1,170,464	83.73%
	Chinese	38,107	2.73%
	Vietnamese	31,959	2.29%
	Tagalog	19,167	1.37%
	Arabic	16,850	1.21%
SY 2015–16	Spanish; Castilian	1,147,404	83.53%
	Chinese	37,650	2.74%
	Vietnamese	30,161	2.20%
	Tagalog	18,456	1.34%
	Arabic	17,689	1.29%

Immigrant Children and Youth



Number of Certified/Licensed Teachers Working in *Title III* LIEPs and Additional Teachers Needed in the Next Five Years

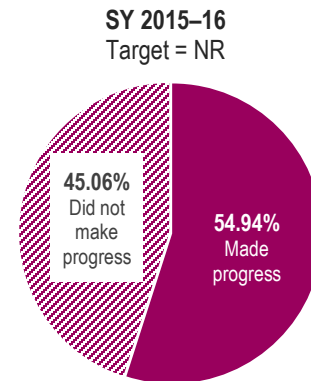
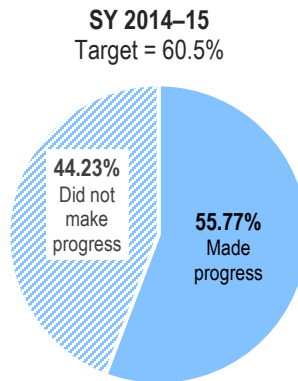


Language Instruction Education Programs (LIEPs) (● indicates an LIEP was in place during the school year)

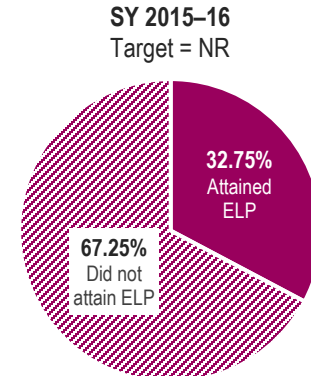
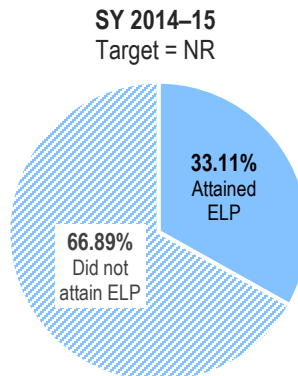
LIEPs that use English and another language	SY 2014–15	SY 2015–16	LIEPs that use English only	SY 2014–15	SY 2015–16
Developmental bilingual	●	●	Content-based ESL	●	●
Dual language	●	●	Pull-out ESL	●	●
Heritage language	●	●	Sheltered English instruction	●	●
Transitional bilingual	●	●	Specially designed academic instruction in English	●	●
Two-way immersion	●	●	Structured English immersion	●	●

CALIFORNIA

AMAO 1: Percentage of ELs *Making Progress* in English Language Proficiency (ELP)



AMAO 2: Percentage of ELs *Attaining English Language Proficiency* (ELP)



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

	SY 2014–15	SY 2015–16
ELs	11.00%	29.53%
MFELs	44.84%	52.55%
All students	44.32%	47.60%

Mathematics

	SY 2014–15	SY 2015–16
ELs	11.07%	22.74%
MFELs	32.79%	38.19%
All students	33.97%	36.22%

AMAO Subgrantee Status

SY 2014–15

Total subgrantees	NR
Met AMAO 1	NR
Met AMAO 2	NR
Met AMAO 3	NR
Total meeting all three	NR

SY 2015–16

Total subgrantees	NR
Met AMAO 1	NR
Met AMAO 2	NR
Met AMAO 3	NR
Total meeting all three	NR

Title III State Funding

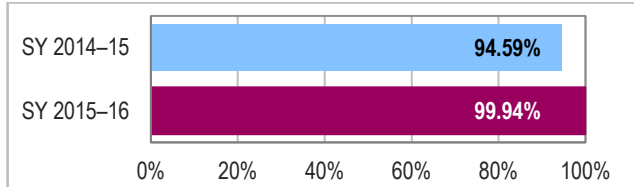
FY 2014	\$150,815,972
FY 2015	\$146,895,715

Note. The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2014–16 provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

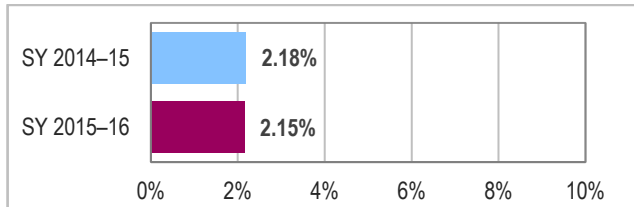
Source. Consolidated State Performance Report, SY 2014-15 and SY 2015-16.

COLORADO

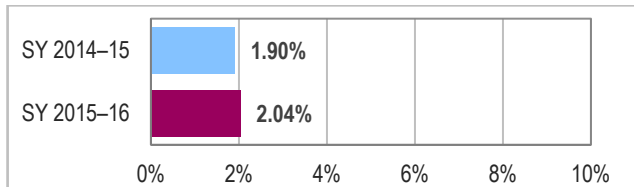
ELs Served With *Title III* Funds (percent of total state identified ELs)



Identified ELs (percent of total U.S. identified ELs)



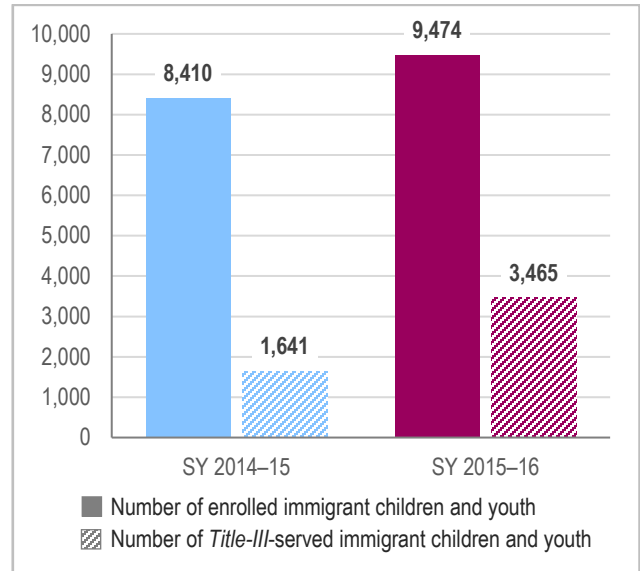
Monitored Former ELs (percent of total U.S. monitored former ELs)



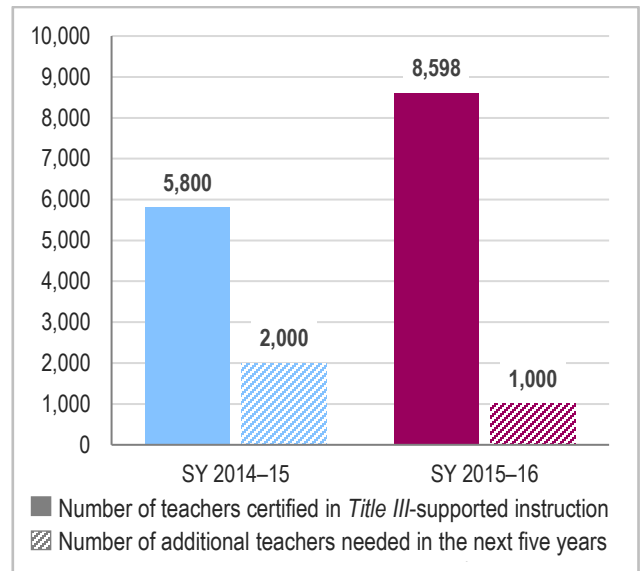
Top Five Languages Spoken by ELs

SY 2014–15	Spanish; Castilian	88,690	84.50%
	Arabic	1,625	1.55%
	Vietnamese	1,533	1.46%
	Chinese	1,155	1.10%
	Russian	933	0.89%
SY 2015–16	Spanish; Castilian	87,728	84.15%
	Arabic	1,697	1.63%
	Vietnamese	1,472	1.41%
	Chinese	1,160	1.11%
	Russian	1,013	0.97%

Immigrant Children and Youth



Number of Certified/Licensed Teachers Working in *Title III* LIEPs and Additional Teachers Needed in the Next Five Years

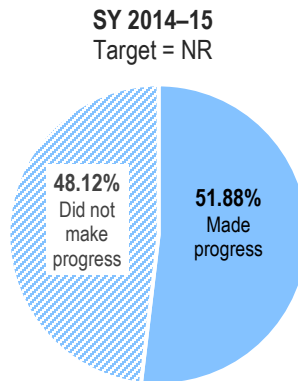


Language Instruction Education Programs (LIEPs) (• indicates an LIEP was in place during the school year)

LIEPs that use English and another language	SY 2014–15	SY 2015–16	LIEPs that use English only	SY 2014–15	SY 2015–16
Developmental bilingual	•	•	Content-based ESL	•	•
Dual language	•	•	Pull-out ESL	•	•
Heritage language	•	•	Sheltered English instruction	•	•
Transitional bilingual	•	•	Specially designed academic instruction in English	•	•
Two-way immersion	•	•	Structured English immersion	•	•

COLORADO

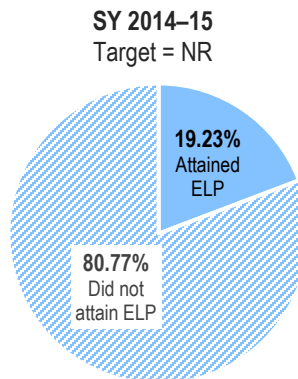
AMAO 1: Percentage of ELs *Making Progress* in English Language Proficiency (ELP)



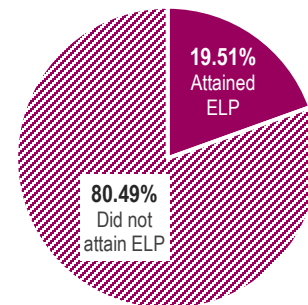
SY 2015–16
Target = NR

Progress
NR

AMAO 2: Percentage of ELs *Attaining English Language Proficiency* (ELP)



SY 2015–16
Target = NR



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

	SY 2014–15	SY 2015–16
ELs	7.25%	9.59%
MFELs	35.31%	40.10%
All students	39.77%	39.95%

Mathematics

	SY 2014–15	SY 2015–16
ELs	7.10%	8.39%
MFELs	25.01%	29.10%
All students	30.05%	32.46%

AMAO Subgrantee Status

SY 2014–15

Total subgrantees	58
Met AMAO 1	NR
Met AMAO 2	NR
Met AMAO 3	NR
Total meeting all three	NR

SY 2015–16

Total subgrantees	62
Met AMAO 1	NR
Met AMAO 2	NR
Met AMAO 3	NR
Total meeting all three	NR

Title III State Funding

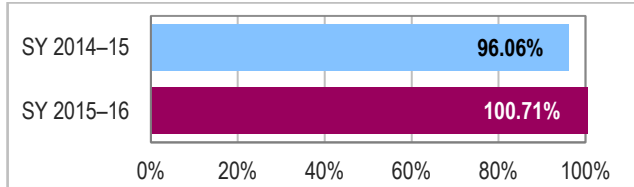
FY 2014	\$8,609,724
FY 2015	\$8,760,944

Note. The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2014–16 provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students. 2015–16 accountability targets and results were not reported per the December 18th, 2015 Dear Colleague Letter of the U.S. Department of Education.

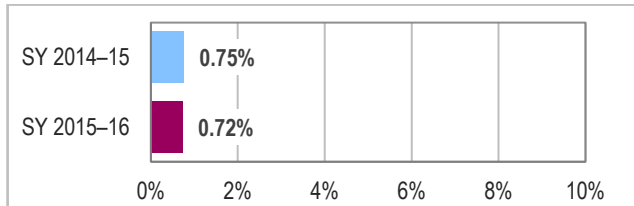
Source. Consolidated State Performance Report, SY 2014–15 and SY 2015–16.

CONNECTICUT

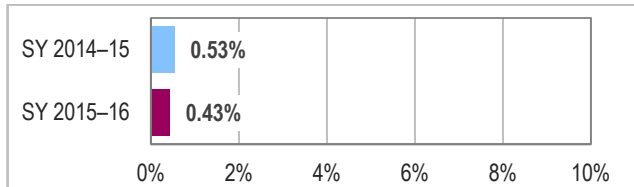
ELs Served With *Title III* Funds (percent of total state identified ELs)



Identified ELs (percent of total U.S. identified ELs)



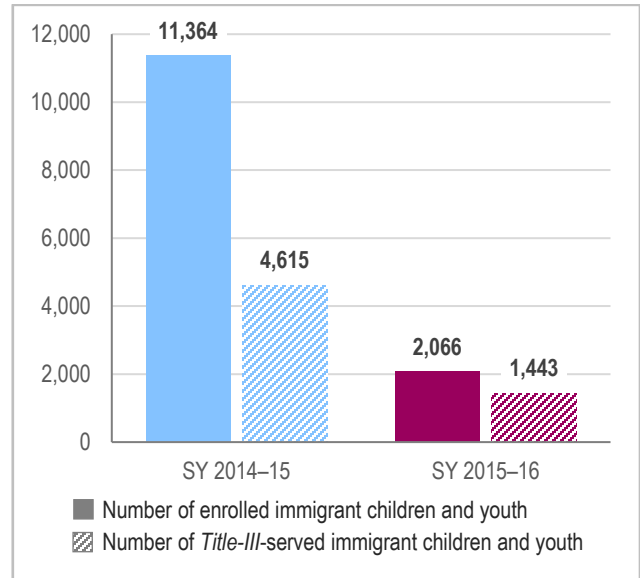
Monitored Former ELs (percent of total U.S. monitored former ELs)



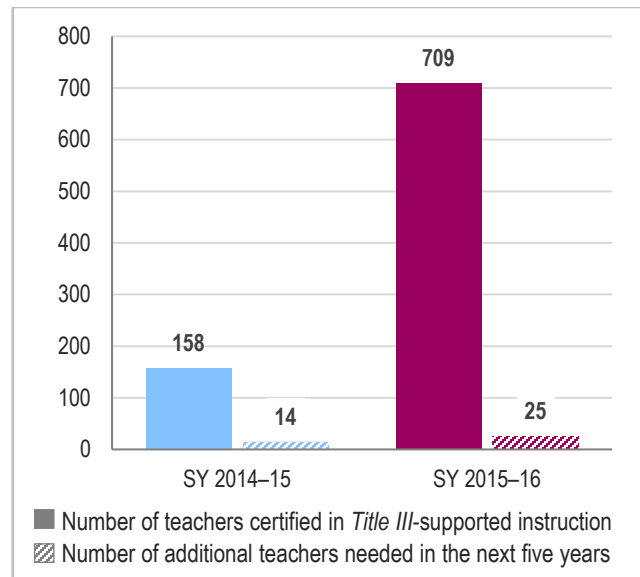
Top Five Languages Spoken by ELs

SY 2014–15	Spanish; Castilian	25,915	72.01%
	Portuguese	1,207	3.35%
	Arabic	1,043	2.90%
	Chinese	951	2.64%
	Creoles and pidgins, French-based (Other)	773	2.15%
SY 2015–16	Spanish; Castilian	25,188	72.21%
	Portuguese	1,293	3.71%
	Arabic	1,043	2.99%
	Chinese	852	2.44%
	Creoles and pidgins, French-based (Other)	704	2.02%

Immigrant Children and Youth



Number of Certified/Licensed Teachers Working in *Title III* LIEPs and Additional Teachers Needed in the Next Five Years

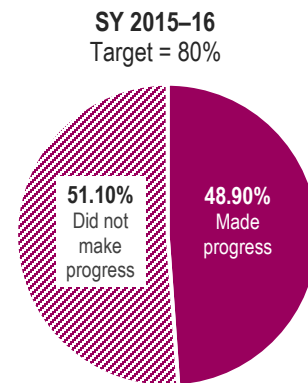
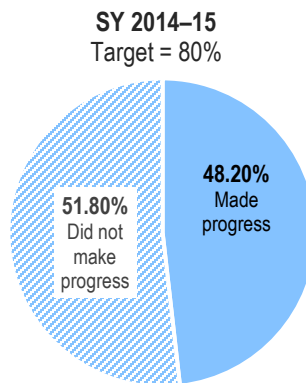


Language Instruction Education Programs (LIEPs) (• indicates an LIEP was in place during the school year)

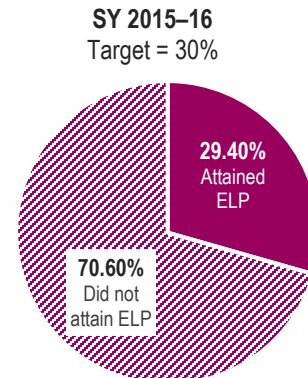
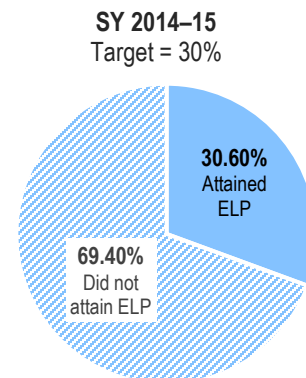
LIEPs that use English and another language	SY 2014–15	SY 2015–16	LIEPs that use English only	SY 2014–15	SY 2015–16
Developmental bilingual			Content-based ESL	•	•
Dual language	•	•	Pull-out ESL	•	•
Heritage language			Sheltered English instruction	•	•
Transitional bilingual	•	•	Specially designed academic instruction in English		
Two-way immersion			Structured English immersion	•	•

CONNECTICUT

AMAO 1: Percentage of ELs *Making Progress* in English Language Proficiency (ELP)



AMAO 2: Percentage of ELs *Attaining English Language Proficiency* (ELP)



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

	SY 2014–15	SY 2015–16
ELs	11.13%	11.79%
MFELs	46.02%	42.75%
All students	55.06%	57.13%

Mathematics

	SY 2014–15	SY 2015–16
ELs	8.18%	10.29%
MFELs	32.11%	32.56%
All students	38.88%	43.30%

AMAO Subgrantee Status

SY 2014–15

Total subgrantees	56
Met AMAO 1	10
Met AMAO 2	48
Met AMAO 3	39
Total meeting all three	7

SY 2015–16

Total subgrantees	NR
Met AMAO 1	NR
Met AMAO 2	NR
Met AMAO 3	NR
Total meeting all three	NR

Title III State Funding

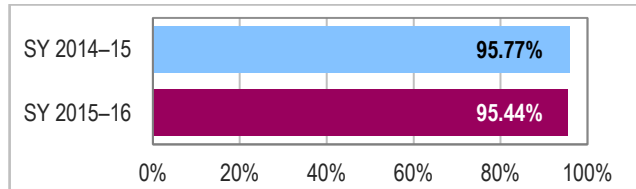
FY 2014	\$6,309,210
FY 2015	\$6,711,712

Note. The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2014–16 provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students. 2015–16 accountability targets and results were not reported per the December 18th, 2015 Dear Colleague Letter of the U.S. Department of Education.

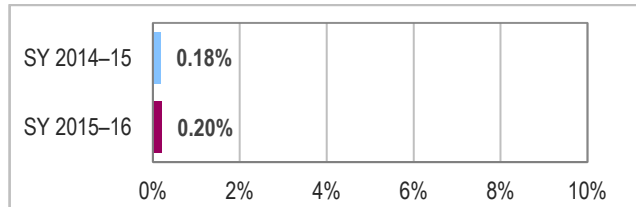
Source. Consolidated State Performance Report, SY 2014-15 and SY 2015-16.

DELAWARE

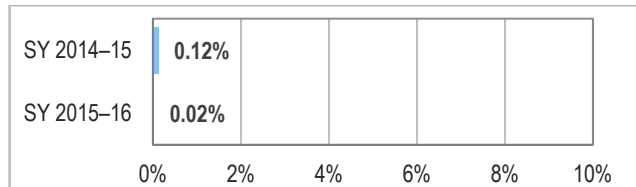
ELs Served With *Title III* Funds (percent of total state identified ELs)



Identified ELs (percent of total U.S. identified ELs)



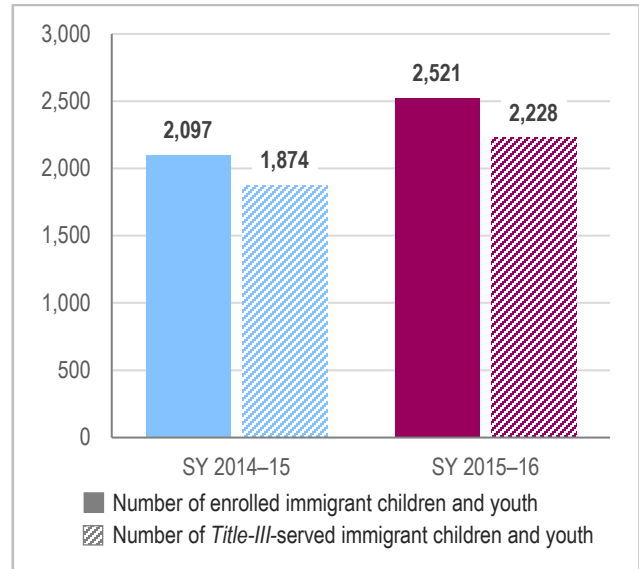
Monitored Former ELs (percent of total U.S. monitored former ELs)



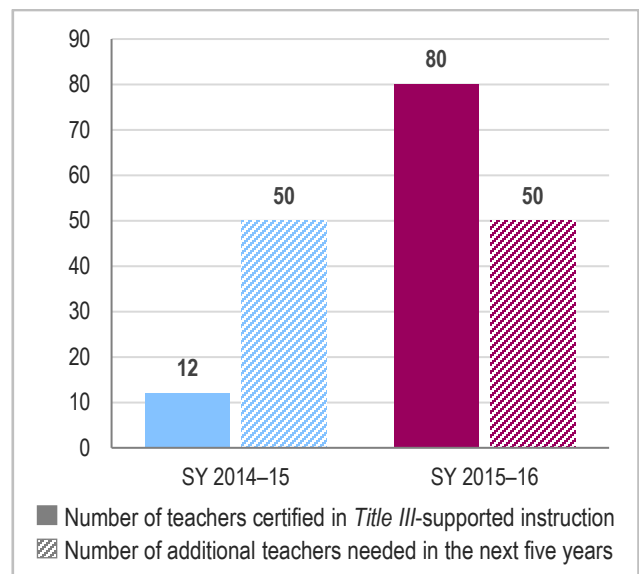
Top Five Languages Spoken by ELs

SY 2014–15	Spanish; Castilian	6,585	90.29%
	Creoles and pidgins (Other)	304	4.17%
	Arabic	141	1.93%
	Chinese	136	1.86%
	Creoles and pidgins, English based (Other)	127	1.74%
SY 2015–16	Spanish; Castilian	7,264	89.86%
	Creoles and pidgins, English based (Other)	299	3.70%
	Arabic	193	2.39%
	Creoles and pidgins (Other)	170	2.10%
	Chinese	158	1.95%

Immigrant Children and Youth



Number of Certified/Licensed Teachers Working in *Title III* LIEPs and Additional Teachers Needed in the Next Five Years



Language Instruction Education Programs (LIEPs)

(• indicates an LIEP was in place during the school year)

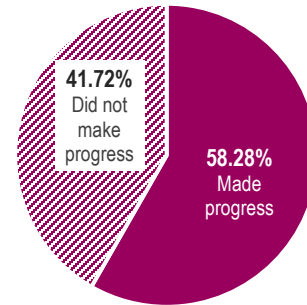
LIEPs that use English and another language	SY 2014–15	SY 2015–16	LIEPs that use English only	SY 2014–15	SY 2015–16
Developmental bilingual	•		Content-based ESL		
Dual language			Pull-out ESL		
Heritage language	•		Sheltered English instruction	•	•
Transitional bilingual	•	•	Specially designed academic instruction in English		
Two-way immersion		•	Structured English immersion	•	•

DELAWARE

AMAO 1: Percentage of ELs *Making Progress* in English Language Proficiency (ELP)

SY 2014–15
Target = NR
Progress
NR

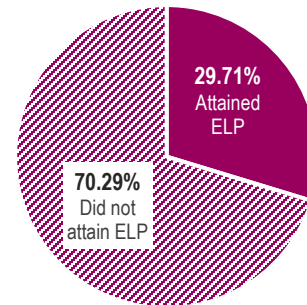
SY 2015–16
Target = 72%



AMAO 2: Percentage of ELs *Attaining English Language Proficiency* (ELP)

SY 2014–15
Target = NR
Progress
NR

SY 2015–16
Target = 25%



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

	SY 2014–15	SY 2015–16
ELs	15.89%	18.20%
MFELs	47.50%	52.76%
All students	52.07%	54.64%

Mathematics

	SY 2014–15	SY 2015–16
ELs	15.68%	19.81%
MFELs	38.60%	39.39%
All students	39.01%	42.45%

AMAO Subgrantee Status

SY 2014–15

Total subgrantees	NR
Met AMAO 1	NR
Met AMAO 2	NR
Met AMAO 3	NR
Total meeting all three	NR

SY 2015–16

Total subgrantees	16
Met AMAO 1	2
Met AMAO 2	16
Met AMAO 3	11
Total meeting all three	1

Title III State Funding

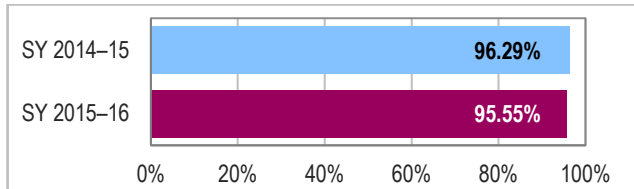
FY 2014	\$1,464,772
FY 2015	\$1,002,593

Note. The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2014–16 provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

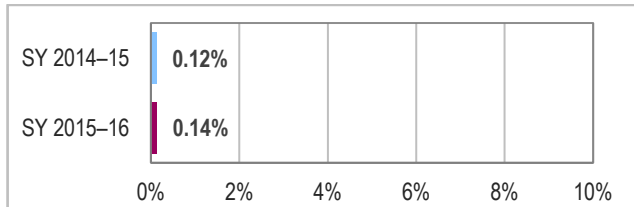
Source. Consolidated State Performance Report, SY 2014-15 and SY 2015-16.

DISTRICT OF COLUMBIA

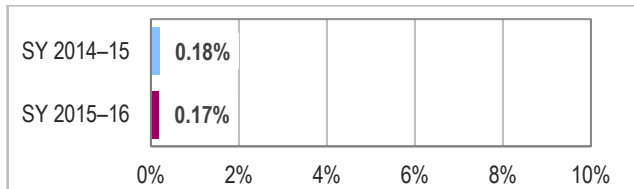
ELs Served With *Title III* Funds (percent of total state identified ELs)



Identified ELs (percent of total U.S. identified ELs)



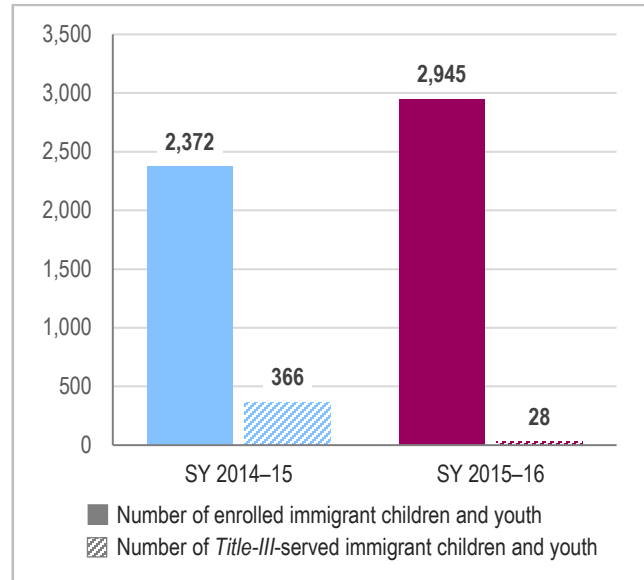
Monitored Former ELs (percent of total U.S. monitored former ELs)



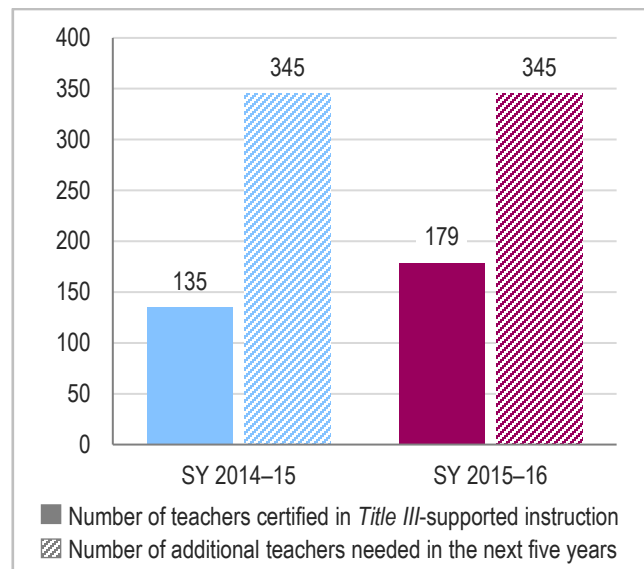
Top Five Languages Spoken by ELs

SY 2014–15	Spanish; Castilian	4,782	81.7%
	Amharic	250	4.3%
	French	146	2.5%
	Chinese	95	1.6%
	Vietnamese	59	1.0%
SY 2015–16	Spanish; Castilian	4,878	79.7%
	Amharic	298	4.9%
	French	168	2.7%
	Chinese	89	1.5%
	Vietnamese	52	0.8%

Immigrant Children and Youth



Number of Certified/Licensed Teachers Working in *Title III* LIEPs and Additional Teachers Needed in the Next Five Years



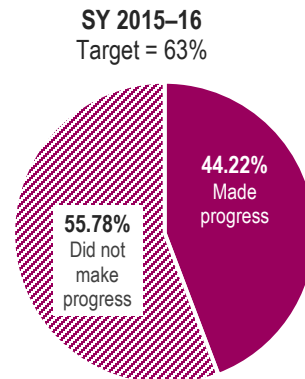
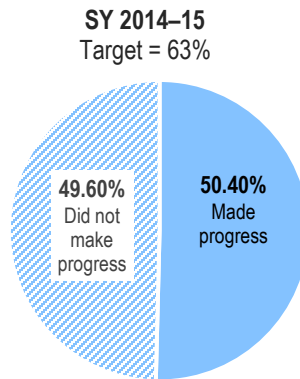
Language Instruction Education Programs (LIEPs)

(• indicates an LIEP was in place during the school year)

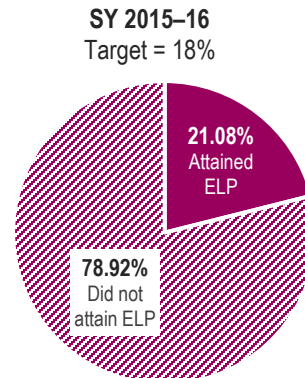
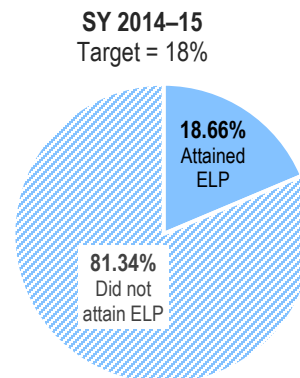
LIEPs that use English and another language	SY 2014–15	SY 2015–16	LIEPs that use English only	SY 2014–15	SY 2015–16
Developmental bilingual	•	•	Content-based ESL	•	•
Dual language	•	•	Pull-out ESL	•	•
Heritage language	•	•	Sheltered English instruction	•	•
Transitional bilingual	•	•	Specially designed academic instruction in English	•	•
Two-way immersion	•	•	Structured English immersion	•	•

DISTRICT OF COLUMBIA

AMAO 1: Percentage of ELs *Making Progress* in English Language Proficiency (ELP)



AMAO 2: Percentage of ELs *Attaining English Language Proficiency* (ELP)



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

	SY 2014–15	SY 2015–16
ELs	4.49%	5.97%
MFELs	23.93%	28.39%
All students	24.92%	26.58%

Mathematics

	SY 2014–15	SY 2015–16
ELs	9.04%	10.12%
MFELs	28.55%	34.17%
All students	22.22%	24.69%

AMAO Subgrantee Status

SY 2014–15

Total subgrantees	13
Met AMAO 1	NR
Met AMAO 2	10
Met AMAO 3	1
Total meeting all three	NR

SY 2015–16

Total subgrantees	11
Met AMAO 1	NR
Met AMAO 2	10
Met AMAO 3	1
Total meeting all three	NR

Title III State Funding

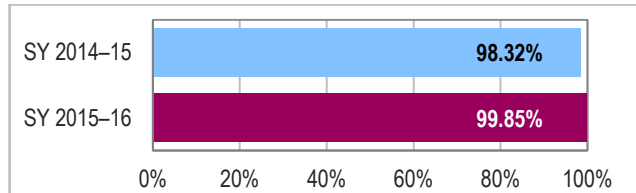
FY 2014	\$881,081
FY 2015	\$1,214,292

Note. The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2014–16 provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

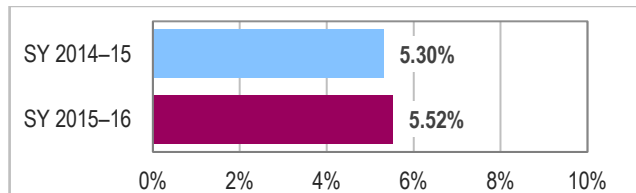
Source. Consolidated State Performance Report, SY 2014-15 and SY 2015-16.

FLORIDA

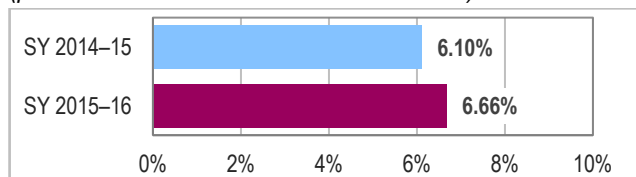
ELs Served With *Title III* Funds (percent of total state identified ELs)



Identified ELs (percent of total U.S. identified ELs)



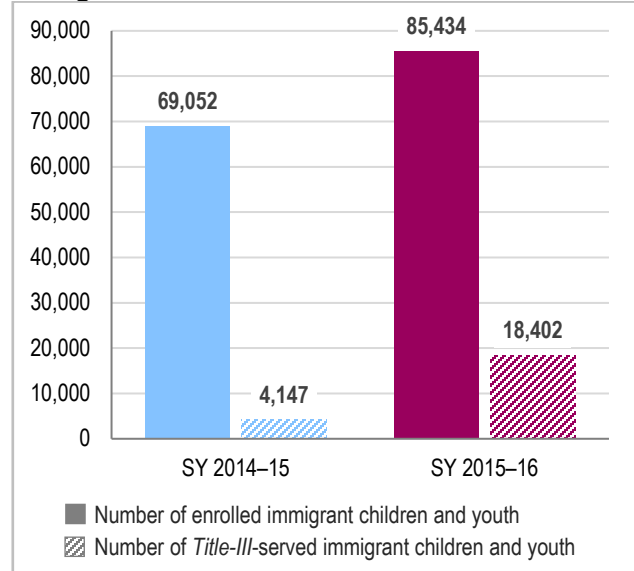
Monitored Former ELs (percent of total U.S. monitored former ELs)



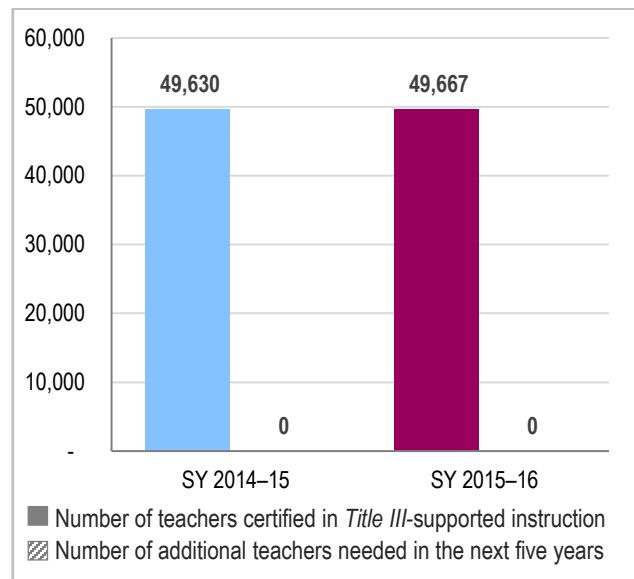
Top Five Languages Spoken by ELs

SY 2014–15	Spanish; Castilian	189,149	74.19%
	Haitian; Haitian Creole	21,313	8.36%
	Portuguese	3,422	1.34%
	Arabic	3,265	1.28%
	Vietnamese	2,681	1.05%
SY 2015–16	Hmong	27,807	39.10%
	Karen languages	14,157	19.91%
	Somali	11,723	16.48%
	Spanish; Castilian	3,332	4.68%
	Vietnamese	1,485	2.09%

Immigrant Children and Youth



Number of Certified/Licensed Teachers Working in *Title III* LIEPs and Additional Teachers Needed in the Next Five Years



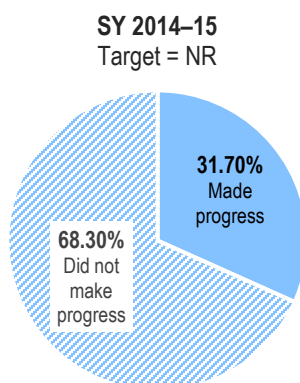
Language Instruction Education Programs (LIEPs) (• indicates an LIEP was in place during the school year)

LIEPs that use English and another language	SY 2014–15	SY 2015–16	LIEPs that use English only	SY 2014–15	SY 2015–16
Developmental bilingual			Content-based ESL		
Dual language			Pull-out ESL		
Heritage language			Sheltered English instruction		
Transitional bilingual			Specially designed academic instruction in English		
Two-way immersion			Structured English immersion		
Other	•	•	Other	•	•

Note. Florida LIEPs have different names. They are: Sheltered-English, Sheltered-Core/Basic Subject Areas, Mainstream/Inclusion-English, Mainstream/Inclusion-Core/Basic Subject Areas, Maintenance and/or Developmental Bilingual Education, Dual Language (Two-way Developmental Bilingual Education)."

FLORIDA

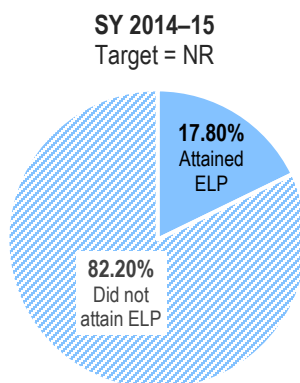
AMAO 1: Percentage of ELs *Making Progress* in English Language Proficiency (ELP)



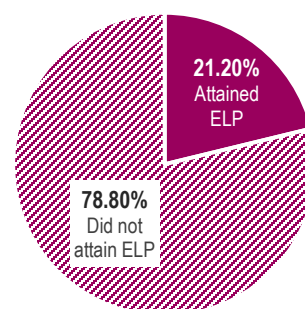
SY 2015–16
Target = NR

Progress
NR

AMAO 2: Percentage of ELs *Attaining English Language Proficiency* (ELP)



SY 2015–16
Target = NR



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

	SY 2014–15	SY 2015–16
ELs	15.24%	25.52%
MFELs	47.65%	98.39%
All students	52.89%	52.14%

Mathematics

	SY 2014–15	SY 2015–16
ELs	26.44%	35.32%
MFELs	52.71%	98.30%
All students	52.99%	53.44%

AMAO Subgrantee Status

SY 2014–15

Total subgrantees	NR
Met AMAO 1	NR
Met AMAO 2	NR
Met AMAO 3	NR
Total meeting all three	NR

SY 2015–16

Total subgrantees	NR
Met AMAO 1	NR
Met AMAO 2	NR
Met AMAO 3	NR
Total meeting all three	NR

Title III State Funding

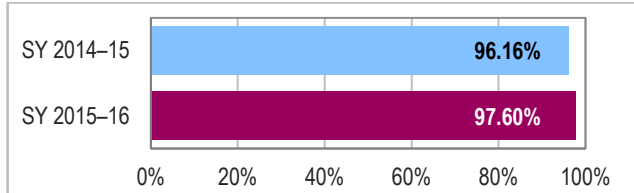
FY 2014	\$43,667,337
FY 2015	\$43,840,142

Note. The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2014–16 provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students. 2015–16 accountability targets and results were not reported per the December 18th, 2015 Dear Colleague Letter of the U.S. Department of Education.

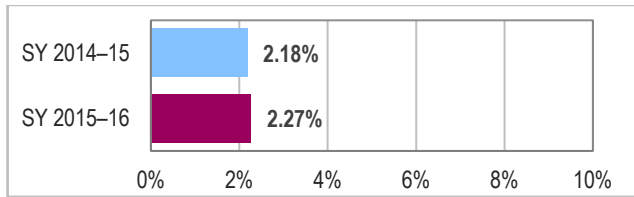
Source. Consolidated State Performance Report, SY 2014-15 and SY 2015-16.

