

U.S. DEPARTMENT OF EDUCATION

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

School Years 2018–2020



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U.S. Department of Education

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Title III Grant Program Biennial Report: School Years 2018–2020

Executive Summary

Overview

This *Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program: School Years 2018–2020* is the ninth report of states’ self-reported data about English learners (ELs) receiving services in Title III-supported language instruction educational programs (LIEPs) for school years (SY) 2018–19 and 2019–20.¹ This report is for members of Congress and is available for public use. The report provides a snapshot of the status of efforts by the U.S. Department of Education (the Department) to hold states accountable for ensuring that all students classified as ELs make progress in attaining English language proficiency (ELP) and that ELs and immigrant children and youth are achieving in the content areas of mathematics, reading/language arts, and science at the same high levels set by states for all students.²

While the organization and content presented in the current report remains largely the same when compared to the previous biennial report for SYs 2016–2018, some differences exist. First, in response to changes in Title III of the *Elementary and Secondary Education Act (ESEA)* after it was amended by the *Every Student Succeeds Act (ESSA)*, the Consolidated State Performance Report (CSPR) was updated to include revised and new data points.³ Beginning in SY 2018–19, the CSPR is prepopulated primarily by *EDFacts* data, although there are some data that can be found only on the CSPR manual entry form (e.g., professional learning and technical assistance (TA) activities at the state educational agency [SEA] and local educational agency [LEA] levels).⁴

Second, due to most schools pivoting to virtual instruction because of the COVID-19 pandemic in SY 2019–20, SEAs sought and received waivers for administering federally required assessments, including the statewide assessments in mathematics, reading/language arts, and science (for all students in applicable grades), and ELP assessments for all ELs. Specifically, of the 23 *EDFacts* data files that comprise this biennial report, 14 data points were not collected for SY 2019–20.

Lastly, this *Biennial Report* includes a new chapter that separately summarizes data on the implementation of Puerto Rico’s Title III grant in SYs 2018–19 and 2019–20. This change is to accommodate the fact that Puerto Rico’s Title III grant supports students acquiring proficiency in

¹ Prior versions of *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program* are available at <https://ncela.ed.gov/biennial-reports-0>.

² The definition of “immigrant children and youth” is a student who meets the following criteria: (1) Is age 3 through 21; (2) Was not born in any state (includes the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico); (3) Has not been attending one or more schools in any state(s) for more than three full academic years.

³ The *ESEA*, as amended by the *No Child Left Behind Act (NCLB)*, section 3102 (<https://www.govinfo.gov/content/pkg/COMPS-748/pdf/COMPS-748.pdf>) and the *ESEA*, as amended by the *ESSA*, section 3102 (<https://www.govinfo.gov/content/pkg/COMPS-11851/pdf/COMPS-11851.pdf>)

⁴ *EDFacts* is a centralized data collection tool that allows SEAs to supply performance data and other data assets to facilitate analysis and use in policy development, planning, and management: <https://www2.ed.gov/about/inits/ed/edfacts/index.html>

Spanish rather than in English as is the case with the other 51 SEAs. This chapter’s content parallels the information presented in Chapters 2–6 on the 51 SEAs whose Title III grants support ELs.⁵

State Educational Agency Funding and Support Activities for English Learners

Title III of the *ESEA* provides funding for SEAs to advance the major goals of supporting ELs to attain ELP and meet challenging state academic standards. The level of federal funding for Title III awards to SEAs remained the same (\$677,353,090) from fiscal year (FY) 2018 (SY 2018–19) to FY 19 (SY 2019–20). Twenty-three SEAs in SY 2018–19 and 28 SEAs in SY 2019–20 received increases in funding, ranging from 0.2 percent (Oklahoma) to 11.5 percent (Maine) in SY 2018–19, and from less than 0.1 percent (Michigan) to 9.2 percent (Louisiana) in SY 2019–20.

Providing technical assistance to subgrantees is one of the SEA activities that, under section 3111(b)(2)(D) of the *ESEA*, may be funded with the SEA’s state activities set-aside funds. The three most common activities in both SYs 2018–19 and 2019–20 that SEAs reported they conducted to support LEAs were

- helping ELs meet State academic standards,
- identifying or implementing effective language instruction educational programs and curricula, and
- increasing parent, family, and community engagement.⁵

Section 3115(c)(2) of Title III of the *ESEA* requires subgrantees to use a portion of their subgrants to provide supplemental professional development activities to various audiences (e.g., EL instructors, principals). Section 3115(d) of the *ESEA* details other activities designed to support the learning of ELs that subgrantees may use their grant funds to implement. In SY 2018–19 and SY 2019–20, SEAs were asked to rank each type of subgrantee activity based on how many of their subgrantees reported using their funds for this purpose. The three most common activities that SEAs reported LEAs provided during both school years were

- providing professional development to EL instructors and other personnel directly working with ELs (71 percent in SY 2018–19 and 68 percent in SY 2019–20),
- supporting implementation of LIEPs (48 percent in SY 2018–19 and 26 percent in SY 2019–20), and
- offering parent and community engagement activities (48 percent in SY 2018–19 and 24 percent in SY 2019–20).

The English Learner Population

SEAs identified a total of 5,024,177 ELs in SY 2018–19. Of these, 96.2 percent (4,832,405) participated in LIEPs provided by LEAs receiving Title III subgrants. In SY 2019–20, the number of students identified as ELs was 5,115,887, an increase of 91,710 students (1.8 percent) from the previous school year. For SY 2019–20, SEAs reported that 4,938,237 ELs (96.5 percent) participated in LIEPs offered by LEAs receiving Title III subgrants.

⁵ Puerto Rico is included in exhibits and summaries in Chapters 2-6 where interpretation is not affected by the differences in the language of instruction between Puerto Rico and the other SEAs. Exhibit and summary notes will indicate if Puerto Rico is included.

In addition to the grants made to LEAs to help ELs attain ELP, SEAs are directed under section 3114(d) of Title III to award up to 15 percent of the SEA allocation as subgrants that specifically target the education of immigrant children and youth. The total number of enrolled immigrant children and youth in SY 2018–19 was 1,171,043 and 1,176,093 in SY 2019–20. In SYs 2018–19 and 2019–20, 44 and 47 percent, respectively, of immigrant children and youth were served by Title III subgrants.

The *ESEA* requires SEAs to monitor and report information about former ELs for four years after they are reclassified out of EL status.⁶ In SY 2018–19, the total number of former ELs reported by 45 SEAs ranged from a high of 625,644 (California) to a low of 491 (Montana). Data on former ELs were not collected for SY 2019–20 since all SEAs received waivers of the assessment requirements during the COVID-19 pandemic.

Nationally, the top five languages most commonly spoken by ELs in both school years were, in descending order, Spanish, Arabic, Chinese (Mandarin or Cantonese), Vietnamese, and Somali.⁷ SEAs reporting languages other than Spanish as the most common native language spoken by ELs in SYs 2018–19 and 2019–20 include Alaska (Yupik), Hawaii (Iloko), Maine (Somali), Montana (German), and Vermont (Nepali).

Instructional Programs and Educators of English Learners

SEAs can choose to implement LIEPs that develop language and literacy in English and another language, or in English only. In SY 2018–19 and SY 2019–20, 68 percent and 74 percent, respectively, of the SEAs reported LEAs implementing LIEP models utilizing English and another language. In SY 2018–19 and SY 2019–20, 91 percent and 90 percent, respectively, of SEAs reported that LEAs implemented LIEP models utilizing English only, such as English as a Second Language (ESL) or English language development (ELD).

There are many educators, including certified or licensed EL instructors, working to support ELs' learning. SEAs reported the total number of EL instructors working in LIEPs in SYs 2018–19 and 2019–20. They also projected the number of additional EL instructors they anticipate needing to staff LIEPs in the next five years. There was a substantial decrease in the number of EL instructors (more than 40,000) between SY 2018–19 and SY 2019–20 and a slight decrease in the projected number of instructors needed over the next five years (approximately 5,500). Nationwide, the ratio of ELs participating in LIEPs to EL instructors was approximately 11 EL students to each EL instructor in SY 2018–19 (11:1). This nationwide ratio rose to 13 EL students to 1 EL instructor (13:1) in SY 2019–20. The number of teachers decreased, and the ratio increased, as one might expect. Less expected is the fact that the projected number of teachers needed also decreased over the same period.

Language Assessment and Accountability

SY 2019–20 was the first year that the COVID-19 pandemic impacted U.S. schools and students. Consequently, SEAs sought and received waivers for administering ELP assessments, and, thus, participation and assessment results for the current report are limited to SY 2018–19. In SY 2018–19, SEAs assessed the English proficiency of approximately 95 of every 100 ELs participating in LIEPs in LEAs receiving Title III subgrants. For ELs with disabilities, the ELP assessment participation rate was less than that for all ELs. In SY 2018–19, SEAs assessed the English proficiency of approximately

⁶ *ESEA* section 3121(a)(5)

⁷ Castilian Spanish

91 of every 100 ELs identified as having a disability participating in LIEPs in LEAs receiving Title III subgrants.

The percentage of ELs who participated in LIEPs in LEAs receiving Title III subgrants and who scored proficient or above proficient in English as measured by an ELP assessment in SY 2018–19 ranged from 27 percent (Mississippi) to less than 2 percent (Alaska), with a median of 11 percent. In SY 2018–19, the overall percentage of ELs in LEAs receiving Title III subgrants making progress in attaining ELP was 27 percent.

In addition, LEAs that receive a Title III subgrant from their SEA are required to report the “number and percentage of ELs who have not attained ELP within five years of initial classification as an EL and their first enrollment in the LEA.”⁸ SEAs in SY 2018–19 reported 1,141,871 ELs in LEAs receiving Title III funds had not attained ELP five years after being classified as an EL.⁹ The percentages ranged from a low of 3 percent (Utah) to a high of 97 percent (Montana); the median was 32 percent.

SEAs reported data on the number and percentage of ELs who exited LIEPs (i.e., EL status) during the school year based on the SEA’s statewide exit criteria. All SEAs must include in their statewide exit criteria a score of proficient on the ELP assessment; some states also include other standardized criteria as part of their exit criteria. Forty-seven SEAs reported the percentages of ELs who exited LIEPs by scoring proficient on the SEA’s ELP assessment and meeting other exit criteria (if established by the state) for SY 2018–19. These percentages ranged from a high of 33 percent (South Carolina) to a low of 2 percent (Alaska and Idaho).

Content-Area Assessments and Accountability

As mentioned earlier, SY 2019–20 was the first year that the COVID-19 pandemic impacted U.S. schools and students. Consequently, SEAs sought and received waivers for administering federally required statewide assessments in mathematics, reading/language arts, and science (for all students in applicable grades), and thus, the content-area statewide assessment results for the current report are limited to SY 2018–19.¹⁰ Nationwide, approximately 1 in 2 students (46.7 percent) who took the statewide mathematics assessment in SY 2018–19 attained scores of proficient or above proficient as defined by the SEA. The percentage of identified ELs scoring proficient or above proficient in mathematics was lower than that of all students at 26.4 percent, or nearly half the percentage of all students. However, the overall percentage of former ELs who demonstrated proficiency in mathematics in SY 2018–19 was higher than all students (i.e., 51.1 percent and 46.7 percent, respectively).¹⁰

More than half of students (50.9 percent) who participated in statewide reading/language arts assessments in SY 2018–19 scored proficient or above proficient as defined by the SEA. Overall, approximately 1 in 3 identified ELs scored proficient or above proficient. Former ELs outperformed all students and identified ELs in SY 2018–19. For example, 29 SEAs reported higher percentages of

⁸ *ESEA* section 3121(a)(6)

⁹ The percentage of ELs not attaining English proficiency after five years includes data from only 48 SEAs. Three SEAs—Maryland, New Mexico, and Vermont—did not respond to this data element. In Puerto Rico, limited Spanish-proficient students are identified and receive services in Title III-supported LIEPs. Their language assessment is a Spanish language proficiency assessment, and their results will be discussed in Chapter 7.

¹⁰ States may include the reading/language arts and mathematics assessment results for former ELs in the EL subgroup for up to four years when calculating performance on indicators that use results from those assessments (the *ESEA*, as amended by the *ESSA*, section 1111[b][3][B]; 34 C.F.R. § 200.16[c][1]).

former ELs scoring proficient or above proficient on statewide reading/language arts assessments than all students for SY 2018–19.

SEAs also reported the science assessment results for ELs and former ELs. Overall, 1 in 2 students (50.0 percent) who participated in a statewide science assessment scored proficient or above proficient. However, among identified ELs taking the assessment, fewer than 1 in 5 scored proficient or above proficient in science in SY 2018–19. The percentage of former ELs scoring proficient or above was more than double that of identified ELs. But in contrast to the overall results for mathematics and reading/language arts, the percentage of former ELs testing proficient or above proficient in science was lower than all students (45 percent and 50 percent, respectively).

Puerto Rico’s Title III Grant: Supporting Spanish Learners

Unlike the other 51 SEAs that receive Title III grants and report on students learning English, Puerto Rico reports on students needing to achieve proficiency in Spanish while also mastering academic content in that language. Thus, the seventh chapter of this *Biennial Report* focuses exclusively on Puerto Rico’s Spanish learners (SLs) during SYs 2018–19 and 2019–20.

Puerto Rico’s Title III annual allocation for FY 2018 (SY 2018–19) decreased 0.5 percent from FY 2017 (SY 2017–18) and remained the same between SY 2018–19 and SY 2019–20. As with other SEAs, Puerto Rico uses its Title III allocations to fund TA activities, and its subgrantees use a portion of their subgrants to provide supplemental professional development and other allowable activities to various audiences.¹¹

Puerto Rico reports the number of students identified as SLs during each school year and the number and percentage of SLs who participated in LIEPs offered by the LEA receiving a Title III subgrant. For SY 2018–19, Puerto Rico reported 753 identified SLs among its K–12 school population. For SY 2019–20, the number of identified SLs was 582, nearly 25 percent lower than the previous school year. Puerto Rico reported that for both SYs 2018–19 and 2019–20, all identified SLs participated in LIEPs provided by LEAs receiving Title III funds.¹² Puerto Rico’s number of immigrant children and youth enrolled in its K–12 schools is much smaller than the national averages for both SY 2018–19 and SY 2019–20. For example, in SY 2018–19, Puerto Rico enrolled only 119 K–12 students classified as immigrant and youth, whereas the average of the other SEAs was 22,292 K–12 students. In addition, in contrast to other SEAs in which approximately half of immigrant children and youth participate in LEAs receiving Title III subgrants, all of Puerto Rico’s immigrant children and youth are enrolled in its one LEA which received a Title III grant to serve this population. The total number of former SLs in Puerto Rico for SY 2018–19 was 1,263 students, and as with other SEAs in SY 2019–20, Puerto Rico did not report on the number of former SLs due to receiving waivers of assessment requirements during the COVID-19 pandemic.

Puerto Rico reported the same top five languages spoken by identified SLs for both SY 2018–19 and SY 2019–20. These languages are, in descending order, English, Haitian, Chinese, Arabic, and Mandingo. SLs participate in LIEPs that utilize a full immersion model in which all core subject areas are taught in Spanish. Puerto Rico reported 111 fewer SL educators working in LIEPs for SY 2019–20 than it had reported for the previous school year. This represents a decrease of 16.7 percent within one year. The number of additional SL instructors Puerto Rico projected needing within the next five years was 50 for both SYs 2018–19 and 2019–20.

¹¹ ESEA section 3115(c)(2)

¹² Puerto Rico’s K–12 system operates as a unitary school system where it is both an SEA and an LEA.