GEORGIA

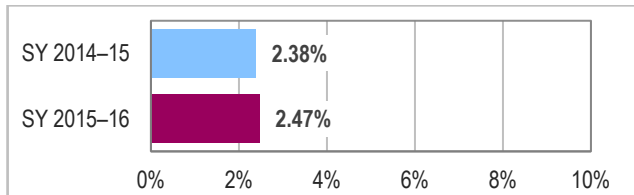
ELs Served With *Title III* Funds (percent of total state identified ELs)



Identified ELs (percent of total U.S. identified ELs)



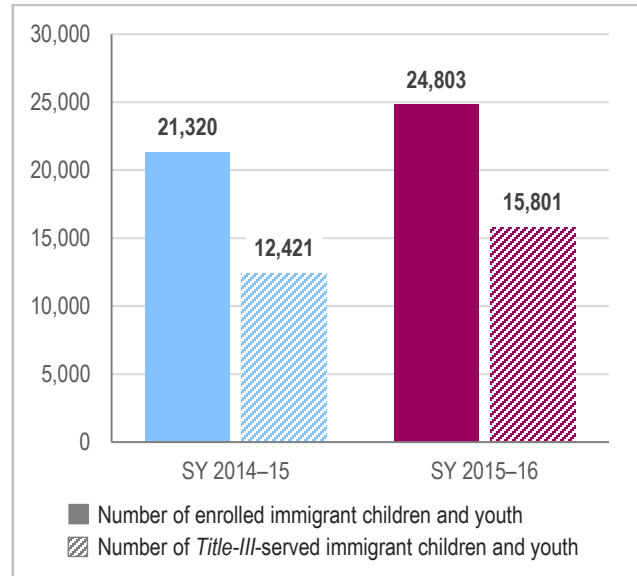
Monitored Former ELs (percent of total U.S. monitored former ELs)



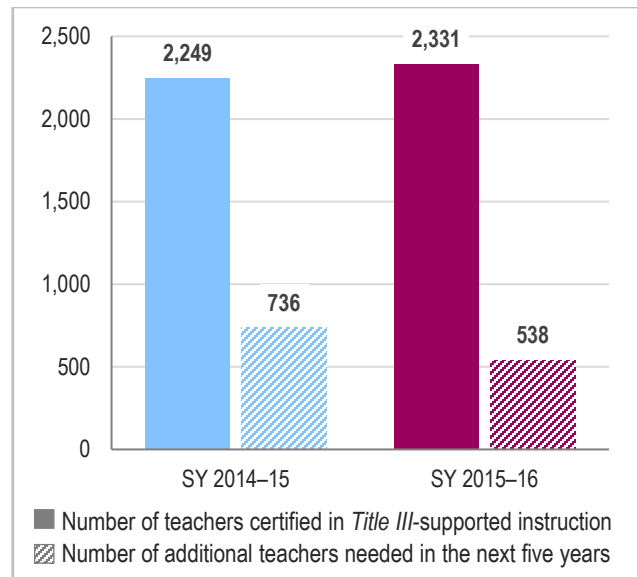
Top Five Languages Spoken by ELs

SY 2014–15	Spanish; Castilian	82,646	78.87%
	Other African, Asian, Indian, European	6,239	5.95%
	Vietnamese	2,454	2.34%
	Chinese	1,763	1.68%
	Korean	1,369	1.31%
SY 2015–16	Spanish; Castilian	86,297	77.18%
	Other African, Asian, Indian, European	6,997	6.26%
	Vietnamese	2,389	2.14%
	Chinese	1,847	1.65%
	Arabic	1,395	1.25%

Immigrant Children and Youth



Number of Certified/Licensed Teachers Working in *Title III* LIEPs and Additional Teachers Needed in the Next Five Years

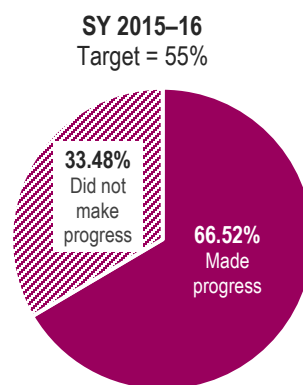
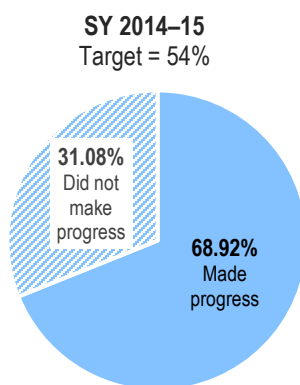


Language Instruction Education Programs (LIEPs) (• indicates an LIEP was in place during the school year)

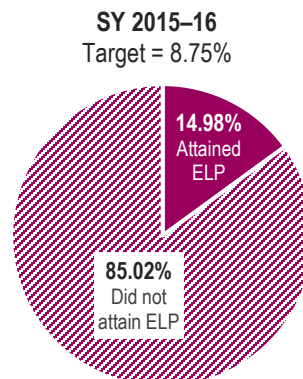
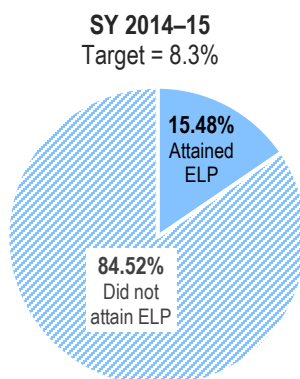
LIEPs that use English and another language	SY 2014–15	SY 2015–16	LIEPs that use English only	SY 2014–15	SY 2015–16
Developmental bilingual			Content-based ESL	•	•
Dual language	•	•	Pull-out ESL	•	•
Heritage language	•	•	Sheltered English instruction	•	•
Transitional bilingual			Specially designed academic instruction in English	•	•
Two-way immersion	•		Structured English immersion	•	•

GEORGIA

AMAO 1: Percentage of ELs *Making Progress* in English Language Proficiency (ELP)



AMAO 2: Percentage of ELs *Attaining English Language Proficiency* (ELP)



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

	SY 2014–15	SY 2015–16
ELs	16.75%	16.10%
MFELs	28.88%	28.72%
All students	38.42%	39.93%

Mathematics

	SY 2014–15	SY 2015–16
ELs	21.26%	23.25%
MFELs	34.22%	36.78%
All students	37.70%	40.46%

AMAO Subgrantee Status

SY 2014–15

Total subgrantees	NR
Met AMAO 1	NR
Met AMAO 2	NR
Met AMAO 3	NR
Total meeting all three	NR

SY 2015–16

Total subgrantees	NR
Met AMAO 1	NR
Met AMAO 2	NR
Met AMAO 3	NR
Total meeting all three	NR

Title III State Funding

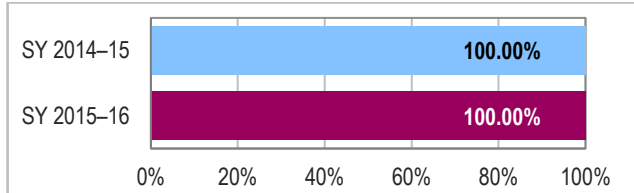
FY 2014	\$15,157,718
FY 2015	\$15,140,642

Note. The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2014–16 provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

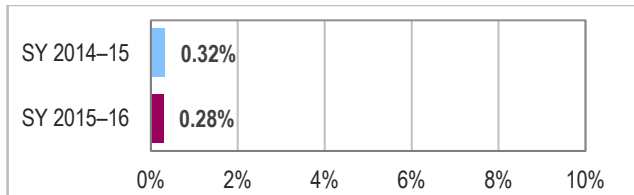
Source. Consolidated State Performance Report, SY 2014-15 and SY 2015-16.

HAWAII

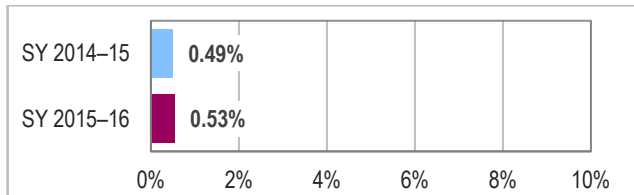
ELs Served With *Title III* Funds (percent of total state identified ELs)



Identified ELs (percent of total U.S. identified ELs)



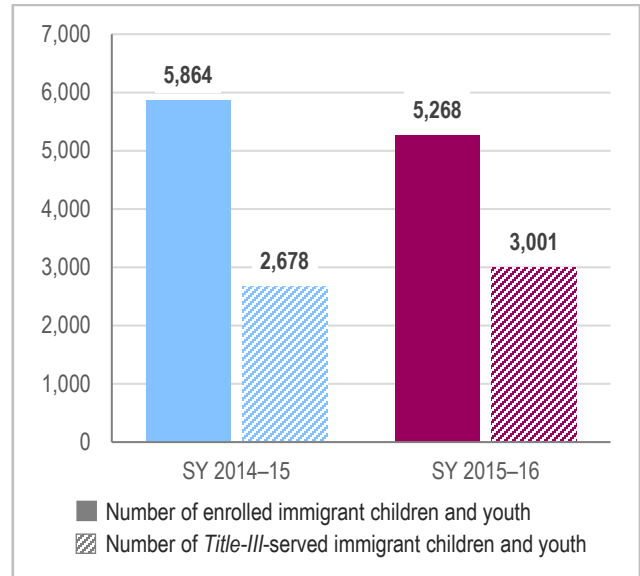
Monitored Former ELs (percent of total U.S. monitored former ELs)



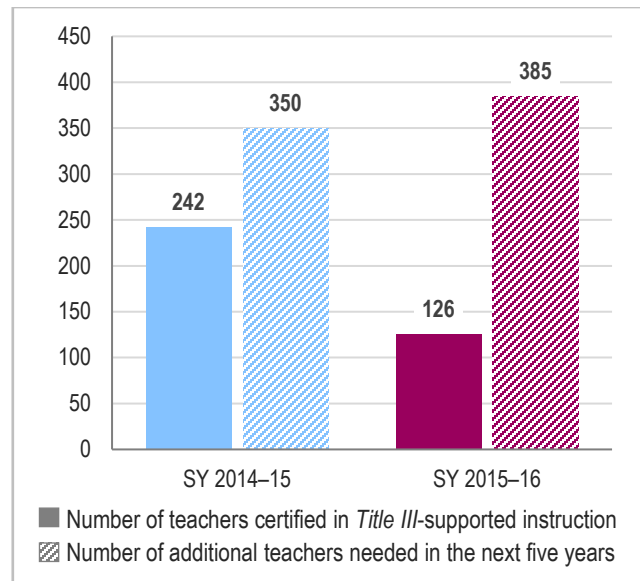
Top Five Languages Spoken by ELs

SY 2014–15	Iloko	3,078	20.07%
	Chuukese	1,874	12.22%
	Marshallese	1,647	10.74%
	Tagalog	1,286	8.38%
	Spanish; Castilian	884	5.76%
SY 2015–16	Iloko	2,547	18.70%
	Chuukese	1,836	13.48%
	Marshallese	1,575	11.56%
	Tagalog	1,085	7.97%
	Spanish; Castilian	816	5.99%

Immigrant Children and Youth



Number of Certified/Licensed Teachers Working in *Title III* LIEPs and Additional Teachers Needed in the Next Five Years

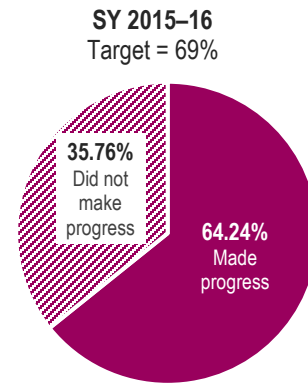
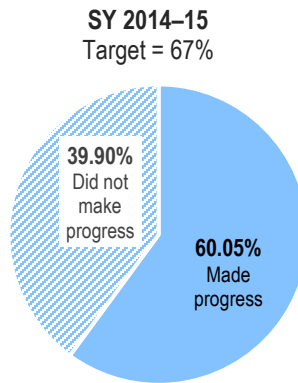


Language Instruction Education Programs (LIEPs) (• indicates an LIEP was in place during the school year)

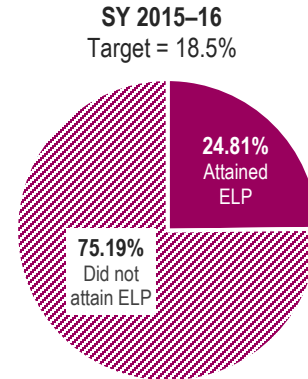
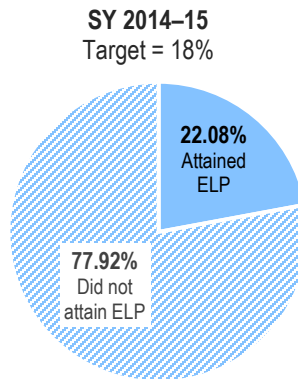
LIEPs that use English and another language	SY 2014–15	SY 2015–16	LIEPs that use English only	SY 2014–15	SY 2015–16
Developmental bilingual			Content-based ESL	•	•
Dual language			Pull-out ESL	•	•
Heritage language			Sheltered English instruction	•	•
Transitional bilingual			Specially designed academic instruction in English	•	•
Two-way immersion			Structured English immersion	•	•

HAWAII

AMAO 1: Percentage of ELs *Making Progress* in English Language Proficiency (ELP)



AMAO 2: Percentage of ELs *Attaining English Language Proficiency* (ELP)



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

	SY 2014–15	SY 2015–16
ELs	4.58%	6.10%
MFELs	10.74%	35.00%
All students	48.51%	51.20%

Mathematics

	SY 2014–15	SY 2015–16
ELs	9.24%	9.39%
MFELs	14.17%	35.17%
All students	40.99%	41.68%

AMAO Subgrantee Status

SY 2014–15

Total subgrantees	1
Met AMAO 1	NR
Met AMAO 2	1
Met AMAO 3	NR
Total meeting all three	NR

SY 2015–16

Total subgrantees	NR
Met AMAO 1	NR
Met AMAO 2	NR
Met AMAO 3	NR
Total meeting all three	NR

Title III State Funding

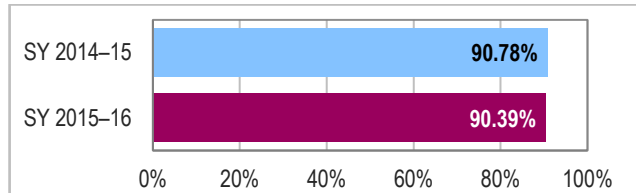
FY 2014	\$3,813,239
FY 2015	\$4,075,448

Note. The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2014–16 provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

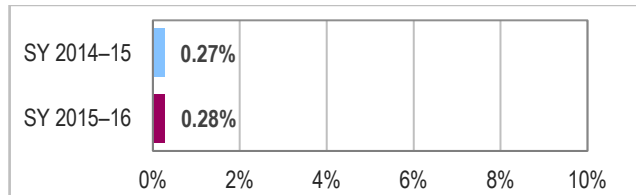
Source. Consolidated State Performance Report, SY 2014-15 and SY 2015-16.

IDAHO

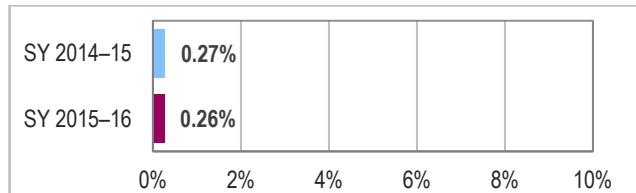
ELs Served With *Title III* Funds (percent of total state identified ELs)



Identified ELs (percent of total U.S. identified ELs)



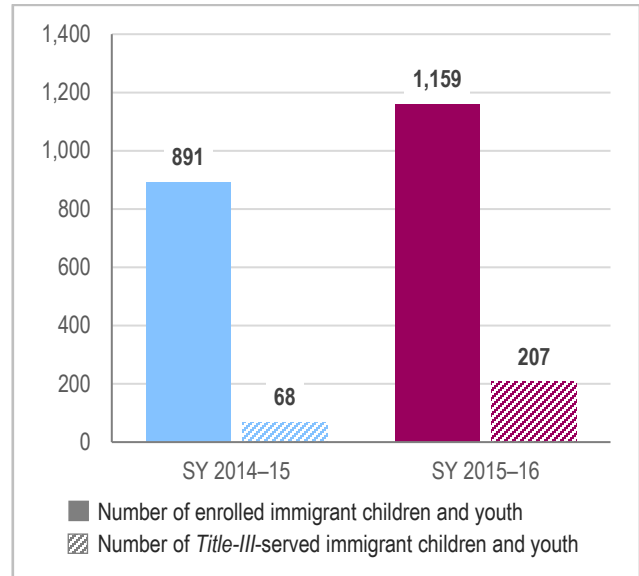
Monitored Former ELs (percent of total U.S. monitored former ELs)



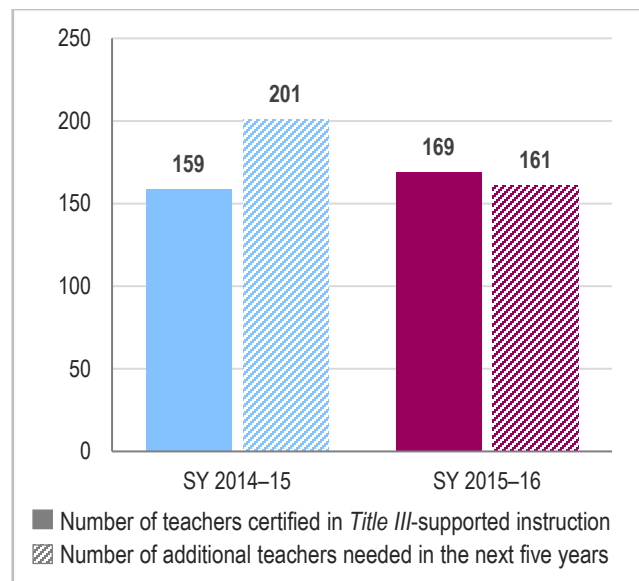
Top Five Languages Spoken by ELs

SY 2014–15	Spanish; Castilian	10,741	84.19%
	Arabic	354	2.77%
	Somali	159	1.25%
	Swahili	143	1.12%
	Nepali	142	1.11%
SY 2015–16	Spanish; Castilian	11,124	82.59%
	Arabic	389	2.89%
	Swahili	196	1.46%
	Somali	148	1.10%
	Chinese	133	0.99%

Immigrant Children and Youth



Number of Certified/Licensed Teachers Working in *Title III* LIEPs and Additional Teachers Needed in the Next Five Years



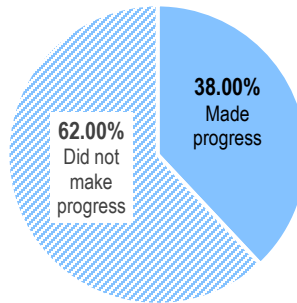
Language Instruction Education Programs (LIEPs) (• indicates an LIEP was in place during the school year)

LIEPs that use English and another language	SY 2014–15	SY 2015–16	LIEPs that use English only	SY 2014–15	SY 2015–16
Developmental bilingual	•	•	Content-based ESL	•	•
Dual language	•	•	Pull-out ESL	•	•
Heritage language	•	•	Sheltered English instruction	•	•
Transitional bilingual	•	•	Specially designed academic instruction in English	•	•
Two-way immersion	•	•	Structured English immersion	•	•

IDAHO

AMAO 1: Percentage of ELs *Making Progress* in English Language Proficiency (ELP)

SY 2014–15
Target = 31.6%

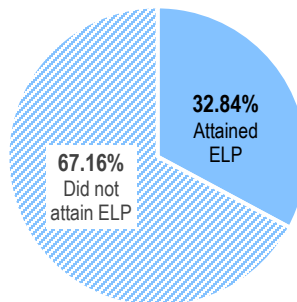


SY 2015–16
Target = NR

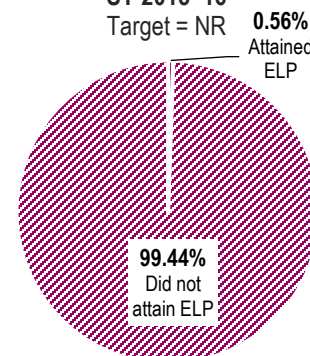
Progress
NR

AMAO 2: Percentage of ELs *Attaining English Language Proficiency* (ELP)

SY 2014–15
Target = 17.6%



SY 2015–16
Target = NR



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

	SY 2014–15	SY 2015–16
ELs	6.21%	6.96%
MFELs	22.24%	28.56%
All students	51.08%	52.96%

Mathematics

	SY 2014–15	SY 2015–16
ELs	6.26%	7.31%
MFELs	17.99%	23.05%
All students	39.15%	41.62%

AMAO Subgrantee Status

SY 2014–15

Total subgrantees	33
Met AMAO 1	30
Met AMAO 2	32
Met AMAO 3	27
Total meeting all three	24

SY 2015–16

Total subgrantees	35
Met AMAO 1	NR
Met AMAO 2	NR
Met AMAO 3	NR
Total meeting all three	NR

Title III State Funding

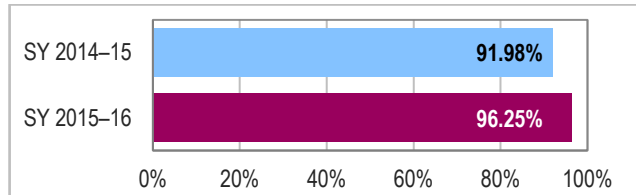
FY 2014	\$1,911,184
FY 2015	\$2,069,683

Note. The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2014–16 provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

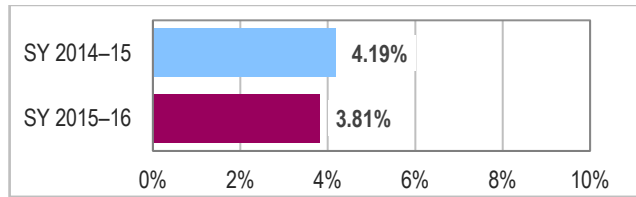
Source. Consolidated State Performance Report, SY 2014-15 and SY 2015-16.

ILLINOIS

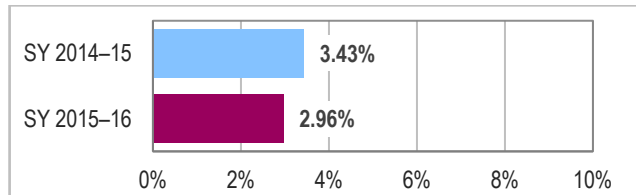
ELs Served With *Title III* Funds (percent of total state identified ELs)



Identified ELs (percent of total U.S. identified ELs)



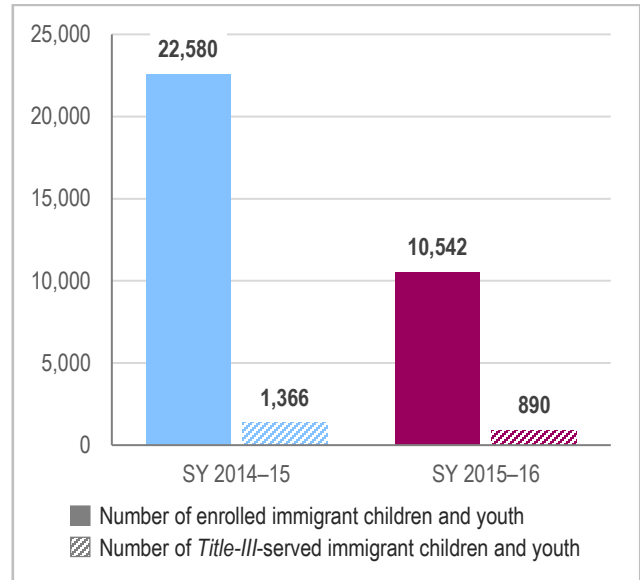
Monitored Former ELs (percent of total U.S. monitored former ELs)



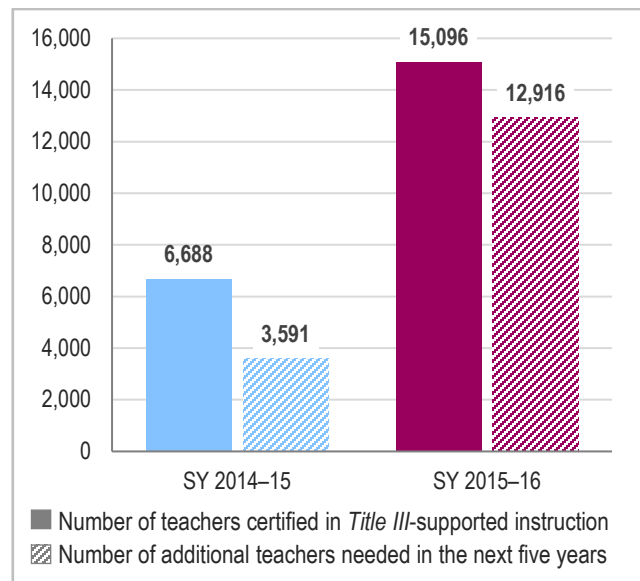
Top Five Languages Spoken by ELs

SY 2014–15	Spanish; Castilian	157,852	78.42%
	Arabic	6,413	3.19%
	Polish	6,198	3.08%
	Chinese	2,992	1.49%
	Urdu	2,839	1.41%
SY 2015–16	Spanish; Castilian	151,262	78.02%
	Arabic	6,137	3.17%
	Polish	6,007	3.10%
	Undetermined	2,810	1.45%
	Urdu	2,749	1.42%

Immigrant Children and Youth



Number of Certified/Licensed Teachers Working in *Title III* LIEPs and Additional Teachers Needed in the Next Five Years

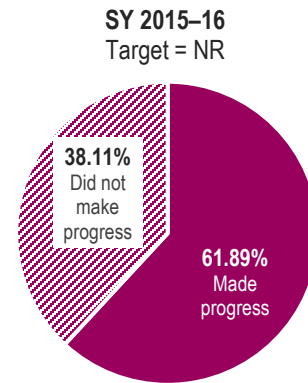
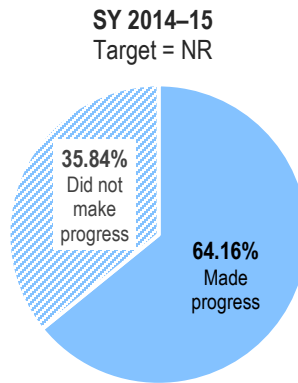


Language Instruction Education Programs (LIEPs) (• indicates an LIEP was in place during the school year)

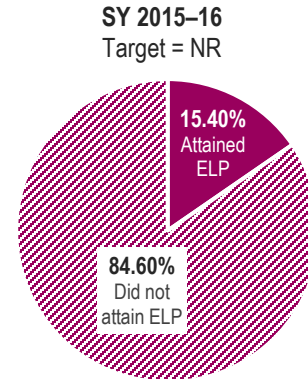
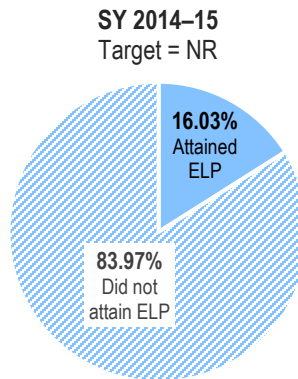
LIEPs that use English and another language	SY 2014–15	SY 2015–16	LIEPs that use English only	SY 2014–15	SY 2015–16
Developmental bilingual	•	•	Content-based ESL	•	•
Dual language	•	•	Pull-out ESL	•	•
Heritage language	•	•	Sheltered English instruction	•	•
Transitional bilingual	•	•	Specially designed academic instruction in English	•	•
Two-way immersion	•	•	Structured English immersion	•	•

ILLINOIS

AMAO 1: Percentage of ELs *Making Progress* in English Language Proficiency (ELP)



AMAO 2: Percentage of ELs *Attaining English Language Proficiency* (ELP)



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

	SY 2014–15	SY 2015–16
ELs	8.88%	9.39%
MFELs	26.33%	25.35%
All students	37.69%	36.01%

Mathematics

	SY 2014–15	SY 2015–16
ELs	10.01%	12.44%
MFELs	18.93%	22.99%
All students	28.11%	30.26%

AMAO Subgrantee Status

SY 2014–15

Total subgrantees	NR
Met AMAO 1	NR
Met AMAO 2	NR
Met AMAO 3	NR
Total meeting all three	NR

SY 2015–16

Total subgrantees	NR
Met AMAO 1	NR
Met AMAO 2	NR
Met AMAO 3	NR
Total meeting all three	NR

Title III State Funding

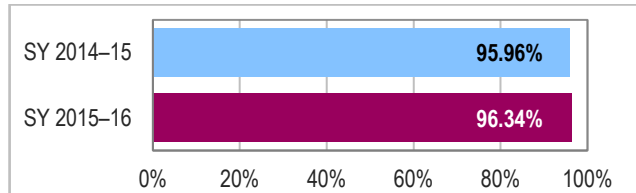
FY 2014	\$27,321,504
FY 2015	\$26,868,801

Note. The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2014–16 provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

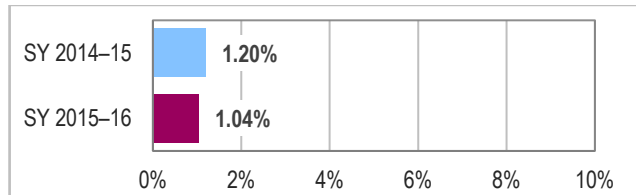
Source. Consolidated State Performance Report, SY 2014-15 and SY 2015-16.

INDIANA

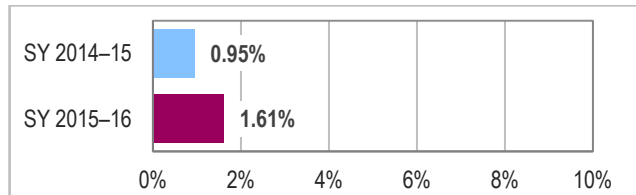
ELs Served With *Title III* Funds (percent of total state identified ELs)



Identified ELs (percent of total U.S. identified ELs)



Monitored Former ELs (percent of total U.S. monitored former ELs)



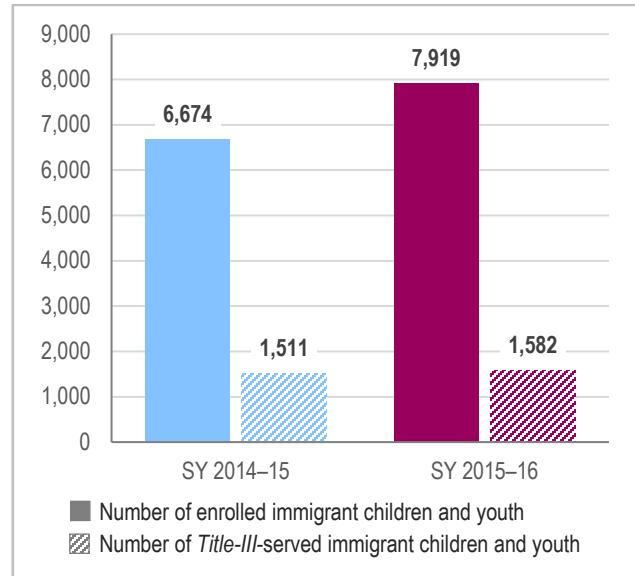
Top Five Languages Spoken by ELs

SY 2014–15	Spanish; Castilian	44,521	77.1%
	Burmese	2,825	4.9%
	German	1,408	2.4%
	Arabic	1,307	2.3%
	Chinese	893	1.5%
SY 2015–16	Spanish; Castilian	38,303	75.6%
	Burmese	2,763	5.5%
	German	1,272	2.5%
	Arabic	1,222	2.4%
	Chinese	765	1.5%

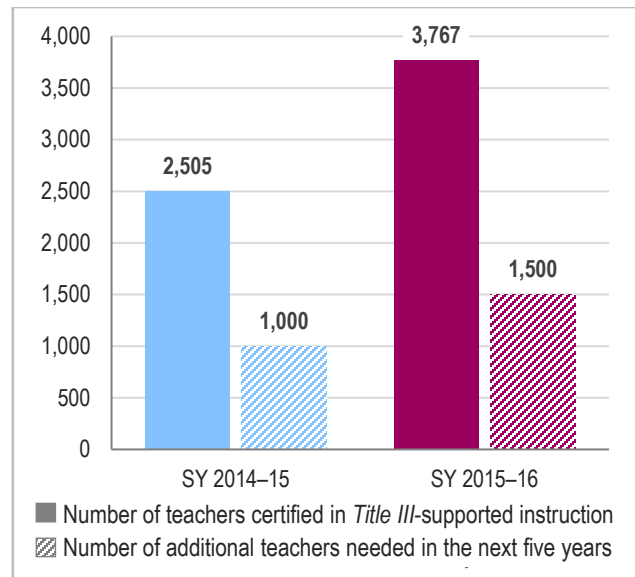
Language Instruction Education Programs (LIEPs) (• indicates an LIEP was in place during the school year)

LIEPs that use English and another language	SY 2014–15	SY 2015–16	LIEPs that use English only	SY 2014–15	SY 2015–16
Developmental bilingual	•	•	Content-based ESL	•	•
Dual language	•	•	Pull-out ESL	•	•
Heritage language	•	•	Sheltered English instruction	•	•
Transitional bilingual			Specially designed academic instruction in English	•	•
Two-way immersion			Structured English immersion	•	•

Immigrant Children and Youth

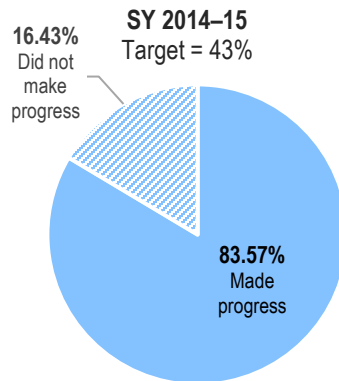


Number of Certified/Licensed Teachers Working in *Title III* LIEPs and Additional Teachers Needed in the Next Five Years

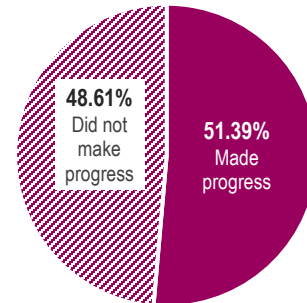


INDIANA

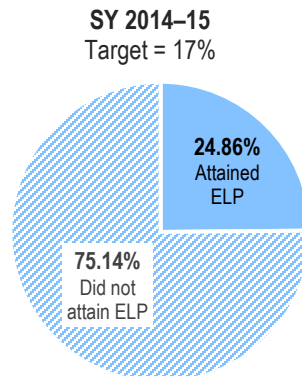
AMAO 1: Percentage of ELs *Making Progress* in English Language Proficiency (ELP)



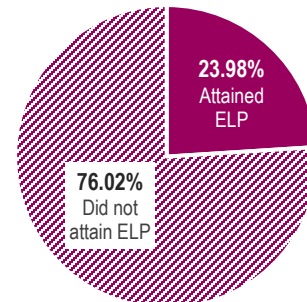
SY 2015–16
Target = NR



AMAO 2: Percentage of ELs *Attaining English Language Proficiency* (ELP)



SY 2015–16
Target = NR



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

	SY 2014–15	SY 2015–16
ELs	35.05%	23.13%
MFELs	78.42%	62.97%
All students	68.35%	64.01%

Mathematics

	SY 2014–15	SY 2015–16
ELs	38.23%	24.41%
MFELs	72.29%	55.25%
All students	63.91%	54.73%

AMAO Subgrantee Status

SY 2014–15

Total subgrantees	155
Met AMAO 1	NR
Met AMAO 2	NR
Met AMAO 3	NR
Total meeting all three	NR

SY 2015–16

Total subgrantees	NR
Met AMAO 1	NR
Met AMAO 2	NR
Met AMAO 3	NR
Total meeting all three	NR

Title III State Funding

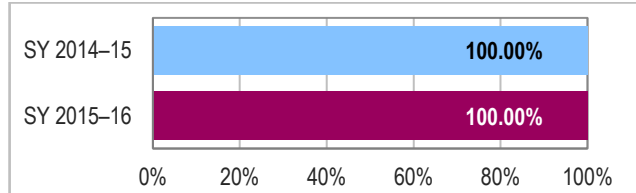
FY 2014	\$8,480,577
FY 2015	\$8,774,043

Note. The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2014–16 provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students. 2015–16 accountability targets and results were not reported per the December 18th, 2015 Dear Colleague Letter of the U.S. Department of Education

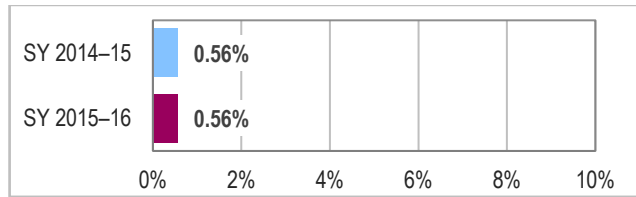
Source. Consolidated State Performance Report, SY 2014-15 and SY 2015-16.

IOWA

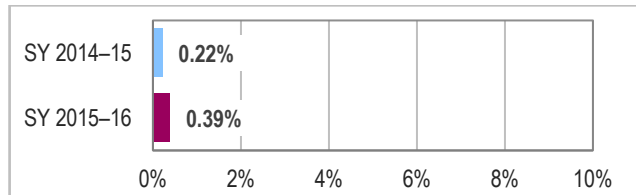
ELs Served With *Title III* Funds (percent of total state identified ELs)



Identified ELs (percent of total U.S. identified ELs)



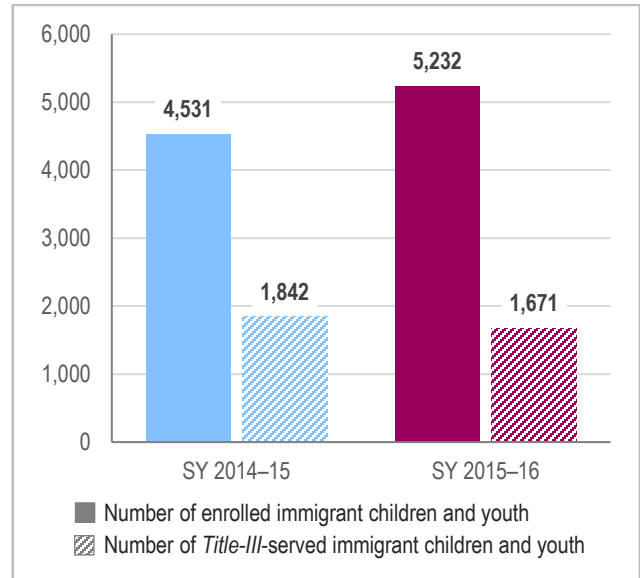
Monitored Former ELs (percent of total U.S. monitored former ELs)



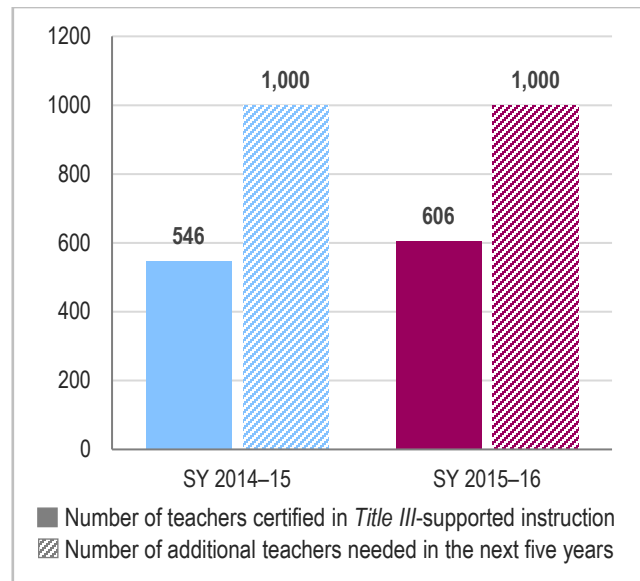
Top Five Languages Spoken by ELs

SY 2014–15	Spanish; Castilian	18,161	67.29%
	Vietnamese	800	2.96%
	Arabic	725	2.69%
	Bosnian	685	2.54%
	Karen languages	646	2.39%
SY 2015–16	Spanish; Castilian	17,687	64.93%
	Karen languages	796	2.92%
	Arabic	728	2.67%
	Vietnamese	622	2.28%
	Bosnian	592	2.17%

Immigrant Children and Youth



Number of Certified/Licensed Teachers Working in *Title III* LIEPs and Additional Teachers Needed in the Next Five Years

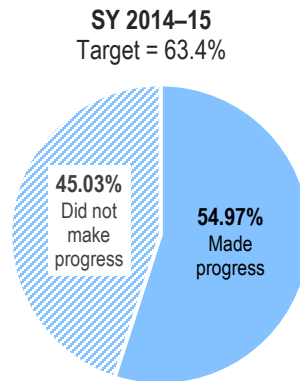


Language Instruction Education Programs (LIEPs) (• indicates an LIEP was in place during the school year)

LIEPs that use English and another language	SY 2014–15	SY 2015–16	LIEPs that use English only	SY 2014–15	SY 2015–16
Developmental bilingual			Content-based ESL		
Dual language	•	•	Pull-out ESL	•	•
Heritage language			Sheltered English instruction	•	•
Transitional bilingual			Specially designed academic instruction in English	•	•
Two-way immersion			Structured English immersion		

IOWA

AMAO 1: Percentage of ELs *Making Progress* in English Language Proficiency (ELP)

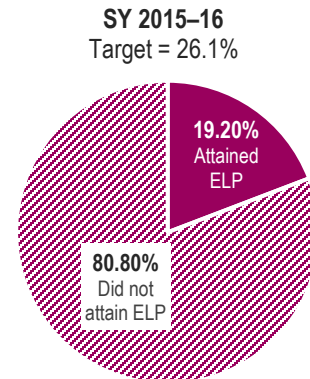
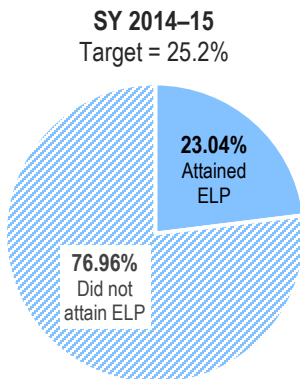


SY 2015–16
Target = NR

Progress NR

Note. In SY 2015-16, Iowa reported that the SEA was unable to calculate AMAO 1 due to the state's transition to a new English Language Proficiency Assessment.

AMAO 2: Percentage of ELs *Attaining English Language Proficiency* (ELP)



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

	SY 2014–15	SY 2015–16
ELs	42.61%	37.91%
MFELs	84.20%	83.05%
All students	76.24%	75.51%

Mathematics

	SY 2014–15	SY 2015–16
ELs	51.56%	46.63%
MFELs	84.47%	84.02%
All students	78.84%	78.20%

AMAO Subgrantee Status

SY 2014–15

Total subgrantees	12
Met AMAO 1	NR
Met AMAO 2	6
Met AMAO 3	2
Total meeting all three	NR

SY 2015–16

Total subgrantees	NR
Met AMAO 1	NR
Met AMAO 2	NR
Met AMAO 3	NR
Total meeting all three	NR

Title III State Funding

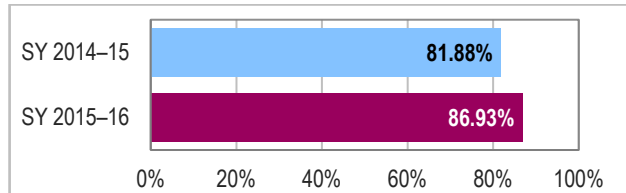
FY 2014	\$3,784,776
FY 2015	\$4,005,615

Note. The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2014–16 provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

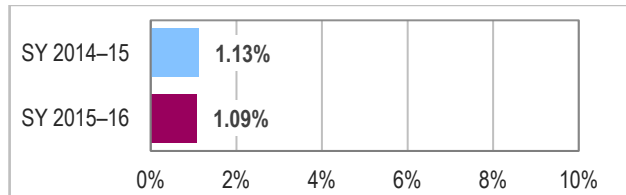
Source. Consolidated State Performance Report, SY 2014-15 and SY 2015-16.

KANSAS

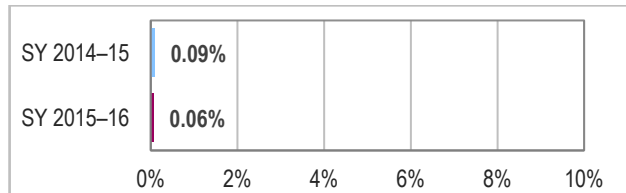
ELs Served With *Title III* Funds (percent of total state identified ELs)



Identified ELs (percent of total U.S. identified ELs)



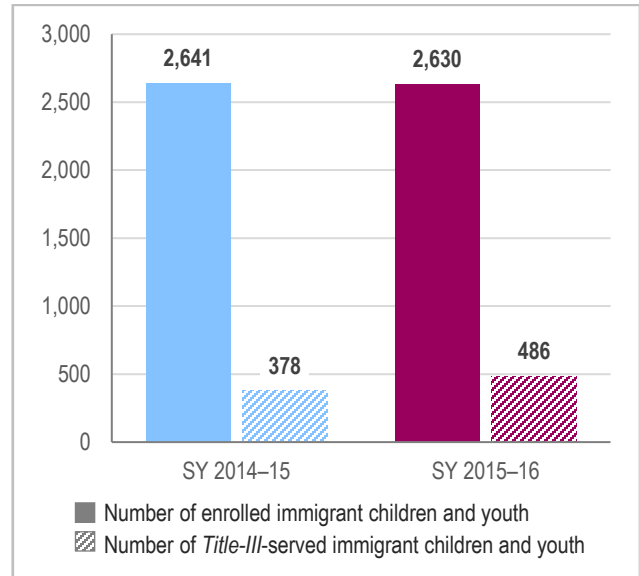
Monitored Former ELs (percent of total U.S. monitored former ELs)



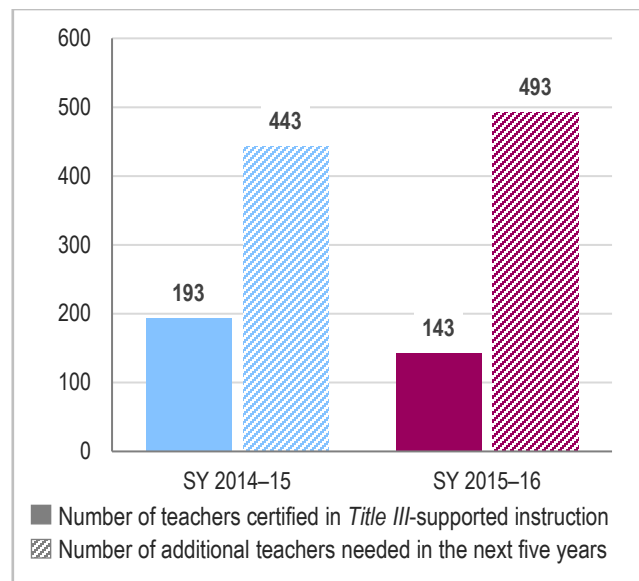
Top Five Languages Spoken by ELs

SY 2014–15	Spanish; Castilian	43,829	80.87%
	Undetermined	2,154	3.97%
	Vietnamese	1,413	2.61%
	Chinese	662	1.22%
	Arabic	617	1.14%
SY 2015–16	Spanish; Castilian	43,993	83.40%
	Undetermined	2,200	4.17%
	Vietnamese	1,386	2.63%
	Chinese	662	1.25%
	Arabic	637	1.21%

Immigrant Children and Youth



Number of Certified/Licensed Teachers Working in *Title III* LIEPs and Additional Teachers Needed in the Next Five Years



Language Instruction Education Programs (LIEPs) (● indicates an LIEP was in place during the school year)

LIEPs that use English and another language	SY 2014–15	SY 2015–16	LIEPs that use English only	SY 2014–15	SY 2015–16
Developmental bilingual	●	●	Content-based ESL	●	●
Dual language	●	●	Pull-out ESL	●	●
Heritage language			Sheltered English instruction	●	●
Transitional bilingual	●	●	Specially designed academic instruction in English	●	●
Two-way immersion			Structured English immersion	●	●

KANSAS

AMAO 1: Percentage of ELs *Making Progress* in English Language Proficiency (ELP)

SY 2014–15
Target = 36%

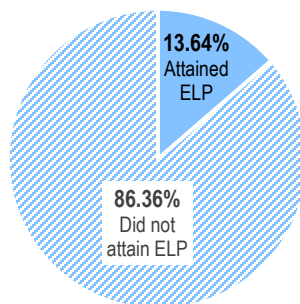
Note. Due to change in assessments, Kansas reported 112.6 % ELs made progress in ELP in SY 2014-15.

SY 2015–16
Target = NR

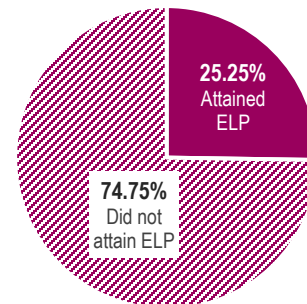
Note. Due to change in assessments, Kansas reported 111.5% ELs made progress in ELP in SY 2015-16.

AMAO 2: Percentage of ELs *Attaining* English Language Proficiency (ELP)

SY 2014–15
Target = 27%



SY 2015–16
Target = NR



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

	SY 2014–15	SY 2015–16
ELs	19.75%	18.51%
MFELs	47.57%	51.69%
All students	41.88%	41.17%

Mathematics

	SY 2014–15	SY 2015–16
ELs	15.20%	16.09%
MFELs	36.35%	41.55%
All students	32.72%	34.26%

AMAO Subgrantee Status

SY 2014–15

Total subgrantees	46
Met AMAO 1	NR
Met AMAO 2	35
Met AMAO 3	NR
Total meeting all three	NR

SY 2015–16

Total subgrantees	NR
Met AMAO 1	NR
Met AMAO 2	NR
Met AMAO 3	NR
Total meeting all three	NR

Title III State Funding

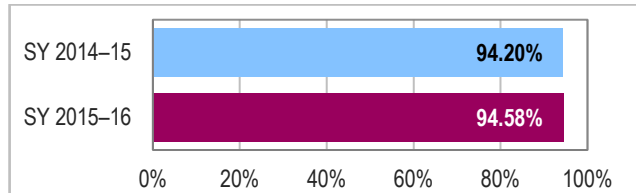
FY 2014	\$4,269,053
FY 2015	\$4,143,355

Note. The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2014–16 provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

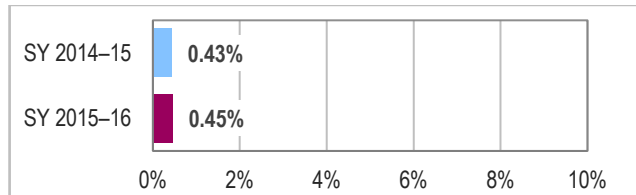
Source. Consolidated State Performance Report, SY 2014-15 and SY 2015-16.

KENTUCKY

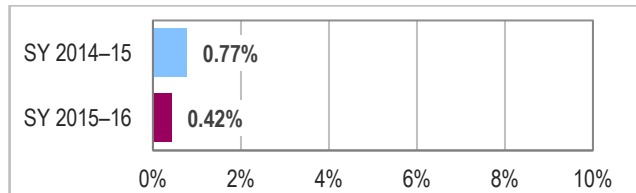
ELs Served With *Title III* Funds (percent of total state identified ELs)



Identified ELs (percent of total U.S. identified ELs)



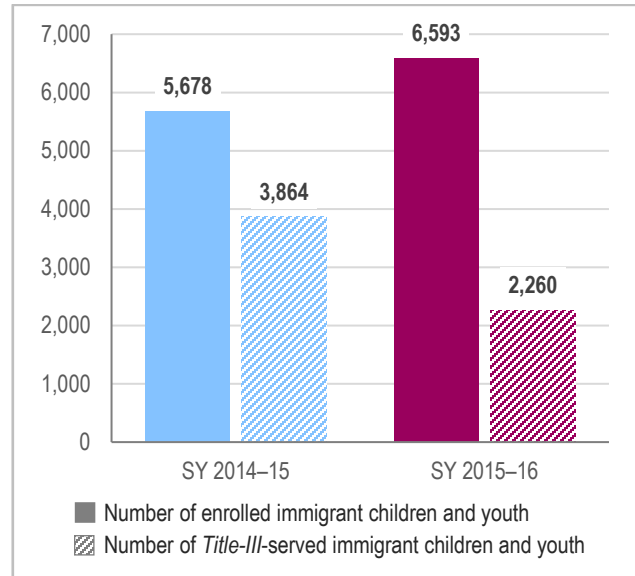
Monitored Former ELs (percent of total U.S. monitored former ELs)



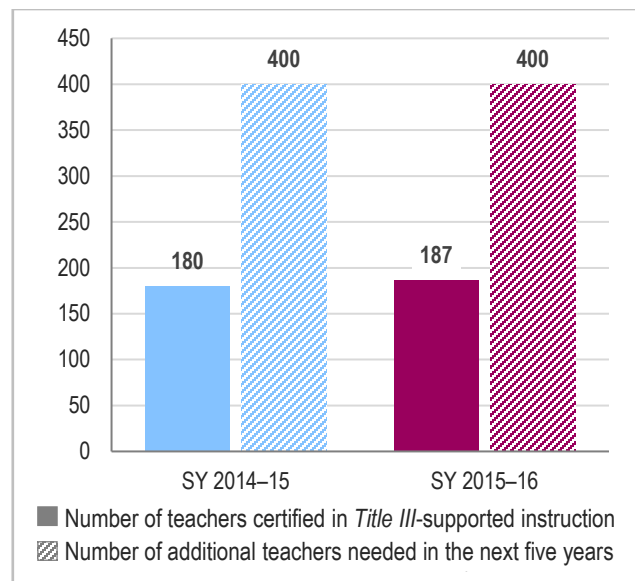
Top Five Languages Spoken by ELs

SY 2014–15	Spanish; Castilian	13,379	64.2%
	Arabic	993	4.8%
	Somali	602	2.9%
	Nepali	455	2.2%
	Chinese	447	2.1%
SY 2015–16	Spanish; Castilian	14,089	63.9%
	Arabic	1,134	5.1%
	Somali	646	2.9%
	Nepali	496	2.3%
	Sino-Tibetan (Other)	458	2.1%

Immigrant Children and Youth



Number of Certified/Licensed Teachers Working in *Title III* LIEPs and Additional Teachers Needed in the Next Five Years

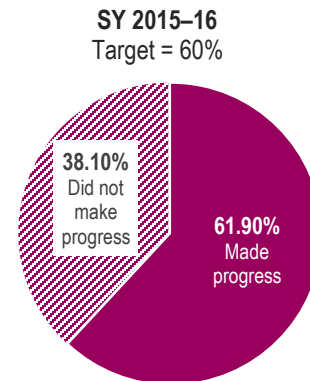
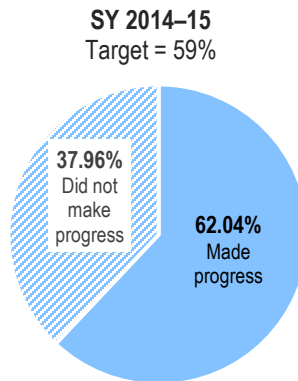


Language Instruction Education Programs (LIEPs) (• indicates an LIEP was in place during the school year)

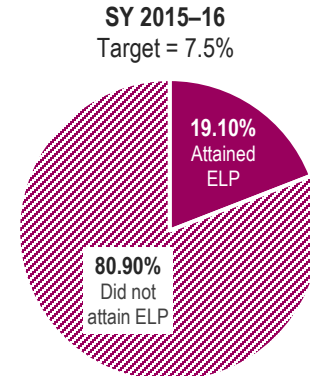
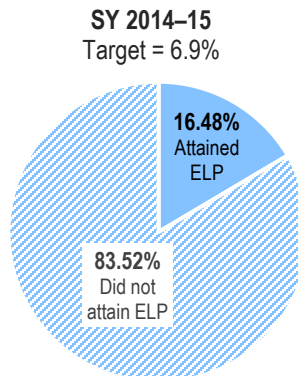
LIEPs that use English and another language	SY 2014–15	SY 2015–16	LIEPs that use English only	SY 2014–15	SY 2015–16
Developmental bilingual			Content-based ESL	•	•
Dual language	•	•	Pull-out ESL	•	•
Heritage language			Sheltered English instruction	•	•
Transitional bilingual			Specially designed academic instruction in English	•	•
Two-way immersion			Structured English immersion	•	•

KENTUCKY

AMAO 1: Percentage of ELs *Making Progress* in English Language Proficiency (ELP)



AMAO 2: Percentage of ELs *Attaining English Language Proficiency* (ELP)



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

	SY 2014–15	SY 2015–16
ELs	18.23%	18.57%
MFELs	59.30%	50.44%
All students	54.53%	55.86%

Mathematics

	SY 2014–15	SY 2015–16
ELs	18.71%	19.47%
MFELs	52.71%	51.90%
All students	44.82%	48.47%

AMAO Subgrantee Status

SY 2014–15

Total subgrantees	42
Met AMAO 1	39
Met AMAO 2	42
Met AMAO 3	40
Total meeting all three	37

SY 2015–16

Total subgrantees	NR
Met AMAO 1	NR
Met AMAO 2	NR
Met AMAO 3	NR
Total meeting all three	NR

Title III State Funding

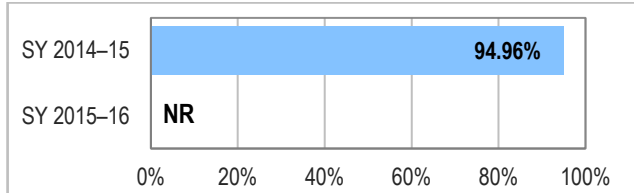
FY 2014	\$3,613,094
FY 2015	\$3,474,334

Note. The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2014–16 provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

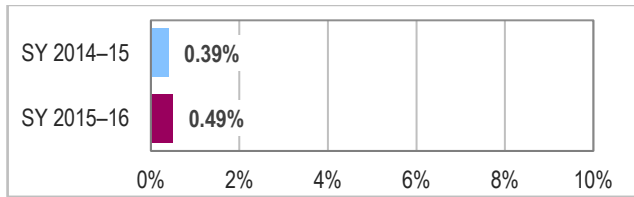
Source. Consolidated State Performance Report, SY 2014-15 and SY 2015-16.

LOUISIANA

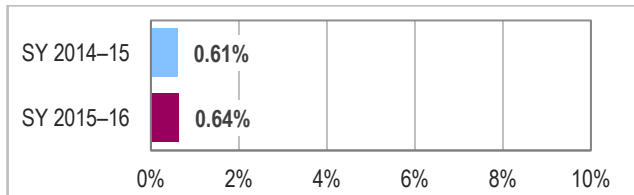
ELs Served With *Title III* Funds (percent of total state identified ELs)



Identified ELs (percent of total U.S. identified ELs)



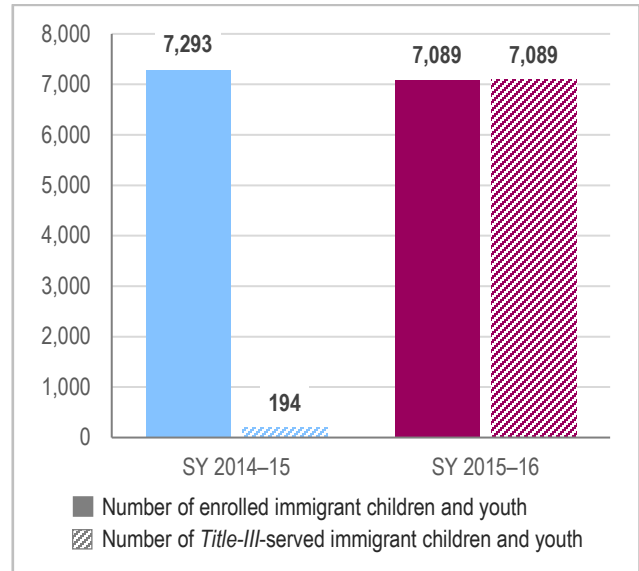
Monitored Former ELs (percent of total U.S. monitored former ELs)



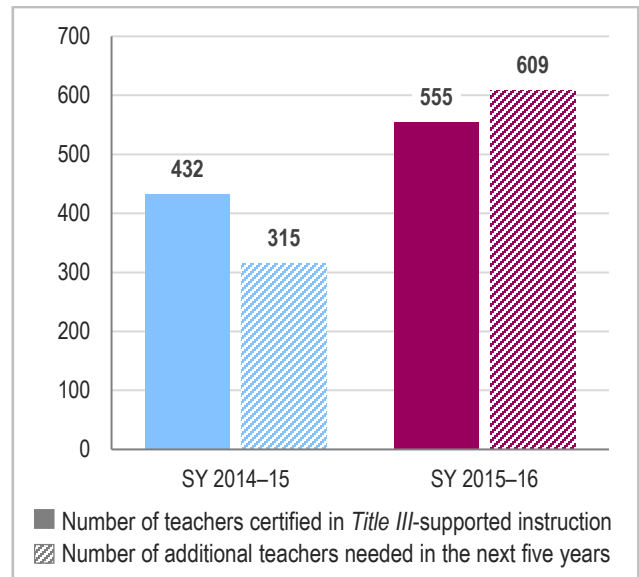
Top Five Languages Spoken by ELs

SY 2014–15	Spanish; Castilian	14,705	78.7%
	Vietnamese	1,228	6.6%
	Arabic	997	5.3%
	Chinese	359	1.9%
	French	223	1.2%
SY 2015–16	Spanish; Castilian	18,983	79.4%
	Arabic	1,345	5.6%
	Vietnamese	1,283	5.4%
	Chinese	479	2.0%
	French	266	1.1%

Immigrant Children and Youth



Number of Certified/Licensed Teachers Working in *Title III* LIEPs and Additional Teachers Needed in the Next Five Years

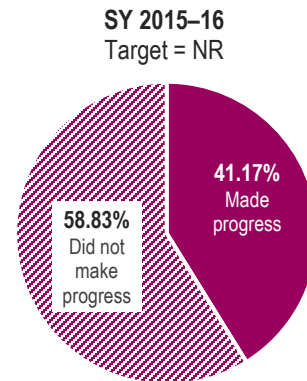
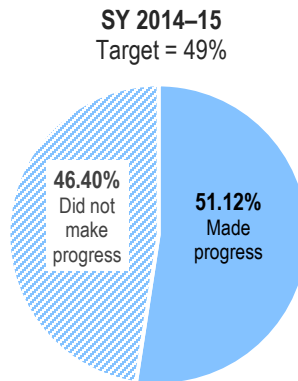


Language Instruction Education Programs (LIEPs) (• indicates an LIEP was in place during the school year)

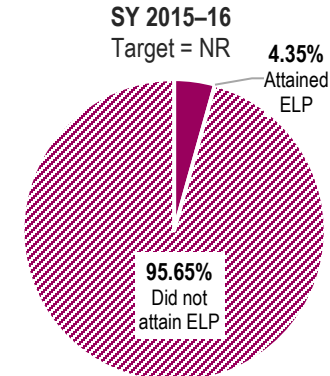
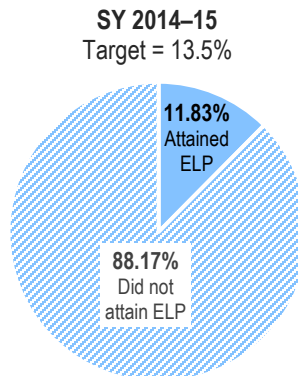
LIEPs that use English and another language	SY 2014–15	SY 2015–16	LIEPs that use English only	SY 2014–15	SY 2015–16
Developmental bilingual		•	Content-based ESL	•	•
Dual language		•	Pull-out ESL	•	•
Heritage language		•	Sheltered English instruction	•	•
Transitional bilingual		•	Specially designed academic instruction in English	•	•
Two-way immersion			Structured English immersion	•	•

LOUISIANA

AMAO 1: Percentage of ELs *Making Progress* in English Language Proficiency (ELP)



AMAO 2: Percentage of ELs *Attaining English Language Proficiency* (ELP)



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

	SY 2014–15	SY 2015–16
ELs	40.90%	39.40%
MFELs	84.72%	84.30%
All students	70.38%	70.78%

Mathematics

	SY 2014–15	SY 2015–16
ELs	43.67%	44.07%
MFELs	78.35%	78.10%
All students	60.91%	64.26%

AMAO Subgrantee Status

SY 2014–15

Total subgrantees	54
Met AMAO 1	17
Met AMAO 2	20
Met AMAO 3	21
Total meeting all three	8

SY 2015–16

Total subgrantees	54
Met AMAO 1	NR
Met AMAO 2	NR
Met AMAO 3	NR
Total meeting all three	NR

Title III State Funding

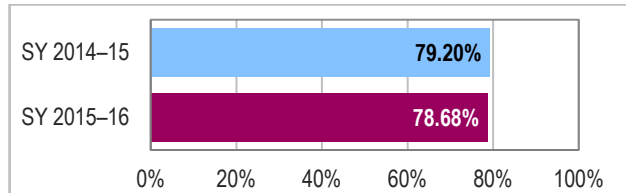
FY 2014	\$3,035,445
FY 2015	\$3,019,553

Note. The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2014–16 provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

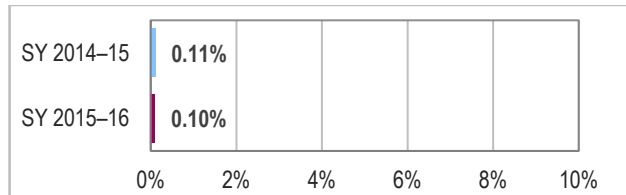
Source. Consolidated State Performance Report, SY 2014-15 and SY 2015-16.

MAINE

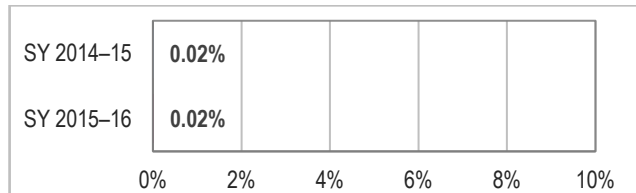
ELs Served With *Title III* Funds (percent of total state identified ELs)



Identified ELs (percent of total U.S. identified ELs)



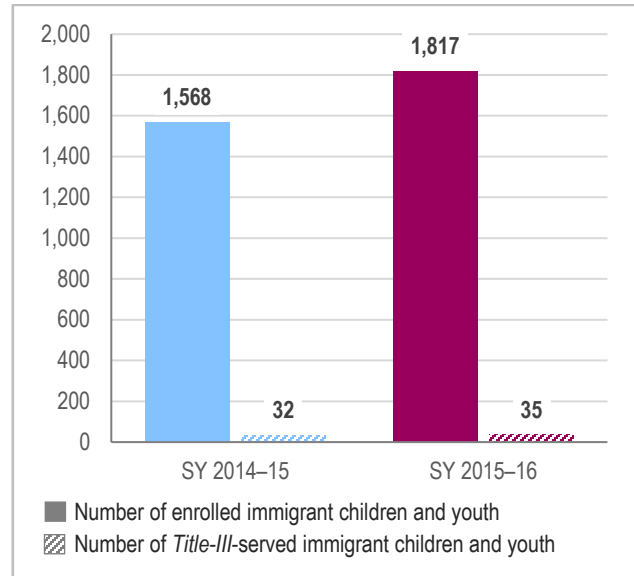
Monitored Former ELs (percent of total U.S. monitored former ELs)



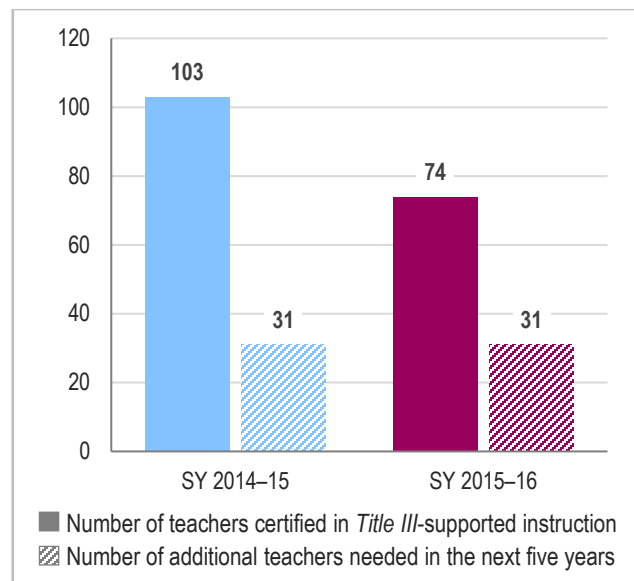
Top Five Languages Spoken by ELs

SY 2014–15	Somali	1,672	32.43%
	Arabic	668	12.96%
	Spanish; Castilian	489	9.49%
	French	472	9.16%
	Chinese	201	3.90%
SY 2015–16	Somali	1,645	32.57%
	Arabic	725	14.35%
	French	481	9.52%
	Spanish; Castilian	440	8.71%
	Chinese	173	3.43%

Immigrant Children and Youth



Number of Certified/Licensed Teachers Working in *Title III* LIEPs and Additional Teachers Needed in the Next Five Years

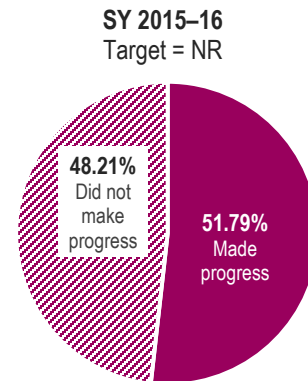
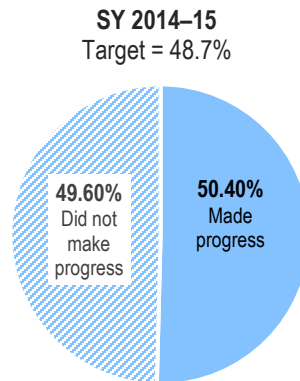


Language Instruction Education Programs (LIEPs) (• indicates an LIEP was in place during the school year)

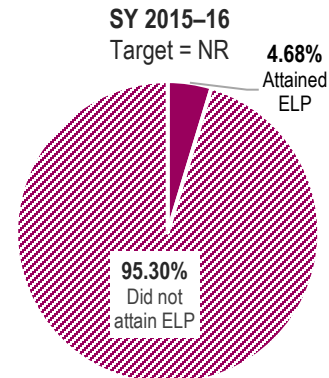
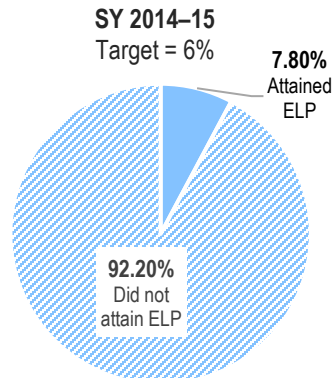
LIEPs that use English and another language	SY 2014–15	SY 2015–16	LIEPs that use English only	SY 2014–15	SY 2015–16
Developmental bilingual			Content-based ESL	•	•
Dual language	•	•	Pull-out ESL	•	•
Heritage language	•		Sheltered English instruction	•	•
Transitional bilingual	•	•	Specially designed academic instruction in English	•	•
Two-way immersion		•	Structured English immersion	•	•

MAINE

AMAO 1: Percentage of ELs *Making Progress* in English Language Proficiency (ELP)



AMAO 2: Percentage of ELs *Attaining English Language Proficiency* (ELP)



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

	SY 2014–15	SY 2015–16
ELs	13.80%	15.73%
MFELs	55.20%	54.35%
All students	47.90%	51.05%

Mathematics

	SY 2014–15	SY 2015–16
ELs	10.78%	13.34%
MFELs	32.20%	33.54%
All students	36.25%	38.84%

AMAO Subgrantee Status

SY 2014–15

Total subgrantees	16
Met AMAO 1	7
Met AMAO 2	12
Met AMAO 3	1
Total meeting all three	NR

SY 2015–16

Total subgrantees	10
Met AMAO 1	NR
Met AMAO 2	NR
Met AMAO 3	NR
Total meeting all three	NR

Title III State Funding

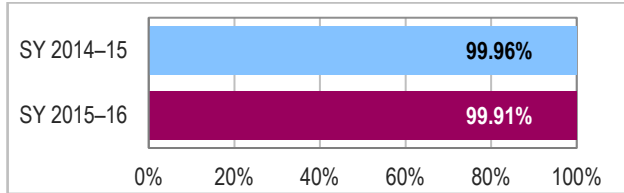
FY 2014	\$725,816
FY 2015	\$683,493

Note. The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2014–16 provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students. 2015–16 accountability targets and results were not reported per the December 18th, 2015 Dear Colleague Letter of the U.S. Department of Education

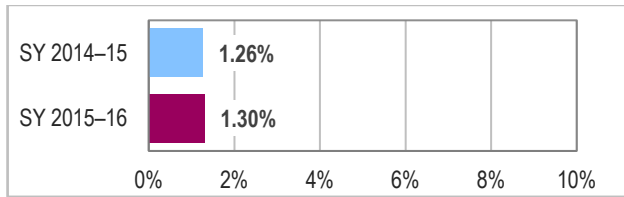
Source. Consolidated State Performance Report, SY 2014-15 and SY 2015-16.

MARYLAND

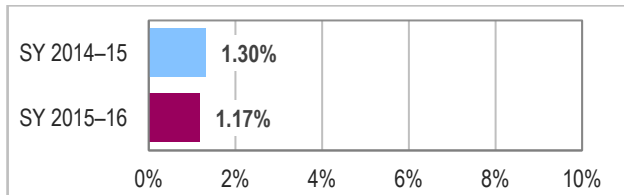
ELs Served With *Title III* Funds (percent of total state identified ELs)



Identified ELs (percent of total U.S. identified ELs)



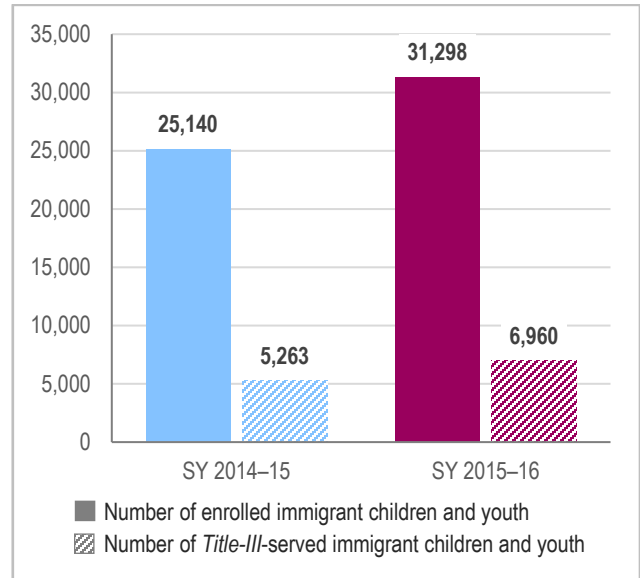
Monitored Former ELs (percent of total U.S. monitored former ELs)



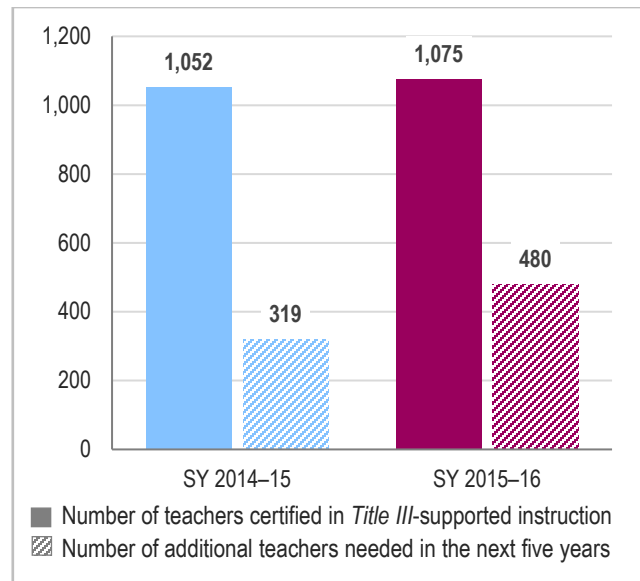
Top Five Languages Spoken by ELs

SY 2014–15	Spanish; Castilian	44,437	73.20%
	French	1,671	2.75%
	Chinese	1,627	2.68%
	Amharic	1,024	1.69%
	Vietnamese	933	1.54%
SY 2015–16	Spanish; Castilian	46,929	74.08%
	French	1,719	2.71%
	Chinese	1,615	2.55%
	Amharic	1,060	1.67%
	Arabic	884	1.40%

Immigrant Children and Youth



Number of Certified/Licensed Teachers Working in *Title III* LIEPs and Additional Teachers Needed in the Next Five Years

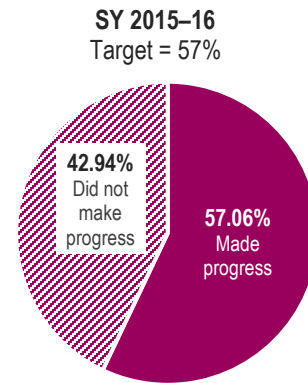
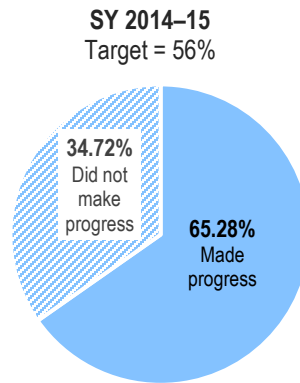


Language Instruction Education Programs (LIEPs) (• indicates an LIEP was in place during the school year)

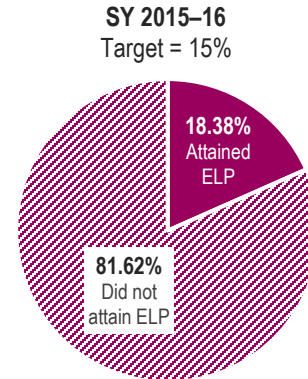
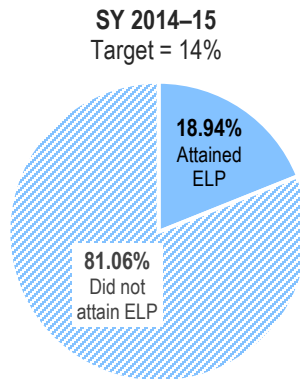
LIEPs that use English and another language	SY 2014–15	SY 2015–16	LIEPs that use English only	SY 2014–15	SY 2015–16
Developmental bilingual			Content-based ESL	•	•
Dual language	•	•	Pull-out ESL	•	•
Heritage language	•		Sheltered English instruction	•	•
Transitional bilingual			Specially designed academic instruction in English	•	•
Two-way immersion			Structured English immersion	•	•

MARYLAND

AMAO 1: Percentage of ELs *Making Progress* in English Language Proficiency (ELP)



AMAO 2: Percentage of ELs *Attaining English Language Proficiency* (ELP)



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

	SY 2014–15	SY 2015–16
ELs	3.96%	4.39%
MFELs	26.90%	27.10%
All students	45.06%	43.40%

Mathematics

	SY 2014–15	SY 2015–16
ELs	6.44%	9.46%
MFELs	23.57%	29.32%
All students	38.40%	41.81%

AMAO Subgrantee Status

SY 2014–15

Total subgrantees	22
Met AMAO 1	22
Met AMAO 2	19
Met AMAO 3	NR
Total meeting all three	NR

SY 2015–16

Total subgrantees	21
Met AMAO 1	11
Met AMAO 2	16
Met AMAO 3	NR
Total meeting all three	NR

Title III State Funding

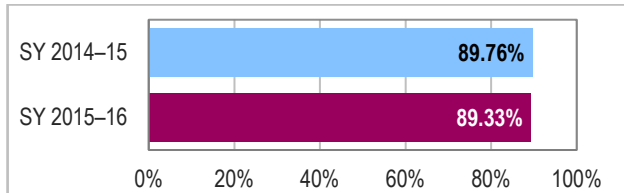
FY 2014	\$9,835,112
FY 2015	\$9,851,784

Note. The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2014–16 provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

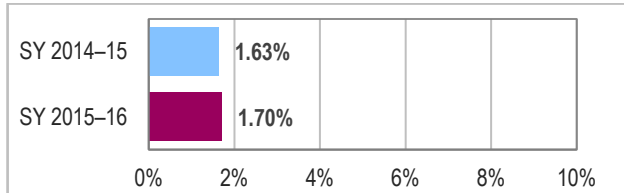
Source. Consolidated State Performance Report, SY 2014-15 and SY 2015-16.

MASSACHUSETTS

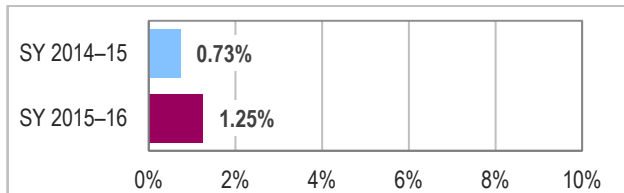
ELs Served With *Title III* Funds (percent of total state identified ELs)



Identified ELs (percent of total U.S. identified ELs)



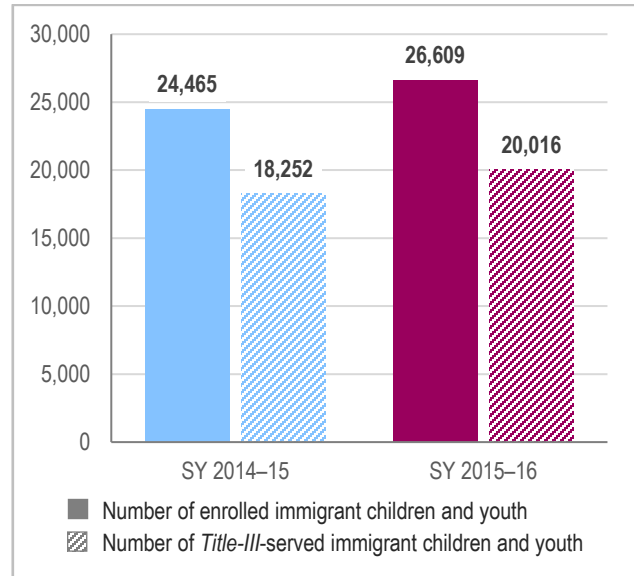
Monitored Former ELs (percent of total U.S. monitored former ELs)



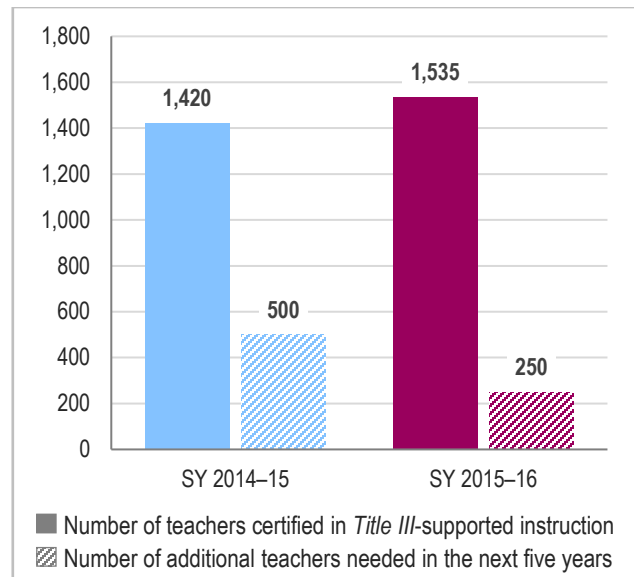
Top Five Languages Spoken by ELs

SY 2014–15	Spanish; Castilian	43,306	55.1%
	Portuguese	5,725	7.3%
	Chinese	3,964	5.0%
	Haitian; Haitian Creole	3,801	4.8%
	Creoles and pidgins, Portuguese-based (Other)	3,418	4.4%
SY 2015–16	Spanish; Castilian	45,609	55.1%
	Portuguese	6,851	8.3%
	Chinese	3,978	4.8%
	Haitian; Haitian Creole	3,465	4.2%
	Creoles and pidgins, Portuguese-based (Other)	3,372	4.1%

Immigrant Children and Youth



Number of Certified/Licensed Teachers Working in *Title III* LIEPs and Additional Teachers Needed in the Next Five Years

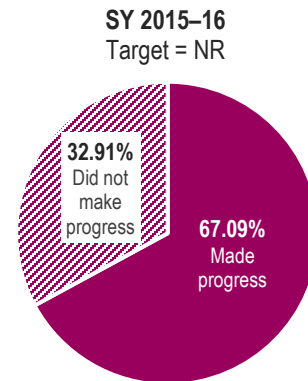
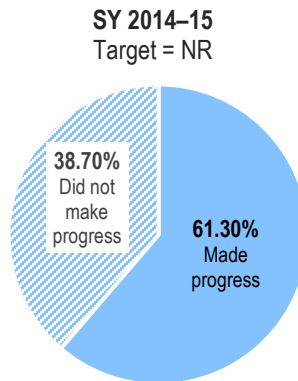


Language Instruction Education Programs (LIEPs) (• indicates an LIEP was in place during the school year)

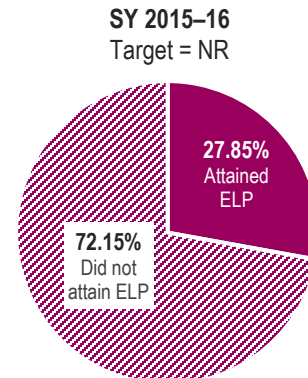
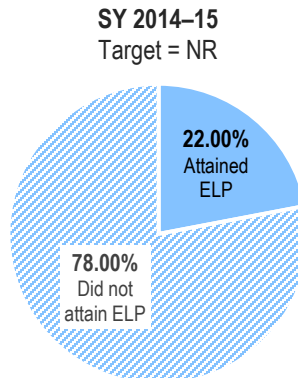
LIEPs that use English and another language	SY 2014–15	SY 2015–16	LIEPs that use English only	SY 2014–15	SY 2015–16
Developmental bilingual			Content-based ESL		
Dual language	•	•	Pull-out ESL		
Heritage language			Sheltered English instruction	•	•
Transitional bilingual	•	•	Specially designed academic instruction in English		
Two-way immersion			Structured English immersion		

MASSACHUSETTS

AMAO 1: Percentage of ELs *Making Progress* in English Language Proficiency (ELP)



AMAO 2: Percentage of ELs *Attaining English Language Proficiency* (ELP)



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

	SY 2014–15	SY 2015–16
ELs	26.26%	30.14%
MFELs	66.10%	66.83%
All students	69.58%	71.00%

Mathematics

	SY 2014–15	SY 2015–16
ELs	28.26%	31.36%
MFELs	55.00%	57.55%
All students	60.99%	63.16%

AMAO Subgrantee Status

SY 2014–15

Total subgrantees	79
Met AMAO 1	NR
Met AMAO 2	NR
Met AMAO 3	NR
Total meeting all three	NR

SY 2015–16

Total subgrantees	79
Met AMAO 1	NR
Met AMAO 2	NR
Met AMAO 3	NR
Total meeting all three	NR

Title III State Funding

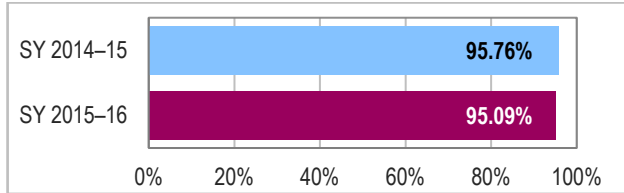
FY 2014	\$13,702,463
FY 2015	\$14,223,822

Note. The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2014–16 provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

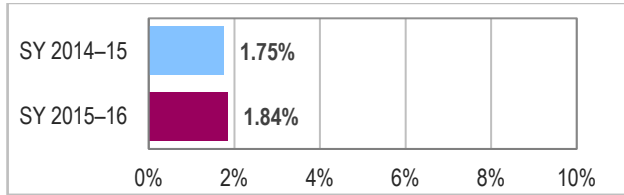
Source. Consolidated State Performance Report, SY 2014-15 and SY 2015-16.