Although the Spanish language proficiency (SLP) assessment is administered to SLs annually in Puerto Rico as per the *ESEA*, Puerto Rico did not report SLP results for SY 2018–19.¹³ As with the other SEAs in SY 2019–20, Puerto Rico did not report on student performance data on SLP assessments due to receiving waivers of assessment requirements during the COVID-19 pandemic.

Approximately 1 in 3 students who took Puerto Rico’s statewide mathematics assessment in SY 2018–19 attained scores of proficient or above proficient as defined by the SEA. The percentage of identified SLs scoring proficient or above proficient in mathematics was slightly lower than that of all students. However, approximately 2 in 5 former SLs, or 40 percent, demonstrated proficiency in mathematics in SY 2018–19. The results of the SY 2018–19 statewide science assessment in Puerto Rico indicate that approximately 1 in 2 students completing this assessment scored proficient or above proficient. Among the 166 identified SLs who took the science assessment, 56, or approximately 1 in 3, SLs scored proficient or above proficient in science in SY 2018–19. The results for the science assessment did not follow the same pattern as the mathematics and reading/language arts assessment results. In contrast to those results, the percentage of former SLs testing proficient or above proficient in science was lower (44 percent) instead of higher than all students (47 percent). As with the other SEAs in SY 2019–20, Puerto Rico did not report on student performance data on content assessments due to receiving waivers of assessment requirements during the COVID-19 pandemic.

¹³ Puerto Rico did not administer its Spanish language assessment for SY 2018–19.

1. Introduction

Title III, Part A of the *Elementary and Secondary Education Act of 1965 (ESEA)* provides formula grants to state educational agencies (SEAs) to help support the educational needs of students identified as English learners (ELs).¹⁴ This *Biennial Report to Congress on the Implementation of the Title III Formula Grant Program* provides information on the implementation of the Title III, Part A formula grant (Title III) for school years (SYs) 2018–19 and 2019–20.

This introductory chapter

- defines ELs according to the *ESEA*,
- provides an overview of the contents of this report,
- discusses the various data sources used for this report, and
- previews the impacts the COVID-19 pandemic had on the SY 2019–20 data needed for this report.

Definition of English Learners

According to section 8101(20) of the *ESEA*, 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;¹⁵
 - (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; 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 challenging State academic standards;
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.”

¹⁴ In the *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 are SEAs. For details on the specific purposes of the Title III, Part A, please see section 3102 of the *ESEA*, as amended.

¹⁵ In 2007–08, the Commonwealth of Puerto Rico (henceforth referred to as Puerto Rico) modified the methodology for reporting students in Puerto Rico from English learners to Spanish learners (SLs), as instruction in Puerto Rico schools is in Spanish. All references to Puerto Rico in the text refer to students learning Spanish, even if the discussion uses the term ELs. Thus, while Title III data generally reflect students learning English, it always reflects students needing to achieve proficiency in the language of instruction while also mastering academic content in that language. For more information on Puerto Rico’s Title III implementation, please see Chapter 7 of this report.

Overview of the School Years 2018–2020 Biennial Report

The *ESEA* prescribes the process and contents of the Title III biennial report. Section 3121(a) directs eligible entities (i.e., LEAs that receive a Title III subgrant from an SEA) to provide the SEA with a report detailing the activities they conducted and the children served annually. SEAs are then required to “prepare and submit every second year to the Secretary a report on programs and activities carried out by the State educational agency under this part and the effectiveness of such programs and activities in improving the education provided to English learners” based on subgrantees’ reports.¹⁶ Section 3122(b) of the *ESEA* requires the Secretary to submit a biennial report on the implementation of Title III across all SEAs to Congress. It further stipulates that the biennial report must contain the following information:

- The programs and activities carried out to serve ELs and the effectiveness of these programs and activities to improve ELs’ academic achievement and ELP
- The types of language instruction educational programs (LIEPs) implemented by LEAs receiving Title III funds
- A synthesis of data LEAs are required to report to states under *ESEA* section 3121(a)
- A description of the technical assistance (TA) and other assistance SEAs provided subgrantees as described in section 3111(b)(2)(D)
- The number of certified or licensed teachers working in LIEPs and projections of the number needed in the next five fiscal years
- Findings of the most recent evaluation pertaining to ELs carried out under *ESEA* section 8601
- The number of programs or activities terminated because they did not meet their goals
- The number of ELs served by LEAs receiving Title III funds who were transitioned out of LIEPs
- Other information, as applicable

The Structure of the Biennial Report

This *Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program: School Years 2018–2020* is the ninth report of SEAs’ self-reported data on ELs in LEAs receiving Title III funds.¹⁷ This report is intended for members of Congress but is also made available for public use. To ensure that the data are clear and useful, all sources of data appear in citations.

Each of the seven chapters of the *Biennial Report* focuses on a specific topic and includes relevant data summaries. A brief synopsis of the content included in each chapter is presented in the table below.

Chapter	Title	Contents
1	Introduction	This chapter provides the policy context for the <i>Biennial Report</i> , the Title III definition of ELs, and an overview of the report’s chapters. It includes a description of the data sources used and discusses the limitations of the report.
2	SEA Funding and Support Activities for English Learners	This chapter reports on the Title III funding SEAs received for SYs 2018–20. It describes the assistance SEAs provided to their subgrantees under section 3111(b)(2)(D) of the <i>ESEA</i> . It also reports on professional learning activities

¹⁶ *ESEA* section 3122(a)

¹⁷ Prior versions of *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program* are available at <https://ncela.ed.gov/biennial-reports-0>.

Chapter	Title	Contents
		offered by Title III subgrantees and the types of assistance offered by SEAs in this area for SY 2018–19 (these data were not collected in SY 2019–20 due to the COVID-19 pandemic).
3	The English Learner Population	A snapshot of the EL population in SYs 2018–19 and 2019–20 is presented in this chapter. The data include <ul style="list-style-type: none"> • the number of ELs in elementary and secondary schools in the SEA as a whole and in LEAs receiving Title III funds, • the number of ELs identified as having a disability, • the number of immigrant children and youth enrolled in LEAs receiving Title III subgrants designated to support this group of students, • the number of exited or former ELs, and • the most commonly spoken languages among identified ELs.
4	Instructional Programs and Educators for English Learners	This chapter presents information about the different types of LIEPs offered by LEAs receiving Title III subgrants. It includes data on the number of ELs enrolled in each type of LIEP. In addition, information is provided on the current number of certified or licensed teachers serving ELs in LIEPs and SEAs' estimated number of additional teachers needed during the next five years.
5	Language Assessment and Accountability	The major focus of this chapter is on ELP assessments and performance. Specifically, it includes data on the participation and achievement of all identified ELs in the SEAs and of ELs in LEAs receiving Title III subgrants. The chapter also provides data on ELs who attained English proficiency and were exited and on ELs who did not attain proficiency within five years. These data were collected for SY 2018–19; however, they were not collected for SY 2019–20 since waivers of the assessment requirements were granted due to the COVID-19 pandemic.
6	Content-Area Assessment and Accountability	This chapter provides data on the participation and performance of identified ELs and exited ELs on statewide assessments of reading/language arts, mathematics, and science. As with ELP assessments, the data for SY 2018–19 are available; however, these data were not collected for SY 2019–20 due to waivers of the assessment requirements during the COVID-19 pandemic.
7	Puerto Rico's Title III Grant: Supporting Spanish Learners	This chapter is a new addition to the biennial report. It summarizes data on the implementation of Puerto Rico's Title III grant in SYs 2018–19 and 2019–20. Puerto Rico is unique among the 52 SEAs awarded Title III grants as Spanish is the language of instruction. Accordingly, Puerto Rico's Title III grant supports students acquiring proficiency in Spanish. Please note that Puerto Rico is included in some exhibits and summaries in Chapters 2–6 where interpretation is not affected by the differences in the language of instruction between Puerto Rico and the other SEAs. The report will clearly note instances when Puerto Rico's data is included in an exhibit.
A	Detailed Data Tables	Appendix A includes detailed information referenced in the report's chapters and detailed data tables.
B	Profiles of States, the District of Columbia, and the Commonwealth of Puerto Rico	Appendix B includes individualized reports of key data points for each state, the District of Columbia, and Puerto Rico.

Biennial Report SYs 2018–2020 Data Sources

Historically the Consolidated State Performance Report (CSPR) was the required annual reporting tool for each state, the District of Columbia, and Puerto Rico, as authorized under section 8303 of the

ESEA.¹⁸ In response to changes in Title III of the *ESEA* after it was amended by the *Every Student Succeeds Act (ESSA)* in 2015, the CSPR was updated to include revised and new data points. The revised CSPR was implemented starting with data collected for SY 2018–19.

The CSPR is now prepopulated primarily by *EDFacts* data, although there are some data that can be found only on the CSPR manual entry form (e.g., professional learning and TA activities at the SEA and LEA levels).²⁰ In the instances when data points are available through both CSPR manual entry and *EDFacts*, the data from *EDFacts* are prioritized for this report.

Data Limitations and Reporting

This *Biennial Report* includes SY 2019–20, the first year that the COVID-19 pandemic impacted U.S. schools and students. Many schools pivoted to provide virtual instruction to most students, including ELs, in March 2020. As a result, SEAs sought and received waivers for administering federally required assessments, including the state assessments in science, reading/language arts, mathematics (for all students in applicable grades), and ELP assessments for all ELs. Specifically, of the 23 *EDFacts* data files that comprise this biennial report, 14 data points were not collected for SY 2019–20. Missing data have the greatest impact on Chapters 5, 6, and 7 of this report. This report uses the phrase “Data not collected for SY 2019–20 due to the COVID-19 pandemic” to denote when data are missing as a result of the assessment waivers SEAs received. “NR” is used to indicate that an SEA did not report information for a data point based on a requirement that was not waived.

As with previous biennial reports, an overall limitation of Title III-related data is the variance across SEAs, which may make cross-state comparisons challenging. For example, SEAs establish their own criteria for identifying ELs, select which ELP and content assessments to administer, and determine what level of performance is sufficient for scoring “proficient” on the ELP and content assessments. SEAs also have latitude in determining whether to offer EL students the option of a native language assessment. Due to the unique nature of each SEA’s EL identification and exit criteria and the variations of states’ assessment systems, it may not be useful to rely on cross-state comparisons. In addition, states establish their own criteria for the certification and licensure of EL instructors, also making cross-state comparisons inadvisable regarding current and projected number of EL instructors.

¹⁸ The Bureau of Indian Education also submits data through the CSPR but does not submit data for the purpose of Title III, Part A reporting.

2. SEA Funding and Support Activities for English Learners

Title III of the *ESEA* provides funding for SEAs to help ensure that ELs attain ELP and meet challenging state academic standards.¹⁹ This chapter discusses Title III grants, the Department’s process for allocating Title III funds to SEAs, grant amounts awarded in SYs 2018–19 and 2019–20, and the requirements SEAs must meet to receive these grants. Since SEAs make Title III subgrants to LEAs, this chapter reviews the eligibility requirements for LEAs to receive these funds and the activities for which LEAs may use Title III funds, once received. This chapter also includes information related to the TA and other forms of assistance SEAs provided LEAs receiving Title III subgrants in SYs 2018–19 and 2019–20, as well as information on the use of Title III funds for LEA activities to enhance the teaching and learning of ELs.

Title III Funding to SEAs

ESEA section 3111(c) authorizes the Secretary to use 92.5 percent of the annual Title III appropriation for grants to SEAs, which in turn provide subgrants to LEAs and consortia of LEAs. The Secretary reserves a portion of the Title III appropriation for three purposes: (1) entities supporting Native American and Alaska Native children, (2) grants to outlying areas, and (3) national activities such as funding the National Clearinghouse for English Language Acquisition.²⁰ Beginning in SY 2017–18, up to an additional 0.5 percent is reserved for an evaluation of Title III as permitted by section 8601 of the *ESEA*.

Starting in SY 2017–18, under the *ESEA*, SEA allocations have been determined by a combination of data from the American Community Survey (ACS) and the number of students assessed for ELP in each SEA.²¹ Eighty percent of each SEA’s allocation is based on its number of ELs (as determined by ACS data and the number of ELs assessed on the ELP assessment), and 20 percent is based on its number of immigrant children and youth (as determined by ACS data).²² The Department calculates Title III allocations based on the numbers of ELs and immigrant children and youth in the SEA in relation to the numbers of ELs and immigrant students across all SEAs. Section 3111(c)(2)(B) of the *ESEA* guarantees a minimum allocation of \$500,000 per SEA per fiscal year, regardless of the number of ELs and immigrant students an SEA has.

The total amount of Title III funds allocated to the 52 SEAs in FY 2018 (SY 2018–19) was \$677,353,090.²³ This was almost the same amount allocated to these SEAs in FY 2017 (SY 2017–18) (\$680,782,000). In FY 2019 (SY 2019–20), the same amount was allocated to the 52 SEAs as in FY 2018 (SY 2018–19).

The Title III allocations each SEA received for SY 2018–19 and SY 2019–20 are listed in Table A-1 in Appendix A. Exhibit 2.1 below presents the maximum, minimum, and average SEA allocations for SYs 2018–19 and 2019–20.

¹⁹ All references to the *ESEA* are to the *Elementary and Secondary Education Act of 1965*, as amended by *Every Student Succeeds Act (ESSA)*, unless otherwise noted.

²⁰ *ESEA* section 3111(c)(1)

²¹ *ESEA* section 3111(c)(3)

²² *ESEA* section 3111(c)(2)

²³ Includes the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico

Exhibit 2.1. Maximum, Minimum, and Average Title III Allocations of State Educational Agencies: School Years 2018–19 and 2019–20

	SY 2018–19		SY 2019–20	
	Amount	SEA	Amount	SEA
Maximum SEA Allocation	\$ 150,624,531	California	\$ 143,884,023	California
Minimum SEA Allocation	\$500,000	Montana, Vermont, Wyoming	\$500,000	Montana, Vermont, Wyoming
Average Allocation	\$13,026,021		\$13,026,021	

NOTES: Vermont, Wyoming, and Montana received the minimum guaranteed allocation of \$500,000 (ESEA section 3111 [c][2][B]). Puerto Rico's data is included in this exhibit.

SOURCES: U.S. Department of Education, *State Funding History Tables FY 1980–FY 2019*.

<https://www2.ed.gov/about/overview/budget/history/index.html>; U.S. Department of Education, *Fiscal Years 2020–2022 State Tables for the U.S. Department of Education*. <https://www2.ed.gov/about/overview/budget/statetables/index.html>

Given that the numbers of ELs and immigrant children and youth fluctuate each school year, SEAs often see increases or decreases in their Title III allocations from year to year. States may also see changes to their Title III allocations as a result of increases or decreases in the federal appropriation of Title III funding. In SYs 2018–19 and SY 2019–20, three SEAs (Montana, Vermont, and Wyoming) experienced no changes to their Title III allocation and received the state minimum of \$500,000. Table A-1 in Appendix A details any increases or decreases in SEAs' allocations from the prior fiscal year. Exhibit 2.2 presents the quartile of SEAs that received the largest percentage increases to their allocations from the prior year.