MICHIGAN

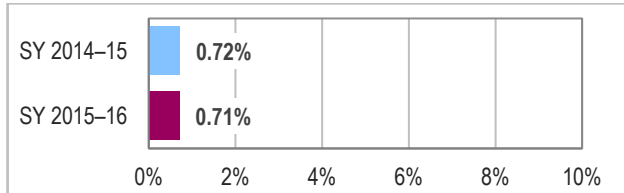
ELs Served With *Title III* Funds (percent of total state identified ELs)



Identified ELs (percent of total U.S. identified ELs)



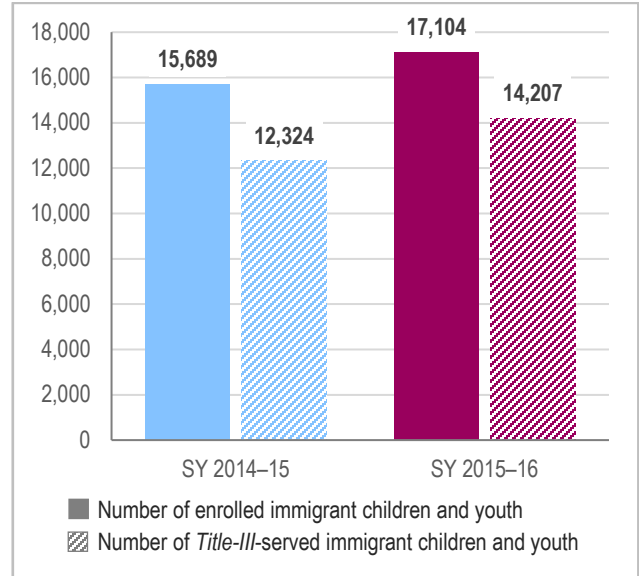
Monitored Former ELs (percent of total U.S. monitored former ELs)



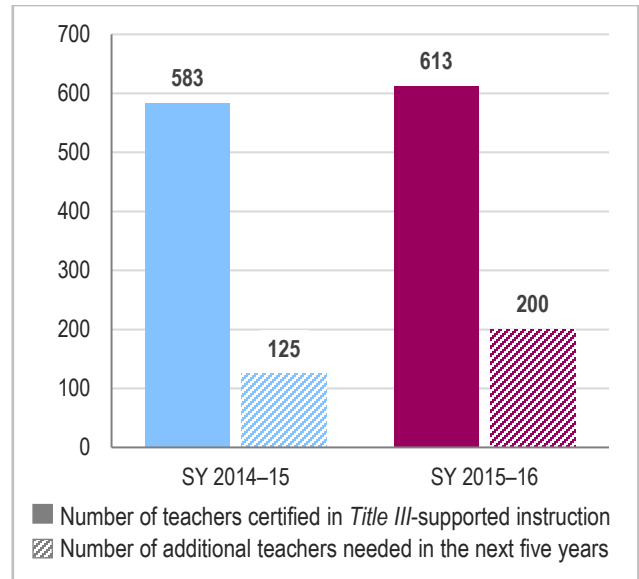
Top Five Languages Spoken by ELs

SY 2014–15	Spanish; Castilian	36,551	43.34%
	Arabic	22,186	26.31%
	Bengali	2,248	2.67%
	Albanian	1,838	2.18%
	Chinese	1,622	1.92%
SY 2015–16	Spanish; Castilian	35,912	40.18%
	Arabic	21,201	23.72%
	Bengali	2,300	2.57%
	Chinese	1,639	1.83%
	Albanian	1,632	1.83%

Immigrant Children and Youth



Number of Certified/Licensed Teachers Working in *Title III* LIEPs and Additional Teachers Needed in the Next Five Years

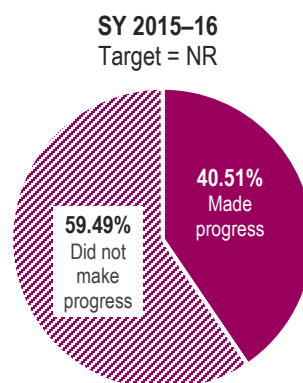
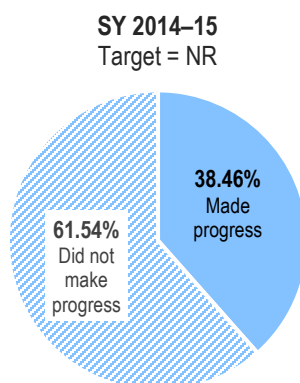


Language Instruction Education Programs (LIEPs) (• indicates an LIEP was in place during the school year)

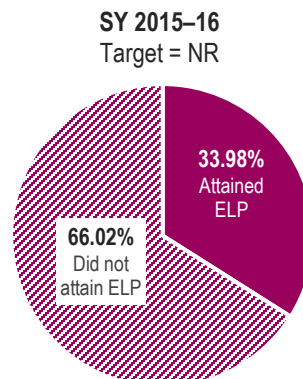
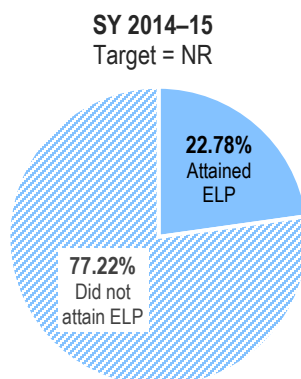
LIEPs that use English and another language	SY 2014–15	SY 2015–16	LIEPs that use English only	SY 2014–15	SY 2015–16
Developmental bilingual	•		Content-based ESL	•	•
Dual language	•	•	Pull-out ESL	•	•
Heritage language	•	•	Sheltered English instruction	•	•
Transitional bilingual	•	•	Specially designed academic instruction in English		
Two-way immersion	•	•	Structured English immersion		

MICHIGAN

AMAO 1: Percentage of ELs *Making Progress* in English Language Proficiency (ELP)



AMAO 2: Percentage of ELs *Attaining English Language Proficiency* (ELP)



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

	SY 2014–15	SY 2015–16
ELs	24.03%	23.27%
MFELs	73.21%	69.56%
All students	48.45%	49.66%

Mathematics

	SY 2014–15	SY 2015–16
ELs	20.29%	21.48%
MFELs	61.83%	54.19%
All students	36.50%	37.81%

AMAO Subgrantee Status

SY 2014–15

Total subgrantees	322
Met AMAO 1	NR
Met AMAO 2	NR
Met AMAO 3	NR
Total meeting all three	NR

SY 2015–16

Total subgrantees	332
Met AMAO 1	NR
Met AMAO 2	NR
Met AMAO 3	NR
Total meeting all three	NR

Title III State Funding

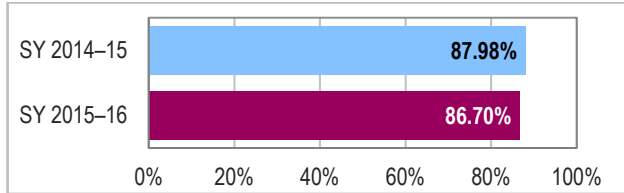
FY 2014	\$11,225,251
FY 2015	\$11,396,561

Note. The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2014–16 provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students. 2015–16 accountability targets and results were not reported per the December 18th, 2015 Dear Colleague Letter of the U.S. Department of Education

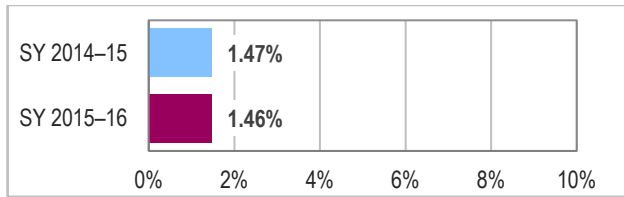
Source. Consolidated State Performance Report, SY 2014-15 and SY 2015-16.

MINNESOTA

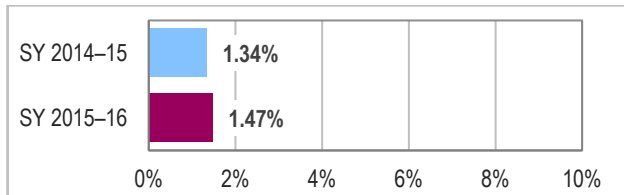
ELs Served With *Title III* Funds (percent of total state identified ELs)



Identified ELs (percent of total U.S. identified ELs)



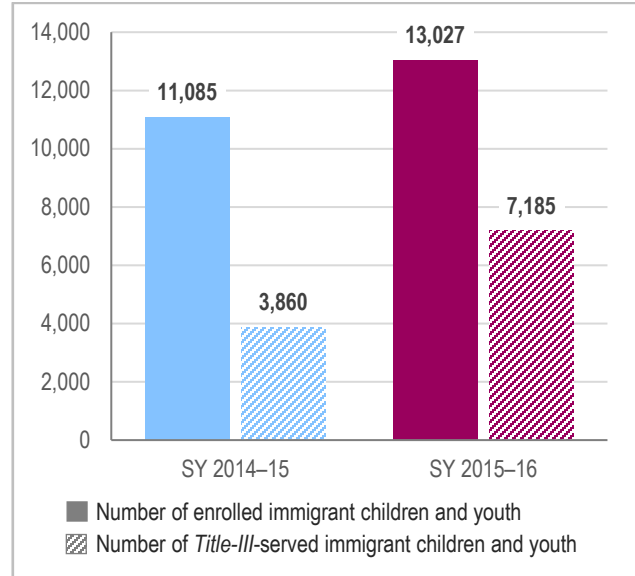
Monitored Former ELs (percent of total U.S. monitored former ELs)



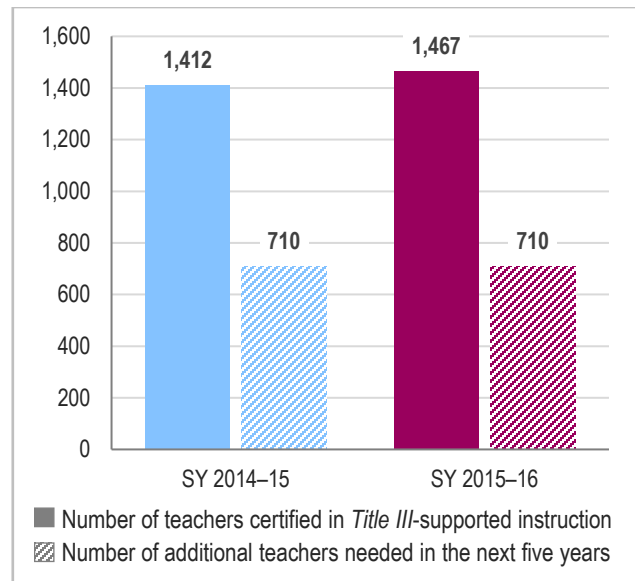
Top Five Languages Spoken by ELs

SY 2014–15	Spanish; Castilian	27,929	39.60%
	Somali	12,626	17.90%
	Hmong	12,617	17.89%
	Karen languages	2,977	4.22%
	Vietnamese	1,641	2.33%
SY 2015–16	Spanish; Castilian	27,807	39.10%
	Somali	14,157	19.91%
	Hmong	11,723	16.48%
	Karen languages	3,332	4.68%
	Vietnamese	1,485	2.09%

Immigrant Children and Youth



Number of Certified/Licensed Teachers Working in *Title III* LIEPs and Additional Teachers Needed in the Next Five Years

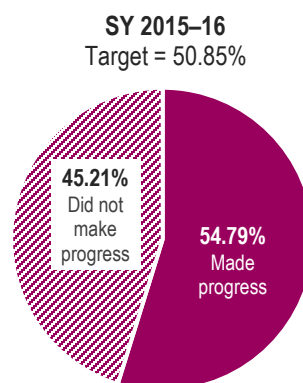
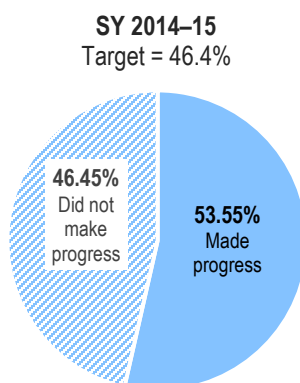


Language Instruction Education Programs (LIEPs) (● indicates an LIEP was in place during the school year)

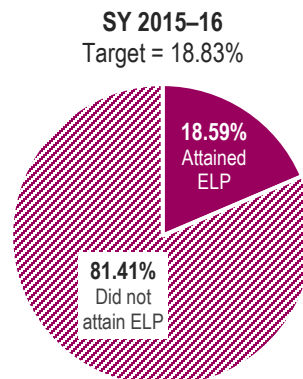
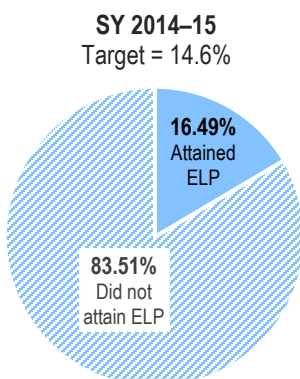
LIEPs that use English and another language	SY 2014–15	SY 2015–16	LIEPs that use English only	SY 2014–15	SY 2015–16
Developmental bilingual	●	●	Content-based ESL	●	●
Dual language	●	●	Pull-out ESL	●	●
Heritage language	●	●	Sheltered English instruction	●	●
Transitional bilingual	●	●	Specially designed academic instruction in English	●	●
Two-way immersion	●	●	Structured English immersion	●	●

MINNESOTA

AMAO 1: Percentage of ELs *Making Progress* in English Language Proficiency (ELP)



AMAO 2: Percentage of ELs *Attaining English Language Proficiency* (ELP)



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

	SY 2014–15	SY 2015–16
ELs	17.57%	17.00%
MFELs	50.02%	50.46%
All students	59.59%	59.91%

Mathematics

	SY 2014–15	SY 2015–16
ELs	25.90%	23.68%
MFELs	51.47%	47.88%
All students	60.35%	59.66%

AMAO Subgrantee Status

SY 2014–15

Total subgrantees	103
Met AMAO 1	84
Met AMAO 2	60
Met AMAO 3	29
Total meeting all three	18

SY 2015–16

Total subgrantees	NR
Met AMAO 1	NR
Met AMAO 2	NR
Met AMAO 3	NR
Total meeting all three	NR

Title III State Funding

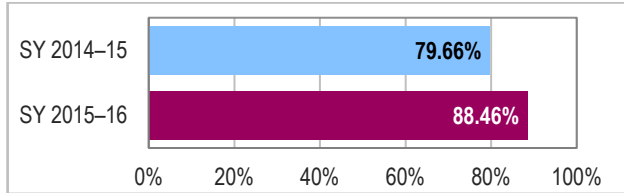
FY 2014	\$8,531,959
FY 2015	\$8,728,111

Note. The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2014–16 provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

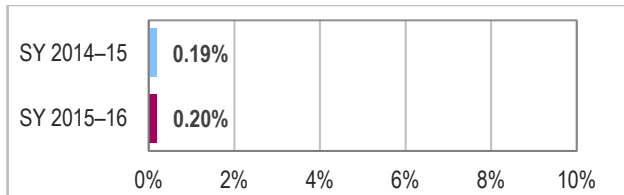
Source. Consolidated State Performance Report, SY 2014-15 and SY 2015-16.

MISSISSIPPI

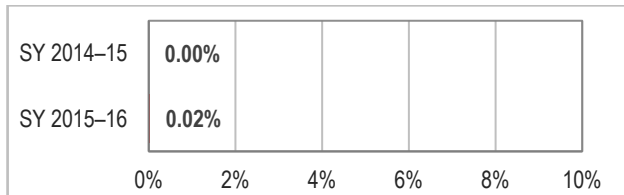
ELs Served With *Title III* Funds (percent of total state identified ELs)



Identified ELs (percent of total U.S. identified ELs)



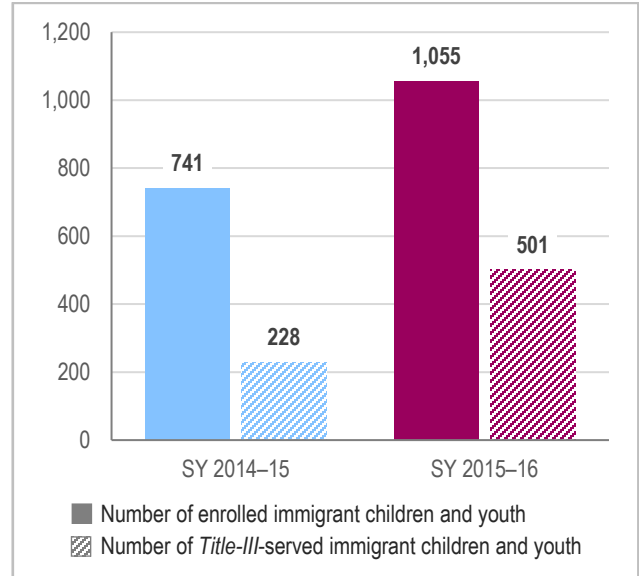
Monitored Former ELs (percent of total U.S. monitored former ELs)



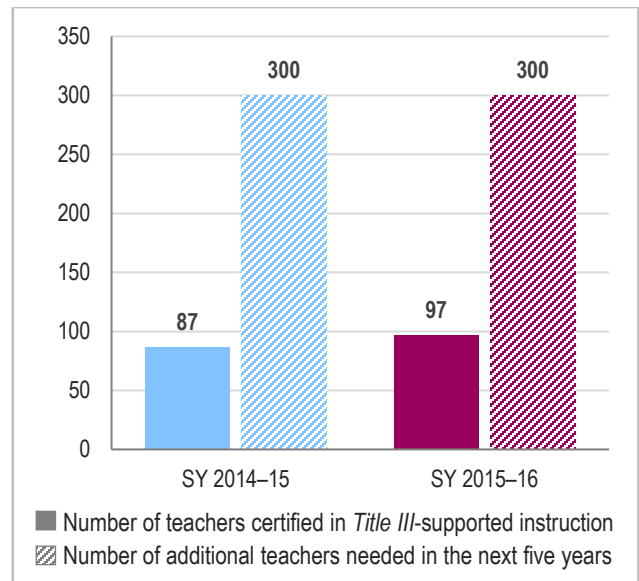
Top Five Languages Spoken by ELs

SY 2014–15	Spanish; Castilian	7,732	84.36%
	Arabic	327	3.57%
	Vietnamese	277	3.02%
	Chinese	199	2.17%
	Gujarati	62	0.68%
SY 2015–16	Spanish; Castilian	8,072	84.33%
	Arabic	448	4.68%
	Chinese	283	2.96%
	Vietnamese	259	2.71%
	Gujarati	56	0.59%

Immigrant Children and Youth



Number of Certified/Licensed Teachers Working in *Title III* LIEPs and Additional Teachers Needed in the Next Five Years

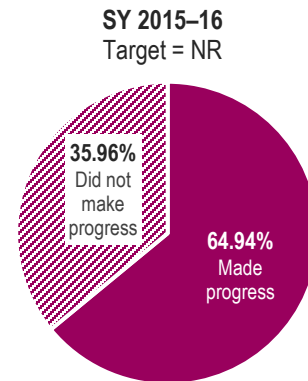
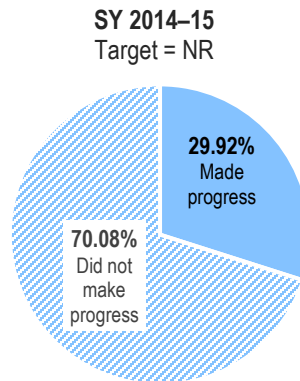


Language Instruction Education Programs (LIEPs) (• indicates an LIEP was in place during the school year)

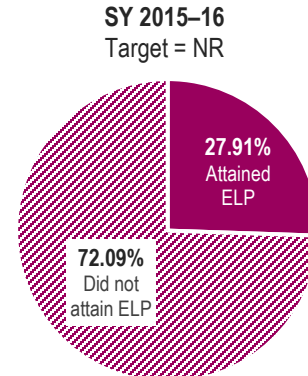
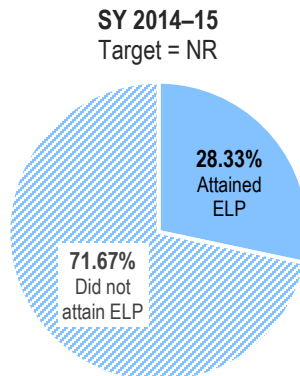
LIEPs that use English and another language	SY 2014–15	SY 2015–16	LIEPs that use English only	SY 2014–15	SY 2015–16
Developmental bilingual			Content-based ESL	•	•
Dual language			Pull-out ESL	•	•
Heritage language			Sheltered English instruction	•	•
Transitional bilingual			Specially designed academic instruction in English		
Two-way immersion			Structured English immersion	•	•

MISSISSIPPI

AMAO 1: Percentage of ELs *Making Progress* in English Language Proficiency (ELP)



AMAO 2: Percentage of ELs *Attaining English Language Proficiency* (ELP)



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

	SY 2014–15	SY 2015–16
ELs	13.83%	15.50%
MFELs	NR	54.11%
All students	32.43%	32.78%

Mathematics

	SY 2014–15	SY 2015–16
ELs	18.84%	23.75%
MFELs	NR	53.33%
All students	26.72%	30.92%

AMAO Subgrantee Status

SY 2014–15

Total subgrantees	32
Met AMAO 1	NR
Met AMAO 2	NR
Met AMAO 3	NR
Total meeting all three	NR

SY 2015–16

Total subgrantees	29
Met AMAO 1	NR
Met AMAO 2	NR
Met AMAO 3	NR
Total meeting all three	NR

Title III State Funding

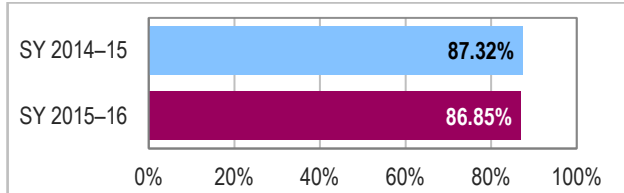
FY 2014	\$1,588,795
FY 2015	\$1,413,745

Note. The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2014–16 provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

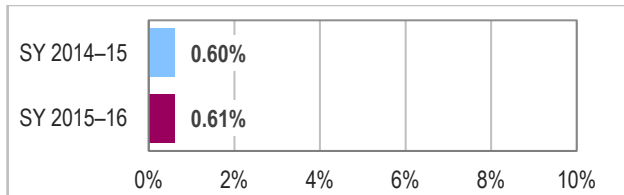
Source. Consolidated State Performance Report, SY 2014-15 and SY 2015-16.

MISSOURI

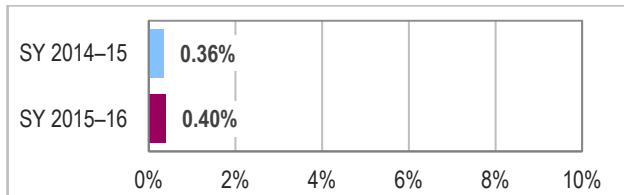
ELs Served With *Title III* Funds (percent of total state identified ELs)



Identified ELs (percent of total U.S. identified ELs)



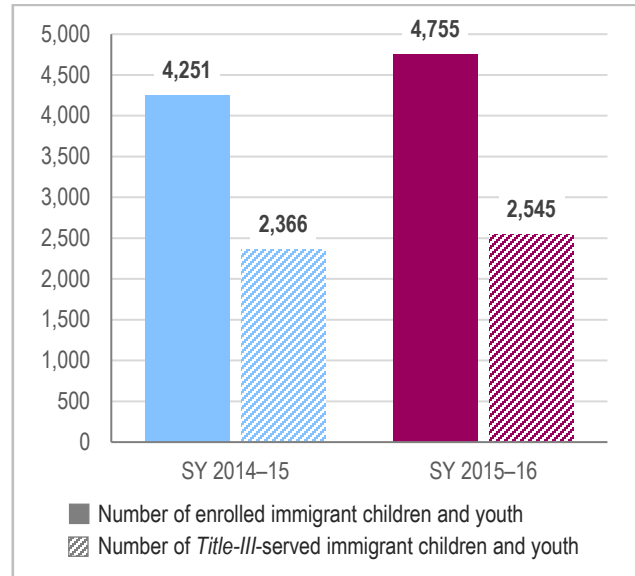
Monitored Former ELs (percent of total U.S. monitored former ELs)



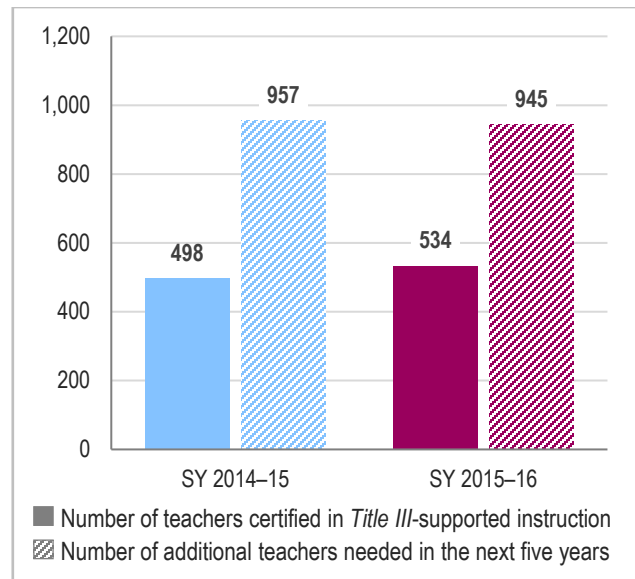
Top Five Languages Spoken by ELs

SY 2014–15	Spanish; Castilian	16,232	55.86%
	Arabic	1,426	4.91%
	Bosnian	1,223	4.21%
	Vietnamese	1,071	3.69%
	Somali	983	3.38%
SY 2015–16	Spanish; Castilian	16,140	54.51%
	Arabic	1,573	5.31%
	Bosnian	1,183	4.00%
	Somali	1,043	3.52%
	Vietnamese	976	3.30%

Immigrant Children and Youth



Number of Certified/Licensed Teachers Working in *Title III* LIEPs and Additional Teachers Needed in the Next Five Years

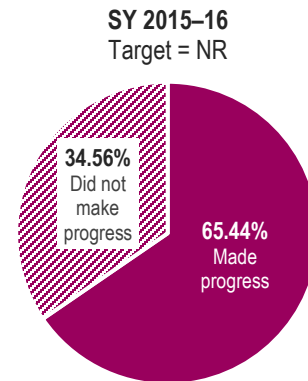
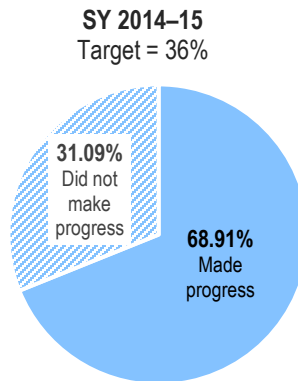


Language Instruction Education Programs (LIEPs) (• indicates an LIEP was in place during the school year)

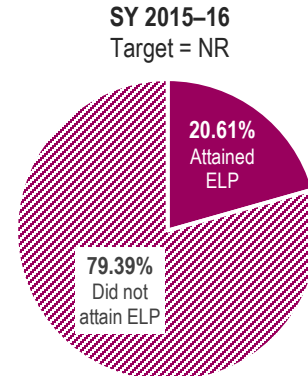
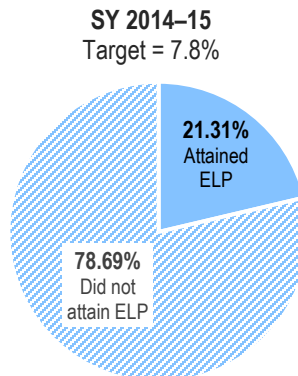
LIEPs that use English and another language	SY 2014–15	SY 2015–16	LIEPs that use English only	SY 2014–15	SY 2015–16
Developmental bilingual			Content-based ESL	•	•
Dual language			Pull-out ESL	•	•
Heritage language			Sheltered English instruction	•	•
Transitional bilingual			Specially designed academic instruction in English	•	•
Two-way immersion			Structured English immersion	•	•

MISSOURI

AMAO 1: Percentage of ELs *Making Progress* in English Language Proficiency (ELP)



AMAO 2: Percentage of ELs *Attaining English Language Proficiency* (ELP)



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

	SY 2014–15	SY 2015–16
ELs	37.63%	40.40%
MFELs	67.12%	68.39%
All students	59.63%	62.87%

Mathematics

	SY 2014–15	SY 2015–16
ELs	30.07%	31.61%
MFELs	49.45%	51.54%
All students	43.80%	47.62%

AMAO Subgrantee Status

SY 2014–15

Total subgrantees	72
Met AMAO 1	72
Met AMAO 2	47
Met AMAO 3	1
Total meeting all three	1

SY 2015–16

Total subgrantees	69
Met AMAO 1	NR
Met AMAO 2	NR
Met AMAO 3	NR
Total meeting all three	NR

Title III State Funding

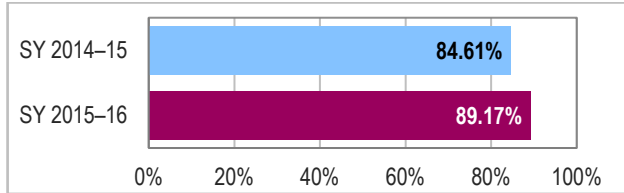
FY 2014	\$5,287,728
FY 2015	\$5,099,378

Note. The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2014–16 provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students. 2015–16 accountability targets and results were not reported per the December 18th, 2015 Dear Colleague Letter of the U.S. Department of Education.

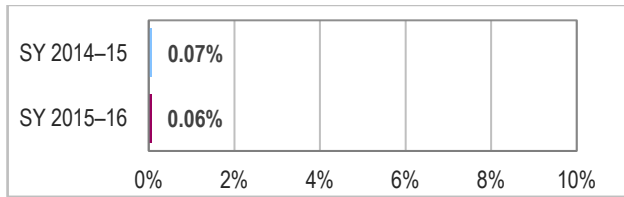
Source. Consolidated State Performance Report, SY 2014-15 and SY 2015-16.

MONTANA

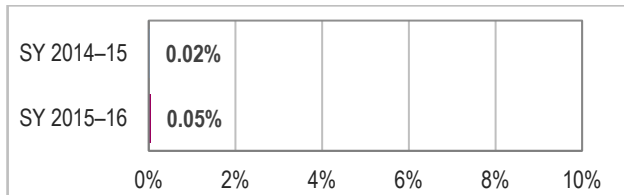
ELs Served With *Title III* Funds (percent of total state identified ELs)



Identified ELs (percent of total U.S. identified ELs)



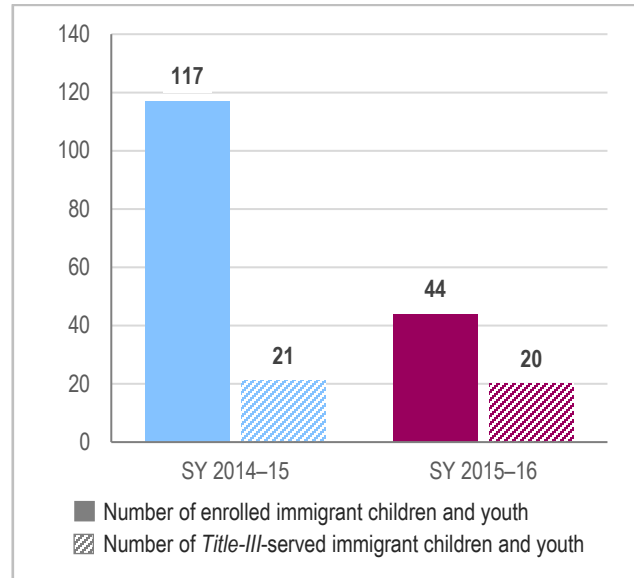
Monitored Former ELs (percent of total U.S. monitored former ELs)



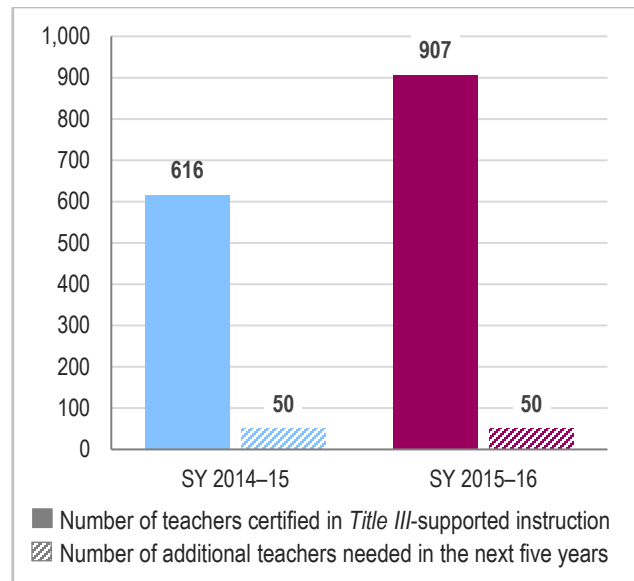
Top Five Languages Spoken by ELs

SY 2014–15	German	319	9.94%
	Spanish; Castilian	190	5.92%
	North American Indian	89	2.77%
	Russian	37	1.15%
	Chinese	27	0.84%
SY 2015–16	German	331	10.54%
	Spanish; Castilian	192	6.11%
	North American Indian	61	1.94%
	Russian	41	1.31%
	Uncoded Language	31	0.99%

Immigrant Children and Youth



Number of Certified/Licensed Teachers Working in *Title III* LIEPs and Additional Teachers Needed in the Next Five Years

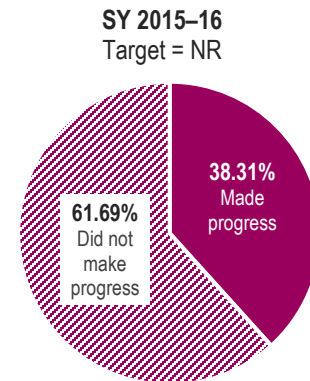
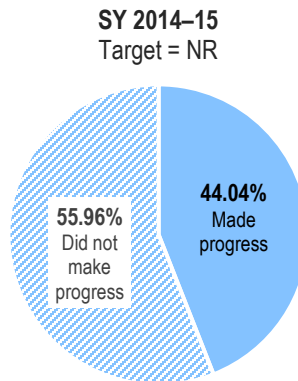


Language Instruction Education Programs (LIEPs) (• indicates an LIEP was in place during the school year)

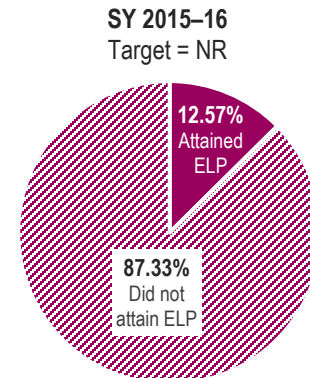
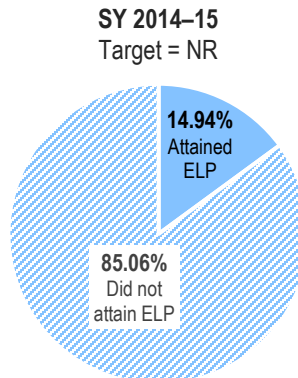
LIEPs that use English and another language	SY 2014–15	SY 2015–16	LIEPs that use English only	SY 2014–15	SY 2015–16
Developmental bilingual			Content-based ESL		
Dual language	•		Pull-out ESL		
Heritage language	•	•	Sheltered English instruction		
Transitional bilingual			Specially designed academic instruction in English		
Two-way immersion			Structured English immersion		

MONTANA

AMAO 1: Percentage of ELs *Making Progress* in English Language Proficiency (ELP)



AMAO 2: Percentage of ELs *Attaining English Language Proficiency* (ELP)



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

	SY 2014–15	SY 2015–16
ELs	6.40%	8.18%
MFELs	21.19%	26.46%
All students	47.76%	49.56%

Mathematics

	SY 2014–15	SY 2015–16
ELs	6.55%	8.50%
MFELs	14.38%	15.86%
All students	38.87%	41.31%

AMAO Subgrantee Status

SY 2014–15

Total subgrantees	56
Met AMAO 1	26
Met AMAO 2	37
Met AMAO 3	3
Total meeting all three	2

SY 2015–16

Total subgrantees	54
Met AMAO 1	NR
Met AMAO 2	NR
Met AMAO 3	NR
Total meeting all three	NR

Title III State Funding

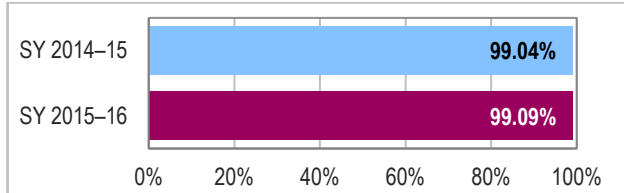
FY 2014	\$555,567
FY 2015	\$503,983

Note. The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2014–16 provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

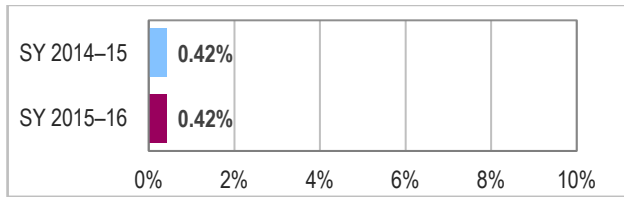
Source. Consolidated State Performance Report, SY 2014-15 and SY 2015-16.

NEBRASKA

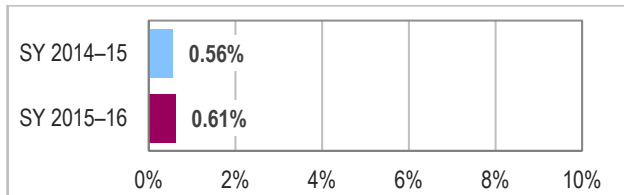
ELs Served With *Title III* Funds (percent of total state identified ELs)



Identified ELs (percent of total U.S. identified ELs)



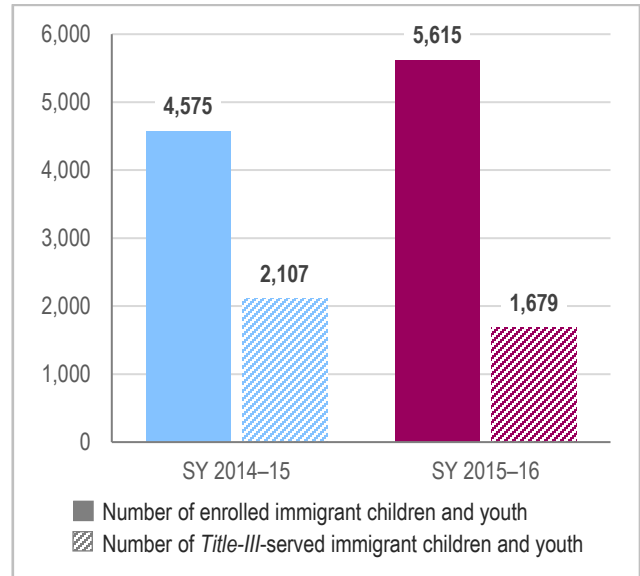
Monitored Former ELs (percent of total U.S. monitored former ELs)



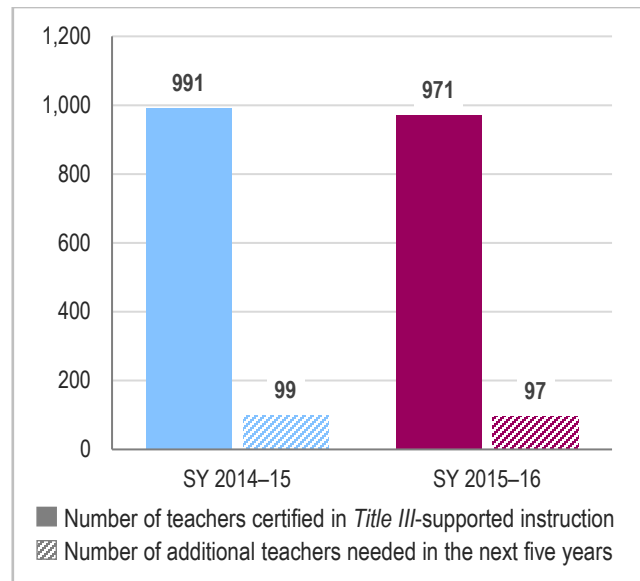
Top Five Languages Spoken by ELs

SY 2014–15	Spanish; Castilian	14,496	71.82%
	Karen languages	1,398	6.93%
	Arabic	756	3.75%
	Somali	402	1.99%
	Vietnamese	382	1.89%
SY 2015–16	Spanish; Castilian	14,434	69.99%
	Karen languages	1,521	7.38%
	Arabic	849	4.12%
	Somali	561	2.72%
	Kurdish	380	1.84%

Immigrant Children and Youth



Number of Certified/Licensed Teachers Working in *Title III* LIEPs and Additional Teachers Needed in the Next Five Years

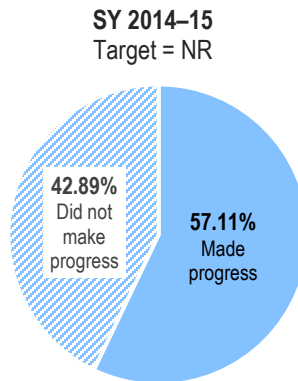


Language Instruction Education Programs (LIEPs) (• indicates an LIEP was in place during the school year)

LIEPs that use English and another language	SY 2014–15	SY 2015–16	LIEPs that use English only	SY 2014–15	SY 2015–16
Developmental bilingual			Content-based ESL	•	•
Dual language	•	•	Pull-out ESL	•	•
Heritage language	•	•	Sheltered English instruction	•	•
Transitional bilingual			Specially designed academic instruction in English		
Two-way immersion	•	•	Structured English immersion	•	•

NEBRASKA

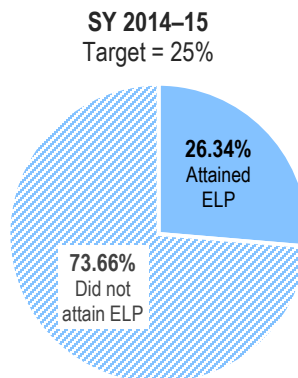
AMAO 1: Percentage of ELs *Making Progress* in English Language Proficiency (ELP)



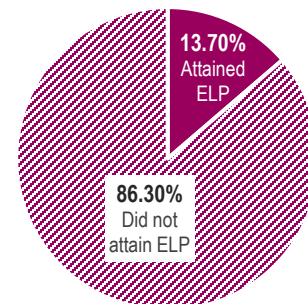
SY 2015–16
Target = NR

Progress
NR

AMAO 2: Percentage of ELs *Attaining English Language Proficiency* (ELP)



SY 2015–16
Target = NR



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

	SY 2014–15	SY 2015–16
ELs	58.80%	61.14%
MFELs	72.59%	62.34%
All students	79.72%	82.48%

Mathematics

	SY 2014–15	SY 2015–16
ELs	49.43%	48.77%
MFELs	76.46%	62.38%
All students	72.33%	72.70%

AMAO Subgrantee Status

SY 2014–15

Total subgrantees	21
Met AMAO 1	17
Met AMAO 2	19
Met AMAO 3	8
Total meeting all three	7

SY 2015–16

Total subgrantees	NR
Met AMAO 1	NR
Met AMAO 2	NR
Met AMAO 3	NR
Total meeting all three	NR

Title III State Funding

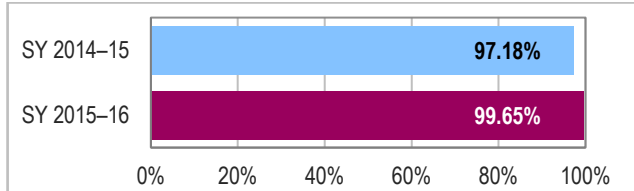
FY 2014	\$2,965,099
FY 2015	\$3,212,178

Note. The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2014–16 provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students. 2015–16 accountability targets and results were not reported per the December 18th, 2015 Dear Colleague Letter of the U.S. Department of Education

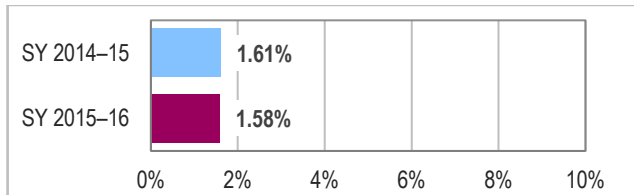
Source. Consolidated State Performance Report, SY 2014-15 and SY 2015-16.