Exhibit 2.2. Quartile of State Educational Agencies Receiving the Largest Percentage Increases in Title III Funding Compared with the Prior Year: School Years 2018–19 and 2019–20

SY 2018–19			SY 2019–20		
Top-Ranked SEAs by Percentage of Increased Title III Funding	Percentage Increase in Funding From SY 2017–18	Amount of Title III Funding SY 2018–19	Top-Ranked SEAs by Percentage of Increased Title III Funding	Percentage Increase in Funding From SY 2018–19	Amount of Title III Funding SY 2019–20
Maine	11.5%	\$829,501	Louisiana	9.2%	\$3,767,514
Idaho	5.8%	\$2,259,189	Tennessee	7.6%	\$6,625,406
Nebraska	5.4%	\$3,402,846	Florida	5.8%	\$45,999,445
Kansas	5.3%	\$4,731,037	South Carolina	5.7%	\$4,625,031
Maryland	5.2%	\$10,890,038	Mississippi	5.5%	\$1,574,753
Michigan	5.1%	\$12,289,474	Idaho	4.8%	\$2,368,275
Colorado	4.0%	\$9,779,417	Utah	4.5%	\$4,509,586
District of Columbia	4.0%	\$1,212,459	Kentucky	4.0%	\$3,981,284
Virginia	3.8%	\$13,232,377	Maryland	3.8%	\$11,307,990
Tennessee	3.1%	\$6,157,837	Minnesota	3.5%	\$9,885,953
South Carolina	2.9%	\$4,376,064	Massachusetts	3.4%	\$15,395,832
Louisiana	2.4%	\$ 3,449,559	New Mexico	3.3%	\$4,644,572
Utah	2.0%	\$ 4,313,805	Oklahoma	2.9%	\$5,505,405

NOTE: Puerto Rico's data is included in this exhibit.

SOURCES: U.S. Department of Education, *Budget History Tables: FY 1980–FY 2019 President's Budget*.

<https://www2.ed.gov/about/overview/budget/history/index.html>; U.S. Department of Education, *Fiscal Years 2020–2022 State Tables for the U.S. Department of Education*. <https://www2.ed.gov/about/overview/budget/statetables/index.html>

While the total amount of Title III allocations to the SEAs remained approximately the same in SY 2018–19 as compared to SY 2017–18, some individual SEAs experienced increases up to 11.5 percent (Maine). Total Title III allocations to the SEAs were exactly the same between SY 2018–19 and SY 2019–20, with the largest increase for an individual SEA at 9.2 percent (Louisiana).

- In SY 2018–19, the Title III allocations of 23 of the 52 SEAs increased by less than 1.0 percent (California, Iowa, Kentucky, Oklahoma, Texas, Washington) to 11.5 percent (Maine).²⁴
- Twenty-eight SEAs saw their Title III allocations increase in SY 2019–20. The increases ranged from less than 0.1 percent (Michigan) to 9.2 percent (Louisiana).
- Puerto Rico’s Title III allocation is determined by a special rule stating that the total allocation for any fiscal year shall not exceed 0.5 percent of the total amount allocated to all States for the fiscal year.²⁵ Puerto Rico’s allocation for SY 2018–19 was 0.5 percent less than in SY 2017–18. In SY 2019–20 Puerto Rico’s allocation remained the same from the prior fiscal year.

SEAs’ Title III allocations may decline because of decreases in their relative EL and immigrant student populations and fluctuations in available Title III funding. Exhibit 2.3 shows the quartile of SEAs that saw the largest percentage decreases to their allocations from the prior year.

- In SY 2018–19, the Title III allocations of 26 of the 52 SEAs saw decreases, from 0.5 percent (Puerto Rico) to 11.0 percent (West Virginia), when compared to SY 2017–18. In the following school year, the allocations of 20 of the 52 SEAs saw decreases from 0.1 percent (Arizona) to 6.3 percent (Maine), when compared to SY 2018–19.

²⁴ Excludes Montana, Vermont, and Wyoming, which received the minimum allocation of \$500,000 in FY 2018–19 and FY 2019–20.

²⁵ ESEA section 3111(c)(2)(D)

Exhibit 2.3. Quartile of State Educational Agencies with the Largest Percentage Decreases in Title III Funding from the Prior Year: School Years 2018–19 and 2019–20

SY 2018–19			SY 2019–20		
SEAs Ranked by Percentage of Decreased Title III Funding	Percentage Decrease in Funding From SY 2017–18	Amount of Title III Funding SY 2018–19	SEAs Ranked by Percentage of Decreased Title III Funding	Percentage Decrease in Funding From SY 2018–19	Amount of Title III Funding SY 2019–20
West Virginia	-11.0%	\$545,644	Maine	-6.3%	\$776,929
North Dakota	-10.4%	\$530,394	Hawaii	-5.2%	\$3,516,630
Arizona	-6.9%	\$13,281,914	West Virginia	-4.5%	\$521,120
Missouri	-6.2%	\$4,682,033	California	-4.5%	\$143,884,023
New York	-4.8%	\$56,816,372	North Dakota	-3.6%	\$511,173
Ohio	-4.5%	\$10,150,789	Oregon	-2.9%	\$6,850,658
Alabama	-4.1%	\$3,727,880	Connecticut	-2.9%	\$6,194,803
Illinois	-3.8%	\$24,944,092	New York	-2.9%	\$55,187,368
New Mexico	-3.8%	\$4,496,472	Delaware	-2.6%	\$1,148,426
New Hampshire	-3.4%	\$985,134	Wisconsin	-2.6%	\$6,956,470
Hawaii	-3.1%	\$3,710,377	Rhode Island	-1.5%	\$1,875,722
Rhode Island	-2.9%	\$1,903,554	Iowa	-1.3%	\$4,112,558
New Jersey	-2.9%	\$19,092,346	Kansas	-1.1%	\$4,677,078

NOTE: Puerto Rico's data is included in this exhibit.

SOURCES: U.S. Department of Education, *Budget History Tables: FY 1980–FY 2019 President's Budget*. <https://www2.ed.gov/about/overview/budget/history/index.html>; U.S. Department of Education, *Fiscal Years 2020–2022 State Tables*. <https://www2.ed.gov/about/overview/budget/statetables/index.html>

SEA Eligibility and Required Use of Funds

To receive a Title III allocation in any fiscal year, an SEA must have a plan approved by the Department. Under *ESEA* section 8302, each SEA submitted and received approval for a consolidated state plan, which details its plan for administering Title III funds.²⁶ The consolidated state plan requires a general assurance that each *ESEA* program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.²⁷

In accepting a Title III grant, the SEA agrees to award at least 95 percent of the allocation it receives as subgrants to eligible LEAs or consortia of LEAs for them to carry out activities outlined in *ESEA* section 3115. The SEA determines the amount of the subgrants based on the population of ELs in schools; however, an LEA (or consortium of LEAs) may receive a subgrant only if the number of ELs in the LEA results in a subgrant of at least \$10,000.²⁸ An LEA that does not, on its own, have a sufficient number of ELs to meet the minimum subgrant amount may form a consortium with one or more additional LEAs.²⁹ An SEA also must reserve up to 15 percent of total grant funds to make one or more subgrants to LEAs that have experienced a significant increase in the number of immigrant children and youth.³⁰

²⁶ *ESEA* sections 3113 and 8302

²⁷ *ESEA* section 8304

²⁸ *ESEA* section 3114(b)

²⁹ *ESEA* sections 3114(b) and 3201(3)

³⁰ *ESEA* section 3114(d)

The SEA may reserve up to 5 percent of its total allocation to carry out state-level activities.³¹ Allowable state-level activities under *ESEA* section 3111(b)(2) include

- establishing and implementing, in consultation with LEAs, standardized statewide entrance and exit procedures;
- providing effective professional development activities;
- planning, evaluation, administration, and interagency coordination related to Title III subgrants;
- providing technical assistance to LEAs; and
- establishing a recognition program for subgrantees that have significantly improved ELs' progress and achievement.

From the amount that the SEA reserves for State activities, an SEA also may use up to 50 percent or \$175,000 (whichever is greater) to pay for planning and direct administrative costs related to Title III.³²

Title III Subgrants to Eligible LEAs

An SEA awards subgrants to eligible entities (i.e., LEAs or consortia of LEAs) within the SEA for each fiscal year. To be eligible to receive a subgrant, a subgrant applicant must have a local Title III plan approved by the SEA that contains specific information and assurances.³³ When the SEA has a consolidated state plan, as all SEAs do, the SEA must allow LEAs to submit a consolidated local plan; therefore, most LEAs do not have separate Title III local plans.³⁴ An LEA that receives a subgrant for ELs may use up to 2 percent of its subgrant for direct administrative costs.³⁵

Subgrantees' Required and Authorized Title III Activities

Section 3115(c) of the *ESEA* details the local-level activities subgrantees receiving Title III EL subgrants are required to implement. These include

- providing effective LIEPs that increase the ELP and academic achievement of ELs;
- providing effective professional development to educators and school or community-based organization personnel; and
- providing and implementing other effective activities and strategies, which must include family and community engagement activities, to enhance or supplement LIEPs.

The *ESEA* also sets forth activities that subgrantees are authorized to use their Title III funds to support.³⁶ Unlike the required subgrantee activities mentioned above, these authorized activities are optional; the LEA decides which of these activities it will implement to fulfill the purposes of its Title III subgrant.³⁷

³¹ *ESEA* section 3111(b)(2)

³² *ESEA* section 3111(b)(3)

³³ *ESEA* section 3116

³⁴ *ESEA* section 8305

³⁵ *ESEA* section 3115(b)

³⁶ *ESEA* section 3115(d)

³⁷ *ESEA* section 3115(a)

It is important to note that all SEA and LEA activities funded with Title III funds must supplement but not supplant federal, state, and local public funds that, in the absence of such availability, would have been expended for programs for ELs and immigrant children and youth.³⁸

SEA Assistance to LEAs Receiving Title III Subgrants

Providing technical assistance (TA) to subgrantees is one of the SEA activities that, under section 3111(b)(2)(D) of the *ESEA*, may be funded with the SEA’s state activities set-aside funds.

SEAs reported the types of TA they provided to LEAs during SYs 2018–19 and 2019–20 in accordance with section 3122(b)(4) of the *ESEA*.³⁹ To report this information, SEAs were provided with these four categories and asked to indicate if they had offered TA activities in each category:⁴⁰

1. Identifying and implementing effective LIEPs and curricula for teaching ELs
2. Helping ELs meet the same challenging state academic standards that all children are expected to meet
3. Identifying or developing and implementing measures of ELP
4. Strengthening and increasing parent, family, and community engagement in programs that serve ELs

For SYs 2018–19 and 2019–20, all SEAs reported the type of assistance they provided LEAs that was funded with Title III grant funds.⁴¹ However, as Puerto Rico provides TA to its subgrantees toward the acquisition of Spanish, their data will be discussed in Chapter 7 of this report. As Exhibit 2.4 shows, a high percentage of SEAs provided TA to LEAs across all categories.⁴²

Exhibit 2.4. Number and Percentage of Type of Assistance Provided by State Educational Agencies to Local Educational Agencies Receiving Title III Subgrants: School Years 2018–19 and 2019–20

SY 2018–19			SY 2019–20		
Technical Assistance Funded with Title III Funds	Number of SEAs	Percentage	Technical Assistance Funded with Title III Funds	Number of SEAs	Percentage
Identifying and implementing effective LIEPs and curricula	49	96.21%	Identifying and implementing effective LIEPs and curricula	49	96.4%
Helping ELs meet State academic standards	49	96.1%	Helping ELs meet State academic standards	51	100.0%
Identifying or implementing measures of English language proficiency	45	88.2%	Identifying or implementing measures of English language proficiency	48	94.1%
Increasing parent, family, and community engagement	49	96.1%	Increasing parent, family, and community engagement	48	94.1%

SOURCE: U.S. Department of Education, *Consolidated State Performance Report: SYs 2018-19 and 2019-20*. Retrieved February 2022.

³⁸ *ESEA* section 3115(g)

³⁹ To learn more about the TA Puerto Rico provided to its subgrantees, please see Chapter 7 of this report.

⁴⁰ During SYs 2018–19 and 2019–20, SEAs were asked to report on technical assistance that provided recognition, which may have included providing financial awards, to recipients of subgrants under section 3115 that significantly improved the achievement and progress of ELs. However, as this data element is not required as a form of technical assistance under section 3111(b)(2)(D), this biennial report and subsequent ones will not report on this data element.

⁴¹ The activities listed here are those SEAs report using Title III funds to provide. They do not include all the activities conducted by SEAs with other funding sources.

⁴² U.S. Department of Education, *Consolidated State Performance Report: SYs 2018-19 and 2019-20*. Retrieved February 2022.

In addition, 10 of the SEAs in both SYs 2018–19 and 2019–20 reported providing TA to LEAs in the “Other” category, since the type of assistance they provided did not fit any of the categories above.

Activities to Enhance the Teaching and Learning of ELs Provided by Title III Subgrantees

Section 3115(c)(2) of Title III of the *ESEA* requires subgrantees to use a portion of their subgrants to provide supplemental professional development activities to various audiences (e.g., EL instructors, principals). Section 3115(d) of the *ESEA* details other activities designed to support the learning of ELs, which subgrantees may use their grant funds to implement. This section of the chapter summarizes information on professional learning and other types of activities subgrantees used Title III funds for in SYs 2018–19 and 2019–20. Title III subgrantees may have provided other professional learning opportunities and implemented other activities to support EL students in their communities; however, the data reported here are limited to only those activities that were funded by LEAs’ Title III subgrants.

To gather these data, Title III subgrantees were asked to report to the SEA the number of LEA-level activities that they offered in SYs 2018–19 and 2019–20 to support the education of ELs with Title III funds (e.g., parent and community engagement activities). Since SEAs are different sizes and have different numbers of subgrantees, it is more meaningful to compare SEAs’ reports of subgrantees’ activities by the frequency subgrantees reported engaging in a particular type of activity. SEAs then rank ordered the activities by how many times subgrantees offered each type of activity. Exhibit 2.5 summarizes the percentage of SEAs that ranked each type of subgrantee activity as the first most common, the second most common, and so forth for SY 2018–19. It is possible that some activities were tied for the same rank if an SEA reported the same numbers for two or more activities.

Exhibit 2.5. Percentage of State Educational Agencies Reporting Subgrantees’ Activities Ranked by How Commonly They Occurred: School Year 2018–19

Subgrantee Title III-Funded Activity	Percentage of SEAs in which this activity was ranked as the 1st most common	Percentage of SEAs in which this activity was ranked as the 2nd most common	Percentage of SEAs in which this activity was ranked as the 3rd most common	Percentage of SEAs in which this activity was ranked as the 4th most common	Percentage of SEAs in which this activity was ranked as the 5th most common
Enhancing existing LIEPs and programs for restructuring and reforming schools with ELs	18.8%	6.3%	8.3%	10.4%	6.4%
Improving instruction of ELs with disabilities	20.8%	6.3%	8.3%	16.7%	14.6%
Improving LIEPs by upgrading curricula, instructional materials, software, and assessment procedures	25.0%	20.8%	25.0%	18.8%	4.2%
Offering programs to help ELs achieve success in post-secondary education	10.4%	4.2%	10.4%	6.3%	4.2%
Other	4.2%	0.0%	4.2%	2.1%	0.0%
Parent and community engagement activities	47.9%	25.0%	12.5%	6.3%	2.1%
Professional development to teachers and other personnel serving ELs	70.8%	16.7%	8.3%	0.0%	2.1%
Providing tutorials and career and technical education	8.3%	4.2%	8.3%	10.4%	10.4%
Supporting implementation of schoolwide programs	22.9%	2.1%	8.3%	12.5%	12.5%
Supporting the development and implementation of LIEPs	47.9%	18.8%	12.5%	8.3%	8.3%
Supporting the development and implementation of pre-school programs	4.2%	4.2%	2.1%	2.1%	4.2%

NOTES: Two SEAs (Idaho and Illinois) reported no data. One SEA (District of Columbia) reported the same value for all activities and are not tabulated in the percentages. The percentages above do not add up to 100 percent since the table includes only SEAs’ top five most common activities among their subgrantees.

SOURCE: U.S. Department of Education, *Consolidated State Performance Report SY 2018–19*. Retrieved February 2022.

- The largest percentage of SEAs (70.8 percent) ranked providing professional development to EL instructors and other personnel directly working with ELs as the most common activity Title III subgrantees implemented in SY 2018–19.
- The other two most common subgrantee activities that ranked first among SEAs were supporting the implementation of LIEPs and offering parent and community engagement activities.

- Approximately 48 percent of all SEAs ranked these activities as the most common subgrantee activities, which should be expected given those activities align with the required activities under section 3115(c).
- Nearly all SEAs (97.9 percent) reported “improving LIEPs by upgrading curricula, instructional materials, software, and assessment procedures” as being within the top five most common activities subgrantees reported funding.

Exhibit 2.6 shows the results of the data SEAs reported on subgrantees’ Title III-funded activities for SY 2019–20. The same process described above for collecting and ranking activities by how often subgrantees reported offering them is used.

Exhibit 2.6. Percentage of State Educational Agencies Reporting Subgrantees’ Activities Ranked by How Commonly They Occurred: School Year 2019–20

Subgrantee Title III-Funded Activity	Percentage of SEAs in which this activity was ranked as the 1st most common	Percentage of SEAs in which this activity was ranked as the 2nd most common	Percentage of SEAs in which this activity was ranked as the 3rd most common	Percentage of SEAs in which this activity was ranked as the 4th most common	Percentage of SEAs in which this activity was ranked as the 5th most common
Enhancing existing LIEPs and programs for restructuring and reforming schools with ELs	17.6%	11.8%	5.9%	9.8%	13.7%
Improving instruction of ELs with disabilities	11.8%	3.9%	7.8%	13.7%	15.7%
Improving LIEPs by upgrading curricula, instructional materials, software, and assessment procedures	23.5%	23.5%	21.6%	19.6%	3.9%
Offering programs to help ELs achieve success in postsecondary education	7.8%	2.0%	11.8%	7.8%	7.8%
Other	7.8%	3.9%	2.0%	0.0%	0.0%
Parent and community engagement activities	45.1%	13.7%	23.5%	7.8%	3.9%
Professional development to teachers and other personnel serving ELs	68.6%	25.5%	3.9%	2.0%	0.0%
Providing tutorials and career and technical education	7.8%	3.9%	9.8%	5.9%	7.8%
Supporting implementation of schoolwide programs	13.7%	15.7%	7.8%	11.8%	15.7%
Supporting the development and implementation of LIEPs	51.0%	19.6%	13.7%	11.8%	3.9%
Supporting the development and implementation of pre-school programs	3.9%	5.9%	2.0%	5.9%	3.9%

NOTE: The percentages above do not add up to 100 percent since the table includes only SEAs’ top five most common activities among their subgrantees.

SOURCE: U.S. Department of Education, *Consolidated State Performance Report SY 2019–20*. Retrieved February 2022.

- The SY 2019–20 analysis of Title III subgrantee activities yielded similar results to the SY 2018–19 analysis. Providing professional development to EL instructors and other personnel was once again ranked as the first most common type of activity across all SEAs (68.6 percent).
- “Improving instruction of ELs with disabilities” decreased from 25.0 percent of SEAs ranking it as the “first most common” in SY 2018–19 to only 11.8 percent of SEAs in SY 2019–20. However, more than three quarters of all SEAs (78.4 percent) indicated this activity was in their top five most common subgrantee activities.
- It is important to remember that the activities in Exhibits 2.5 and 2.6 include only the activities subgrantees provided that were funded by their Title III grants. It does not reflect all the activities subgrantees employed to support ELs that were funded through other sources.

3. The English Learner Population

This chapter provides an overview of the EL population across all 50 states and the District of Columbia during SYs 2018–19 and 2019–20.⁴³ The data presented in this chapter include

- the number of identified ELs and the number and percentage of ELs participating in LIEPs provided by LEAs receiving Title III subgrants;
- the number and percentage of ELs identified as having disabilities;
- the number of immigrant children and youth enrolled in LEAs that received Title III subgrants for supporting immigrant children and youth;
- the number of former ELs who exited from EL status by achieving English proficiency based on the state’s exit criteria; and
- the five languages most commonly spoken by ELs.

Number of Identified English Learners and Number and Percentage of English Learners Who Participated in LIEPs Provided by LEAs Receiving Title III Subgrants

SEAs report the number of students identified as ELs during each school year and the number and percentage of ELs who participated in LIEPs offered by LEAs receiving Title III subgrants.^{44, 45} Overall, the number of students identified as ELs and the percentage of ELs participating in LIEPs have increased since these numbers were first reported in the *Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program: School Years 2002–2004*. There are several reasons for this increase, including the increase in foreign-born populations, the number of children in immigrant households, and changes to EL identification practices and EL reclassification criteria. In addition, total K–12 enrollment has increased by more than two million students during this same time span.⁴⁶

Exhibit 3.1 presents longitudinal data for each of the school years from 2002 to 2020. It depicts the year-by-year fluctuations in the number of identified ELs and the ELs participating in LIEPs during this 18-year period. Since SY 2002–03, SEAs have generally been identifying more ELs. Beginning in SY 2003–04, approximately 9 in 10 identified ELs have participated in LIEPs provided by LEAs receiving Title III funds.

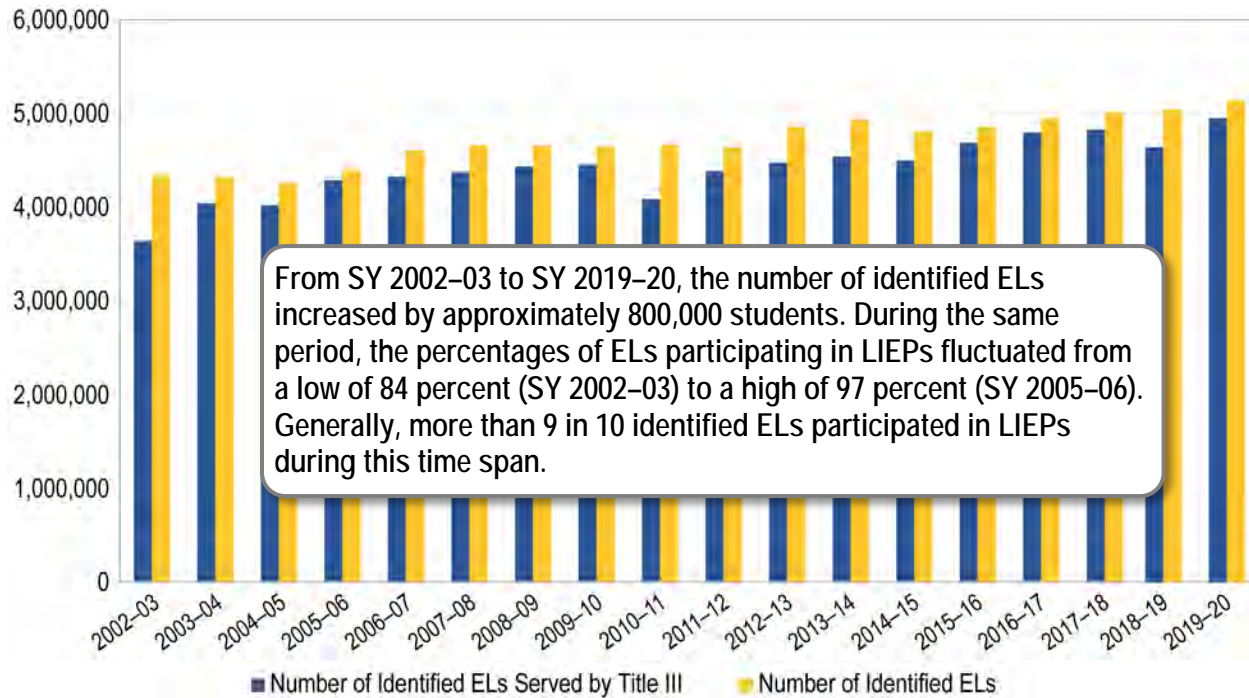
⁴³ Puerto Rico is included in Exhibit 3.1 of this chapter to maintain consistency in longitudinal reporting but is otherwise excluded from this chapter. In Puerto Rico, the language of instruction is Spanish. Title III supports students with limited proficiency in Spanish who participate in an LIEP for Spanish learners (SLs). Due to this difference, information related to Title III in Puerto Rico is presented in Chapter 7 of this report.

⁴⁴ To identify ELs, most states provide a home language survey (HLS) to parents or guardians that helps schools and LEAs identify which students are *potential* ELs and who will require an assessment of their English language proficiency to determine if they are eligible for services in Title III-supported LIEPs. If the results of a screening assessment show that a student is an EL, that student must be offered language services and may receive supplemental services funded by Title III. Under *ESEA* section 1112(e)(3)(A)(8), parents have the right to opt out or remove their children from Title III-supported LIEPs. <https://www2.ed.gov/policy/elsec/leg/essa/essatitleiiiiguidenglishlearners10219.pdf>

⁴⁵ The LIEPs discussed throughout this chapter are LIEPs provided by LEAs receiving Title III subgrants for supplementing the education of ELs. Any exceptions will be noted.

⁴⁶ National Center for Educational Statistics, *Elementary/Secondary Information System*. Data retrieved September 2020. <https://nces.ed.gov/ccd/elsi/>

Exhibit 3.1. Total Number of Identified English Learners and Number of Identified English Learners Who Participated in Language Instruction Educational Programs Provided by Local Educational Agencies Receiving Title III Subgrants: School Years 2002–03 Through 2019–20



NOTE: To maintain consistency with previously published biennial reports that contain this longitudinal data display, Puerto Rico’s number of identified SLs is included in the exhibit above.

SOURCES: U.S. Department of Education, *EDFacts SY 2018–19*. Retrieved April 2020. U.S. Department of Education, *ED Data Express SY 2019–20*. Retrieved December 2021. U.S. Department of Education, *The Biennial Report to Congress on the Implementation of Title III State Formula Grant Program: School Years 2016–2018*.

- In SY 2002–03, SEAs reported identifying 4,340,006 ELs; by SY 2019–20, the number of identified ELs totaled 5,155,887, an increase of 18.8 percent, or 815,881 additional students. By comparison, the entire K–12 population increased by only 1.2 percent (604,782 students) during the same 18-year period.
- The percentage of identified ELs who participated in LIEPs provided by LEAs receiving Title III subgrants also rose during this time span. In SY 2002–03, more than 8 in 10 identified ELs (83.8 percent) participated in LIEPs provided by LEAs receiving Title III funds. In SY 2019–20, more than 9 in 10 ELs (96.5 percent) participated in LIEPs provided by Title III subgrantees.⁴⁷

A Closer Look at SY 2018–19 and SY 2019–20

SEAs identified a total of 5,024,177 ELs in SY 2018–19. Of these, 96.2 percent (4,832,405) participated in LIEPs provided by LEAs receiving Title III subgrants. In SY 2019–20, the number of students identified as ELs was 5,155,887, or an increase of 131,710 students (2.6 percent) from the previous school year. For SY 2019–20, SEAs reported that 4,938,237 ELs (96.5 percent) participated in LIEPs offered by LEAs receiving Title III services.

⁴⁷ The SYs 2017–2020 data are from *EDFacts* and *ED Data Express*. Data for the previous school years are from the Consolidated State Performance Reports.

For SY 2018–19, SEAs reported that approximately 1 in 7 ELs (15.3 percent, or 766,633 ELs) was identified as having a disability. For the following school year, SEAs reported 792,039, or 15.4 percent, of all identified ELs had a disability.

Exhibit 3.2 summarizes the upper and lower limits of the number of identified ELs, the percentage of identified ELs with disabilities, and the percentage of ELs participating in LIEPs provided by LEAs receiving Title III subgrants across all SEAs for SYs 2018–19 and 2019–20. Individual SEA data on the number of identified ELs, the number and percentage of identified ELs with disabilities, and the number and percentage of ELs participating in LIEPs provided by LEAs receiving Title III subgrants can be found in Table A-2 in Appendix A.

Exhibit 3.2. Highest, Lowest, and Average Number or Median Percentage of Identified English Learners, English Learners With Disabilities, and English Learners Participating in Language Instruction Educational Programs in Local Educational Agencies Receiving Title III Subgrants: School Years 2018–19 and 2019–20

	SY 2018–19			SY 2019–20		
	Highest	Lowest	Average Number or Median Percentage	Highest	Lowest	Average Number or Median Percentage
Number of Identified ELs	1,195,977 California	1,992 West Virginia	100,484	1,148,024 California	1,683 Vermont	100,312
Percentage of Identified ELs with Disabilities	23.9% Wyoming	6.3% Louisiana	16.0%	24.5% Wyoming	5.3% Louisiana	15.8%
Percentage of Identified ELs Participating in LIEPs	100% Connecticut Hawaii Maryland West Virginia	61.0% Utah	95.9%	100% Connecticut Hawaii Kentucky Maryland Nevada West Virginia	75.1% Maine	95.2%

NOTES: For 2018–19 SY, one SEA (Vermont) did not submit data on the number of identified ELs and the number of ELs participating in LIEPs in the state.

SOURCES: U.S. Department of Education, *EDFacts SY 2018–19*. Retrieved April 2020. U.S. Department of Education, *ED Data Express SY 2019–20*. Retrieved December 2021.

- California reported the largest number of identified ELs for both SY 2018–19 and SY 2019–20 (1,195,977 and 1,148,024, respectively). On the other end of the spectrum, West Virginia reported the smallest number of identified ELs for SY 2018–19, while Vermont reported the smallest number of identified ELs the following school year.
- The five SEAs reporting the largest numbers of identified ELs in both school years were, in descending order, California, Texas, Florida, New York, and Illinois. Together, these five SEAs accounted for approximately 3 in 5 identified ELs across all SEAs.
- The five SEAs reporting the smallest numbers of identified ELs for SY 2018–19 were, in ascending order, West Virginia, Wyoming, Montana, North Dakota, and New Hampshire. This list was essentially the same for 2019–20. In ascending order, the SEAs were Vermont, West Virginia, Wyoming, Montana, and North Dakota.⁴⁸

⁴⁸ Vermont did not submit data on the number of identified ELs for SY 2018–19.

Number of Identified ELs and K–12 Enrollment

In general, the SEAs with the largest student populations also reported the largest number of identified ELs. However, a comparison of the SEAs reporting the largest student enrollments for SYs 2018–19 and 2019–20 and the number of ELs they identified in the same school year reveals a more nuanced pattern regarding the percentage of students identified as ELs. Exhibit 3.3 presents SEAs in the top quartile of all SEAs based on their percentage of enrolled elementary and secondary students identified as ELs, the number of identified ELs, and the national rank of these 13 SEAs according to the size of their elementary and secondary enrollments.