NEVADA

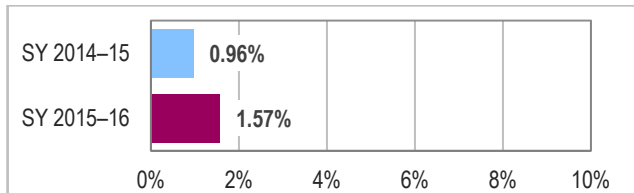
ELs Served With *Title III* Funds (percent of total state identified ELs)



Identified ELs (percent of total U.S. identified ELs)



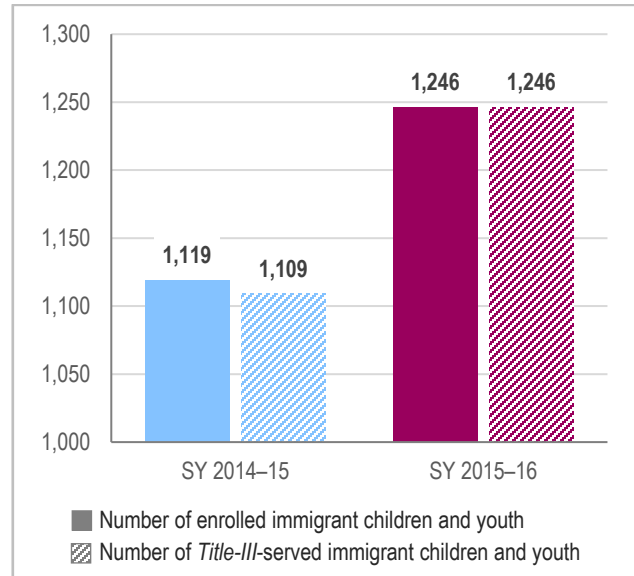
Monitored Former ELs (percent of total U.S. monitored former ELs)



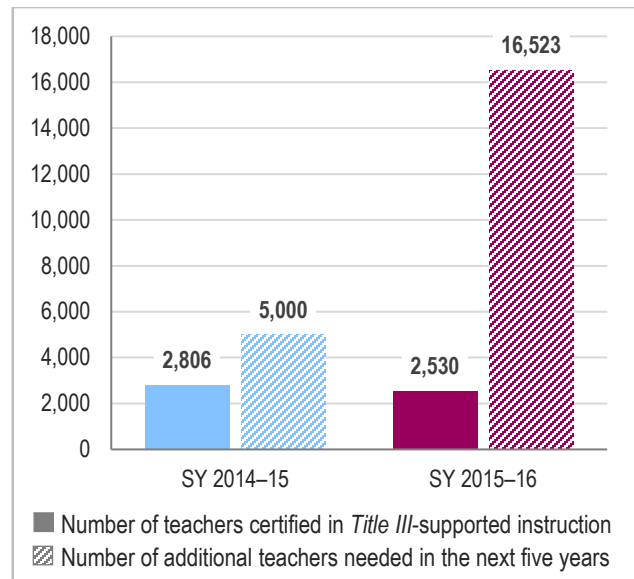
Top Five Languages Spoken by ELs

SY 2014–15	Spanish; Castilian	48,876	63.32%
	Filipino; Pilipino	2,002	2.59%
	Tagalog	988	1.28%
	Chinese	697	0.90%
	Vietnamese	664	0.86%
SY 2015–16	Spanish; Castilian	52,898	67.46%
	Filipino; Pilipino	2,002	2.55%
	Tagalog	998	1.27%
	Chinese	695	0.89%
	Vietnamese	664	0.85%

Immigrant Children and Youth



Number of Certified/Licensed Teachers Working in *Title III* LIEPs and Additional Teachers Needed in the Next Five Years

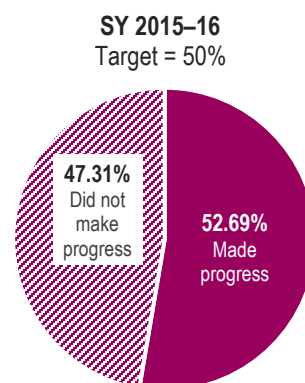
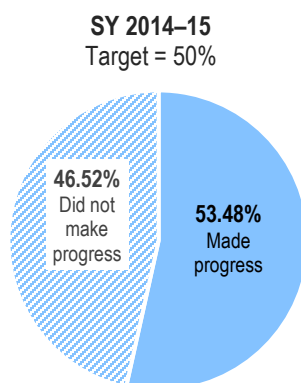


Language Instruction Education Programs (LIEPs) (• indicates an LIEP was in place during the school year)

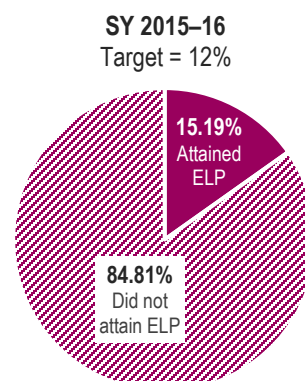
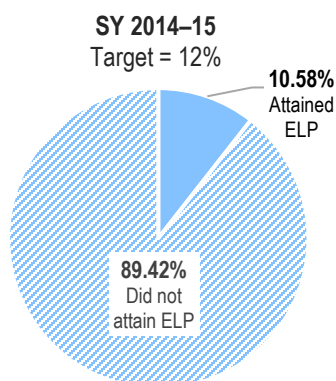
LIEPs that use English and another language	SY 2014–15	SY 2015–16	LIEPs that use English only	SY 2014–15	SY 2015–16
Developmental bilingual			Content-based ESL	•	•
Dual language			Pull-out ESL	•	•
Heritage language			Sheltered English instruction	•	•
Transitional bilingual			Specially designed academic instruction in English		
Two-way immersion	•	•	Structured English immersion	•	•

NEVADA

AMAO 1: Percentage of ELs *Making Progress* in English Language Proficiency (ELP)



AMAO 2: Percentage of ELs *Attaining English Language Proficiency* (ELP)



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

	SY 2014–15	SY 2015–16
ELs	48.69%	18.82%
MFELs	64.81%	87.21%
All students	88.55%	48.71%

Mathematics

	SY 2014–15	SY 2015–16
ELs	80.50%	19.80%
MFELs	60.53%	41.09%
All students	95.40%	38.68%

AMAO Subgrantee Status

SY 2014–15

Total subgrantees	12
Met AMAO 1	8
Met AMAO 2	4
Met AMAO 3	NR
Total meeting all three	NR

SY 2015–16

Total subgrantees	10
Met AMAO 1	NR
Met AMAO 2	NR
Met AMAO 3	NR
Total meeting all three	NR

Title III State Funding

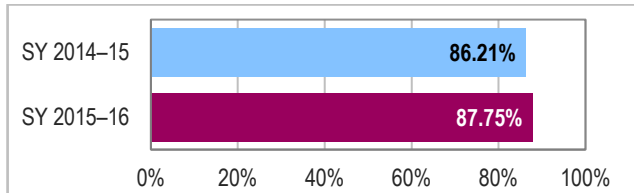
FY 2014	\$7,155,306
FY 2015	\$6,609,201

Note. The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2014–16 provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

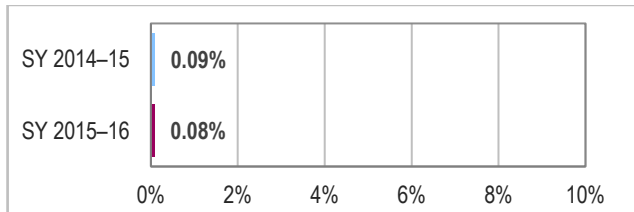
Source. Consolidated State Performance Report, SY 2014-15 and SY 2015-16.

NEW HAMPSHIRE

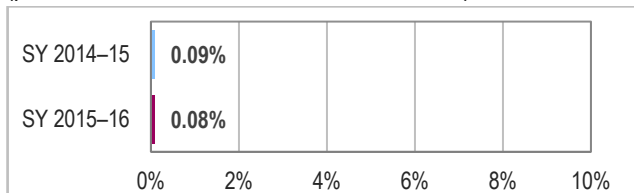
ELs Served With *Title III* Funds (percent of total state identified ELs)



Identified ELs (percent of total U.S. identified ELs)



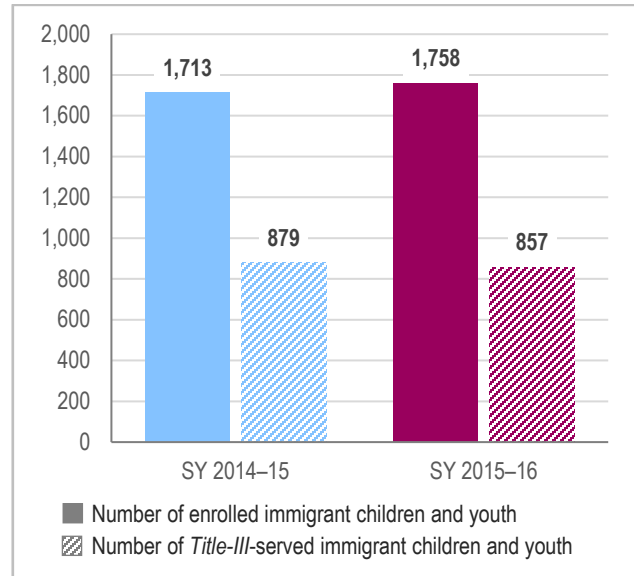
Monitored Former ELs (percent of total U.S. monitored former ELs)



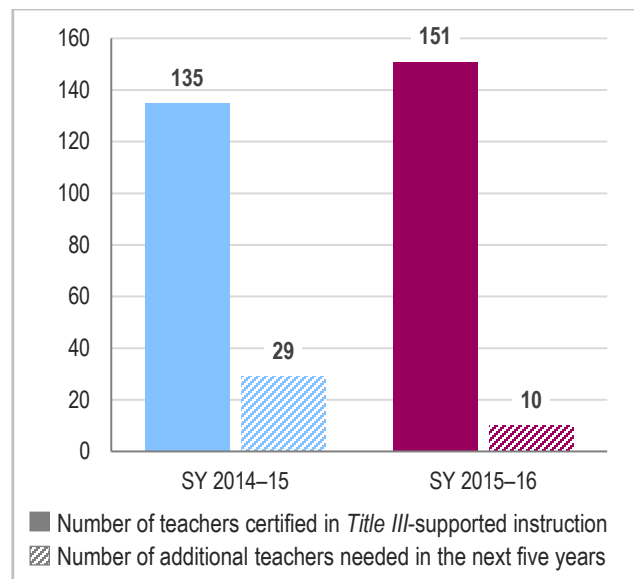
Top Five Languages Spoken by ELs

SY 2014–15	Spanish; Castilian	1,653	39.92%
	Nepali	333	8.04%
	Arabic	283	6.83%
	Chinese	185	4.47%
	Vietnamese	149	3.60%
SY 2015–16	Spanish; Castilian	1,656	40.10%
	Arabic	295	7.14%
	Nepali	262	6.34%
	Chinese	191	4.62%
	Portuguese	170	4.12%

Immigrant Children and Youth



Number of Certified/Licensed Teachers Working in *Title III* LIEPs and Additional Teachers Needed in the Next Five Years

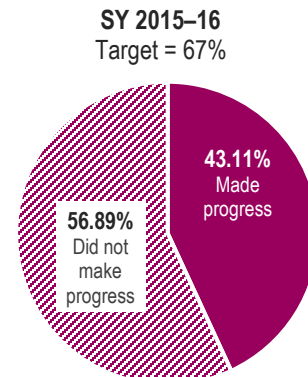
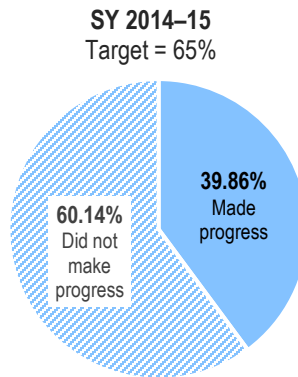


Language Instruction Education Programs (LIEPs) (● indicates an LIEP was in place during the school year)

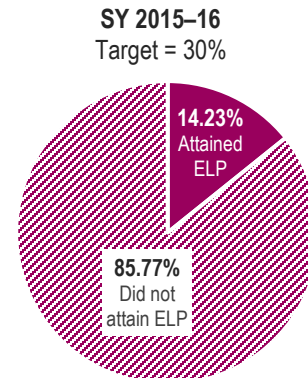
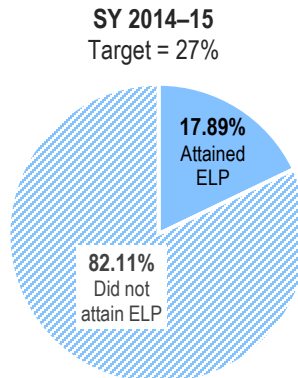
LIEPs that use English and another language	SY 2014–15	SY 2015–16	LIEPs that use English only	SY 2014–15	SY 2015–16
Developmental bilingual			Content-based ESL	●	●
Dual language			Pull-out ESL	●	●
Heritage language			Sheltered English instruction	●	●
Transitional bilingual			Specially designed academic instruction in English	●	●
Two-way immersion			Structured English immersion	●	●

NEW HAMPSHIRE

AMAO 1: Percentage of ELs *Making Progress* in English Language Proficiency (ELP)



AMAO 2: Percentage of ELs *Attaining English Language Proficiency* (ELP)



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

	SY 2014–15	SY 2015–16
ELs	25.33%	29.30%
MFELs	38.05%	44.39%
All students	58.52%	60.82%

Mathematics

	SY 2014–15	SY 2015–16
ELs	21.92%	25.20%
MFELs	29.62%	34.25%
All students	46.21%	48.93%

AMAO Subgrantee Status

SY 2014–15

Total subgrantees	13
Met AMAO 1	13
Met AMAO 2	1
Met AMAO 3	13
Total meeting all three	1

SY 2015–16

Total subgrantees	14
Met AMAO 1	NR
Met AMAO 2	NR
Met AMAO 3	NR
Total meeting all three	NR

Title III State Funding

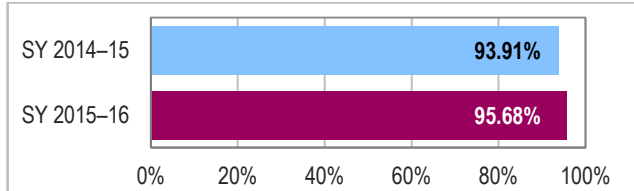
FY 2014	\$1,053,660
FY 2015	\$1,023,508

Note. The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2014–16 provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

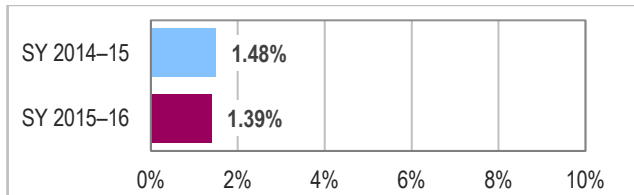
Source. Consolidated State Performance Report, SY 2014-15 and SY 2015-16.

NEW JERSEY

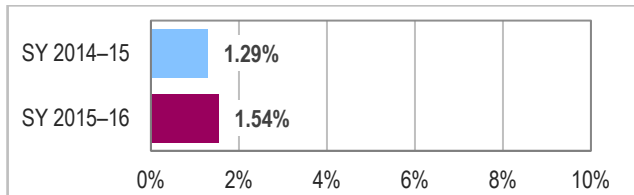
ELs Served With *Title III* Funds (percent of total state identified ELs)



Identified ELs (percent of total U.S. identified ELs)



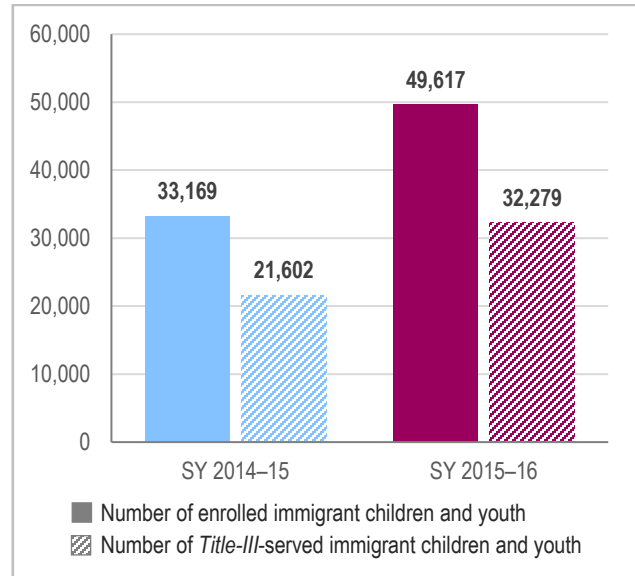
Monitored Former ELs (percent of total U.S. monitored former ELs)



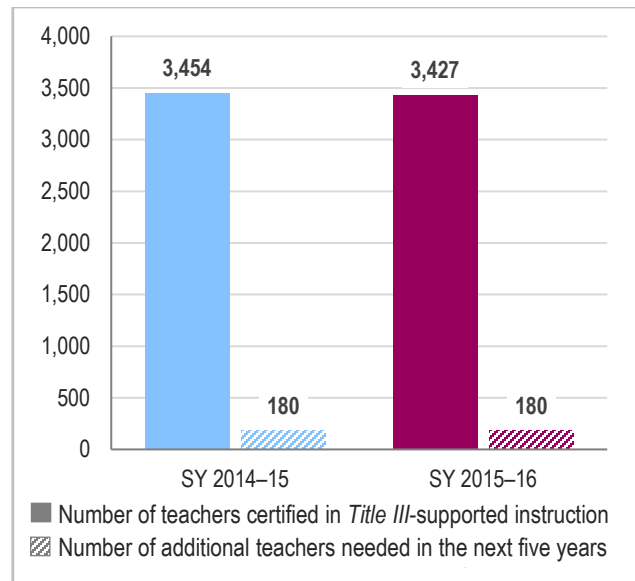
Top Five Languages Spoken by ELs

SY 2014–15	Spanish; Castilian	50,081	70.21%
	Arabic	2,494	3.50%
	Chinese	1,443	2.02%
	Portuguese	1,225	1.72%
	Korean	1,222	1.71%
SY 2015–16	Spanish; Castilian	48,021	69.94%
	Arabic	2,354	3.43%
	Chinese	1,177	1.71%
	Portuguese	1,131	1.65%
	Korean	943	1.37%

Immigrant Children and Youth



Number of Certified/Licensed Teachers Working in *Title III* LIEPs and Additional Teachers Needed in the Next Five Years

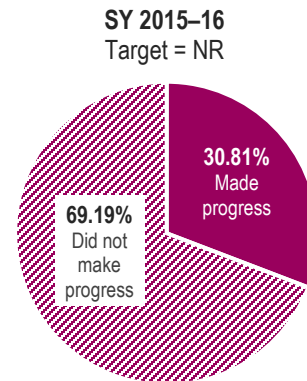
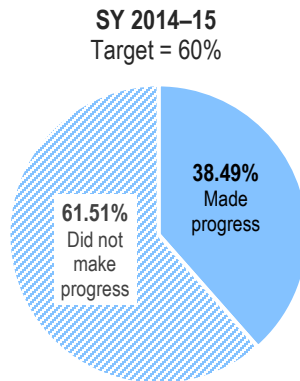


Language Instruction Education Programs (LIEPs) (• indicates an LIEP was in place during the school year)

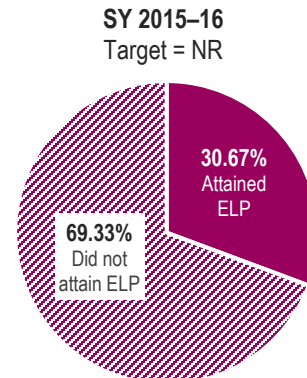
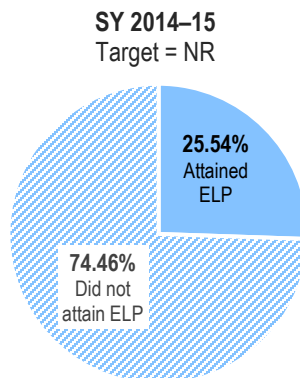
LIEPs that use English and another language	SY 2014–15	SY 2015–16	LIEPs that use English only	SY 2014–15	SY 2015–16
Developmental bilingual	•	•	Content-based ESL	•	•
Dual language	•	•	Pull-out ESL	•	•
Heritage language	•	•	Sheltered English instruction	•	•
Transitional bilingual	•	•	Specially designed academic instruction in English		
Two-way immersion		•	Structured English immersion		

NEW JERSEY

AMAO 1: Percentage of ELs *Making Progress* in English Language Proficiency (ELP)



AMAO 2: Percentage of ELs *Attaining English Language Proficiency* (ELP)



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

	SY 2014–15	SY 2015–16
ELs	9.55%	8.79%
MFELs	24.29%	30.40%
All students	46.78%	50.27%

Mathematics

	SY 2014–15	SY 2015–16
ELs	12.49%	12.96%
MFELs	24.39%	29.54%
All students	35.88%	39.57%

AMAO Subgrantee Status

SY 2014–15

Total subgrantees	362
Met AMAO 1	268
Met AMAO 2	345
Met AMAO 3	NR
Total meeting all three	NR

SY 2015–16

Total subgrantees	222
Met AMAO 1	NR
Met AMAO 2	NR
Met AMAO 3	NR
Total meeting all three	NR

Title III State Funding

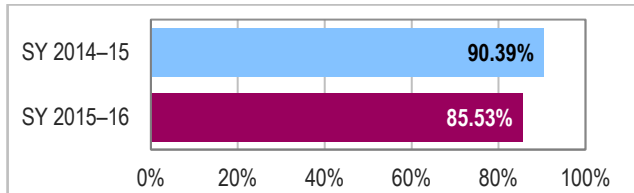
FY 2014	\$20,953,404
FY 2015	\$20,504,724

Note. The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2014–16 provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

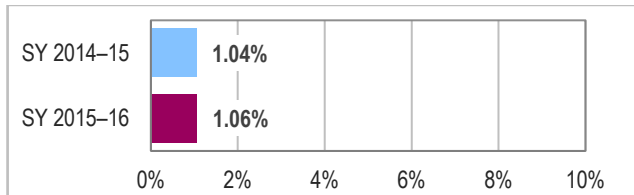
Source. Consolidated State Performance Report, SY 2014-15 and SY 2015-16.

NEW MEXICO

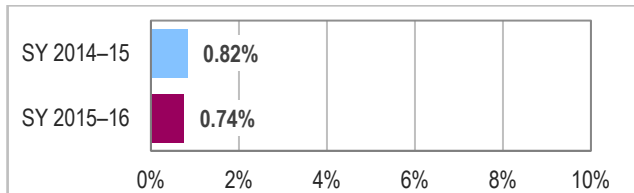
ELs Served With *Title III* Funds (percent of total state identified ELs)



Identified ELs (percent of total U.S. identified ELs)



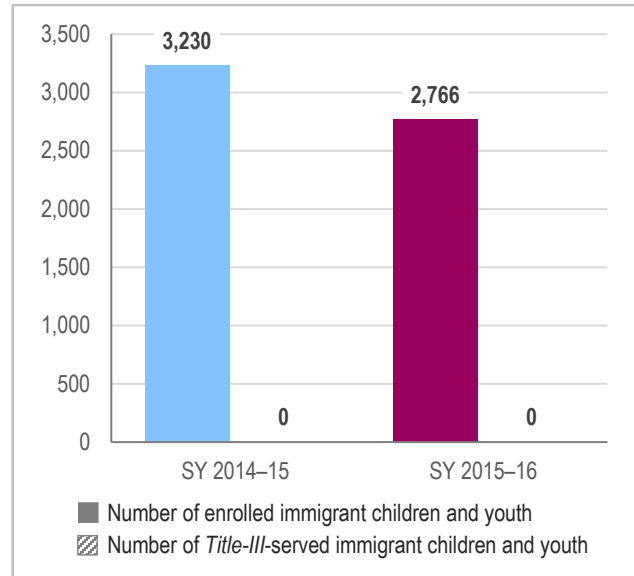
Monitored Former ELs (percent of total U.S. monitored former ELs)



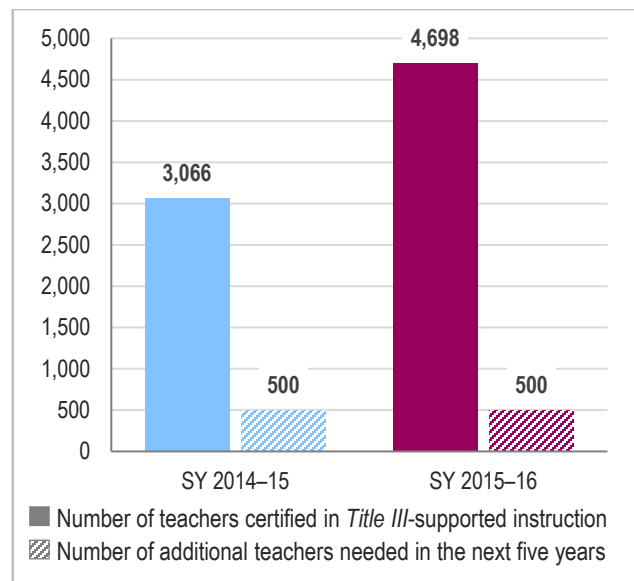
Top Five Languages Spoken by ELs

SY 2014–15	Spanish; Castilian	35,588	50.46%
	Navajo; Navaho	6,010	8.52%
	Nias	1,059	1.50%
	Caucasian (Other)	636	0.90%
	Zuni	450	0.64%
SY 2015–16	Spanish; Castilian	37,385	52.57%
	Navajo; Navaho	6,240	8.77%
	Nias	1,131	1.59%
	Caucasian (Other)	826	1.16%
	Zuni	518	0.73%

Immigrant Children and Youth



Number of Certified/Licensed Teachers Working in *Title III* LIEPs and Additional Teachers Needed in the Next Five Years

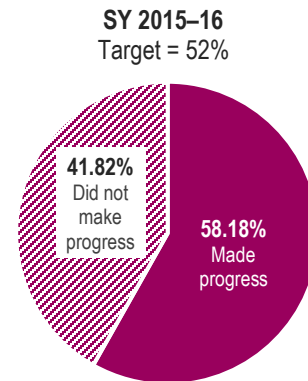
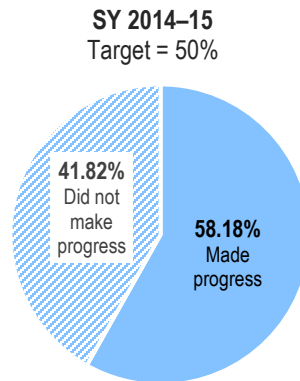


Language Instruction Education Programs (LIEPs) (• indicates an LIEP was in place during the school year)

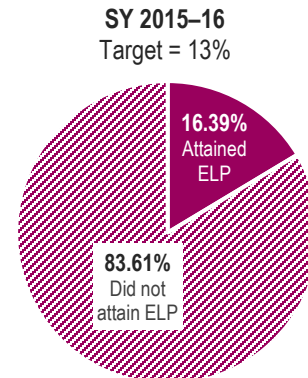
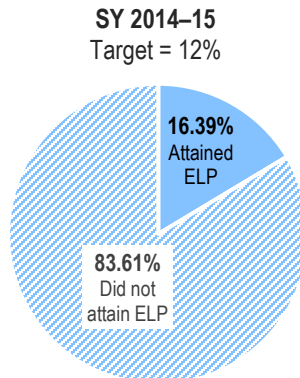
LIEPs that use English and another language	SY 2014–15	SY 2015–16	LIEPs that use English only	SY 2014–15	SY 2015–16
Developmental bilingual	•	•	Content-based ESL	•	•
Dual language	•	•	Pull-out ESL	•	•
Heritage language	•	•	Sheltered English instruction	•	•
Transitional bilingual	•	•	Specially designed academic instruction in English	•	•
Two-way immersion	•	•	Structured English immersion	•	•

NEW MEXICO

AMAO 1: Percentage of ELs *Making Progress* in English Language Proficiency (ELP)



AMAO 2: Percentage of ELs *Attaining English Language Proficiency* (ELP)



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

	SY 2014–15	SY 2015–16
ELs	7.11%	7.79%
MFELs	NR	19.27%
All students	26.62%	27.77%

Mathematics

	SY 2014–15	SY 2015–16
ELs	5.31%	6.85%
MFELs	NR	17.33%
All students	17.63%	20.27%

AMAO Subgrantee Status

SY 2014–15

Total subgrantees	48
Met AMAO 1	31
Met AMAO 2	38
Met AMAO 3	NR
Total meeting all three	NR

SY 2015–16

Total subgrantees	36
Met AMAO 1	31
Met AMAO 2	36
Met AMAO 3	NR
Total meeting all three	NR

Title III State Funding

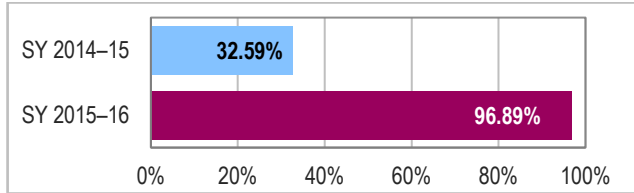
FY 2014	\$4,306,048
FY 2015	\$4,783,341

Note. The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2014–16 provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

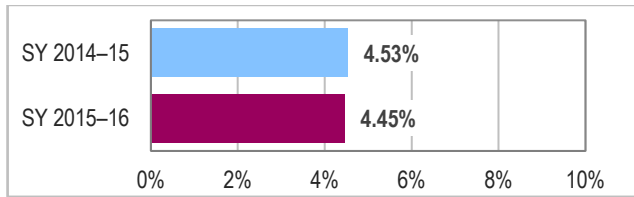
Source. Consolidated State Performance Report, SY 2014-15 and SY 2015-16.

NEW YORK

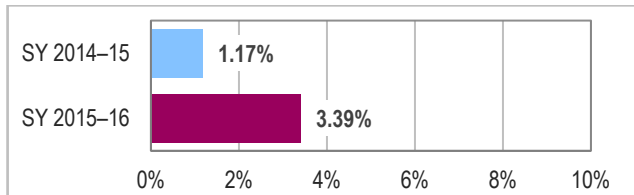
ELs Served With *Title III* Funds (percent of total state identified ELs)



Identified ELs (percent of total U.S. identified ELs)



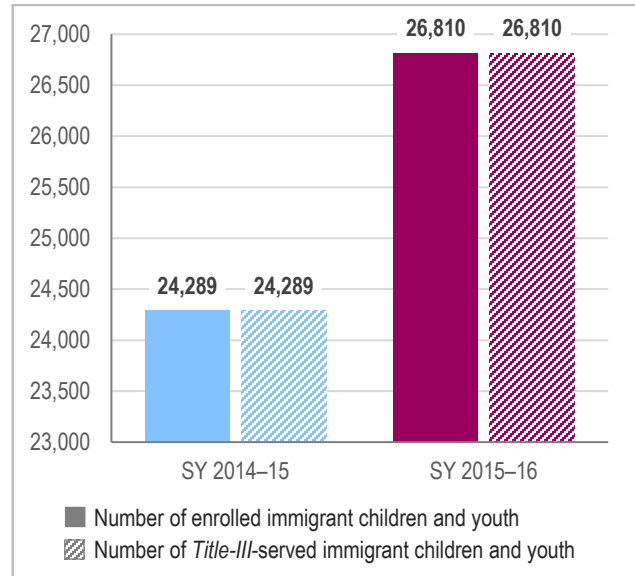
Monitored Former ELs (percent of total U.S. monitored former ELs)



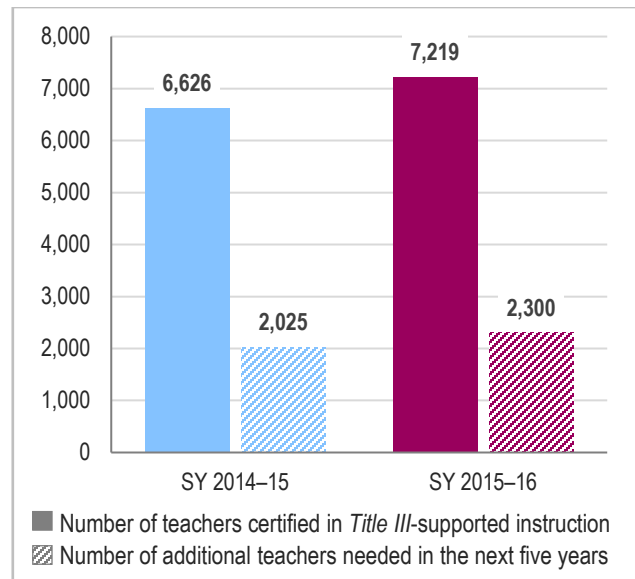
Top Five Languages Spoken by ELs

SY 2014–15	Spanish; Castilian	136,479	62.69%
	Chinese	22,148	10.17%
	Arabic	8,273	3.80%
	Bengali	6,257	2.87%
	Russian	3,430	1.58%
SY 2015–16	Spanish; Castilian	136,960	63.33%
	Chinese	19,794	9.15%
	Arabic	9,338	4.32%
	Bengali	5,925	2.74%
	Russian	3,480	1.61%

Immigrant Children and Youth



Number of Certified/Licensed Teachers Working in *Title III* LIEPs and Additional Teachers Needed in the Next Five Years



Language Instruction Education Programs (LIEPs) (• indicates an LIEP was in place during the school year)

LIEPs that use English and another language	SY 2014–15	SY 2015–16	LIEPs that use English only	SY 2014–15	SY 2015–16
Developmental bilingual			Content-based ESL		
Dual language	•	•	Pull-out ESL	•	•
Heritage language	•	•	Sheltered English instruction		
Transitional bilingual	•	•	Specially designed academic instruction in English		
Two-way immersion	•	•	Structured English immersion		

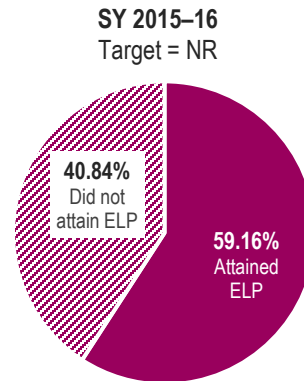
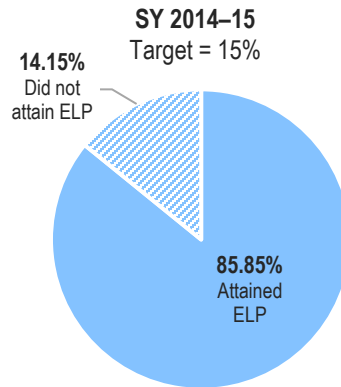
NEW YORK

AMAO 1: Percentage of ELs Making Progress in English Language Proficiency (ELP)

	SY 2014–15	SY 2015–16
Target	67.4 %	NR
Made Progress	268.29%	265.22%
Did Not Make Progress	–	–

Note. 2015–16 accountability targets and results were not reported per the December 18th, 2015 Dear Colleague Letter of the U.S. Department of Education. New York reported 352 LEAs received Title III funds in the SY 2015-16 school year, compared with 290 for SY 2014-15, and these additional LEAs have large student populations.

AMAO 2: Percentage of ELs Attaining English Language Proficiency (ELP)



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

	SY 2014–15	SY 2015–16
ELs	11.40%	9.94%
MFELs	23.58%	33.21%
All students	42.67%	48.16%

Mathematics

	SY 2014–15	SY 2015–16
ELs	19.69%	17.45%
MFELs	31.67%	41.23%
All students	50.15%	51.08%

AMAO Subgrantee Status

SY 2014–15

Total subgrantees	NR
Met AMAO 1	NR
Met AMAO 2	NR
Met AMAO 3	NR
Total meeting all three	NR

SY 2015–16

Total subgrantees	NR
Met AMAO 1	NR
Met AMAO 2	NR
Met AMAO 3	NR
Total meeting all three	NR

Title III State Funding

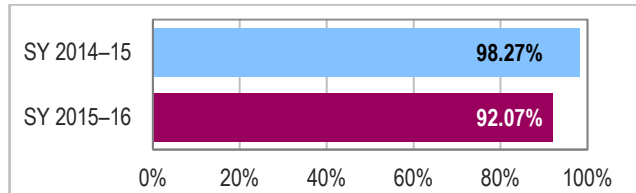
FY 2014	\$59,770,931
FY 2015	\$60,930,612

Note. The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2014–16 provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students. 2015–16 accountability targets and results were not reported per the December 18th, 2015 Dear Colleague Letter of the U.S. Department of Education.

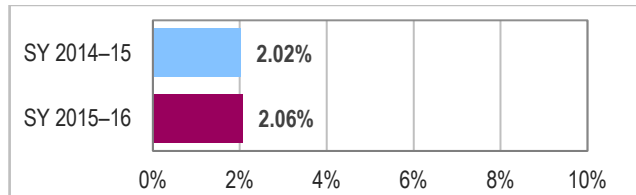
Source. Consolidated State Performance Report, SY 2014-15 and SY 2015-16.

NORTH CAROLINA

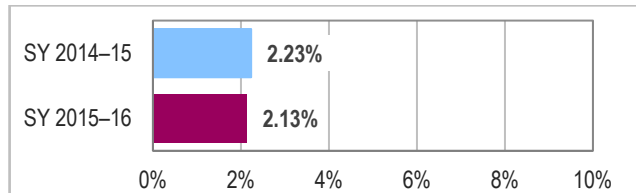
ELs Served With *Title III* Funds (percent of total state identified ELs)



Identified ELs (percent of total U.S. identified ELs)



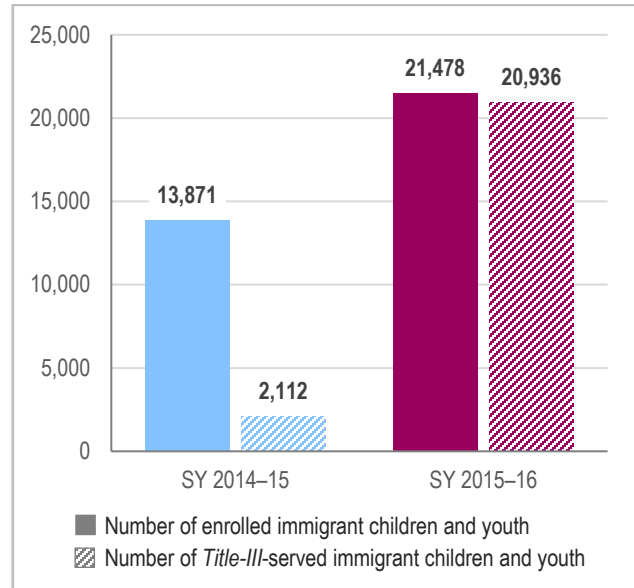
Monitored Former ELs (percent of total U.S. monitored former ELs)



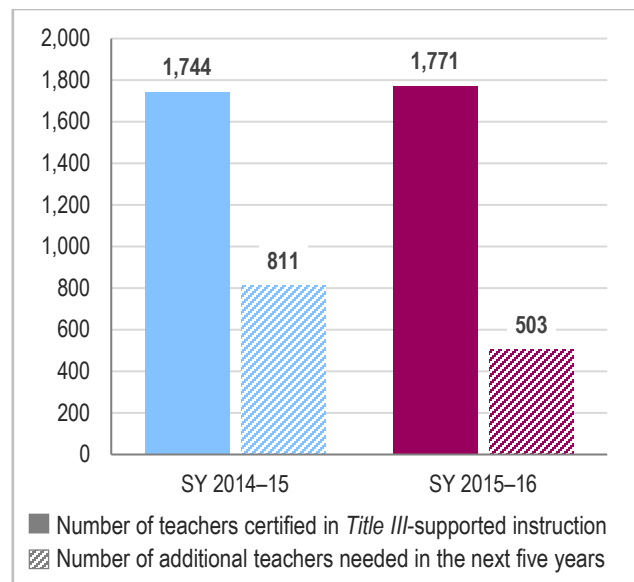
Top Five Languages Spoken by ELs

SY 2014–15	Spanish; Castilian	82,146	84.70%
	Arabic	1,958	2.02%
	Chinese	1,337	1.38%
	Vietnamese	1,144	1.18%
	Hmong	935	0.96%
SY 2015–16	Spanish; Castilian	84,532	82.86%
	Arabic	2,455	2.41%
	Chinese	1,585	1.55%
	Vietnamese	1,153	1.13%
	Hmong	861	0.84%

Immigrant Children and Youth



Number of Certified/Licensed Teachers Working in *Title III* LIEPs and Additional Teachers Needed in the Next Five Years



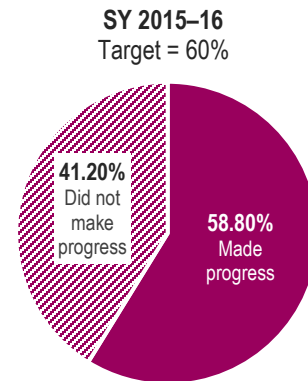
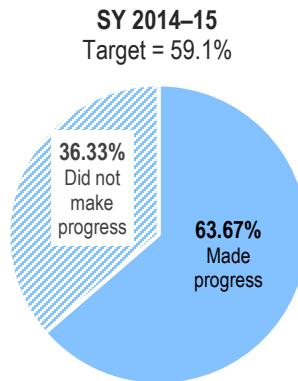
Language Instruction Education Programs (LIEPs)

(• indicates an LIEP was in place during the school year)

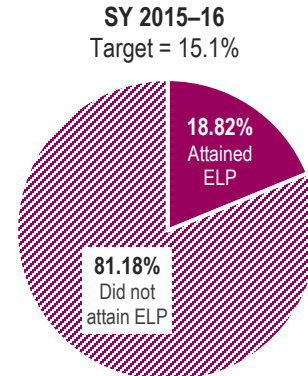
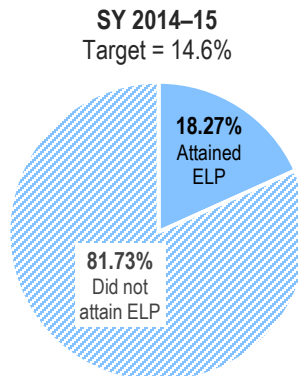
LIEPs that use English and another language	SY 2014–15	SY 2015–16	LIEPs that use English only	SY 2014–15	SY 2015–16
Developmental bilingual	•	•	Content-based ESL	•	•
Dual language	•	•	Pull-out ESL	•	•
Heritage language	•	•	Sheltered English instruction	•	•
Transitional bilingual	•	•	Specially designed academic instruction in English		
Two-way immersion			Structured English immersion		

NORTH CAROLINA

AMAO 1: Percentage of ELs *Making Progress* in English Language Proficiency (ELP)



AMAO 2: Percentage of ELs *Attaining English Language Proficiency* (ELP)



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

	SY 2014–15	SY 2015–16
ELs	10.22%	10.54%
MFELs	26.21%	32.52%
All students	46.01%	46.52%

Mathematics

	SY 2014–15	SY 2015–16
ELs	18.08%	20.19%
MFELs	38.40%	42.75%
All students	43.79%	46.52%

AMAO Subgrantee Status

SY 2014–15

Total subgrantees	90
Met AMAO 1	72
Met AMAO 2	71
Met AMAO 3	11
Total meeting all three	7

SY 2015–16

Total subgrantees	100
Met AMAO 1	NR
Met AMAO 2	NR
Met AMAO 3	NR
Total meeting all three	NR

Title III State Funding

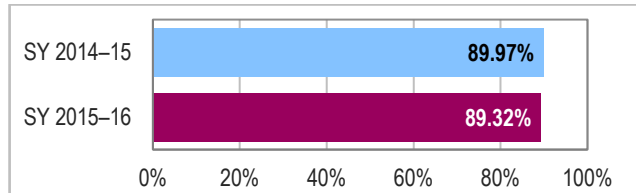
FY 2014	\$14,186,794
FY 2015	\$14,448,005

Note. The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2014–16 provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

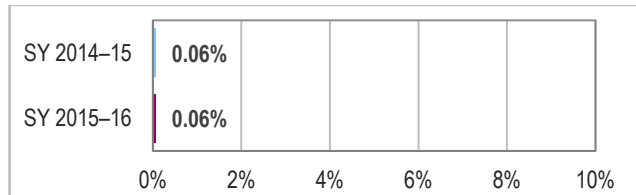
Source. Consolidated State Performance Report, SY 2014-15 and SY 2015-16.