Exhibit 3.3. Quartile of State Educational Agencies Identifying the Largest Percentages of Their Overall Elementary and Secondary Populations as English Learners: School Years 2018–19 and 2019–20

SY 2018–19				SY 2019–20			
Top-Ranked SEAs by Percentage of Elementary and Secondary Population Identified as ELs	Estimated Percentage of Enrolled Elementary and Secondary Students Identified as ELs	Number of Identified ELs	National Rank Order by Size of Elementary and Secondary Enrollment Fall 2018	Top-Ranked SEAs by Percentage of Elementary and Secondary Population Identified as ELs	Estimated Percentage of Enrolled Elementary and Secondary Students Identified as ELs	Number of Identified ELs	National Rank Order by Size of Elementary and Secondary Enrollment Fall 2019
California	19.3%	1,195,977	1	Texas	19.6%	1,021,540	2
Texas	18.7%	966,522	2	California	18.6%	1,148,024	1
New Mexico	15.8%	51,107	36	New Mexico	16.5%	52,898	36
Nevada	15.2%	72,822	32	Nevada	14.5%	69,959	32
Alaska	12.1%	15,470	48	District of Columbia	12.3%	9,412	52
Illinois	11.9%	226,412	5	Illinois	12.3%	229,180	5
Washington	11.8%	128,774	14	Rhode Island	12.2%	17,116	45
Colorado	11.4%	99,709	19	Alaska	12.0%	15,346	48
District of Columbia	11.3%	8,518	52	Washington	11.7%	129,564	14
Delaware	10.8%	14,716	46	Delaware	11.1%	15,294	46
Massachusetts	10.2%	94,919	17	Colorado	11.0%	96,490	18
Florida	10.1%	282,002	3	Maryland	10.6%	93,249	19
Rhode Island	10.1%	14,126	45	Massachusetts	10.6%	97,898	17

NOTES: Estimated percentages were calculated by dividing the number of identified ELs by the total elementary and secondary enrollment of each SEA. For 2018–19 SY, Vermont did not submit data on the number of ELs identified.

SOURCES: U.S. Department of Education, *EDFacts SY 2018–19*. Retrieved April 2020. U.S. Department of Education, *ED Data Express SY 2019–20*. Retrieved December 2021. National Center for Educational Statistics, Elementary/Secondary Information System. Retrieved January 2022. <https://nces.ed.gov/ccd/elsi/>

In SY 2018–19, the total number of elementary and secondary students enrolled in all 52 SEAs was 50,694,061.⁴⁹ That same year, SEAs identified a total of 5,024,177 ELs, or an estimated 9.9 percent of all elementary and secondary students (approximately 1 in 10 students).⁵⁰ SEAs reported a total of

⁴⁹ Includes Puerto Rico and the District of Columbia. Source: National Center for Educational Statistics, *Enrollment in public elementary and secondary schools, by level, grade, and state or jurisdiction: Fall 2018*. https://nces.ed.gov/programs/digest/d20/tables/dt20_203.40.asp

⁵⁰ Includes 753 Spanish learners in Puerto Rico

50,796,445 K–12 students in the following school year.⁵¹ Of these, an estimated 10 percent were identified as ELs or SLs.

- Approximately 1 in 5 students (19.3 percent) in California was identified as an EL in SY 2018–19. It also shows that California had both the largest elementary and secondary school enrollment and number of identified ELs in the nation.⁵²
- Texas had the second-largest total K–12 enrollment and estimated percentage of K–12 students identified as ELs. Approximately 1 in 5 students (18.7 percent) enrolled in Texas schools was identified as an EL in SY 2018–19.
- In New Mexico, approximately 1 in 7 enrolled K–12 students was identified as an EL (51,107, or 15.8 percent). An estimated 15.2 percent of Nevada’s elementary and secondary enrollment was identified as ELs. Although these SEAs had the third- and fourth-largest percentages of identified ELs, New Mexico and Nevada were ranked 36th and 32nd, respectively, in terms of the size of their total student enrollments.
- The remaining SEAs in the top quartile based on the estimated percentage of students identified as ELs included some states with relatively large K–12 student populations (e.g., Florida is ranked third, Illinois is ranked fifth). However, most of the SEAs in the top quartile have medium to small total student enrollments but with a larger percentage of students identified as ELs (e.g., Delaware is ranked 46th, Rhode Island is ranked 45th, and Alaska is ranked 48th).

A similar pattern emerged when the number of identified ELs in SY 2019–20 was compared to the Fall 2019 total student enrollments. As seen above in Exhibit 3.3, SEAs with the largest numbers of identified ELs vary greatly in terms of the size of their total enrollments. The national enrollment rankings of SEAs in the SY 2019–20 top quartile of estimated percentage of identified ELs based on total K–12 enrollment range from a rank of 1 (California) to 52 (the District of Columbia).

- Although California had the largest K–12 enrollments in Fall 2019, it had the second-highest estimated percentage of identified ELs in SY 2019–20 (18.6 percent). The percentage of identified ELs was slightly lower than the previous school year.
- Texas, which is ranked second in terms of K–12 enrollment, had the highest estimated percentage of identified ELs at 19.6 percent, or about 1 in 5 students enrolled in K–12 in SY 2019–20.
- As in SY 2018–19, New Mexico and Nevada had the third- and fourth-largest percentages of identified ELs based on total K–12 enrollments (16.5 percent and 14.5 percent, respectively) in SY 2019–20.
- Approximately 1 in 8 elementary and secondary students was identified as an EL in the District of Columbia (12.3 percent), Illinois (12.3 percent), Rhode Island (12.2 percent), and Alaska (12.0 percent).
- The District of Columbia, the SEA with the smallest elementary and secondary enrollment, is in the top five SEAs in terms of the estimated percentage of its student population identified as ELs (12.3 percent) in SY 2019–20.

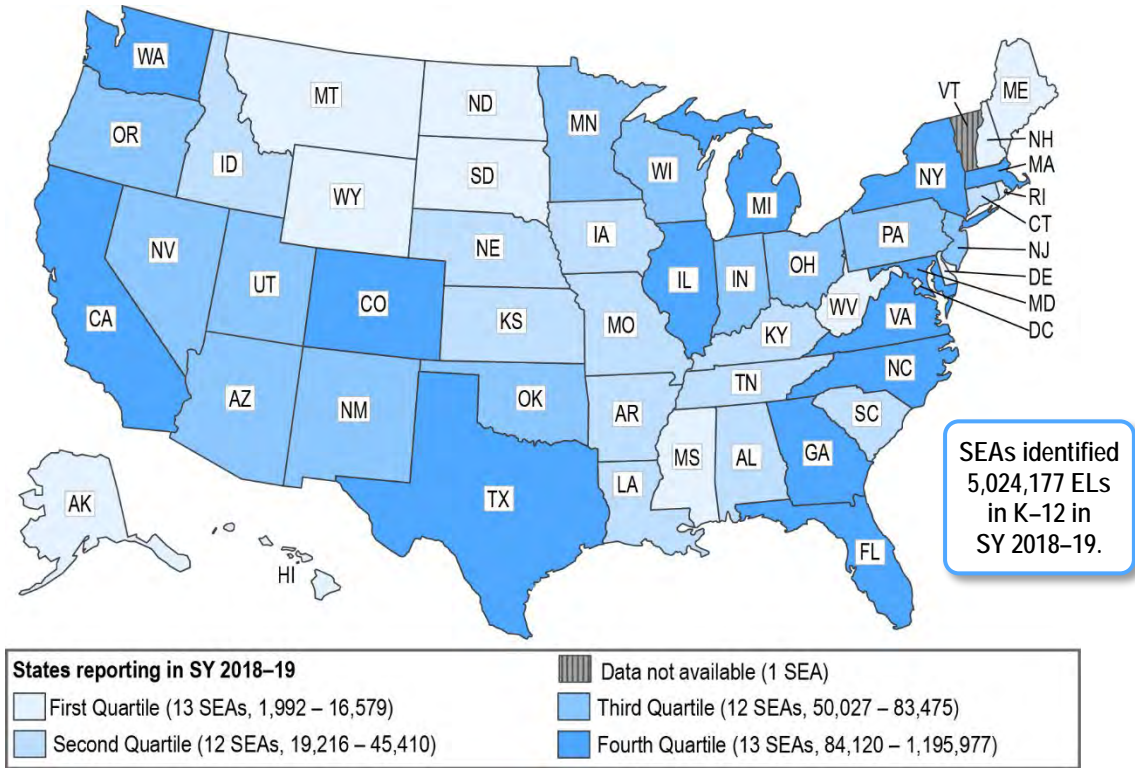
⁵¹ Includes Puerto Rico and the District of Columbia. Source: National Center for Educational Statistics, *Enrollment in public elementary and secondary schools, by level, grade, and state or jurisdiction: Fall 2019*. https://nces.ed.gov/programs/digest/d21/tables/dt21_203.45.asp

⁵² California is ranked number 1 by the size of its elementary and secondary enrollment.

Number of Identified ELs in SYs 2018–19 and 2019–20 by Quartile

Exhibits 3.4 and 3.5 depict the distribution of the number of identified ELs by SEA in SY 2018–19 and SY 2019–20, respectively. These maps organize SEAs into quartiles based on the size of their EL population. For the actual numbers of identified ELs by SEA, please refer to Tables A-2a and A-2b in Appendix A.

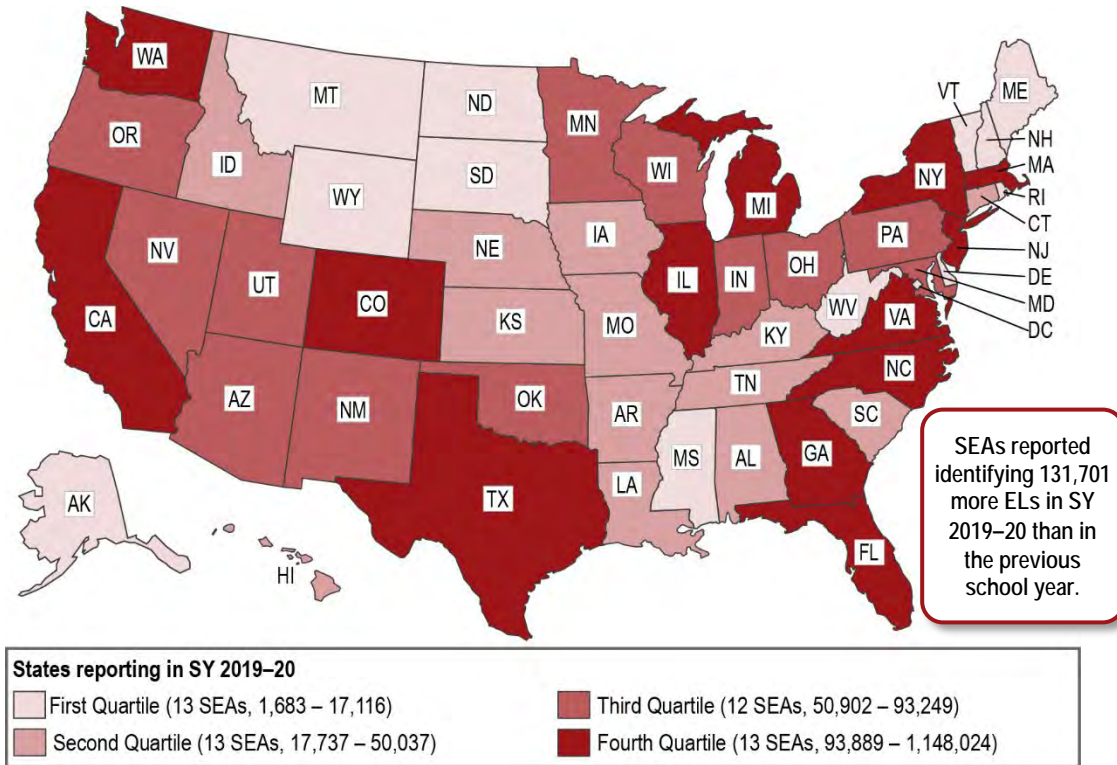
**Exhibit 3.4. Number of Identified English Learners by State Educational Agencies:
School Year 2018–19**



NOTE: Vermont did not report data on the number of identified ELs in the state.

SOURCE: U.S. Department of Education, *EDFacts SY 2018–19*. Retrieved April 2020.

**Exhibit 3.5. Number of Identified English Learners by State Educational Agencies:
School Year 2019–20**



SOURCE: U.S. Department of Education, *ED Data Express SY 2019–20*. Retrieved December 2021

ELs With Disabilities: SYs 2018–19 and 2019–20

The *ESEA* requires each SEA to report annually the number of ELs with disabilities.⁵³ The data on the number and percentage of ELs with disabilities in SYs 2018–19 and 2019–20 are presented for individual SEAs in Tables A-2a and A-2b, respectively, in Appendix A. Nationally, the number and percentage of ELs with disabilities vary greatly across SEAs. As is evident in Exhibit 3.2 above, the percentage of ELs identified as having a disability ranged from 6.3 percent (Louisiana) to 23.9 percent (Wyoming) in SY 2018–19 with a median of 16 percent. For SY 2019–20, SEAs reported percentages from 5.3 percent (Louisiana) to 24.5 percent (Wyoming); the median was 15.8 percent, which is a slight decrease from the previous year.

- The total number of ELs identified as having a disability in SY 2018–19 was 766,920 students, or approximately 1 in 7 identified ELs (15.3 percent). The number of ELs identified as having a disability increased to 792,272 students, or 15.5 percent of all identified ELs in SY 2019–20.
- The total number of children ages 3 to 21 who received services under the *Individuals with Disabilities Education Act (IDEA)* in SY 2019–20 was 7.3 million, or 14 percent of the total student population.⁵⁴ This translates to just under 1 in 7 elementary and secondary students has disability.
- Nationally, the percentage of ELs identified as having a disability in SYs 2018–19 and 2019–20 (15.3 percent and 15.5 percent, respectively) is slightly higher than the 14 percent of all students

⁵³ *ESEA* section 3121 (a)

⁵⁴ U.S. Department of Education, National Center for Education Statistics. *Fast Facts*. <https://nces.ed.gov/fastfacts/display.asp?id=64>

receiving *IDEA* services. However, across SEAs, the reported percentages of ELs with disabilities ranged from a high of approximately 1 in 4 ELs (Wyoming) to a low of approximately 1 in 20 ELs (Louisiana).

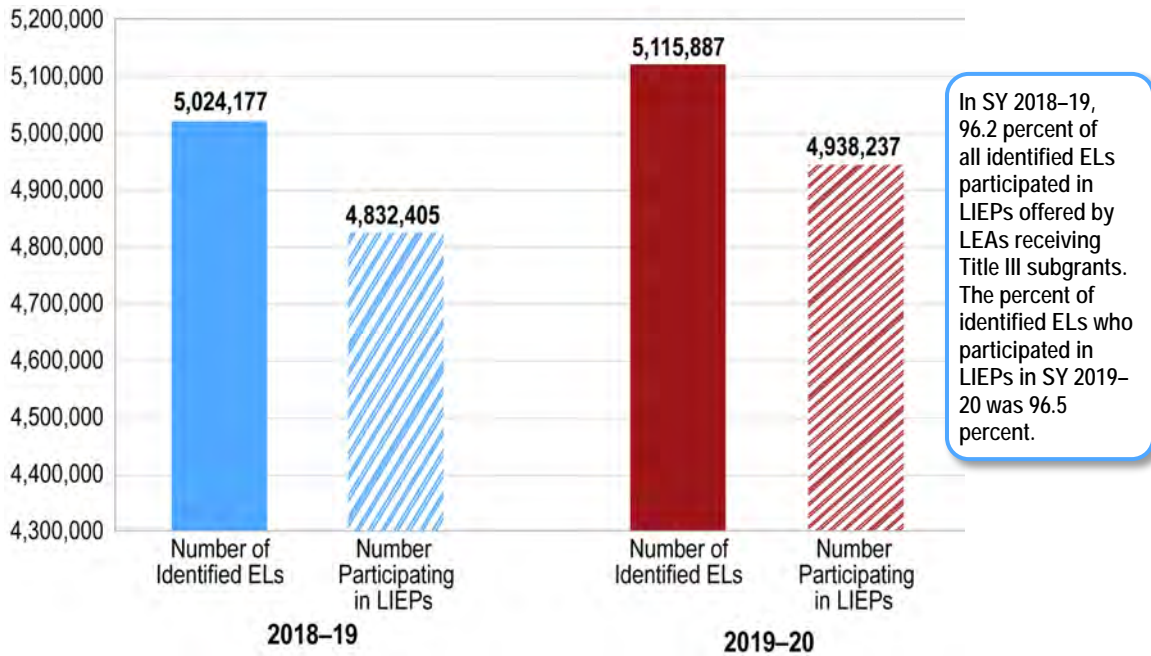
- For SY 2018–19, 25 of the 50 SEAs⁵⁵ reported numbers of ELs identified as having a disability that exceeded the median percentage (16 percent) for all SEAs. Five SEAs (Connecticut, Illinois, New Mexico, New York, and Wyoming) had percentages of ELs with a disability that exceeded 20 percent, or approximately 1 in 5 identified ELs.
- In contrast, several SEAs reported numbers of ELs with disabilities that were well below the national median of ELs with disabilities (16 percent) and the percentage of all students with disabilities (14 percent) for SY 2018–19. Three states reported that fewer than 1 in 10 ELs had disabilities. These states were, in ascending order, Louisiana (6.3 percent), New Jersey (9.2 percent), and Texas (9.7 percent).
- The variance across the percentages SEAs reported of ELs identified as having a disability for SY 2019–20 mirrored that of the previous school year. Seven SEAs (Connecticut, Illinois, New Hampshire, New Mexico, New York, Oregon, and Wyoming) reported percentages of at least 20 percent of ELs with a disability, or 1 in 5 ELs. Conversely, Louisiana reported that approximately only 1 in 20 ELs was identified as having a disability.

English Learners’ Participation in Language Instruction Educational Programs Provided by Local Educational Agencies Receiving Title III Subgrants

SEAs report the number of ELs who participated in LIEPs provided by LEAs receiving Title III subgrants. Exhibit 3.6 illustrates the number of identified ELs and the number participating in LIEPs in LEAs receiving Title III subgrants for SY 2018–19 and SY 2019–20. Tables A-2a and A-2b in Appendix A detail the number and percentage of ELs participating in LIEPs by SEA for these school years.

⁵⁵ For SY 2018–19, only 50 SEAs are included since Vermont did not provide any data, and Puerto Rico’s SLs are discussed in Chapter 7.

Exhibit 3.6. Number of Identified English Learners and Number of Identified English Learners Who Participated in Language Instruction Educational Programs Provided by Local Educational Agencies Receiving Title III Subgrants: School Year 2018–19 and School Year 2019–20



NOTE: For SY 2018–19, Vermont did not report data on the number of identified ELs and the number participating in LIEPs.

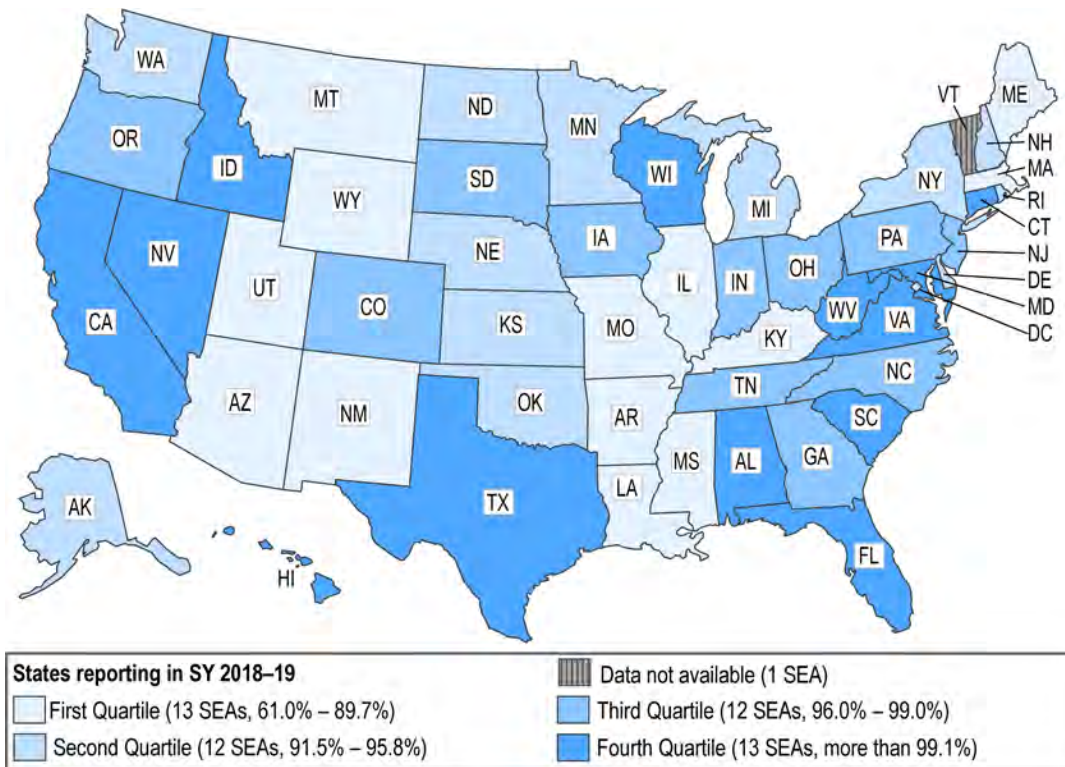
SOURCES: U.S. Department of Education, *EDFacts SY 2018–19*. Retrieved April 2020. U.S. Department of Education, *ED Data Express SY 2019–20*. Retrieved December 2021

- The participation rates of ELs in LIEPs vary across SEAs. In SY 2018–19, the rate ranged from a high of 100 percent for four SEAs (Connecticut, Hawaii, Maryland, and West Virginia) to a low of 61 percent in Utah.
- The data for SY 2019–20 also reflect a wide range of participation rates of identified ELs in LIEPs, from 100 percent reported by seven SEAs to a low of 75.1 percent in Maine. The average participation rate across all SEAs in SY 2019–20 was 96.5 percent, or more than 9 in 10 identified ELs.

Exhibits 3.7 and 3.8 depict the percentage of identified ELs who participated in LIEPs provided by LEAs receiving Title III subgrants in SYs 2018–19 and 2019–20, respectively. SEAs are color coded according to the quartile into which they fall when SEAs are ranked from smallest to largest percentages of identified ELs participating in LIEPs.⁵⁶

⁵⁶ These quartiles are four groupings of SEAs ranked by the percentage of ELs served. For SY 2018-19, the quartiles are based on 50 SEAs (Vermont did not report data and Puerto Rico’s SLs are not included) and on 51 SEAs for SY 2019-20 (all but Puerto Rico are included). The 12–13 SEAs with the lowest percentage of ELs participating in LIEPs provided by LEAs receiving Title III subgrants are in the first quartile, the next 12–13 SEAs are in the second quartile, and so forth.

Exhibit 3.7. Percentage of Identified English Learners Participating in Language Instruction Educational Programs by Quartile: School Year 2018–19

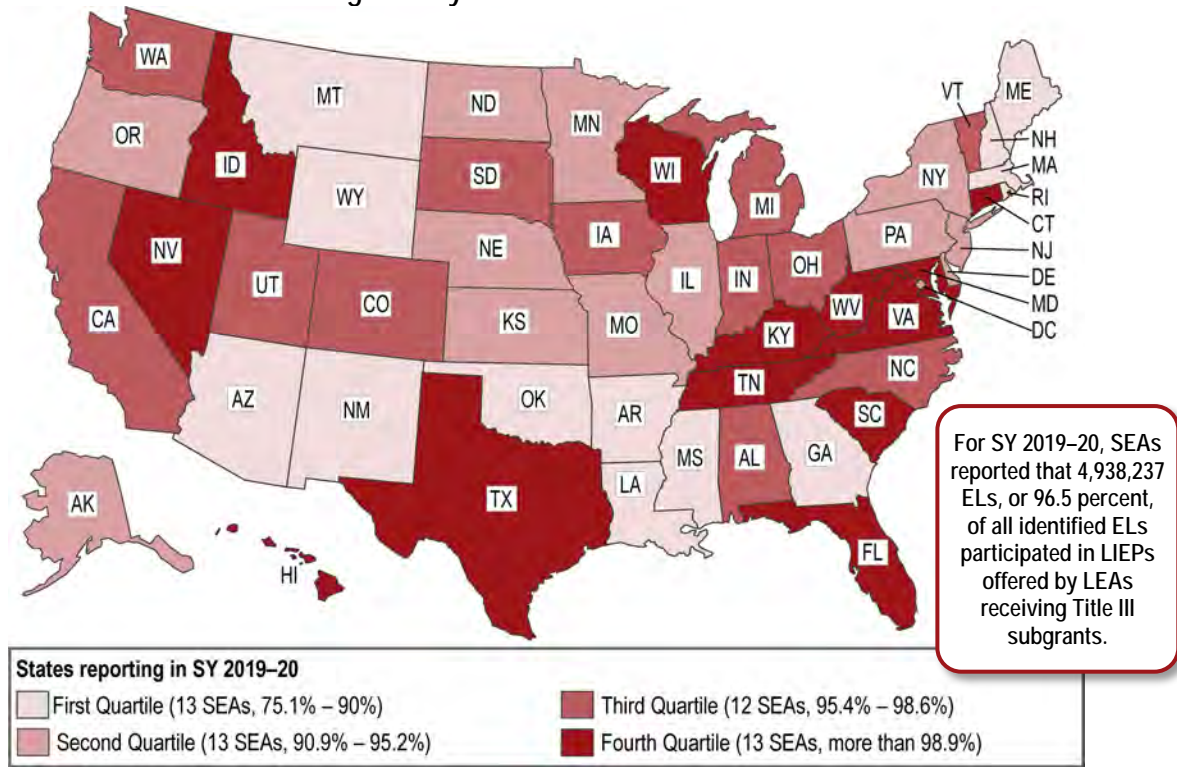


NOTE: Vermont also did not submit any data on the number of identified ELs.

SOURCE: U.S. Department of Education, *EDFacts SY 2018–19*. Retrieved April 2020.

- The range of participation rates for the top quartile of SEAs that provided data was only one percentage point (99 to 100 percent). Of the 13 SEAs in the top quartile, four SEAs (Connecticut, Hawaii, Maryland, and West Virginia) reported that all identified ELs participated in LIEPs offered by Title III subgrantees. The remaining nine SEAs reported participation rates of 99.1 to 99.9 percent.
- LIEP participation of identified ELs in the bottom quartile still reflected a majority of students, ranging from a low of 61.0 percent in Utah to a high of 89.7 percent in Illinois.

Exhibit 3.8. Percentage of Identified English Learners Participating in Language Instruction Educational Programs by Quartile: School Year 2019–20



SOURCE: U.S. Department of Education, *ED Data Express SY 2019–20*. Retrieved December 2021.

- In SY 2019–20, the participation rates for the SEAs in the top quartile were also very high, with six SEAs (Connecticut, Hawaii, Kentucky, Maryland, Nevada, and West Virginia) reporting a 100-percent participation rate. The remaining seven SEAs in the top quartile reported participation rates of more than 99 percent.
- Four of the six SEAs reporting that 100 percent of all identified ELs participated in LIEPs also reported 100 percent participation in SY 2018–19 (Connecticut, Hawaii, Maryland, and West Virginia).
- In addition to the four SEAs mentioned above with 100 percent participation in both SYs 2018–19 and 2019–20, four other SEAs were also in the top quartile both school years (Florida, South Carolina, Texas, and Virginia).
- For SY 2019–20, only three SEAs in the lowest quartile reported LIEPs participation rates below 80 percent. They are, in ascending order, Maine (75.1 percent), Wyoming (76.8 percent), and Arizona (78.8 percent).
- One SEAs reporting the lowest percentages for SY 2018–19, Utah (61.0 percent), reported LIEP participation rates of 99.6 percent for SY 2019–20.

Immigrant Children and Youth

Some immigrant children and youth may be ELs that are included in the SEAs’ total number of identified ELs and percentage of ELs participating in LIEPs provided by LEAs receiving Title III subgrants. However, not all immigrant children and youth are ELs, since not all such students speak a

home language other than English or otherwise meet the definition of EL.⁵⁷ The definition of “immigrant children and youth” is a student who meets the following criteria:⁵⁸

- Is age 3 through 21
- Was not born in any state (includes the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico)
- Has not been attending one or more schools in any state(s) for more than three full academic years

SEAs are directed under section 3114(d) of Title III to award subgrants that specifically target the education of immigrant children and youth:

[SEAs] shall reserve not more than 15 percent of the agency’s allotment under section 3111(c)(2) 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 for which the subgrant is made, in public and nonpublic elementary schools and secondary schools in the geographic areas under the jurisdiction of, or served by, such entities (*ESEA* section 3114[d][1])

As this language requires, subgrants are based on increases in the relative population of immigrant children and youth and the SEA’s definition of “significant increase.” As such, the criteria used to determine which LEAs receive grants under this part of the law typically vary across SEAs and within SEAs from year to year.

There are three points to consider when reviewing the immigrant children and youth data presented in this section:

- (1) The definition of immigrant children and youth does not require a child or youth be an EL for the purposes of being counted or served under *ESEA* section 3114(d)(1).
- (2) The SEA defines “significant increase.”
- (3) An “eligible entity” (i.e., LEA or consortium of LEAs) may have large numbers of immigrant children and youth, but unless there has been a “significant increase” in the population as defined by the SEA, that particular “entity” will not be eligible to receive Title III, Part A funds for immigrant children and youth.

Exhibit 3.9 presents the total number of K–12 immigrant children and youth that SEAs reported were enrolled in elementary and secondary schools in SYs 2018–19 and 2019–20 and the number and percentage enrolled in LEAs receiving Title III subgrants to serve that population. The ranges, averages and median percentages of immigrant children and youth enrolled in elementary and secondary schools, and of those enrolled in LEAs receiving Title III subgrants pursuant to *ESEA* section 3114(d) for both school years are included. For data on immigrant children and youth for a specific SEA, please refer to Tables A-3a and A-3b in Appendix A.

⁵⁷ *ESEA* section 8101(20)

⁵⁸ *ESEA* section 3201(5)

Exhibit 3.9. Number of Immigrant Children and Youth Enrolled in School and Number and Percentage of Immigrant Children and Youth in Local Educational Agencies Receiving Title III Subgrants for Immigrant Children and Youth Educational Programs: School Years 2018–19 and 2019–20

	SY 2018–19		SY 2019–20	
	Number/ Percent	Number of SEAs Reporting	Number/ Percent	Number of SEAs Reporting
Number of immigrant children and youth enrolled in elementary and secondary schools	1,171,043	51	1,176,093	52
Range of numbers of enrolled immigrant children and youth reported by SEAs	119–213,799	51	119–210,997	52
Number of immigrant children and youth enrolled in LEAs receiving Title III subgrants for immigrant children and youth	554,821	50	551,221	51
Average number enrolled across SEAs	22,962	51	22,617	52
Range of numbers of immigrant children and youth enrolled in LEAs receiving Title III subgrants for such students	0–112,447	50	22–123,296	51
Average number of immigrant children and youth enrolled in LEAs receiving Title III subgrants for immigrant children and youth	11,096	50	10,808	51
Percentage of immigrant children and youth enrolled in LEAs receiving Title III subgrants for immigrant children and youth	47.4%	50	46.9%	51
Range of percentages of immigrant children and youth enrolled in LEAs receiving Title III subgrants for immigrant children and youth	0%–100%	50	1.0%–100%	51
Median percentage of immigrant children and youth enrolled in LEAs receiving Title III subgrants across SEAs	50.7%	50	56.1%	51

NOTES: Number of immigrant children and youth enrolled represents the number of students who meet the definition of immigrant children and youth under section 3201(5) and who were enrolled in the elementary or secondary schools in the SEA. Number of immigrant children and youth enrolled in LEAs receiving Title III subgrants for immigrant children and youth represents the number of students who were enrolled in LEAs receiving subgrants under *ESEA* section 3114(d)(1). This number does not include immigrant children and youth who were enrolled in an LEA receiving a Title III formula grant to serve ELs under Section 3114(a). Puerto Rico is included in the data reported above.