NORTH DAKOTA

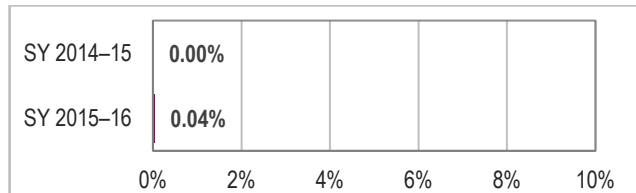
ELs Served With *Title III* Funds (percent of total state identified ELs)



Identified ELs (percent of total U.S. identified ELs)



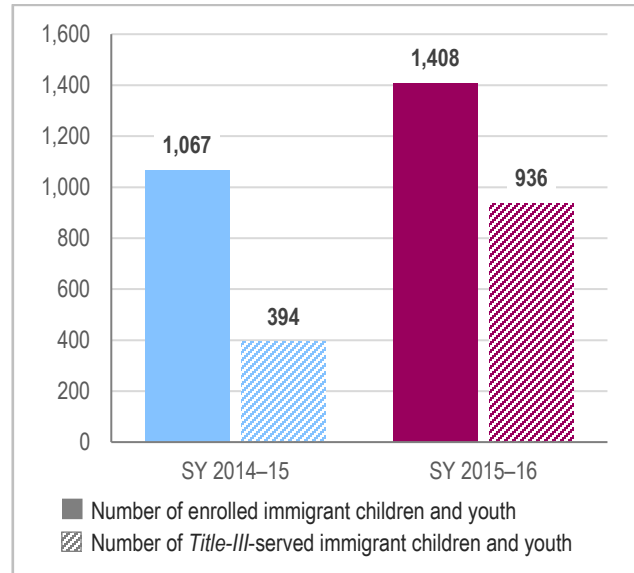
Monitored Former ELs (percent of total U.S. monitored former ELs)



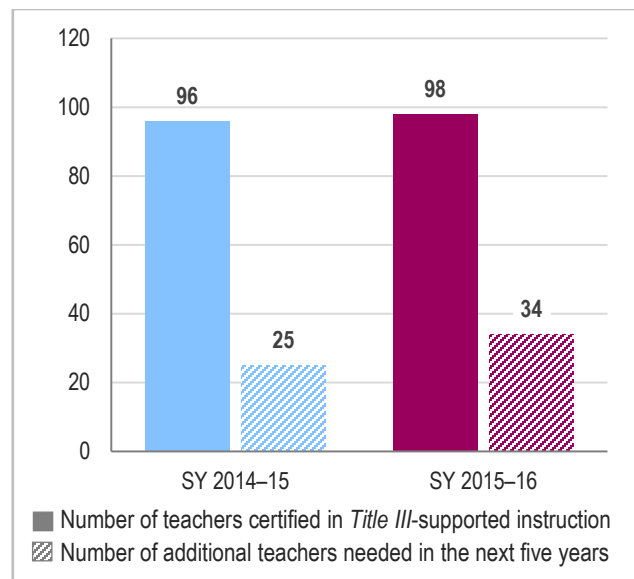
Top Five Languages Spoken by ELs

SY 2014–15	Spanish; Castilian	922	46.01%
	Somali	425	21.21%
	Nepali	399	19.91%
	Arabic	144	7.19%
	Bosnian	114	5.69%
SY 2015–16	Spanish; Castilian	951	44.65%
	Somali	490	23.00%
	Nepali	412	19.34%
	Arabic	145	6.81%
	Creoles and pidgins, English based (Other)	132	6.20%

Immigrant Children and Youth



Number of Certified/Licensed Teachers Working in *Title III* LIEPs and Additional Teachers Needed in the Next Five Years



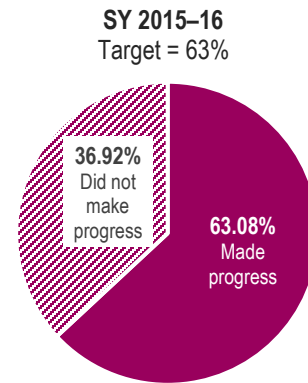
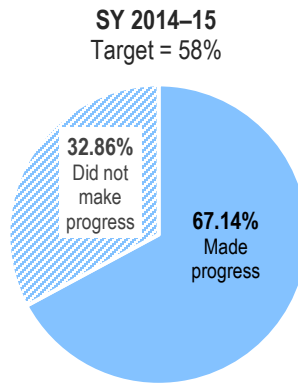
Language Instruction Education Programs (LIEPs)

(• indicates an LIEP was in place during the school year)

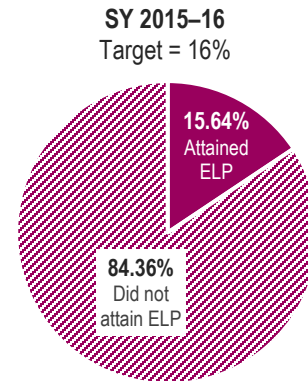
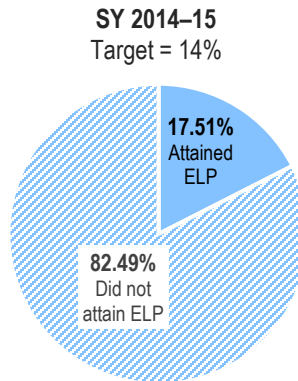
LIEPs that use English and another language	SY 2014–15	SY 2015–16	LIEPs that use English only	SY 2014–15	SY 2015–16
Developmental bilingual			Content-based ESL	•	•
Dual language	•		Pull-out ESL	•	•
Heritage language			Sheltered English instruction	•	•
Transitional bilingual			Specially designed academic instruction in English	•	•
Two-way immersion			Structured English immersion	•	•

NORTH DAKOTA

AMAO 1: Percentage of ELs *Making Progress* in English Language Proficiency (ELP)



AMAO 2: Percentage of ELs *Attaining English Language Proficiency* (ELP)



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

	SY 2014–15	SY 2015–16
ELs	7.38%	9.30%
MFELs	NR	25.40%
All students	46.38%	50.99%

Mathematics

	SY 2014–15	SY 2015–16
ELs	7.15%	9.08%
MFELs	NR	23.13%
All students	40.08%	41.41%

AMAO Subgrantee Status

SY 2014–15

Total subgrantees	50
Met AMAO 1	46
Met AMAO 2	42
Met AMAO 3	50
Total meeting all three	40

SY 2015–16

Total subgrantees	NR
Met AMAO 1	NR
Met AMAO 2	NR
Met AMAO 3	NR
Total meeting all three	NR

Title III State Funding

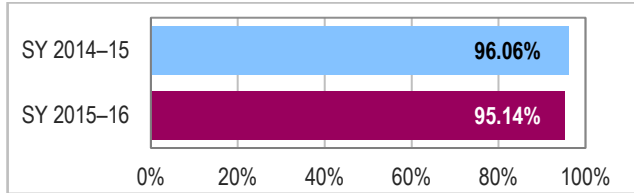
FY 2014	\$646,156
FY 2015	\$615,774

Note. The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2014–16 provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

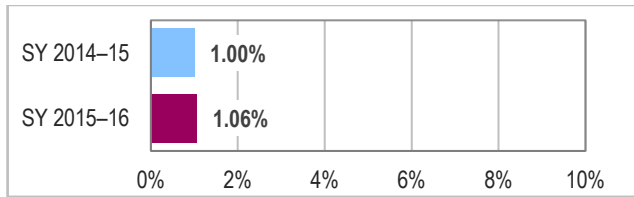
Source. Consolidated State Performance Report, SY 2014-15 and SY 2015-16.

OHIO

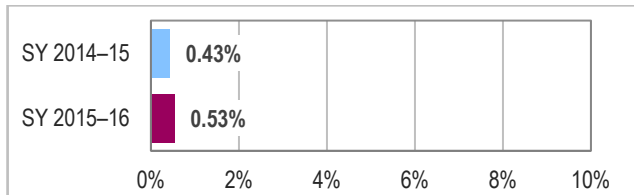
ELs Served With *Title III* Funds (percent of total state identified ELs)



Identified ELs (percent of total U.S. identified ELs)



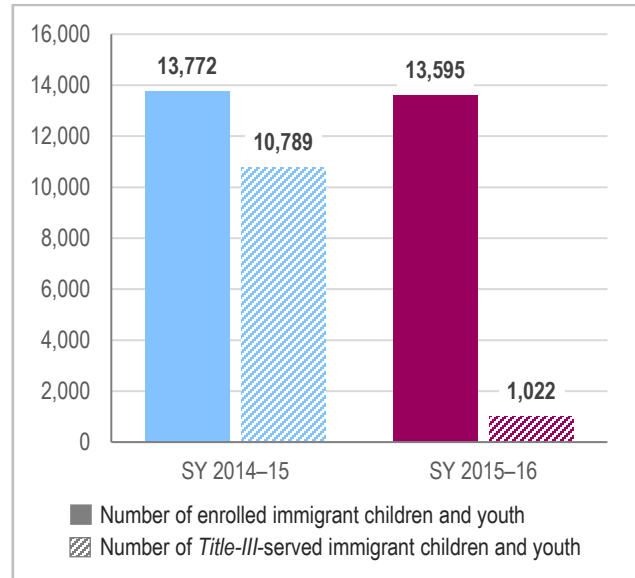
Monitored Former ELs (percent of total U.S. monitored former ELs)



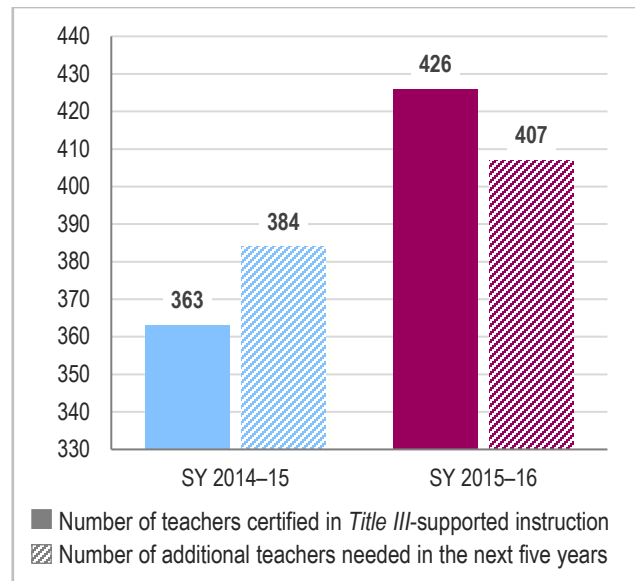
Top Five Languages Spoken by ELs

SY 2014–15	Spanish; Castilian	18,285	38.12%
	Somali	3,482	7.26%
	Arabic	3,157	6.58%
	Chinese	1,005	2.10%
	German	814	1.70%
SY 2015–16	Spanish; Castilian	19,347	37.71%
	Somali	3,781	7.37%
	Arabic	3,413	6.65%
	Chinese	1,029	2.01%
	German	794	1.55%

Immigrant Children and Youth



Number of Certified/Licensed Teachers Working in *Title III* LIEPs and Additional Teachers Needed in the Next Five Years

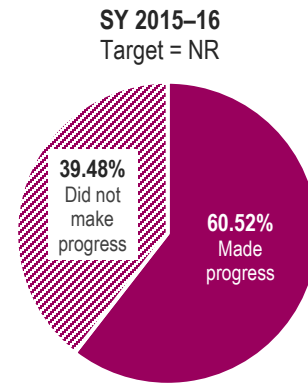
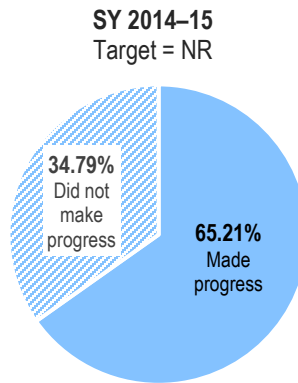


Language Instruction Education Programs (LIEPs) (• indicates an LIEP was in place during the school year)

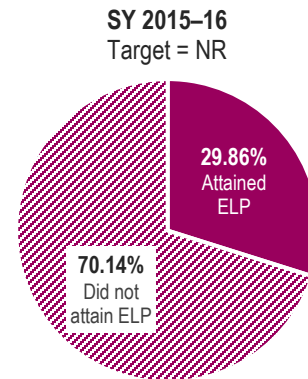
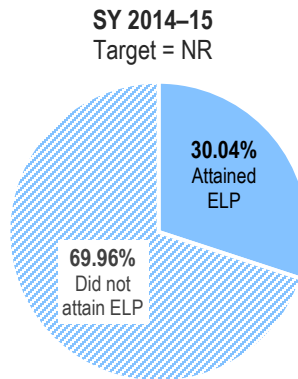
LIEPs that use English and another language	SY 2014–15	SY 2015–16	LIEPs that use English only	SY 2014–15	SY 2015–16
Developmental bilingual	•	•	Content-based ESL	•	•
Dual language	•	•	Pull-out ESL	•	•
Heritage language	•	•	Sheltered English instruction	•	•
Transitional bilingual	•	•	Specially designed academic instruction in English	•	•
Two-way immersion	•	•	Structured English immersion	•	•

OHIO

AMAO 1: Percentage of ELs *Making Progress* in English Language Proficiency (ELP)



AMAO 2: Percentage of ELs *Attaining English Language Proficiency* (ELP)



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

	SY 2014–15	SY 2015–16
ELs	46.63%	23.90%
MFELs	86.13%	40.16%
All students	73.90%	54.93%

Mathematics

	SY 2014–15	SY 2015–16
ELs	44.30%	35.87%
MFELs	79.72%	41.74%
All students	67.18%	60.34%

AMAO Subgrantee Status

SY 2014–15

Total subgrantees	329
Met AMAO 1	NR
Met AMAO 2	NR
Met AMAO 3	NR
Total meeting all three	NR

SY 2015–16

Total subgrantees	NR
Met AMAO 1	NR
Met AMAO 2	NR
Met AMAO 3	NR
Total meeting all three	NR

Title III State Funding

FY 2014	\$10,101,411
FY 2015	\$10,454,452

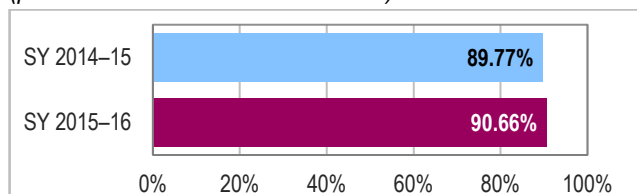
Note. The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2014–16 provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

Source. Consolidated State Performance Report, SY 2014-15 and SY 2015-16.

OKLAHOMA

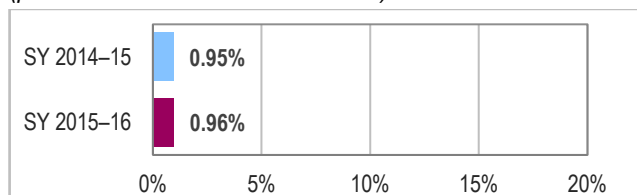
ELs Served With *Title III* Funds

(percent of total state identified ELs)



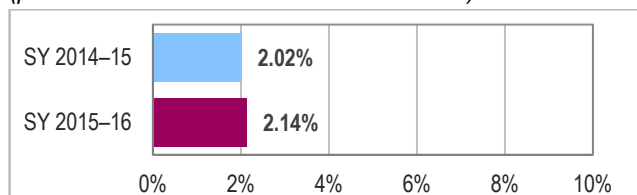
Identified ELs

(percent of total U.S. identified ELs)



Monitored Former ELs

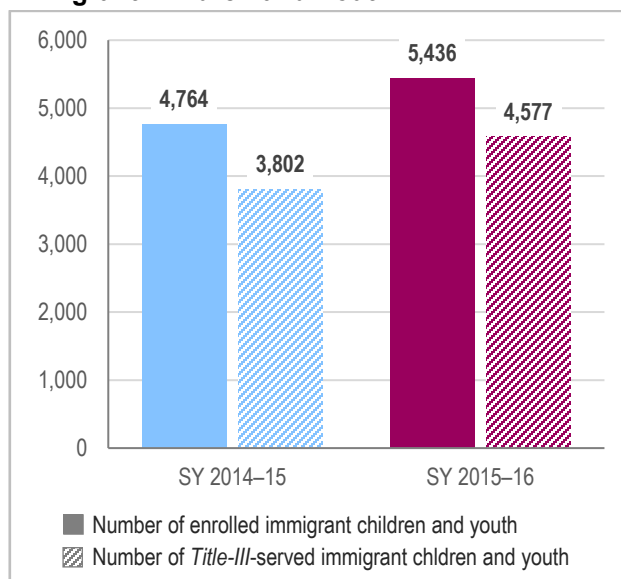
(percent of total U.S. monitored former ELs)



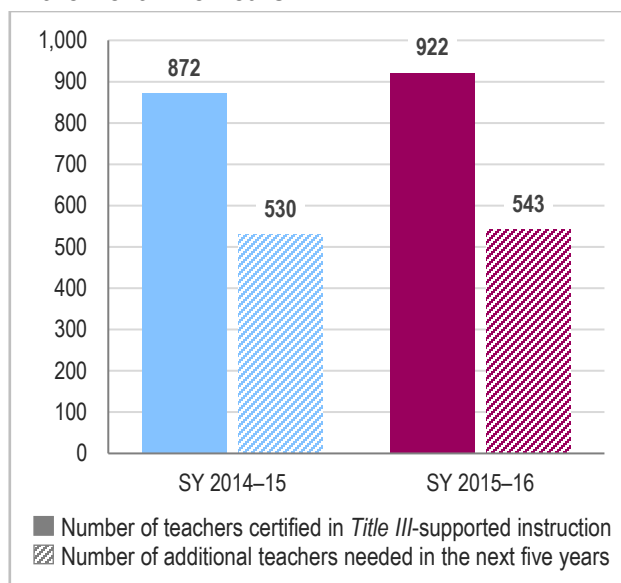
Top Five Languages Spoken by ELs

SY 2014-15	Spanish, Castilian	39,948	87.50%
	Vietnamese	826	1.81%
	Cherokee	745	1.63%
	Burmese	627	1.37%
	Hmong	497	1.09%
SY 2015-16	Spanish; Castilian	39,623	85.53%
	Vietnamese	858	1.85%
	Burmese	822	1.77%
	Cherokee	775	1.67%
	Marshallese	596	1.29%

Immigrant Children and Youth



Number of Certified/Licensed Teachers Working in *Title III* LIEPs and Additional Teachers Needed in the Next Five Years



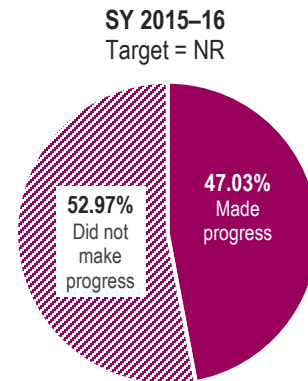
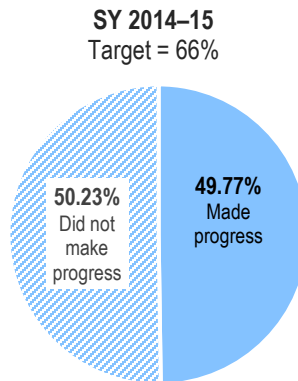
Language Instruction Education Programs (LIEPs)

(• indicates an LIEP was in place during the school year)

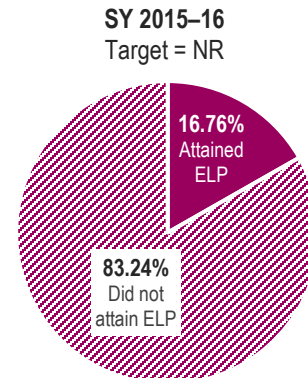
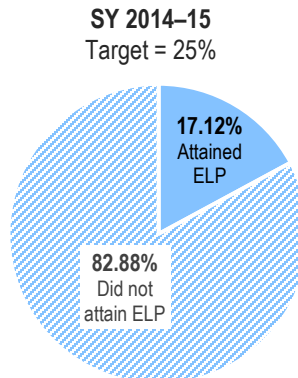
LIEPs that use English and another language	SY 2014-15	SY 2015-16	LIEPs that use English only	SY 2014-15	SY 2015-16
Developmental bilingual	•	•	Content-based ESL	•	•
Dual language	•	•	Pull-out ESL	•	•
Heritage language			Sheltered English instruction	•	•
Transitional bilingual	•	•	Specially designed academic instruction in English	•	•
Two-way immersion	•	•	Structured English immersion	•	•

OKLAHOMA

AMAO 1: Percentage of ELs *Making Progress* in English Language Proficiency (ELP)



AMAO 2: Percentage of ELs *Attaining English Language Proficiency* (ELP)



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

	SY 2014–15	SY 2015–16
ELs	33.82%	33.12%
MFELs	67.95%	68.04%
All students	70.42%	70.41%

Mathematics

	SY 2014–15	SY 2015–16
ELs	39.74%	38.04%
MFELs	69.63%	69.49%
All students	67.34%	67.39%

AMAO Subgrantee Status

SY 2014–15

Total subgrantees	88
Met AMAO 1	30
Met AMAO 2	14
Met AMAO 3	11
Total meeting all three	2

SY 2015–16

Total subgrantees	NR
Met AMAO 1	NR
Met AMAO 2	NR
Met AMAO 3	NR
Total meeting all three	NR

Title III State Funding

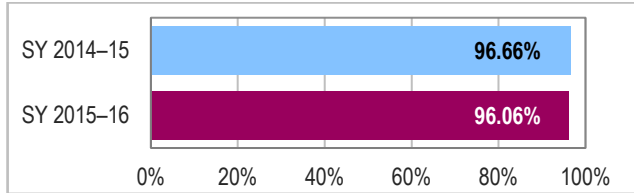
FY 2014	\$5,020,097
FY 2015	\$4,843,092

Note. The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2014–16 provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

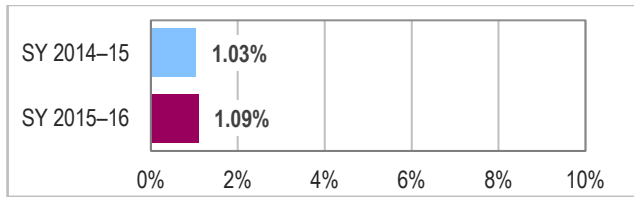
Source. Consolidated State Performance Report, SY 2014-15 and SY 2015-16.

OREGON

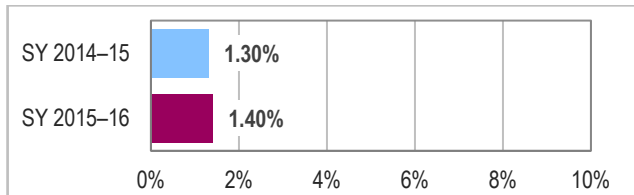
ELs Served With *Title III* Funds (percent of total state identified ELs)



Identified ELs (percent of total U.S. identified ELs)



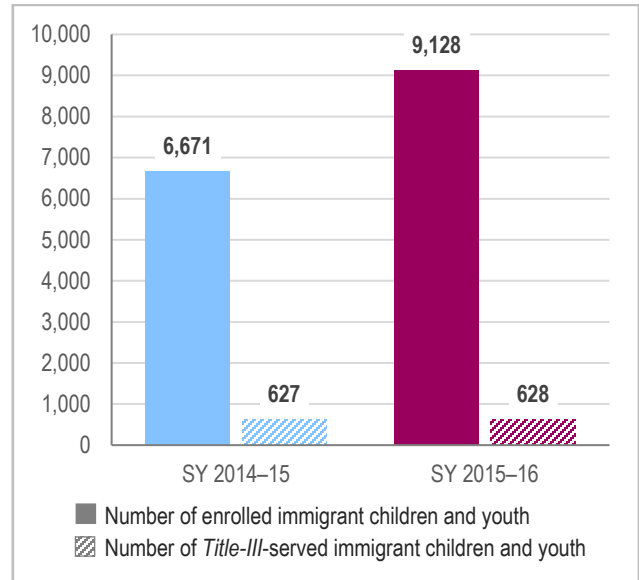
Monitored Former ELs (percent of total U.S. monitored former ELs)



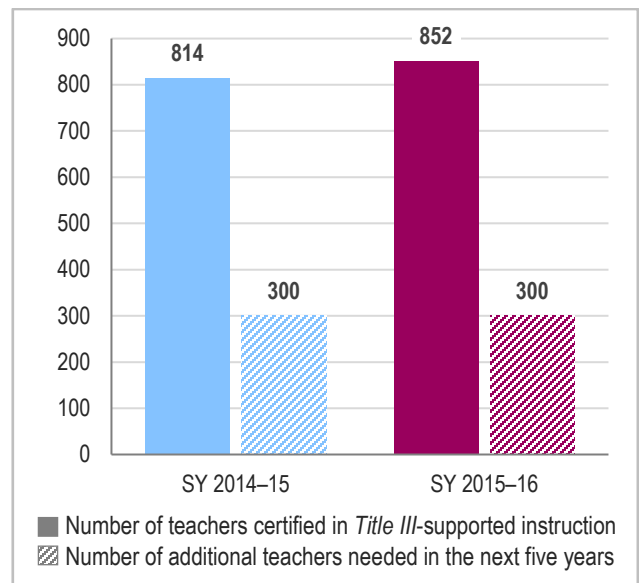
Top Five Languages Spoken by ELs

SY 2014–15	Spanish; Castilian	38,864	78.54%
	Russian	1,651	3.34%
	Vietnamese	1,292	2.61%
	Chinese	753	1.52%
	Arabic	670	1.35%
SY 2015–16	Spanish; Castilian	40,928	77.57%
	Russian	1,739	3.30%
	Vietnamese	1,289	2.44%
	Arabic	899	1.70%
	Chinese	897	1.70%

Immigrant Children and Youth



Number of Certified/Licensed Teachers Working in *Title III* LIEPs and Additional Teachers Needed in the Next Five Years

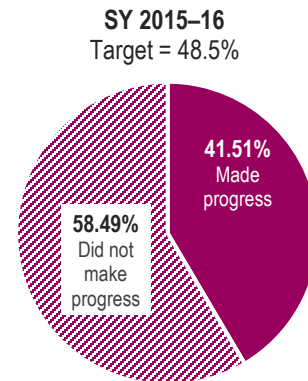
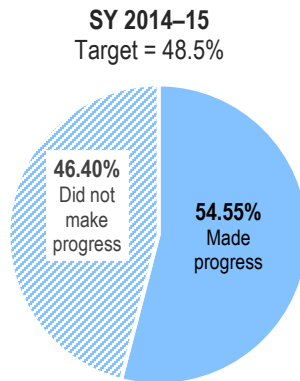


Language Instruction Education Programs (LIEPs) (• indicates an LIEP was in place during the school year)

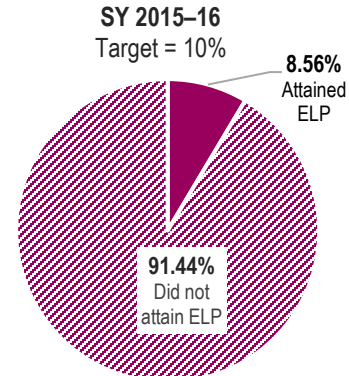
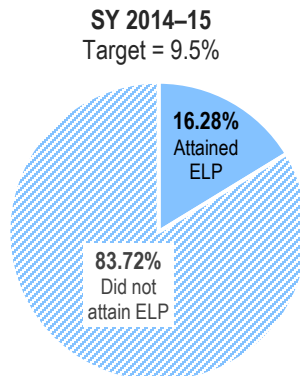
LIEPs that use English and another language	SY 2014–15	SY 2015–16	LIEPs that use English only	SY 2014–15	SY 2015–16
Developmental bilingual		•	Content-based ESL	•	•
Dual language	•	•	Pull-out ESL	•	•
Heritage language	•	•	Sheltered English instruction	•	•
Transitional bilingual	•	•	Specially designed academic instruction in English		
Two-way immersion	•	•	Structured English immersion	•	•

OREGON

AMAO 1: Percentage of ELs *Making Progress* in English Language Proficiency (ELP)



AMAO 2: Percentage of ELs *Attaining English Language Proficiency* (ELP)



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

	SY 2014–15	SY 2015–16
ELs	13.75%	11.91%
MFELs	43.06%	45.16%
All students	55.62%	56.01%

Mathematics

	SY 2014–15	SY 2015–16
ELs	13.08%	11.46%
MFELs	28.77%	28.93%
All students	41.88%	42.04%

AMAO Subgrantee Status

SY 2014–15

Total subgrantees	63
Met AMAO 1	47
Met AMAO 2	33
Met AMAO 3	39
Total meeting all three	13

SY 2015–16

Total subgrantees	64
Met AMAO 1	NR
Met AMAO 2	NR
Met AMAO 3	NR
Total meeting all three	NR

Title III State Funding

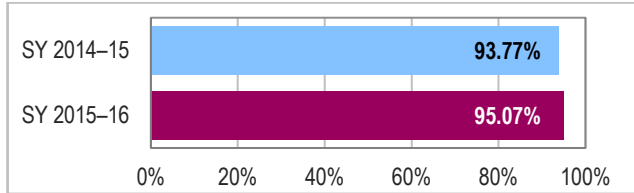
FY 2014	\$7,007,923
FY 2015	\$7,024,571

Note. The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2014–16 provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

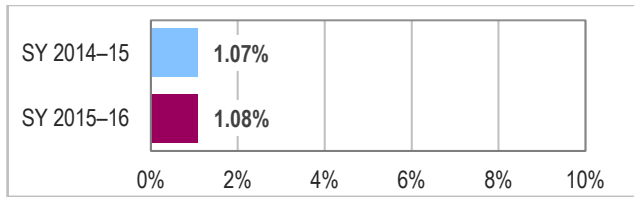
Source. Consolidated State Performance Report, SY 2014-15 and SY 2015-16.

PENNSYLVANIA

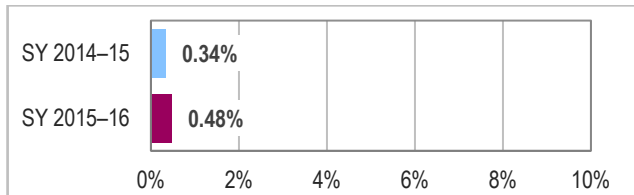
ELs Served With *Title III* Funds (percent of total state identified ELs)



Identified ELs (percent of total U.S. identified ELs)



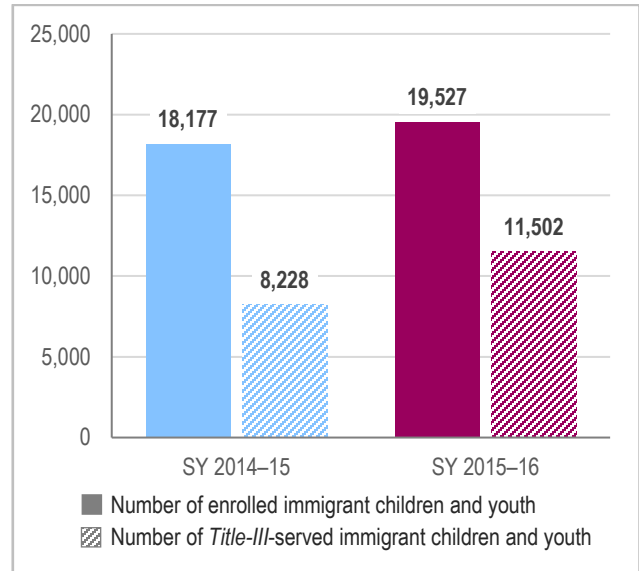
Monitored Former ELs (percent of total U.S. monitored former ELs)



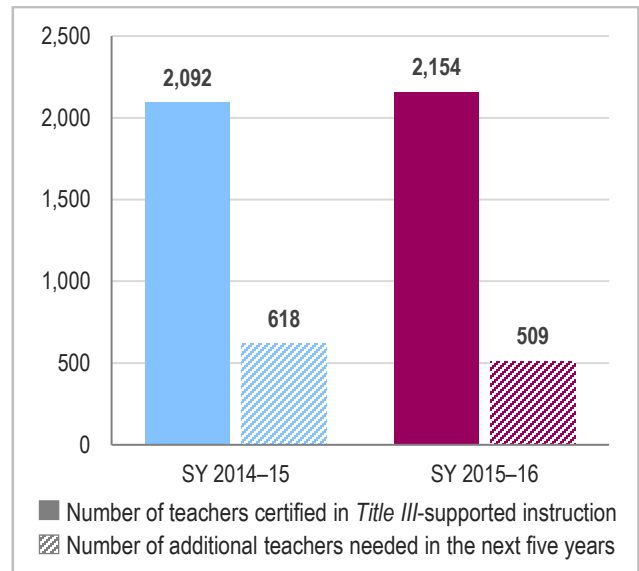
Top Five Languages Spoken by ELs

SY 2014–15	Spanish; Castilian	31,341	60.84%
	Chinese	2,411	4.68%
	Arabic	2,227	4.32%
	Nepali	1,882	3.65%
	Vietnamese	1,219	2.37%
SY 2015–16	Spanish; Castilian	32,362	61.62%
	Chinese	2,551	4.86%
	Arabic	2,374	4.52%
	Nepali	1,729	3.29%
	Vietnamese	1,109	2.11%

Immigrant Children and Youth



Number of Certified/Licensed Teachers Working in *Title III* LIEPs and Additional Teachers Needed in the Next Five Years

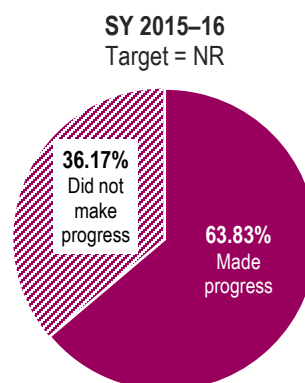
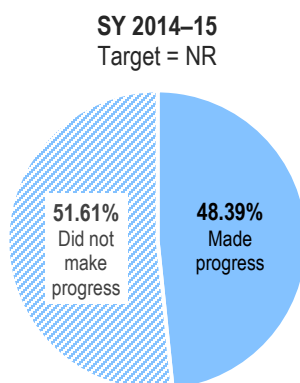


Language Instruction Education Programs (LIEPs) (• indicates an LIEP was in place during the school year)

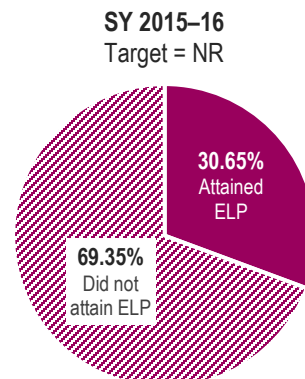
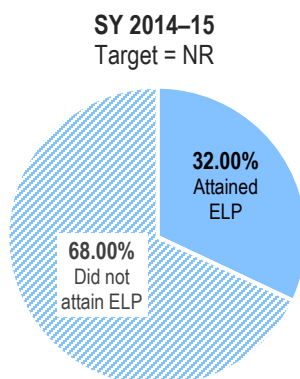
LIEPs that use English and another language	SY 2014–15	SY 2015–16	LIEPs that use English only	SY 2014–15	SY 2015–16
Developmental bilingual			Content-based ESL	•	•
Dual language	•	•	Pull-out ESL	•	•
Heritage language	•	•	Sheltered English instruction	•	•
Transitional bilingual	•		Specially designed academic instruction in English	•	•
Two-way immersion	•		Structured English immersion	•	•

PENNSYLVANIA

AMAO 1: Percentage of ELs *Making Progress* in English Language Proficiency (ELP)



AMAO 2: Percentage of ELs *Attaining English Language Proficiency* (ELP)



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

	SY 2014–15	SY 2015–16
ELs	11.92%	11.80%
MFELs	51.97%	49.76%
All students	61.30%	62.16%

Mathematics

	SY 2014–15	SY 2015–16
ELs	9.63%	10.29%
MFELs	34.63%	41.21%
All students	42.78%	45.53%

AMAO Subgrantee Status

SY 2014–15

Total subgrantees	323
Met AMAO 1	NR
Met AMAO 2	NR
Met AMAO 3	NR
Total meeting all three	NR

SY 2015–16

Total subgrantees	NR
Met AMAO 1	NR
Met AMAO 2	NR
Met AMAO 3	NR
Total meeting all three	NR

Title III State Funding

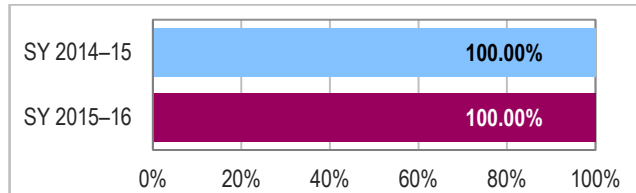
FY 2014	\$15,156,748
FY 2015	\$16,035,482

Note. The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2014–16 provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

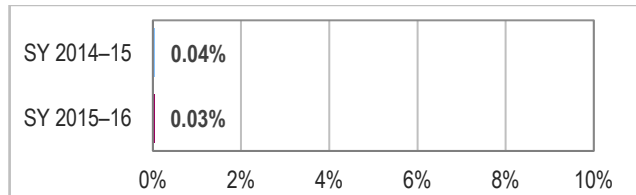
Source. Consolidated State Performance Report, SY 2014-15 and SY 2015-16.

PUERTO RICO

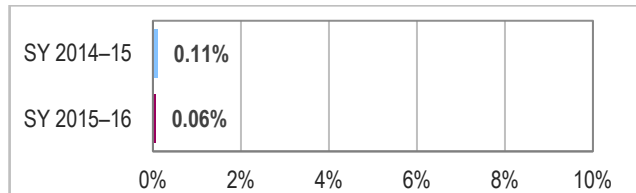
ELs Served With *Title III* Funds (percent of total state identified ELs)



Identified ELs (percent of total U.S. identified ELs)



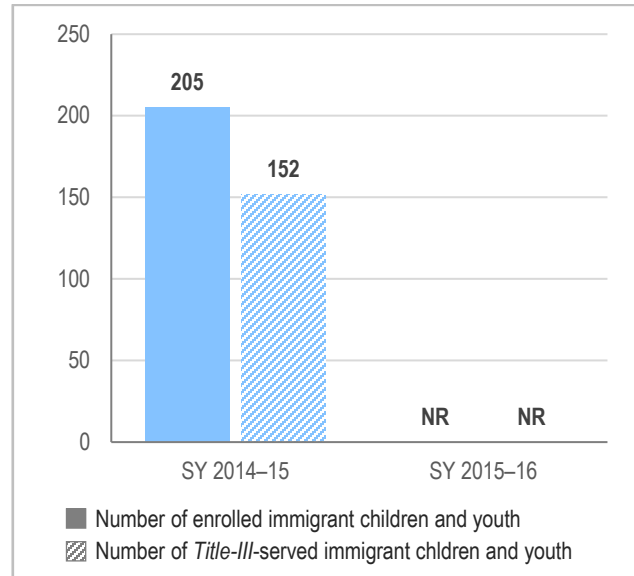
Monitored Former ELs (percent of total U.S. monitored former ELs)



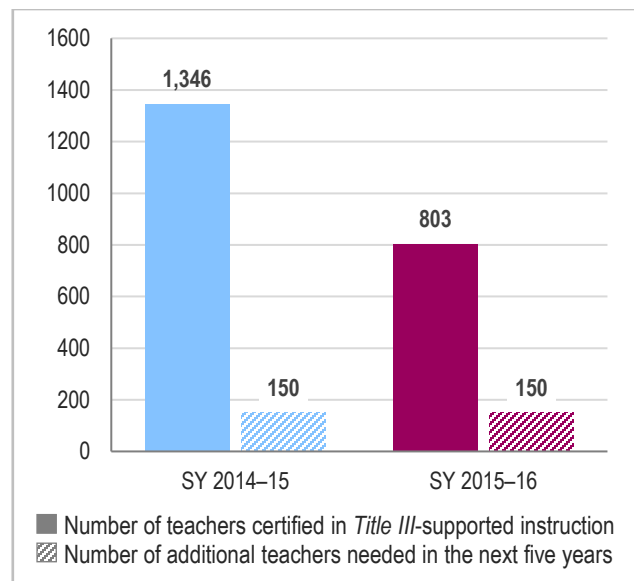
Top Five Languages Spoken by ELs

SY 2014–15	Chinese	22	1.05%
	Arabic	19	0.91%
	Haitian; Haitian Creole	15	0.72%
	German	2	0.10%
	Irish	2	0.10%
SY 2015–16	Spanish; Castilian	113	7.28%
	Haitian; Haitian Creole	12	0.77%
	Arabic	12	0.77%
	Chinese	9	0.58%
	Mandingo	7	0.45%

Immigrant Children and Youth



Number of Certified/Licensed Teachers Working in *Title III* LIEPs and Additional Teachers Needed in the Next Five Years

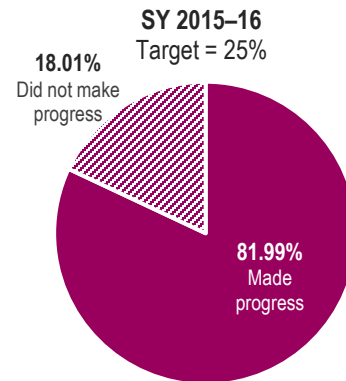
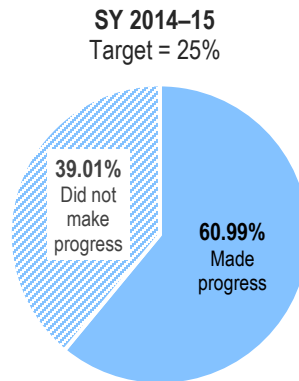


Language Instruction Education Programs (LIEPs) (• indicates an LIEP was in place during the school year)

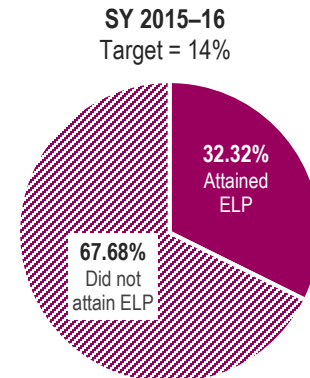
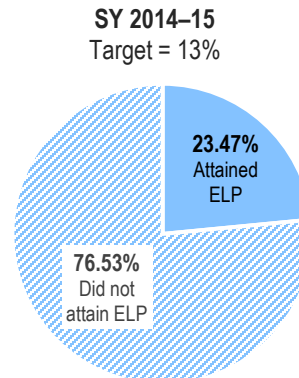
LIEPs that use English and another language	SY 2014–15	SY 2015–16	LIEPs that use English only	SY 2014–15	SY 2015–16
Developmental bilingual			Content-based ESL		
Dual language			Pull-out ESL		
Heritage language			Sheltered English instruction		
Transitional bilingual			Specially designed academic instruction in English		
Two-way immersion			Structured English immersion		

PUERTO RICO

AMAO 1: Percentage of ELs *Making Progress* in English Language Proficiency (ELP)



AMAO 2: Percentage of ELs *Attaining English Language Proficiency* (ELP)



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

	SY 2014–15	SY 2015–16
ELs	36.03%	40.32%
MFELs	42.45%	53.57%
All students	43.57%	50.65%

Mathematics

	SY 2014–15	SY 2015–16
ELs	35.38%	35.21%
MFELs	33.94%	38.17%
All students	29.66%	33.45%

AMAO Subgrantee Status

SY 2014–15

Total subgrantees	103
Met AMAO 1	84
Met AMAO 2	60
Met AMAO 3	29
Total meeting all three	18

SY 2015–16

Total subgrantees	NR
Met AMAO 1	NR
Met AMAO 2	NR
Met AMAO 3	NR
Total meeting all three	NR

Title III State Funding

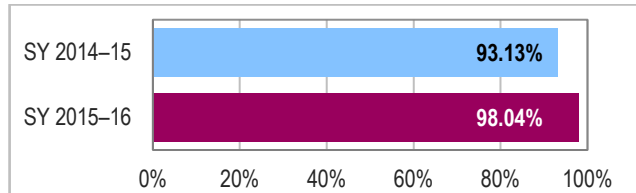
FY 2014	\$8,531,959
FY 2015	\$8,728,111

Note. The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2014–16 provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

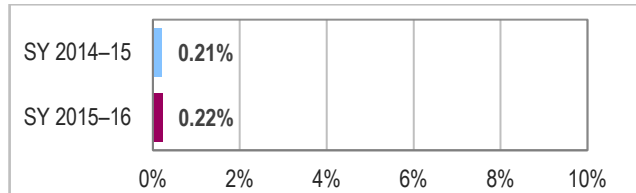
Source. Consolidated State Performance Report, SY 2014-15 and SY 2015-16.