Missing data: In SY 2018–19, two SEAs—New Mexico and Vermont—did not report the number of immigrant children and youth enrolled in LEAs receiving Title III subgrants for such students. In SY 2019–20, Vermont did not report the number of immigrant children and youth enrolled in LEAs receiving Title III subgrants for such students.

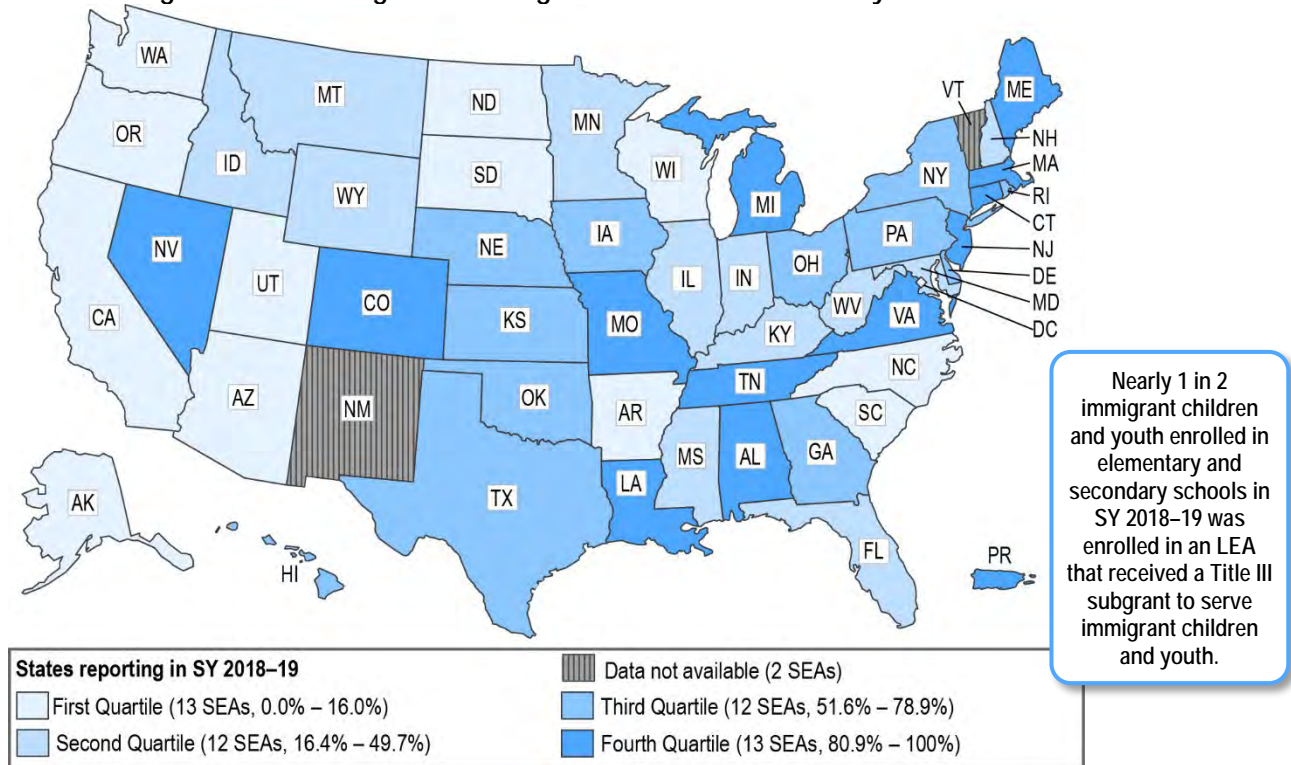
SOURCES: U.S. Department of Education, *EDFacts SY 2018–19*. Retrieved April 2020. U.S. Department of Education, *ED Data Express SY 2019–20*. Retrieved December 2021.

The total number of immigrant children and youth enrolled in elementary and secondary schools in SY 2018–19 was 1,171,043.

- Approximately 1 in 2 immigrant children and youth was enrolled in an LEA receiving Title III subgrants to support immigrant children and youth (554,821, or 47.4 percent).

Exhibit 3.10 displays SEAs according to the percentage of immigrant children and youth enrolled in an LEA receiving a Title III subgrant to serve immigrant children and youth. SEAs are color coded by quartile.

Exhibit 3.10. State Educational Agencies Percentages of Immigrant Children and Youth Enrolled in Local Educational Agencies Receiving Title III Subgrants for Such Students by Quartiles: School Year 2018–19



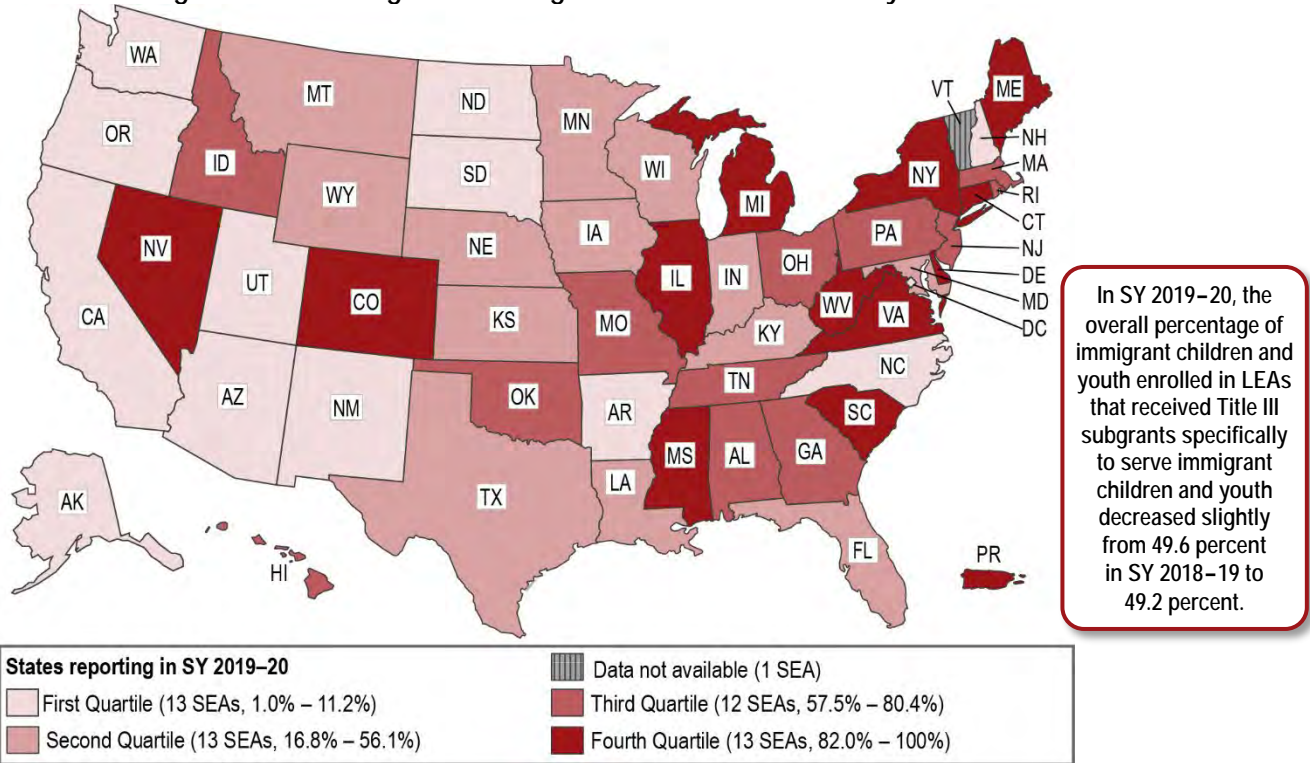
NOTE: New Mexico and Vermont did not provide data on the number of immigrant children and youth enrolled in LEAs receiving Title III subgrants for such students. Puerto Rico is included in the data presented in the above exhibit.

SOURCE: U.S. Department of Education, *EDFacts SY 2018–19*. Retrieved April 2020.

- In SY 2018–19, the percentage of immigrant students enrolled in LEAs receiving Title III subgrants for immigrant children and youth varied greatly among SEAs from a high of 100 percent (Alabama, Connecticut, Louisiana, Nevada, and Puerto Rico) to a low of 0 percent (South Carolina).
- In addition to the five SEAs reporting 100-percent enrollments of immigrant children and youth in LEAs receiving Title III subgrants for this population, the remaining eight SEAs in the top quartile include, in descending order, Maine (93.1 percent) Virginia (91.3 percent), Missouri (85.9 percent), Colorado (85.2 percent), Michigan (82.8 percent), Massachusetts (82.4 percent), New Jersey (81.9 percent), and Tennessee (80.9 percent).
- Five SEAs reported that fewer than 1 in 20 immigrant children and youth was enrolled in LEAs receiving Title III subgrants for those students. These SEAs are, in ascending order, South Carolina (0 percent), North Dakota (2.2 percent), the District of Columbia (2.7 percent), Oregon (3.2 percent), and Alaska (3.6 percent).

In SY 2019–20, SEAs reported enrolling 1,176,093 immigrant children and youth in their schools. As with the previous school year, approximately 1 in 2 immigrant children and youth was enrolled in an LEA receiving a Title III subgrant for immigrant children and youth (551,221 students, or 46.9 percent). Exhibit 3.11 presents SEAs color coded by quartile based on the percentage of immigrant children and youth enrolled in an LEA receiving a Title III subgrant to serve immigrant children and youth.

Exhibit 3.11. State Educational Agencies Percentages of Immigrant Children and Youth Enrolled in Local Educational Agencies Receiving Title III Subgrants for Such Students by Quartiles: School Year 2019–20



NOTE: Missing data: In SY 2019–20, Vermont did not report the number of immigrant children and youth enrolled in LEAs receiving Title III subgrants for such students. Puerto Rico is included in the data presented in the above exhibit.

SOURCE: U.S. Department of Education, *ED Data Express SY 2019–20*. Retrieved December 2021

- The percentage of immigrant children and youth enrolled in LEAs receiving Title III subgrants for such students in SY 2019–20 ranged from a high of 100 percent to a low of 1.0 percent (Arkansas).
- Four SEAs reported 100 percent of immigrant children and youth were enrolled in LEAs receiving Title III subgrants for those students. They are Connecticut, Nevada, Puerto Rico, and West Virginia. The remaining SEAs in the top quartile that served the largest percentages of immigrant children and youth in LEAs receiving Title III subgrants for such students are, in descending order, Illinois (91.5 percent), Mississippi (91.2 percent), Maine (90.7 percent), South Carolina (85.5 percent), New York (83.7 percent), Colorado (83.3 percent), Michigan (82.9 percent), Virginia (82.1 percent), and Delaware (82.0 percent).
- The SEAs in the bottom quartile enrolling the fewest number of immigrant children and youth in LEAs receiving Title III subgrants to serve immigrant children and youth are, in descending order, North Carolina (11.2 percent), Oregon (10.7 percent), Washington (8.3 percent), Utah (7.1 percent), Arizona (5.9 percent), New Hampshire (5.6 percent), California (3.4 percent), the District of Columbia (3.4 percent), Alaska (3.1 percent), South Dakota (2.7 percent), New Mexico (1.9 percent), North Dakota (1.8 percent), and Arkansas (1.0 percent).

Overall, the percentages of immigrant children and youth participating in LEAs receiving Title III subgrants for such students were much lower for most SEAs than the percentages of identified ELs participating in LIEPs provided by LEAs receiving Title III subgrants for ELs. In SY 2018–19, the enrollment rate for immigrant children and youth in LEAs receiving Title III subgrants for immigrant children and youth was 49.6 percent compared to 93.6 percent of ELs participating in LIEPs offered by

LEAs receiving Title III subgrants for ELs. In SY 2019–20, the enrollment rate for immigrant children and youth in LEAs receiving Title III subgrants was 49.2 percent compared to 96.5 percent of ELs participating in LIEPs provided by LEAs receiving Title III subgrants. Hence, for both school years, nearly 1 in 2 immigrant children and youth participated in LEAs receiving Title III grants, whereas approximately 1 in 9 identified ELs participated in LIEPs. These differences can be attributed primarily to the fact that not many LEAs with immigrant children and youth receive Title III subgrants to serve this population, whereas every LEA with a sufficient EL population receives a Title III subgrant for educating ELs.

Number of Former English Learners

The *ESEA* requires SEAs to report the progress of former ELs, in LEAs receiving Title III subgrants for ELs, on statewide reading/language arts, mathematics, and science assessments for four years after exiting EL status.⁵⁹ For SY 2018–19, 50 SEAs reported the number of former ELs they followed over a four-year period.⁶⁰ Due to the assessment waivers granted because of the COVID-19 pandemic, data on the number and progress of former ELs were not collected for SY 2019–20. Therefore, the discussion of former ELs in this report is limited to only one school year.

The total number of former ELs across 50 SEAs in SY 2018–19 was 1,857,779 students. Exhibit 3.12 presents the total number of former ELs for SY 2018–19, broken out by the subtotals for each of the four years after they exited EL status in LEAs receiving Title III subgrants for ELs.

Exhibit 3.12. Number of Former English Learners by Years of Reporting After Exit: School Years 2018–19 and 2019–20



NOTE: Missing Data: Vermont did not report the number of former ELs for SY 2018–19. SEAs were not required to report the number of former ELs for SY 2019–20 due to the COVID-19 pandemic.

SOURCE: U.S. Department of Education, *EDFacts SY 2018–19*. Retrieved April 2020.

Forty-four of the 50 SEAs that reported data on former ELs for SY 2018–19 provided data for all four years. Three SEAs (Alaska, New Hampshire, Utah) reported the number of former ELs for a three-year period, whereas Kentucky, Louisiana, and Oklahoma reported the number of former ELs for two years after they exited Title III.

Of the 45 SEAs that reported the number of former ELs over a four-year period, their total numbers ranged from a high of 625,644 (California) to a low of 491 (Montana). Exhibit 3.13 presents the SEAs in the quartile reporting the largest numbers of former ELs, in descending order. To contextualize the

⁵⁹ ESEA section 3121(a)(5)

⁶⁰ Vermont did not report the number of former ELs for SY 2018–19. Puerto Rico is not included since its language of instruction is Spanish, and its Title III grant supports students with limited proficiency in Spanish, not English.

number of former ELs reported, the number of ELs participating in LIEPs that these SEAs reported for SY 2018–19 is included. Data on the number of former ELs in SY 2018–19 for all SEAs can be found in Table A-5 in Appendix A.

Exhibit 3.13. Quartile of State Educational Agencies Reporting the Largest Numbers of Former English Learners: School Year 2018–19

SEA	Total Number of Former ELs Four Years After Exit: SY 2018–19	Total Number of ELs Participating in LIEPs: SY 2018–19
California	625,644	1,185,606
Texas	190,598	965,330
Florida	166,338	281,294
Illinois	66,796	203,135
New York	63,745	223,386
Washington	53,442	118,809
Georgia	52,627	116,944
Minnesota	51,378	68,986
Virginia	49,546	107,039
Colorado	43,688	97,255
Arizona	41,197	60,043
North Carolina	36,596	109,850
New Jersey	34,349	NR

NOTES: Former ELs are ELs who were enrolled in LEAs receiving Title III subgrants and exited EL status after achieving proficiency in English. The number of former ELs shown is the aggregate of the numbers of former ELs reported for one, two, three, and four years after exit. NR: New Jersey did not report the number of ELs participating in LIEPs for SY 2018–19.