RHODE ISLAND

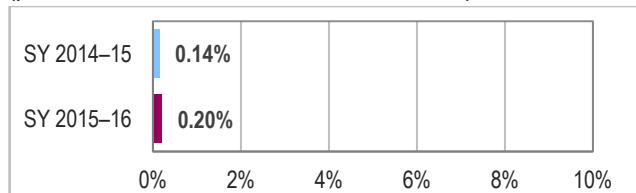
ELs Served With *Title III* Funds (percent of total state identified ELs)



Identified ELs (percent of total U.S. identified ELs)



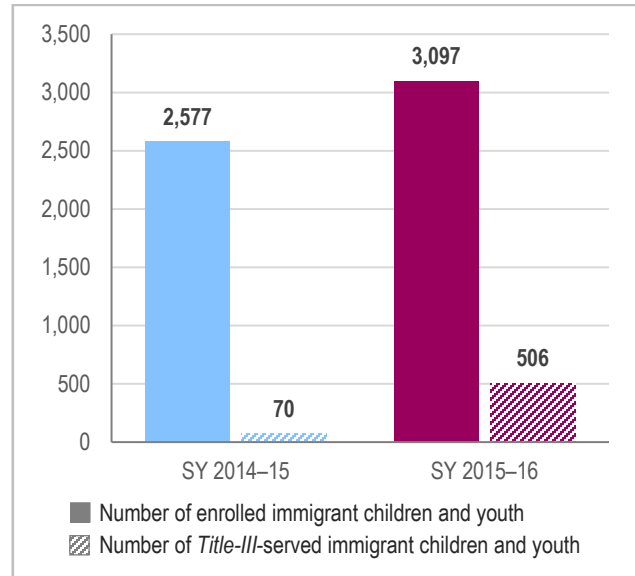
Monitored Former ELs (percent of total U.S. monitored former ELs)



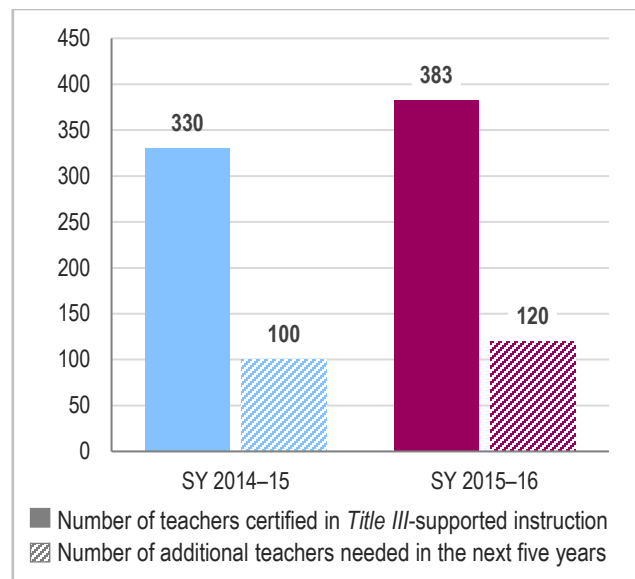
Top Five Languages Spoken by ELs

SY 2014–15	Spanish; Castilian	7,332	73.12%
	Creoles and pidgens, Portuguese-based (other)	361	3.60%
	Portuguese	239	2.38%
	Chinese	153	1.53%
	Arabic	150	1.50%
SY 2015–16	Spanish; Castilian	6,687	63.41%
	Creoles and pidgens, Portuguese-based (other)	351	3.33%
	Portuguese	178	1.69%
	Chinese	123	1.17%
	Arabic	119	1.13%

Immigrant Children and Youth



Number of Certified/Licensed Teachers Working in *Title III* LIEPs and Additional Teachers Needed in the Next Five Years



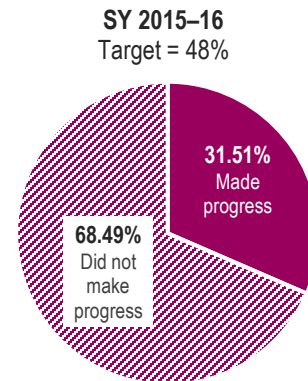
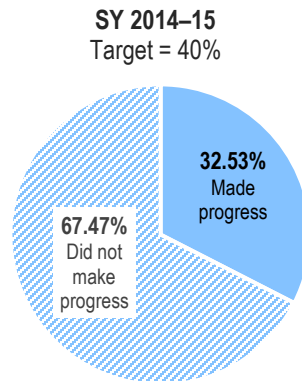
Language Instruction Education Programs (LIEPs)

(• indicates an LIEP was in place during the school year)

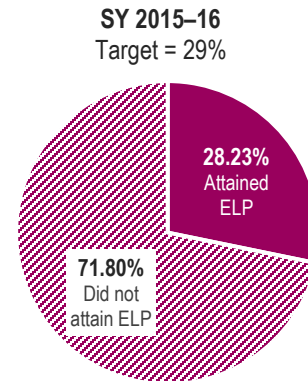
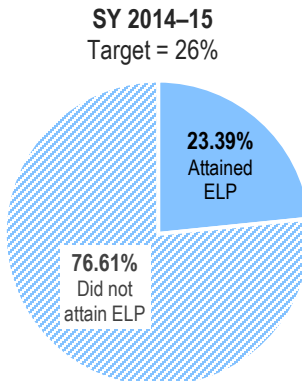
LIEPs that use English and another language	SY 2014–15	SY 2015–16	LIEPs that use English only	SY 2014–15	SY 2015–16
Developmental bilingual	•	•	Content-based ESL		
Dual language	•	•	Pull-out ESL	•	•
Heritage language			Sheltered English instruction	•	•
Transitional bilingual	•	•	Specially designed academic instruction in English	•	•
Two-way immersion	•	•	Structured English immersion		

RHODE ISLAND

AMAO 1: Percentage of ELs *Making Progress* in English Language Proficiency (ELP)



AMAO 2: Percentage of ELs *Attaining English Language Proficiency* (ELP)



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

	SY 2014–15	SY 2015–16
ELs	7.40%	9.11%
MFELs	19.14%	29.09%
All students	35.89%	37.98%

Mathematics

	SY 2014–15	SY 2015–16
ELs	6.23%	8.56%
MFELs	13.49%	23.63%
All students	25.04%	29.85%

AMAO Subgrantee Status

SY 2014–15

Total subgrantees	22
Met AMAO 1	14
Met AMAO 2	22
Met AMAO 3	14
Total meeting all three	14

SY 2015–16

Total subgrantees	22
Met AMAO 1	NR
Met AMAO 2	NR
Met AMAO 3	NR
Total meeting all three	NR

Title III State Funding

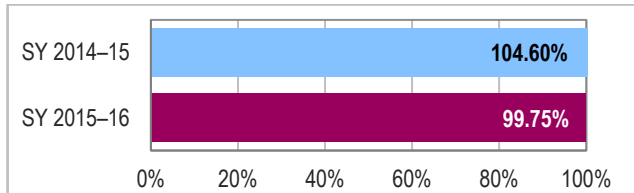
FY 2014	\$2,460,397
FY 2015	\$1,987,321

Note. The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2014–16 provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

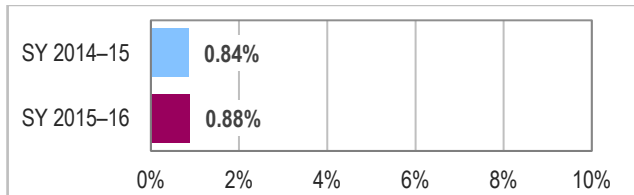
Source. Consolidated State Performance Report, SY 2014-15 and SY 2015-16.

SOUTH CAROLINA

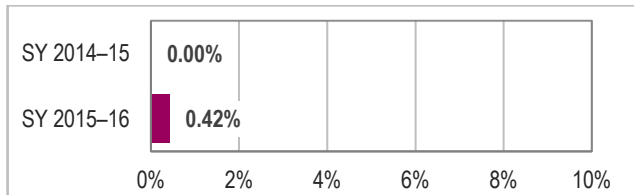
ELs Served With *Title III* Funds (percent of total state identified ELs)



Identified ELs (percent of total U.S. identified ELs)



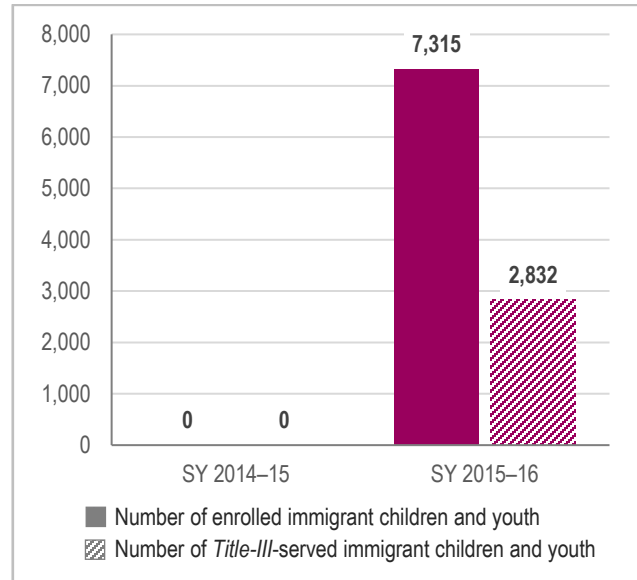
Monitored Former ELs (percent of total U.S. monitored former ELs)



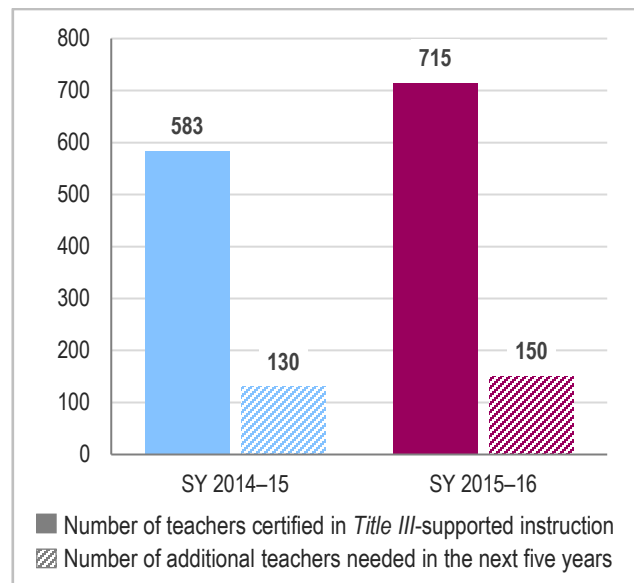
Top Five Languages Spoken by ELs

SY 2014–15	Spanish; Castilian	35,031	86.34%
	Russian	965	2.38%
	Vietnamese	805	1.98%
	Chinese	636	1.57%
	Arabic	632	1.56%
SY 2015–16	Spanish; Castilian	34,997	79.00%
	Russian	869	1.96%
	Vietnamese	707	1.60%
	Chinese	659	1.49%
	Arabic	639	1.44%

Immigrant Children and Youth



Number of Certified/Licensed Teachers Working in *Title III* LIEPs and Additional Teachers Needed in the Next Five Years



Language Instruction Education Programs (LIEPs) (• indicates an LIEP was in place during the school year)

LIEPs that use English and another language	SY 2014–15	SY 2015–16	LIEPs that use English only	SY 2014–15	SY 2015–16
Developmental bilingual			Content-based ESL	•	•
Dual language			Pull-out ESL	•	•
Heritage language			Sheltered English instruction	•	•
Transitional bilingual			Specially designed academic instruction in English		
Two-way immersion			Structured English immersion		

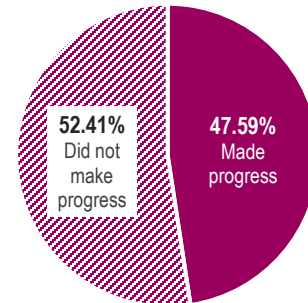
SOUTH CAROLINA

AMAO 1: Percentage of ELs *Making Progress* in English Language Proficiency (ELP)

SY 2014–15
Target = NR

Progress
NR

SY 2015–16
Target = NR

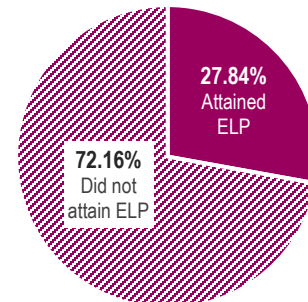


AMAO 2: Percentage of ELs *Attaining English Language Proficiency* (ELP)

SY 2014–15
Target = NR

Progress
NR

SY 2015–16
Target = NR



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

	SY 2014–15	SY 2015–16
ELs	23.08%	31.84%
MFELs	NR	72.78%
All students	41.63%	46.01%

Mathematics

	SY 2014–15	SY 2015–16
ELs	41.78%	38.10%
MFELs	NR	76.03%
All students	50.91%	45.62%

AMAO Subgrantee Status

SY 2014–15

Total subgrantees	103
Met AMAO 1	84
Met AMAO 2	60
Met AMAO 3	29
Total meeting all three	18

SY 2015–16

Total subgrantees	74
Met AMAO 1	NR
Met AMAO 2	NR
Met AMAO 3	NR
Total meeting all three	NR

Title III State Funding

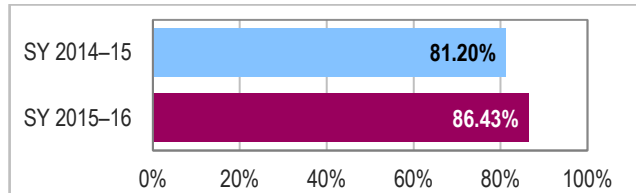
FY 2014	\$8,531,959
FY 2015	\$8,728,111

Note. The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2014–16 provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

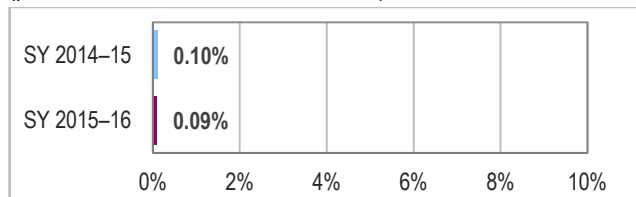
Source. Consolidated State Performance Report, SY 2014-15 and SY 2015-16.

SOUTH DAKOTA

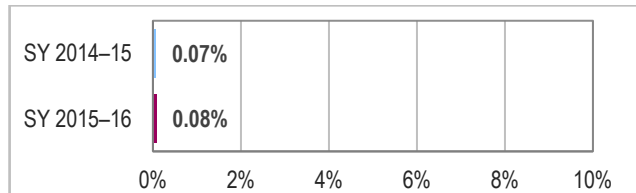
ELs Served With *Title III* Funds (percent of total state identified ELs)



Identified ELs (percent of total U.S. identified ELs)



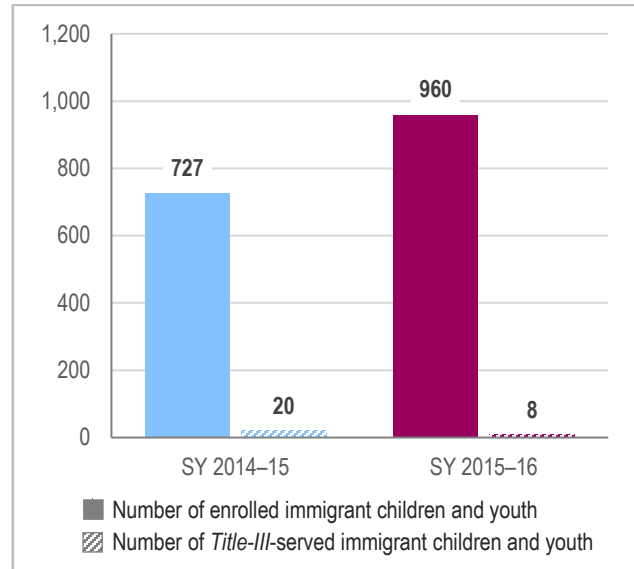
Monitored Former ELs (percent of total U.S. monitored former ELs)



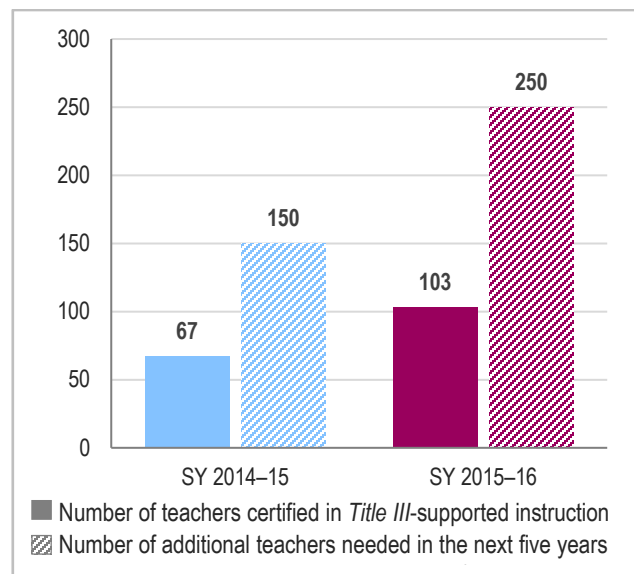
Top Five Languages Spoken by ELs

SY 2014–15	Spanish; Castilian	1,386	27.64%
	German	804	16.03%
	Karen languages	501	9.99%
	Nepali	262	5.22%
	Siouan languages	249	4.97%
SY 2015–16	Spanish; Castilian	1,397	30.62%
	German	754	16.52%
	Karen languages	461	10.10%
	Nepali	241	5.28%
	Somali	163	3.57%

Immigrant Children and Youth



Number of Certified/Licensed Teachers Working in *Title III* LIEPs and Additional Teachers Needed in the Next Five Years

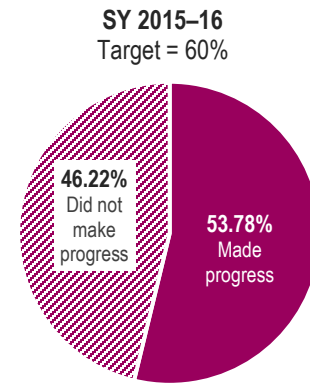
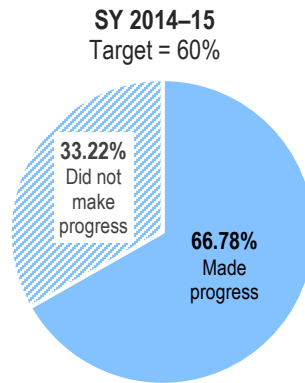


Language Instruction Education Programs (LIEPs) (• indicates an LIEP was in place during the school year)

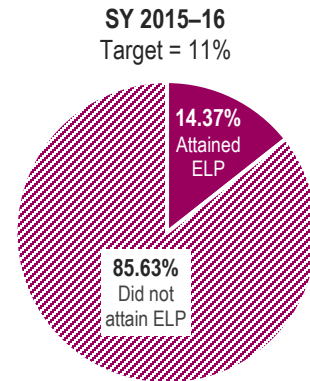
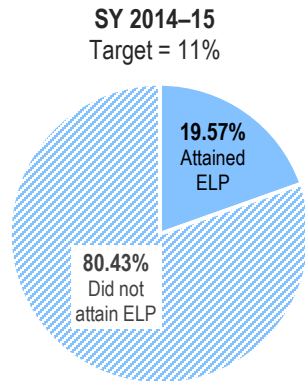
LIEPs that use English and another language	SY 2014–15	SY 2015–16	LIEPs that use English only	SY 2014–15	SY 2015–16
Developmental bilingual			Content-based ESL	•	•
Dual language			Pull-out ESL	•	•
Heritage language			Sheltered English instruction	•	•
Transitional bilingual			Specially designed academic instruction in English		
Two-way immersion			Structured English immersion		•

SOUTH DAKOTA

AMAO 1: Percentage of ELs *Making Progress* in English Language Proficiency (ELP)



AMAO 2: Percentage of ELs *Attaining English Language Proficiency* (ELP)



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

	SY 2014–15	SY 2015–16
ELs	11.37%	12.91%
MFELs	27.99%	28.93%
All students	48.95%	52.08%

Mathematics

	SY 2014–15	SY 2015–16
ELs	9.93%	12.41%
MFELs	17.83%	17.42%
All students	40.82%	43.76%

AMAO Subgrantee Status

SY 2014–15

Total subgrantees	6
Met AMAO 1	5
Met AMAO 2	6
Met AMAO 3	NR
Total meeting all three	NR

SY 2015–16

Total subgrantees	6
Met AMAO 1	NR
Met AMAO 2	NR
Met AMAO 3	NR
Total meeting all three	NR

Title III State Funding

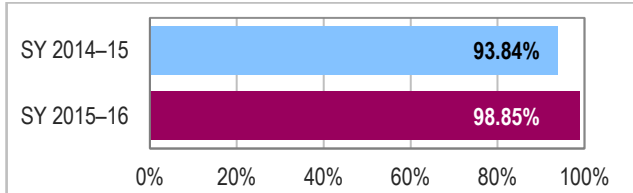
FY 2014	\$994,695
FY 2015	\$943,089

Note. The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2014–16 provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

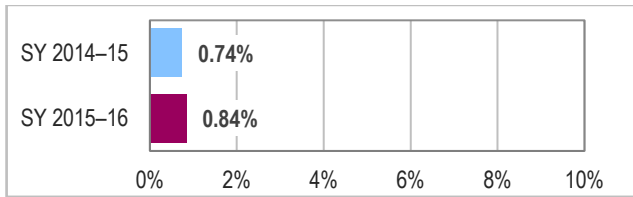
Source. Consolidated State Performance Report, SY 2014-15 and SY 2015-16.

TENNESSEE

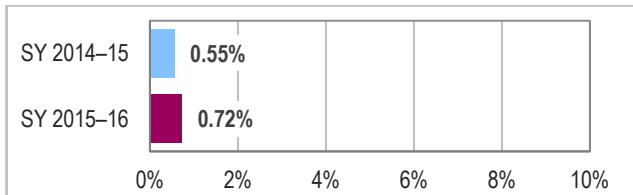
ELs Served With *Title III* Funds (percent of total state identified ELs)



Identified ELs (percent of total U.S. identified ELs)



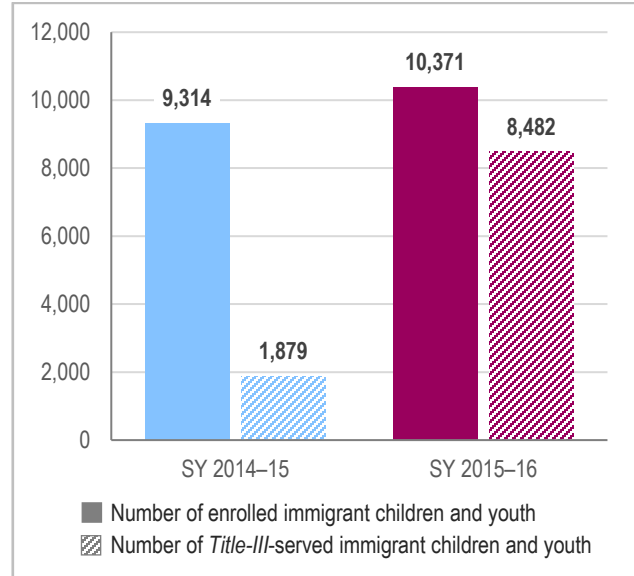
Monitored Former ELs (percent of total U.S. monitored former ELs)



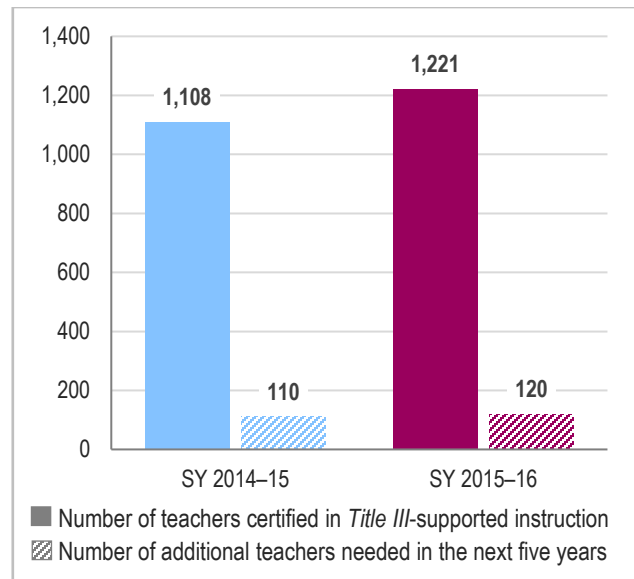
Top Five Languages Spoken by ELs

SY 2014–15	Spanish; Castilian	27,232	76.50%
	Arabic	2,459	6.91%
	Somali	487	1.37%
	Chinese	471	1.32%
	Kurdish	458	1.29%
SY 2015–16	Spanish; Castilian	30,879	76.01%
	Arabic	2,782	6.85%
	Kurdish	494	1.22%
	Somali	483	1.19%
	Vietnamese	446	1.10%

Immigrant Children and Youth



Number of Certified/Licensed Teachers Working in *Title III* LIEPs and Additional Teachers Needed in the Next Five Years

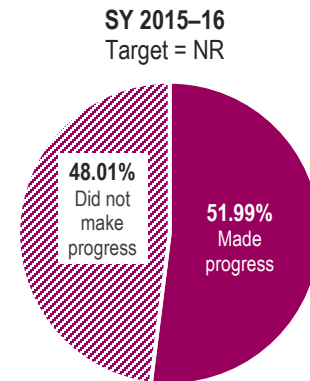
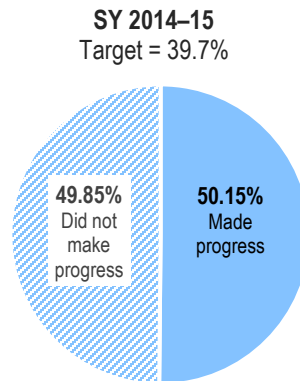


Language Instruction Education Programs (LIEPs) (• indicates an LIEP was in place during the school year)

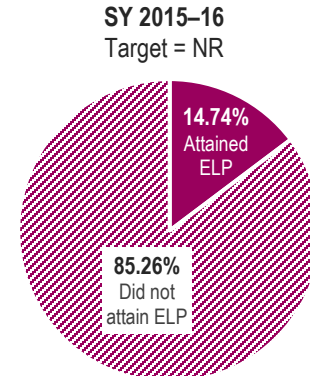
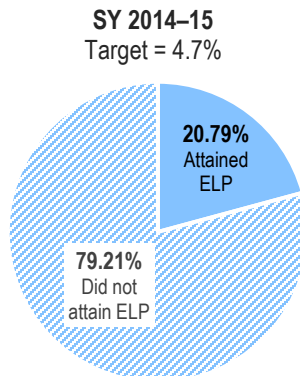
LIEPs that use English and another language	SY 2014–15	SY 2015–16	LIEPs that use English only	SY 2014–15	SY 2015–16
Developmental bilingual			Content-based ESL	•	•
Dual language		•	Pull-out ESL	•	•
Heritage language			Sheltered English instruction	•	•
Transitional bilingual			Specially designed academic instruction in English	•	•
Two-way immersion			Structured English immersion	•	•

TENNESSEE

AMAO 1: Percentage of ELs *Making Progress* in English Language Proficiency (ELP)



AMAO 2: Percentage of ELs *Attaining English Language Proficiency* (ELP)



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

	SY 2014–15	SY 2015–16
ELs	8.40%	2.21%
MFELs	37.32%	6.47%
All students	50.89%	35.43%

Mathematics

	SY 2014–15	SY 2015–16
ELs	27.88%	2.71%
MFELs	58.01%	13.74%
All students	57.07%	15.80%

AMAO Subgrantee Status

SY 2014–15

Total subgrantees	49
Met AMAO 1	47
Met AMAO 2	56
Met AMAO 3	13
Total meeting all three	9

SY 2015–16

Total subgrantees	48
Met AMAO 1	NR
Met AMAO 2	NR
Met AMAO 3	NR
Total meeting all three	NR

Title III State Funding

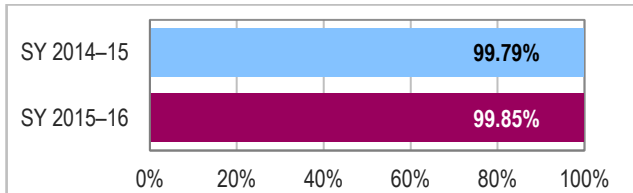
FY 2014	\$5,273,464
FY 2015	\$5,120,097

Note. The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2014–16 provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

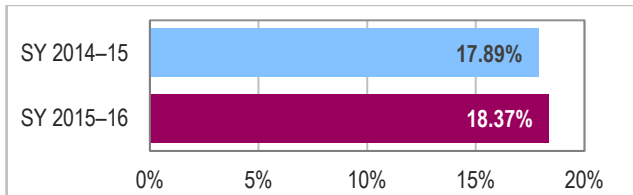
Source. Consolidated State Performance Report, SY 2014-15 and SY 2015-16.

TEXAS

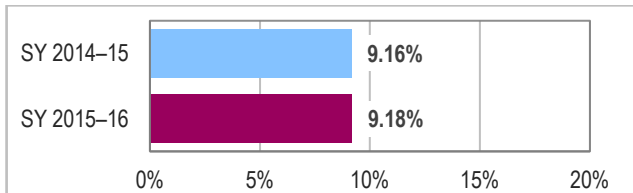
ELs Served With *Title III* Funds (percent of total state identified ELs)



Identified ELs (percent of total U.S. identified ELs)



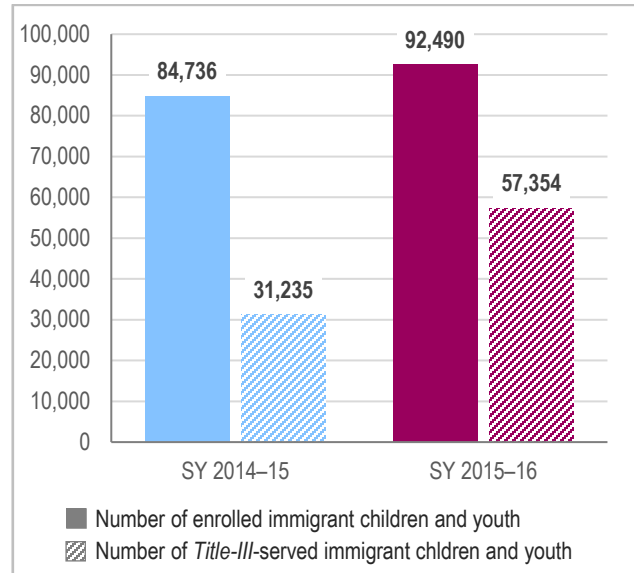
Monitored Former ELs (percent of total U.S. monitored former ELs)



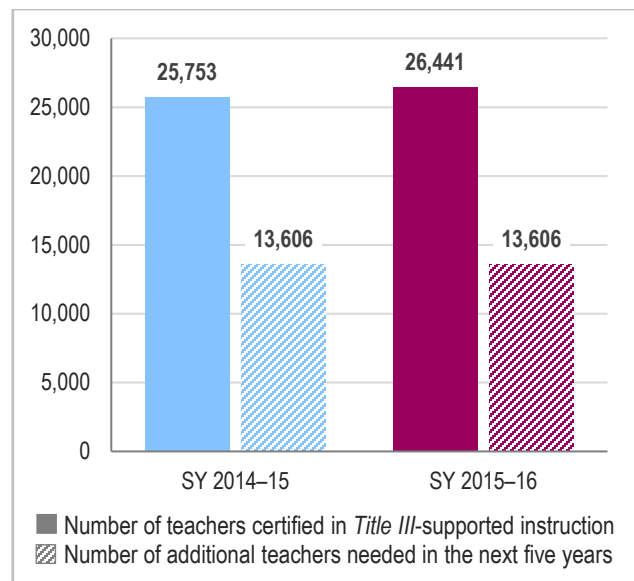
Top Five Languages Spoken by ELs

SY 2014–15	Spanish; Castilian	774,808	90.04%
	Vietnamese	14,393	1.67%
	Arabic	8,258	0.96%
	Chinese	5,433	0.63%
	Urdu	3,732	0.43%
SY 2015–16	Spanish; Castilian	807,885	93.51%
	Vietnamese	14,436	1.62%
	Arabic	9,374	1.18%
	Chinese	5,786	0.68%
	Urdu	4,171	0.50%

Immigrant Children and Youth



Number of Certified/Licensed Teachers Working in *Title III* LIEPs and Additional Teachers Needed in the Next Five Years

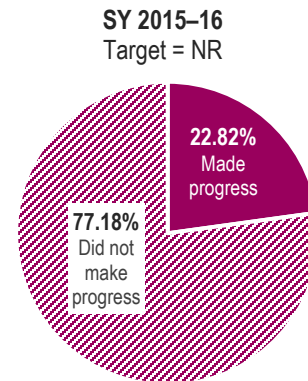
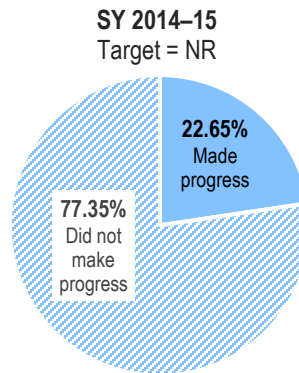


Language Instruction Education Programs (LIEPs) (• indicates an LIEP was in place during the school year)

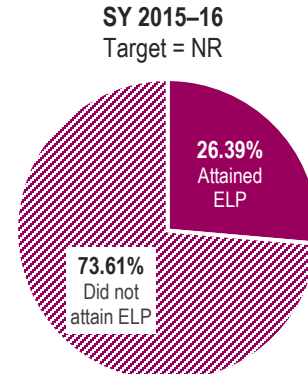
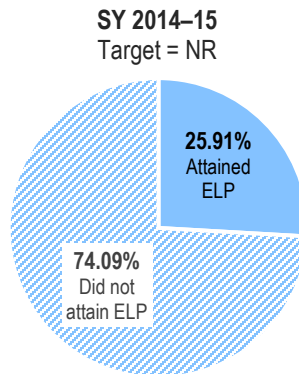
LIEPs that use English and another language	SY 2014–15	SY 2015–16	LIEPs that use English only	SY 2014–15	SY 2015–16
Developmental bilingual			Content-based ESL	•	•
Dual language	•	•	Pull-out ESL	•	•
Heritage language			Sheltered English instruction		
Transitional bilingual	•	•	Specially designed academic instruction in English		
Two-way immersion	•	•	Structured English immersion		

TEXAS

AMAO 1: Percentage of ELs *Making Progress* in English Language Proficiency (ELP)



AMAO 2: Percentage of ELs *Attaining English Language Proficiency* (ELP)



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

	SY 2014–15	SY 2015–16
ELs	51.30%	48.79%
MFELs	84.56%	85.09%
All students	73.51%	71.55%

Mathematics

	SY 2014–15	SY 2015–16
ELs	59.29%	62.77%
MFELs	84.24%	87.10%
All students	72.90%	75.08%

AMAO Subgrantee Status

SY 2014–15

Total subgrantees	1,115
Met AMAO 1	NR
Met AMAO 2	NR
Met AMAO 3	NR
Total meeting all three	NR

SY 2015–16

Total subgrantees	1,114
Met AMAO 1	NR
Met AMAO 2	NR
Met AMAO 3	NR
Total meeting all three	NR

Title III State Funding

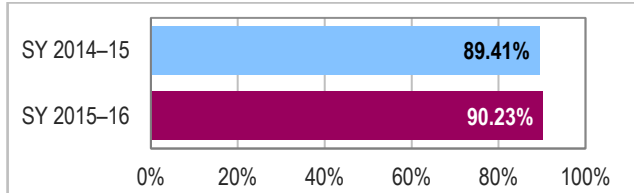
FY 2014	\$103,673,754
FY 2015	\$105,840,017

Note. The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2014–16 provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students. 2015–16 accountability targets and results were not reported per the December 18th, 2015 Dear Colleague Letter of the U.S. Department of Education.

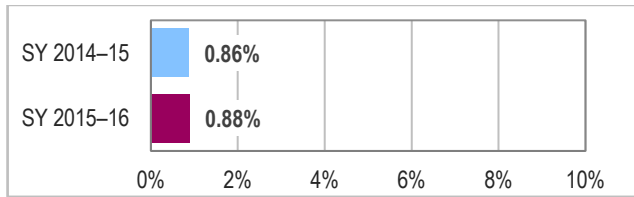
Source. Consolidated State Performance Report, SY 2014–15 and SY 2015–16.

UTAH

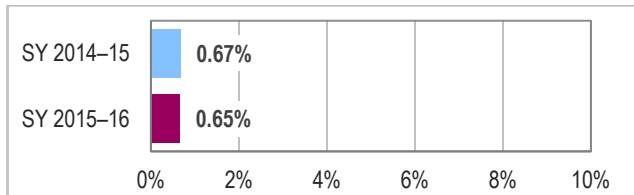
ELs Served With *Title III* Funds (percent of total state identified ELs)



Identified ELs (percent of total U.S. identified ELs)



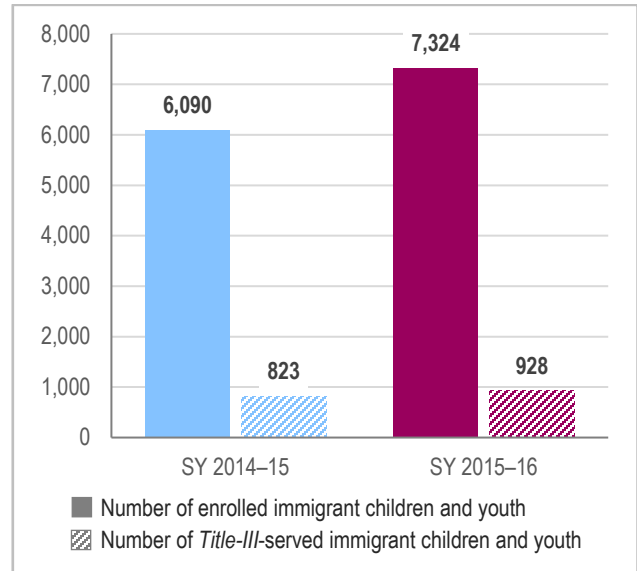
Monitored Former ELs (percent of total U.S. monitored former ELs)



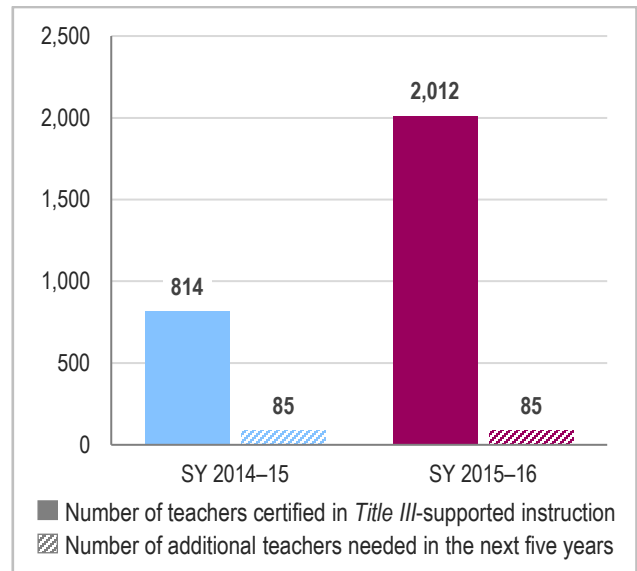
Top Five Languages Spoken by ELs

SY 2014–15	Spanish; Castilian	32,522	78.67%
	Navajo; Navaho	866	2.09%
	Arabic	697	1.69%
	Somali	643	1.56%
	Vietnamese	403	0.97%
SY 2015–16	Spanish; Castilian	33,154	77.46%
	Navajo; Navaho	954	2.23%
	Arabic	754	1.76%
	Somali	664	1.55%
	Chinese	474	1.11%

Immigrant Children and Youth



Number of Certified/Licensed Teachers Working in *Title III* LIEPs and Additional Teachers Needed in the Next Five Years

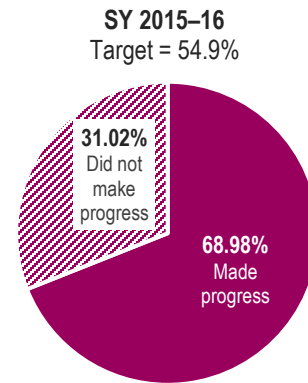
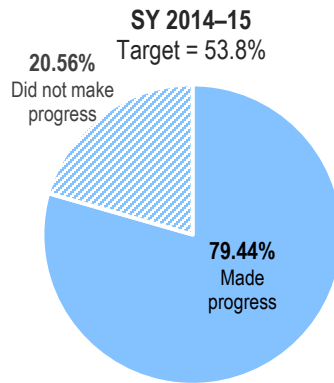


Language Instruction Education Programs (LIEPs) (• indicates an LIEP was in place during the school year)

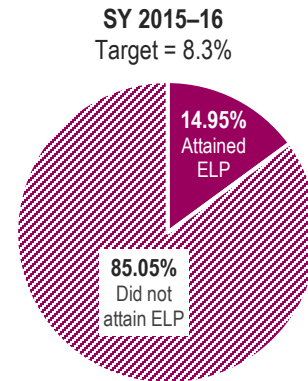
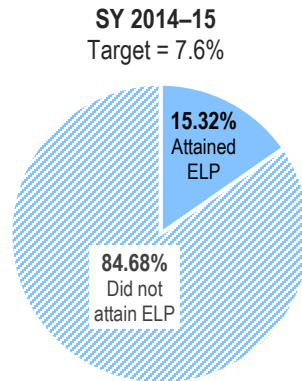
LIEPs that use English and another language	SY 2014–15	SY 2015–16	LIEPs that use English only	SY 2014–15	SY 2015–16
Developmental bilingual			Content-based ESL	•	
Dual language	•	•	Pull-out ESL	•	
Heritage language	•	•	Sheltered English instruction	•	
Transitional bilingual	•	•	Specially designed academic instruction in English	•	
Two-way immersion	•	•	Structured English immersion	•	

UTAH

AMAO 1: Percentage of ELs *Making Progress* in English Language Proficiency (ELP)



AMAO 2: Percentage of ELs *Attaining English Language Proficiency* (ELP)



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

	SY 2014–15	SY 2015–16
ELs	4.83%	6.78%
MFELs	23.61%	25.23%
All students	43.53%	44.79%

Mathematics

	SY 2014–15	SY 2015–16
ELs	7.50%	9.54%
MFELs	29.24%	30.49%
All students	44.80%	47.32%

AMAO Subgrantee Status

SY 2014–15

Total subgrantees	64
Met AMAO 1	NR
Met AMAO 2	NR
Met AMAO 3	NR
Total meeting all three	NR

SY 2015–16

Total subgrantees	NR
Met AMAO 1	NR
Met AMAO 2	NR
Met AMAO 3	NR
Total meeting all three	NR

Title III State Funding

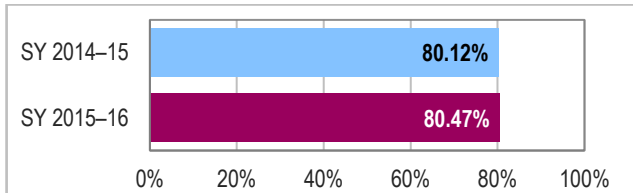
FY 2014	\$4,113,375
FY 2015	\$4,062,762

Note. The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2014–16 provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

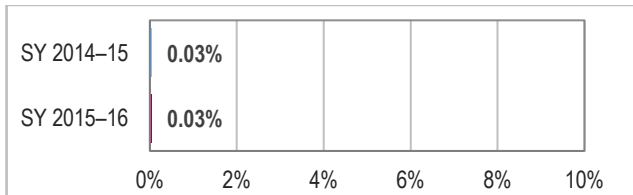
Source. Consolidated State Performance Report, SY 2014-15 and SY 2015-16.

VERMONT

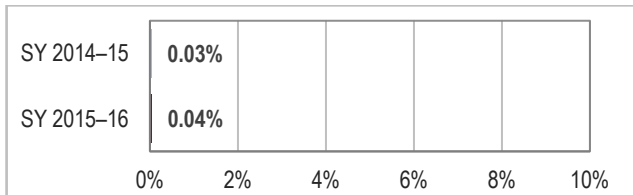
ELs Served With *Title III* Funds (percent of total state identified ELs)



Identified ELs (percent of total U.S. identified ELs)



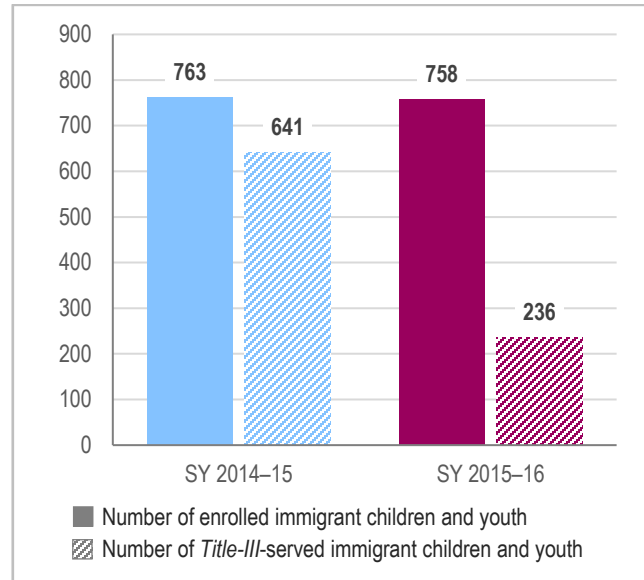
Monitored Former ELs (percent of total U.S. monitored former ELs)



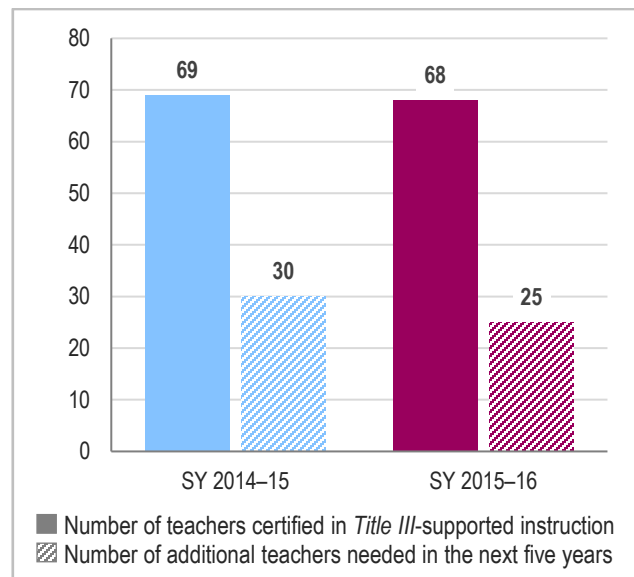
Top Five Languages Spoken by ELs

SY 2014-15	Nepali	301	20.84%
	Cushitic (Other)	118	8.17%
	Spanish; Castilian	110	7.62%
	Somali	98	6.79%
	French	89	6.16%
SY 2015-16	Nepali	308	22.11%
	Cushitic (Other)	121	8.69%
	Spanish; Castilian	116	8.33%
	Somali	95	6.82%
	French	90	6.46%

Immigrant Children and Youth



Number of Certified/Licensed Teachers Working in *Title III* LIEPs and Additional Teachers Needed in the Next Five Years

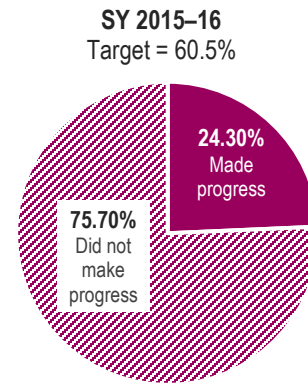
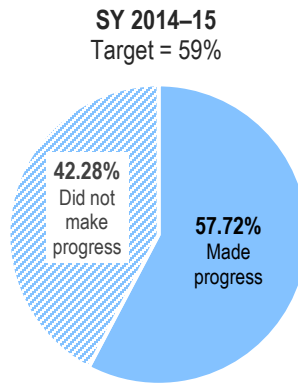


Language Instruction Education Programs (LIEPs) (• indicates an LIEP was in place during the school year)

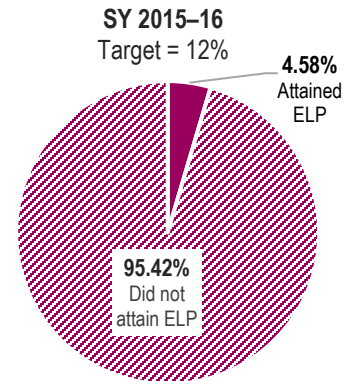
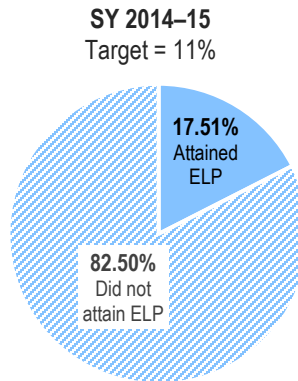
LIEPs that use English and another language	SY 2014-15	SY 2015-16	LIEPs that use English only	SY 2014-15	SY 2015-16
Developmental bilingual			Content-based ESL	•	•
Dual language			Pull-out ESL	•	•
Heritage language			Sheltered English instruction	•	•
Transitional bilingual			Specially designed academic instruction in English		
Two-way immersion			Structured English immersion		

VERMONT

AMAO 1: Percentage of ELs *Making Progress* in English Language Proficiency (ELP)



AMAO 2: Percentage of ELs *Attaining English Language Proficiency* (ELP)



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

	SY 2014–15	SY 2015–16
ELs	18.28%	21.22%
MFELs	44.57%	54.12%
All students	54.10%	56.38%

Mathematics

	SY 2014–15	SY 2015–16
ELs	19.10%	23.08%
MFELs	35.73%	45.19%
All students	42.07%	45.18%

AMAO Subgrantee Status

SY 2014–15

Total subgrantees	9
Met AMAO 1	5
Met AMAO 2	9
Met AMAO 3	6
Total meeting all three	4

SY 2015–16

Total subgrantees	NR
Met AMAO 1	NR
Met AMAO 2	NR
Met AMAO 3	NR
Total meeting all three	NR

Title III State Funding

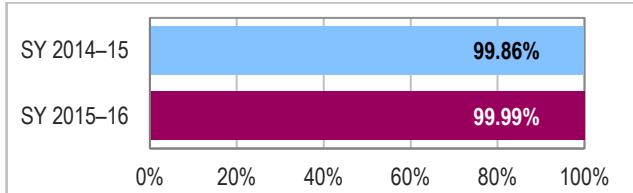
FY 2014	\$500,000
FY 2015	\$500,000

Note. The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2014–16 provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

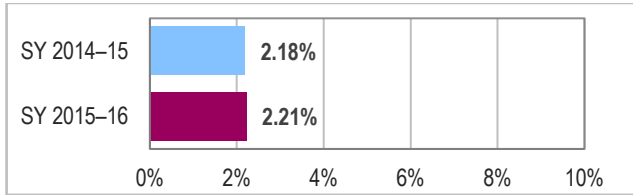
Source. Consolidated State Performance Report, SY 2014-15 and SY 2015-16.

VIRGINIA

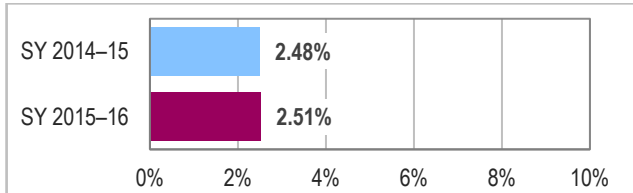
ELs Served With *Title III* Funds (percent of total state identified ELs)



Identified ELs (percent of total U.S. identified ELs)



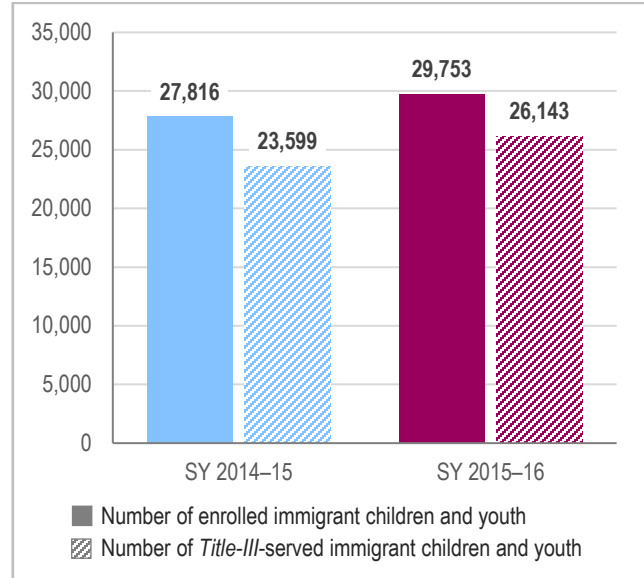
Monitored Former ELs (percent of total U.S. monitored former ELs)



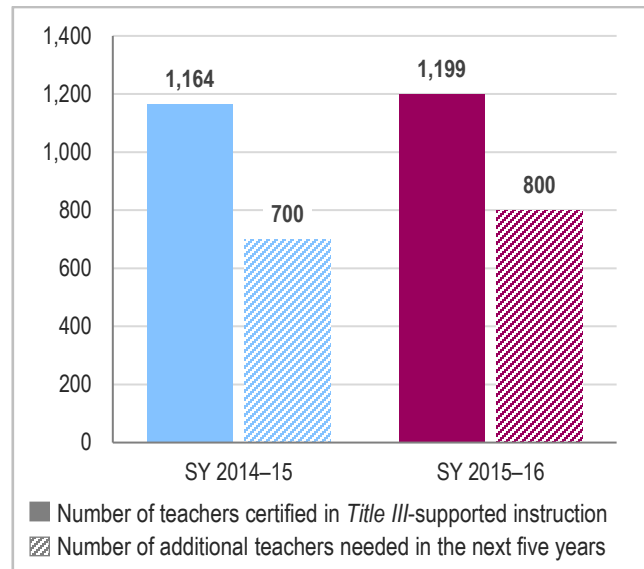
Top Five Languages Spoken by ELs

SY 2014–15	Spanish; Castilian	70,802	67.54%
	Arabic	5,868	5.60%
	Vietnamese	2,656	2.53%
	Urdu	2,465	2.35%
	Chinese	1,918	1.83%
SY 2015–16	Spanish; Castilian	73,017	67.89%
	Arabic	6,019	5.60%
	Vietnamese	2,529	2.35%
	Urdu	2,500	2.32%
	Chinese	1,812	1.68%

Immigrant Children and Youth



Number of Certified/Licensed Teachers Working in *Title III* LIEPs and Additional Teachers Needed in the Next Five Years



Language Instruction Education Programs (LIEPs)

(● indicates an LIEP was in place during the school year)

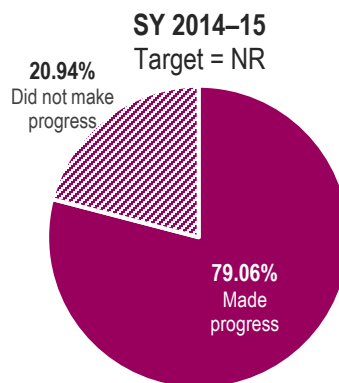
LIEPs that use English and another language	SY 2014–15	SY 2015–16	LIEPs that use English only	SY 2014–15	SY 2015–16
Developmental bilingual		●	Content-based ESL	●	●
Dual language	●	●	Pull-out ESL	●	●
Heritage language	●	●	Sheltered English instruction	●	●
Transitional bilingual	●	●	Specially designed academic instruction in English	●	●
Two-way immersion	●	●	Structured English immersion	●	●

VIRGINIA

AMAO 1: Percentage of ELs *Making Progress* in English Language Proficiency (ELP)

SY 2014–15
Target = NR

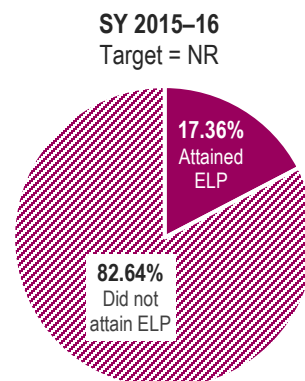
Progress
NR



AMAO 2: Percentage of ELs *Attaining English Language Proficiency* (ELP)

SY 2014–15
Target = NR

Progress
NR



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

	SY 2014–15	SY 2015–16
ELs	46.58%	47.44%
MFELs	80.88%	80.72%
All students	78.93%	79.64%

Mathematics

	SY 2014–15	SY 2015–16
ELs	53.53%	52.72%
MFELs	83.44%	82.65%
All students	79.08%	79.56%

AMAO Subgrantee Status

SY 2014–15

Total subgrantees	51
Met AMAO 1	NR
Met AMAO 2	NR
Met AMAO 3	96
Total meeting all three	NR

SY 2015–16

Total subgrantees	NR
Met AMAO 1	NR
Met AMAO 2	NR
Met AMAO 3	NR
Total meeting all three	NR

Title III State Funding

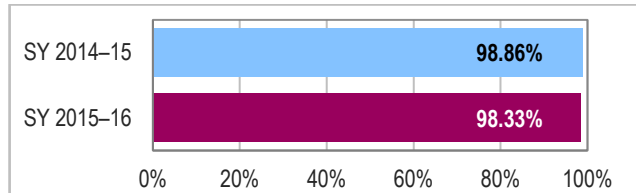
FY 2014	\$12,284,337
FY 2015	\$12,001,412

Note. The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2014–16 provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students. 2015–16 accountability targets and results were not reported per the December 18th, 2015 Dear Colleague Letter of the U.S. Department of Education.

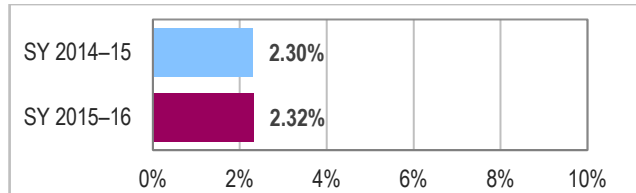
Source. Consolidated State Performance Report, SY 2014–15 and SY 2015–16.

WASHINGTON

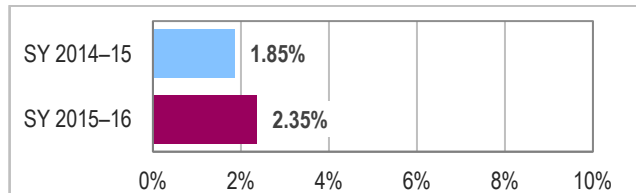
ELs Served With *Title III* Funds (percent of total state identified ELs)



Identified ELs (percent of total U.S. identified ELs)



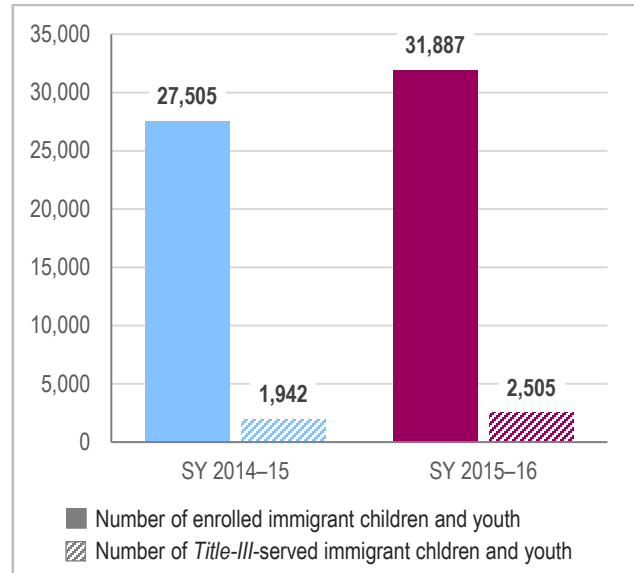
Monitored Former ELs (percent of total U.S. monitored former ELs)



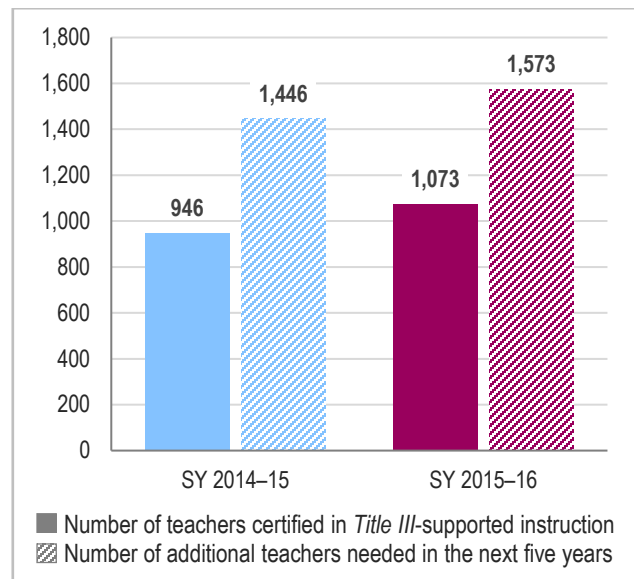
Top Five Languages Spoken by ELs

SY 2014–15	Spanish; Castilian	74,349	67.12%
	Russian	4,513	4.07%
	Vietnamese	3,969	3.58%
	Somali	2,883	2.60%
	Chinese	2,630	2.37%
SY 2015–16	Spanish; Castilian	74,586	66.12%
	Russian	4,555	4.04%
	Vietnamese	3,548	3.15%
	Somali	2,738	2.43%
	Chinese	2,683	2.38%

Immigrant Children and Youth



Number of Certified/Licensed Teachers Working in *Title III* LIEPs and Additional Teachers Needed in the Next Five Years

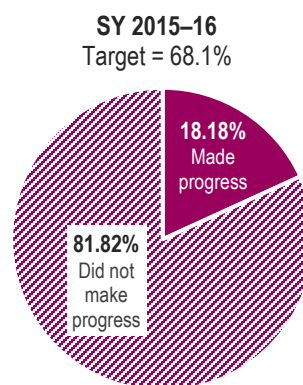
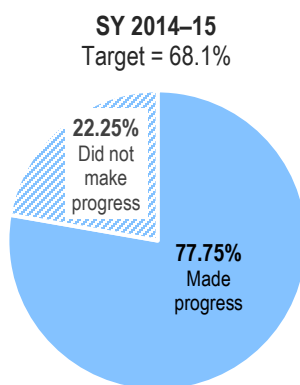


Language Instruction Education Programs (LIEPs) (• indicates an LIEP was in place during the school year)

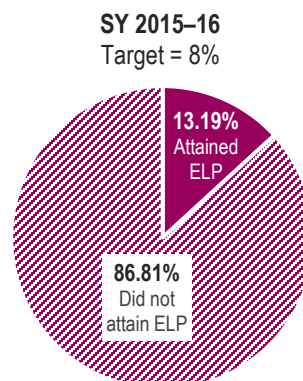
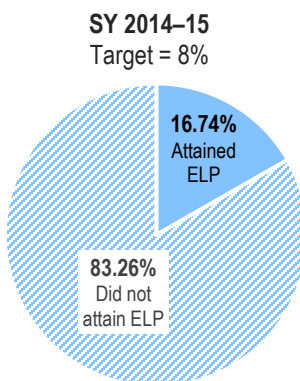
LIEPs that use English and another language	SY 2014–15	SY 2015–16	LIEPs that use English only	SY 2014–15	SY 2015–16
Developmental bilingual	•	•	Content-based ESL	•	•
Dual language	•	•	Pull-out ESL	•	•
Heritage language			Sheltered English instruction	•	•
Transitional bilingual	•	•	Specially designed academic instruction in English		
Two-way immersion	•	•	Structured English immersion		

WASHINGTON

AMAO 1: Percentage of ELs *Making Progress* in English Language Proficiency (ELP)



AMAO 2: Percentage of ELs *Attaining English Language Proficiency* (ELP)



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

	SY 2014–15	SY 2015–16
ELs	14.54%	17.53%
MFELs	52.53%	54.91%
All students	55.59%	62.04%

Mathematics

	SY 2014–15	SY 2015–16
ELs	17.85%	19.62%
MFELs	48.42%	47.74%
All students	49.20%	51.09%

AMAO Subgrantee Status

SY 2014–15

Total subgrantees	151
Met AMAO 1	120
Met AMAO 2	119
Met AMAO 3	21
Total meeting all three	17

SY 2015–16

Total subgrantees	NR
Met AMAO 1	NR
Met AMAO 2	NR
Met AMAO 3	NR
Total meeting all three	NR

Title III State Funding

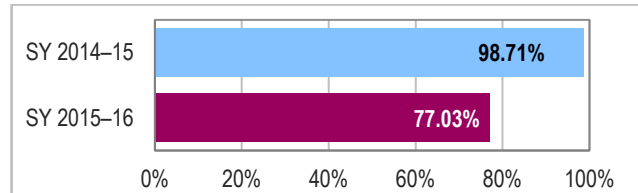
FY 2014	\$16,665,751
FY 2015	\$15,804,270

Note. The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2014–16 provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

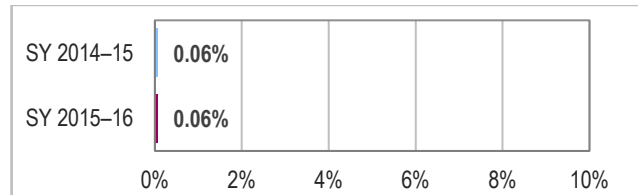
Source. Consolidated State Performance Report, SY 2014-15 and SY 2015-16.

WEST VIRGINIA

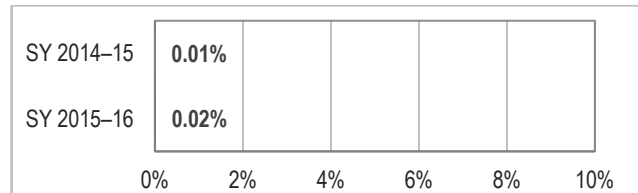
ELs Served With *Title III* Funds (percent of total state identified ELs)



Identified ELs (percent of total U.S. identified ELs)



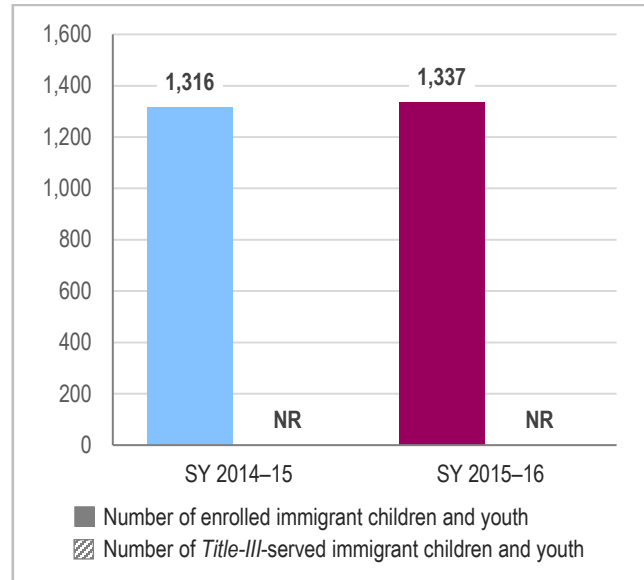
Monitored Former ELs (percent of total U.S. monitored former ELs)



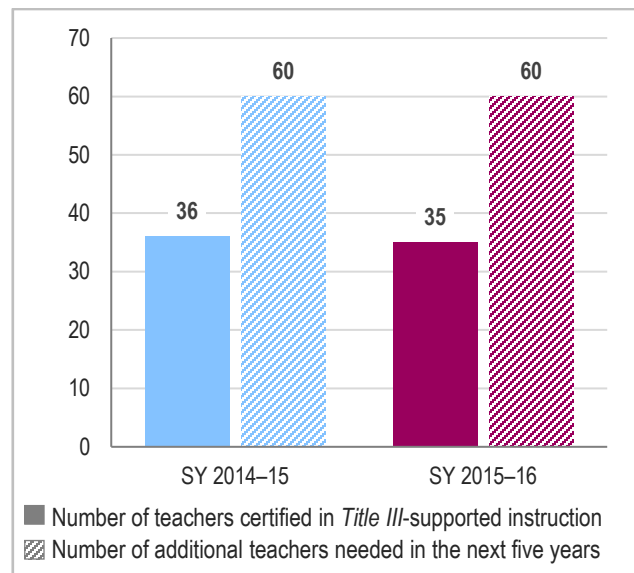
Top Five Languages Spoken by ELs

SY 2014–15	Spanish; Castilian	1,316	45.98%
	Arabic	347	12.12%
	Chinese	270	9.43%
	Vietnamese	117	4.09%
	Korean	42	1.47%
SY 2015–16	Spanish; Castilian	1,366	48.94%
	Arabic	304	10.89%
	Chinese	277	9.92%
	Vietnamese	103	3.69%
	French	39	1.40%

Immigrant Children and Youth



Number of Certified/Licensed Teachers Working in *Title III* LIEPs and Additional Teachers Needed in the Next Five Years



Language Instruction Education Programs (LIEPs) (• indicates an LIEP was in place during the school year)

LIEPs that use English and another language	SY 2014–15	SY 2015–16	LIEPs that use English only	SY 2014–15	SY 2015–16
Developmental bilingual			Content-based ESL	•	•
Dual language			Pull-out ESL	•	•
Heritage language			Sheltered English instruction	•	•
Transitional bilingual			Specially designed academic instruction in English		
Two-way immersion			Structured English immersion		

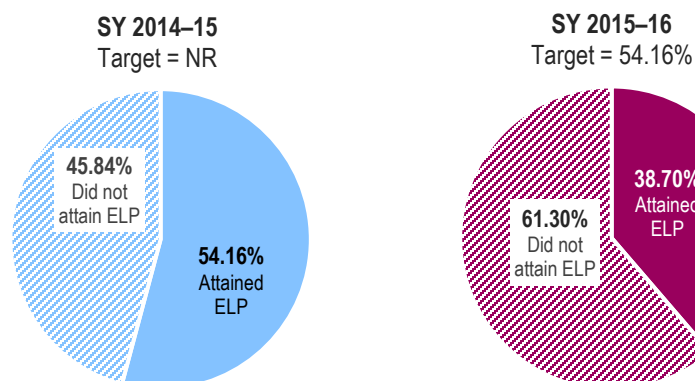
WEST VIRGINIA

AMAO 1: Percentage of ELs *Making Progress* in English Language Proficiency (ELP)

	SY 2014–15	SY 2015–16
Target	NR	27.88%
Made Progress	27.88%	117.58%
Did Not Make Progress	72.12%	–

Note. 2014–15 accountability targets and results were not reported per the December 18th, 2015 Dear Colleague Letter of the U.S. Department of Education.

AMAO 2: Percentage of ELs *Attaining English Language Proficiency* (ELP)



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

	SY 2014–15	SY 2015–16
ELs	41.15%	41.43%
MFELs	86.14%	86.92%
All students	45.78%	48.11%

Mathematics

	SY 2014–15	SY 2015–16
ELs	31.26%	32.79%
MFELs	74.76%	78.95%
All students	29.51%	32.91%

AMAO Subgrantee Status

SY 2014–15

Total subgrantees	13
Met AMAO 1	NR
Met AMAO 2	NR
Met AMAO 3	NR
Total meeting all three	NR

SY 2015–16

Total subgrantees	13
Met AMAO 1	NR
Met AMAO 2	NR
Met AMAO 3	NR
Total meeting all three	NR

Title III State Funding

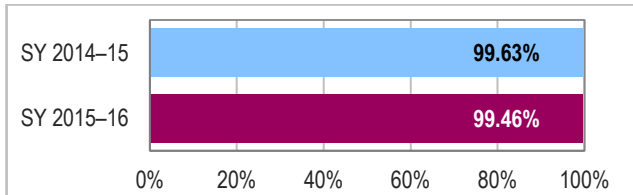
FY 2014	\$679,738
FY 2015	\$684,370

Note. The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2014–16 provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students. 2014–15 accountability targets and results were not reported per the December 18th, 2015 Dear Colleague Letter of the U.S. Department of Education.

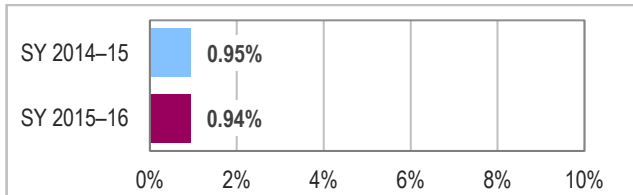
Source. Consolidated State Performance Report, SY 2014–15 and SY 2015–16.

WISCONSIN

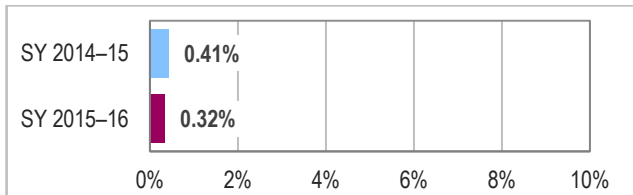
ELs Served With *Title III* Funds (percent of total state identified ELs)



Identified ELs (percent of total U.S. identified ELs)



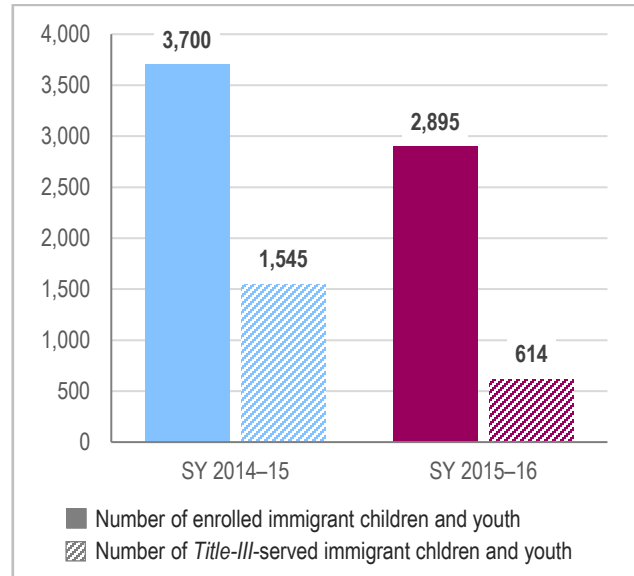
Monitored Former ELs (percent of total U.S. monitored former ELs)



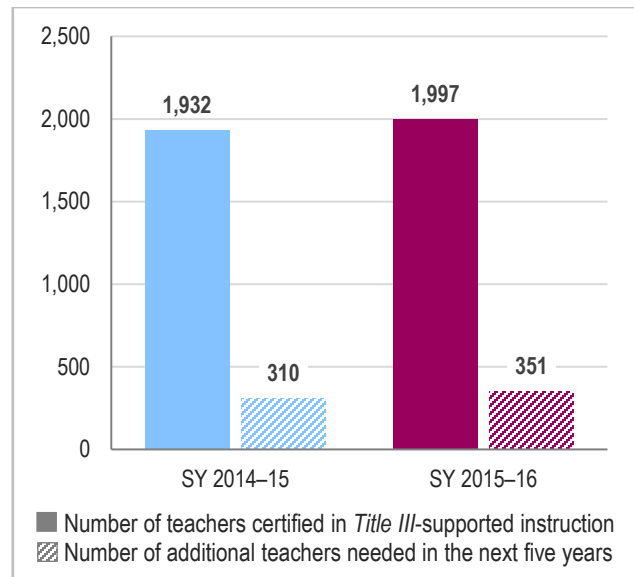
Top Five Languages Spoken by ELs

SY 2014–15	Spanish; Castilian	29,451	64.76%
	Hmong	6,971	15.33%
	Chinese	723	1.59%
	Arabic	551	1.21%
	Somali	406	0.89%
SY 2015–16	Spanish; Castilian	30,375	66.62%
	Hmong	6,838	15.00%
	Arabic	815	1.79%
	Chinese	644	1.41%
	Somali	558	1.22%

Immigrant Children and Youth



Number of Certified/Licensed Teachers Working in *Title III* LIEPs and Additional Teachers Needed in the Next Five Years



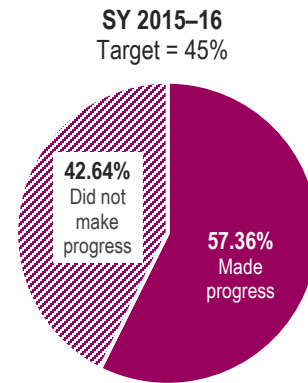
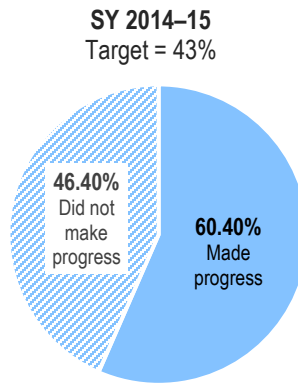
Language Instruction Education Programs (LIEPs)

(• indicates an LIEP was in place during the school year)

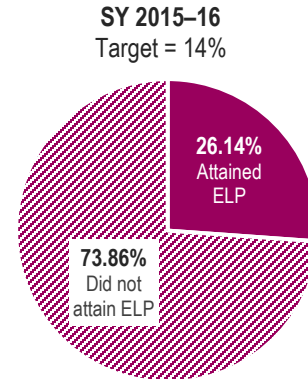
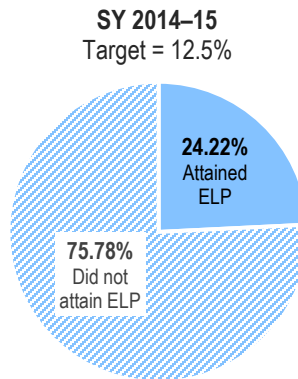
LIEPs that use English and another language	SY 2014–15	SY 2015–16	LIEPs that use English only	SY 2014–15	SY 2015–16
Developmental bilingual	•	•	Content-based ESL	•	•
Dual language	•	•	Pull-out ESL	•	•
Heritage language	•	•	Sheltered English instruction	•	•
Transitional bilingual	•	•	Specially designed academic instruction in English	•	•
Two-way immersion	•	•	Structured English immersion	•	•

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AMAO 1: Percentage of ELs *Making Progress* in English Language Proficiency (ELP)



AMAO 2: Percentage of ELs *Attaining English Language Proficiency* (ELP)



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

	SY 2014–15	SY 2015–16
ELs	14.66%	11.09%
MFELs	61.35%	35.80%
All students	52.12%	43.12%

Mathematics

	SY 2014–15	SY 2015–16
ELs	12.47%	12.97%
MFELs	44.09%	32.98%
All students	44.02%	41.87%

AMAO Subgrantee Status

SY 2014–15

Total subgrantees	NR
Met AMAO 1	NR
Met AMAO 2	NR
Met AMAO 3	NR
Total meeting all three	NR

SY 2015–16

Total subgrantees	NR
Met AMAO 1	NR
Met AMAO 2	NR
Met AMAO 3	NR
Total meeting all three	NR

Title III State Funding

FY 2014	\$7,259,751
FY 2015	\$7,378,687

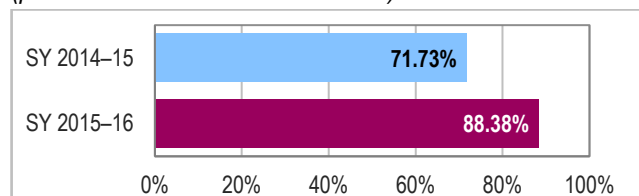
Note. The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2014–16 provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

Source. Consolidated State Performance Report, SY 2014-15 and SY 2015-16.

WYOMING

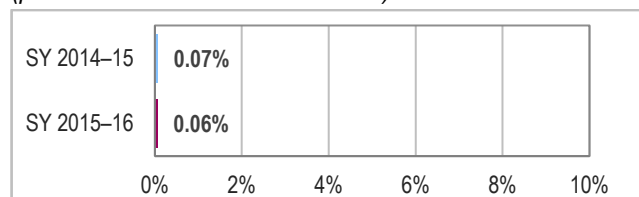
ELs Served With *Title III* Funds

(percent of total state identified ELs)



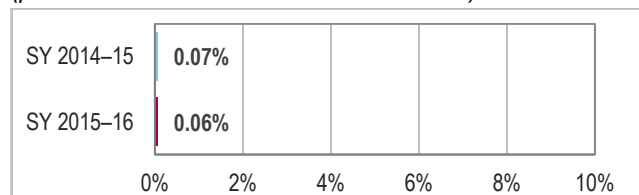
Identified ELs

(percent of total U.S. identified ELs)



Monitored Former ELs

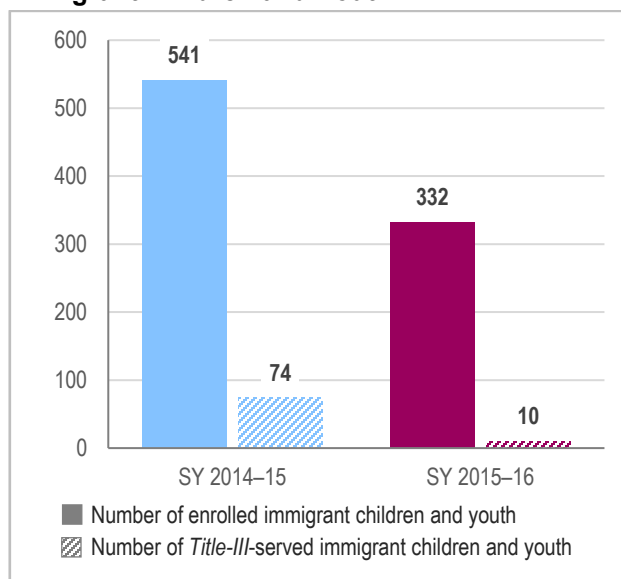
(percent of total U.S. monitored former ELs)



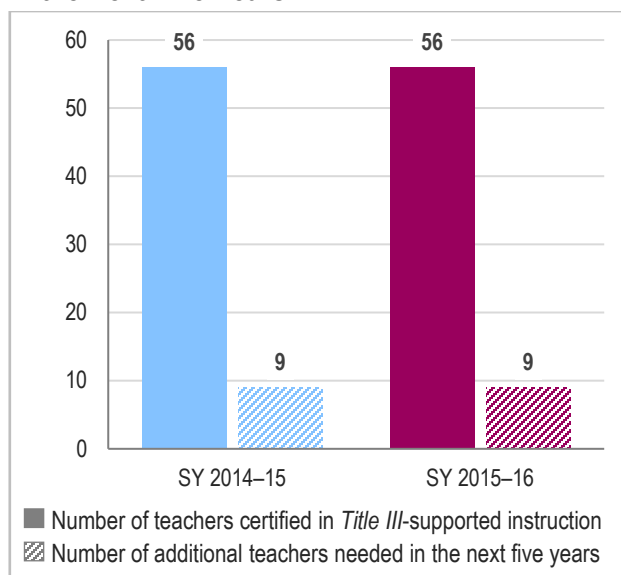
Top Five Languages Spoken by ELs

SY 2014–15	Spanish; Castilian	2,270	68.33%
	Chinese	36	1.08%
	Vietnamese	18	0.54%
	Somali	17	0.51%
	Arabic	16	0.48%
SY 2015–16	Spanish; Castilian	2,019	68.81%
	Chinese	40	1.36%
	Vietnamese	19	0.65%
	Arabic	17	0.58%
	Tagalog	13	0.44%

Immigrant Children and Youth



Number of Certified/Licensed Teachers Working in *Title III* LIEPs and Additional Teachers Needed in the Next Five Years



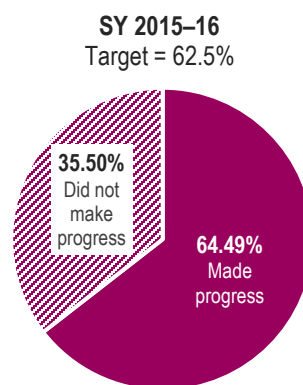
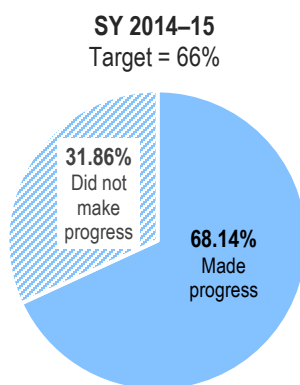
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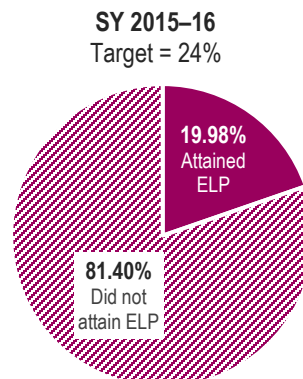
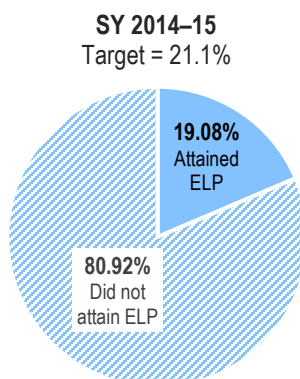
LIEPs that use English and another language	SY 2014–15	SY 2015–16	LIEPs that use English only	SY 2014–15	SY 2015–16
Developmental bilingual			Content-based ESL		
Dual language	•	•	Pull-out ESL		
Heritage language	•	•	Sheltered English instruction		
Transitional bilingual			Specially designed academic instruction in English		
Two-way immersion			Structured English immersion		

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AMAO 1: Percentage of ELs *Making Progress* in English Language Proficiency (ELP)



AMAO 2: Percentage of ELs *Attaining English Language Proficiency* (ELP)



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

	SY 2014–15	SY 2015–16
ELs	13.16%	14.83%
MFELs	37.75%	37.24%
All students	54.41%	56.66%

Mathematics

	SY 2014–15	SY 2015–16
ELs	13.72%	16.71%
MFELs	32.78%	36.69%
All students	47.59%	50.53%

AMAO Subgrantee Status

SY 2014–15

Total subgrantees	9
Met AMAO 1	8
Met AMAO 2	5
Met AMAO 3	9
Total meeting all three	3

SY 2015–16

Total subgrantees	9
Met AMAO 1	8
Met AMAO 2	5
Met AMAO 3	9
Total meeting all three	3

Title III State Funding

FY 2014	\$500,000
FY 2015	\$500,000

Note. The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2014–16 provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

Source. Consolidated State Performance Report, SY 2014-15 and SY 2015-16.