SOURCE: U.S. Department of Education, *EDFacts SY 2018–19*. Retrieved April 2020.

- Many of the SEAs in the top quartile of SEAs reporting the largest numbers of former ELs are also SEAs with the largest numbers of ELs participating in LIEPs provided by Title III subgrantees.
- Arizona, Minnesota, and New Jersey reported larger-than-expected numbers of former ELs since they are not in the top quartile of SEAs reporting the largest numbers of ELs participating in LIEPs.

Data on the number of former ELs in LEAs receiving Title III subgrants for ELs were not collected for SY 2019–20 since all SEAs received waivers of the assessment requirements during the COVID-19 pandemic.

Exhibit 3.14. Quartile of State Educational Agencies Reporting the Largest Numbers of Former English Learners: School Year 2019–20

SEA	Total Number of Former ELs Four Years After Exit: SY 2019–20	Total Number of ELs Participating in LIEPs: SY 2019–20
These data were not collected due to COVID-19.		

The Languages Most Commonly Spoken by English Learners

Each SEA reports the top five languages spoken by the ELs it identifies every school year. In SY 2018–19, SEAs reported 44 different languages among the top five languages spoken by ELs in their states’ elementary and secondary schools.⁶¹ In SY 2019–20, the number of different languages ELs spoke in elementary and secondary schools increased to 46.⁶² The top five languages spoken by the largest numbers of ELs in each SEA in SY 2018–19 and SY 2019–20 are presented in Tables A.4a and A.4b, respectively, in Appendix A. It is important to note that the number of ELs presented for each language is not the total number of ELs who speak that language; rather, the number includes only ELs whose languages are in their SEAs’ top five languages.

Nationally, the top five languages most commonly spoken by ELs in SY 2018–19 were, in descending order, Spanish, Arabic, Chinese (Mandarin or Cantonese), Vietnamese, and Somali.⁶³ For SY 2019–20, the top four languages were the same as the previous school year; however, Portuguese replaced Somali as the fifth most commonly spoken language among ELs. Exhibit 3.15 shows the total number and percentage of EL speakers for the top five languages across SEAs that included these languages among their top five languages by school year.⁶⁴

Exhibit 3.15. Top Five Languages Spoken by All Identified English Learners: School Years 2018–19 and 2019–20

SY 2018–19			SY 2019–20		
Language	Number	% All ELs	Language	Number	% All ELs
Spanish; Castilian	3,777,926	75.2%	Spanish; Castilian	3,872,153	75.7%
Arabic	135,870	2.7%	Arabic	131,554	2.6%
Chinese	102,834	2.0%	Chinese	100,085	2.0%
Vietnamese	76,517	1.5%	Vietnamese	75,558	1.5%
Somali	40,115	0.8%	Portuguese	44,771	0.9%

NOTE: Percentages are rounded to the nearest tenth.

SOURCES: U.S. Department of Education, *EDFacts SY 2018–19*. Retrieved April 2020. U.S. Department of Education, *EDFacts SY 2019–20*. Retrieved March 2021.

- Nationwide, Spanish was spoken by the largest number and greatest percentage of ELs in both SYs 2018–19 and 2019–20.
- The number and percentage of Spanish-speaking ELs greatly exceeded the number and percentage of ELs who spoke Arabic, the second most commonly spoken language among identified ELs for both school years. Approximately 3 in 4 ELs spoke Spanish. By comparison, fewer than 3 in 100 ELs were Arabic speakers.

For both SYs 2018–19 and 2019–20, none of the SEAs reporting the top five languages spoken by the ELs they identified replicated the top five languages on the nationwide list displayed in Exhibit 3.15. Exhibit 3.16 indicates how many of the top five languages nationwide (i.e., Spanish, Arabic, Chinese,

⁶¹ The number of different languages for SY 2018–19 does not include uncoded, undetermined, or no linguistic content. English is excluded.

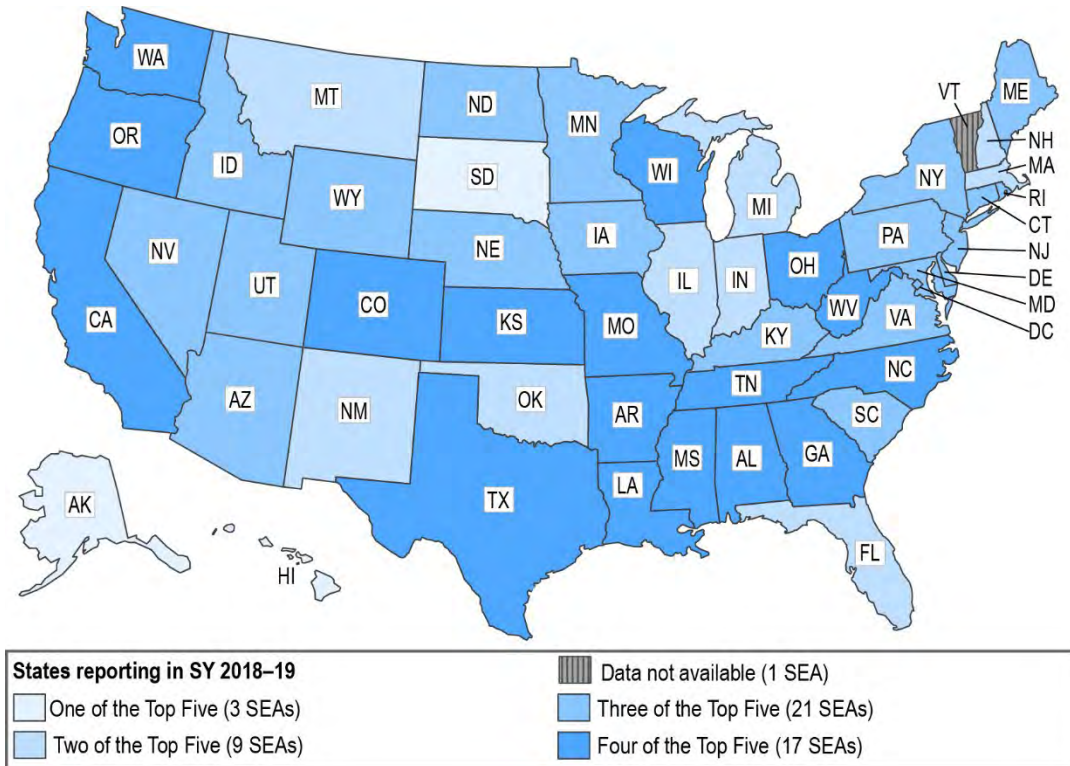
⁶² The number of different languages for SY 2019–20 does not include uncoded, undetermined, or no linguistic content. English is excluded.

⁶³ Castilian Spanish

⁶⁴ The percentages of ELs speaking the top five languages are calculated by dividing the number of EL speakers of the language by the total number of identified ELs in each school year (i.e., SY 2018–19 = 5,024,930 identified ELs; SY 2019–20 = 5,116,439 identified ELs) and not just those enrolled in LEAs receiving Title III subgrants. English is excluded from these calculations.

Vietnamese, and Somali) each SEA reported as its top five languages for SY 2018–19. Exhibit 3.17 displays SEAs according to the number of top five national languages—Spanish, Arabic, Chinese, Vietnamese, and Portuguese—they reported as the top five most commonly spoken languages by the ELs they identified for SY 2019–20.

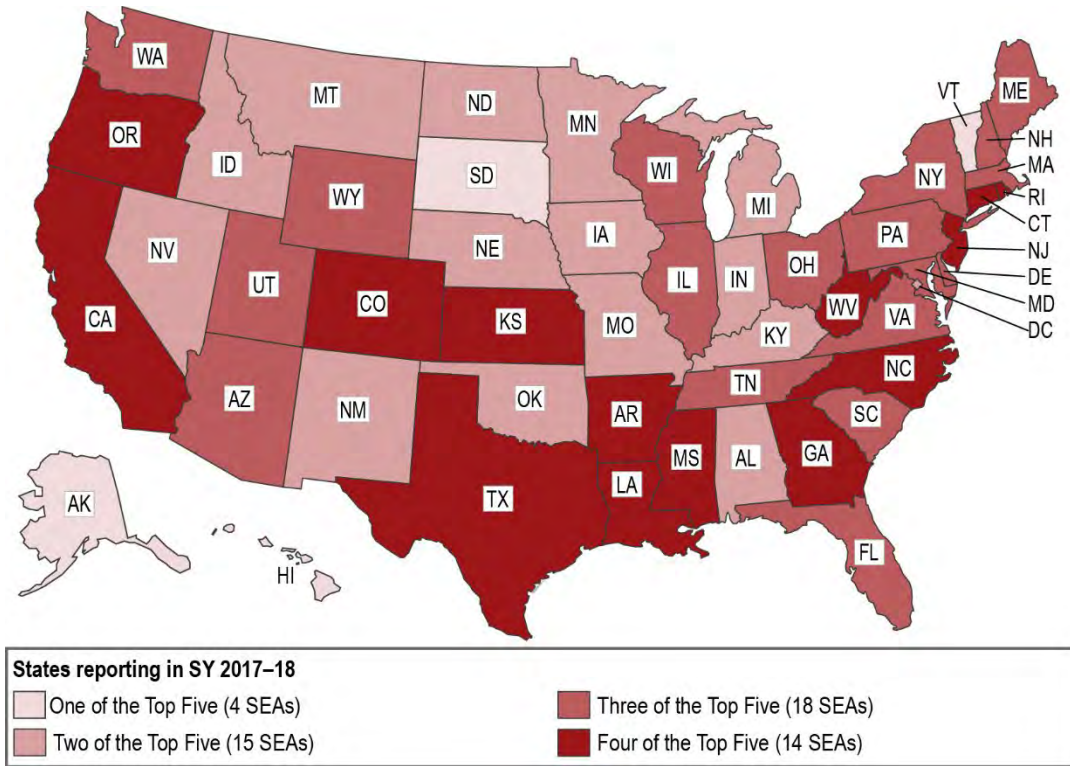
Exhibit 3.16. Number of the Nationwide Top Five Languages Spoken by English Learners State Educational Agencies Included in Their Top Five Languages: School Year 2018–19



NOTES: Vermont did not report the top five languages spoken by the state's ELs.

SOURCE: U.S. Department of Education, *EDFacts SY 2018–19*. Retrieved April 2020.

Exhibit 3.17. Number of the Nationwide Top Five Languages Spoken by English Learners State Educational Agencies Included in Their Top Five Languages: School Year 2019–20



SOURCE: U.S. Department of Education, *EDFacts SY 2019–20*. Retrieved March 2021.

- For both SYs 2018–19 and 2019–20, all SEAs included Spanish as one of the top five languages spoken by the ELs they identified.
- Forty-six of the 50 states and the District of Columbia ranked Spanish as first among their five top languages for both school years.
- Five states reported a language other than Spanish as spoken by the largest number of identified ELs in the state. The five states, the language they ranked first, and the percentage of ELs in the state who spoke the state’s top language are displayed in Exhibit 3.18.

Exhibit 3.18. States Reporting Languages Other Than Spanish as the Most Frequently Spoken by English Learners: School Years 2018–19 and 2019–20

State	ELs’ Most Frequently Spoken Language	SY 2018–19		SY 2019–20	
		Number	Percentage of English Learners in State	Number	Percentage of English Learners in State
Alaska	Yupik languages	5,364	34.7%	5,179	33.7%
Hawaii	Iloko	3,063	18.5%	3,227	18.2%
Maine	Somali	1,576	26.6%	1,258	23.1%
Montana	German	384	11.3%	431	12.1%
Vermont	Nepali			356	21.2%

NOTES: Vermont did not report its top five languages for SY 2018–19.

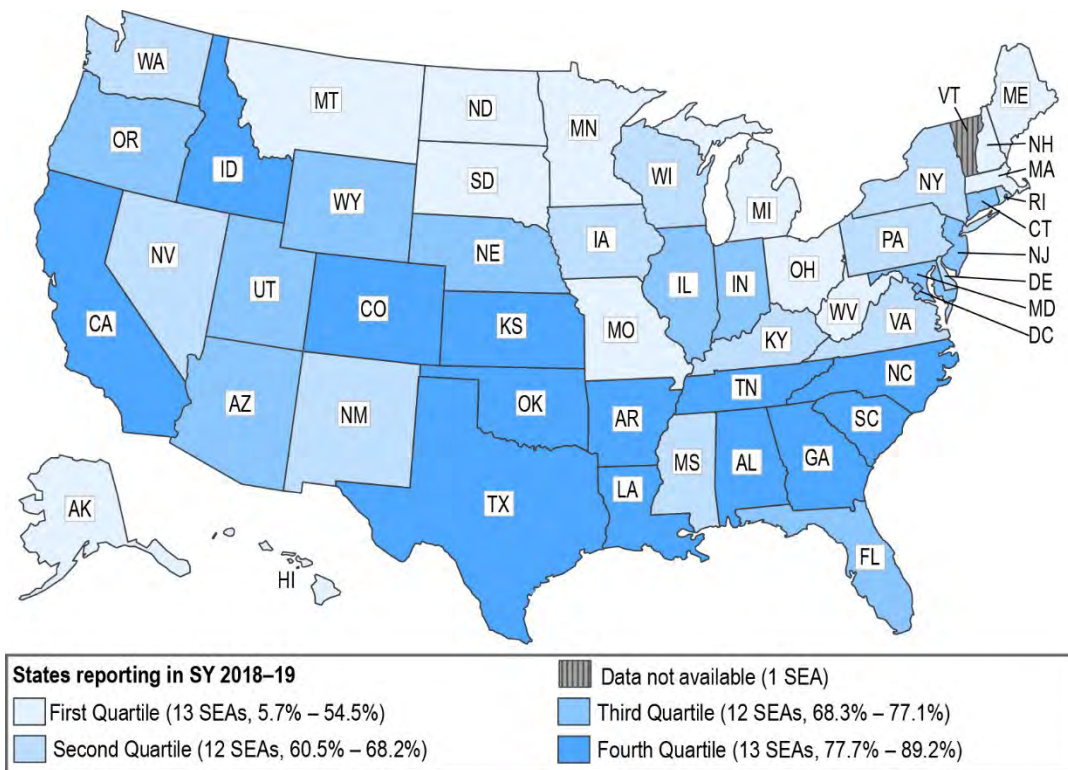
SOURCES: U.S. Department of Education, *EDFacts SY 2018–19*. Retrieved April 2020. U.S. Department of Education, *ED Data Express SY 2019–20*. Retrieved December 2021.

A Closer Look at EL Speakers of Spanish, Arabic, and Chinese

The following section provides a more in-depth look at the top three languages SEAs reported ELs spoke in both SYs 2018–19 and 2019–20. The information presented looks across all SEAs. Please refer to Tables A.4a and A.4b in Appendix A to find data for individual SEAs.

Spanish appeared in every SEA’s list of the top five languages spoken by identified ELs. This attests to the prevalence of Spanish speakers across the nation. However, the percentage of Spanish-speaking ELs varied across SEAs. Exhibit 3.19 shows the percentage of Spanish-speaking ELs of each SEA’s total EL population in SY 2018–19 by quartile. Refer to Appendix Table A.4 for the actual number and percentage of Spanish-speaking ELs each SEA reported.

Exhibit 3.19. Percentage of Spanish-Speaking English Learners State Educational Agencies Reported for School Year 2018–19



NOTE: Vermont did not report its top five languages for SY 2018–19.

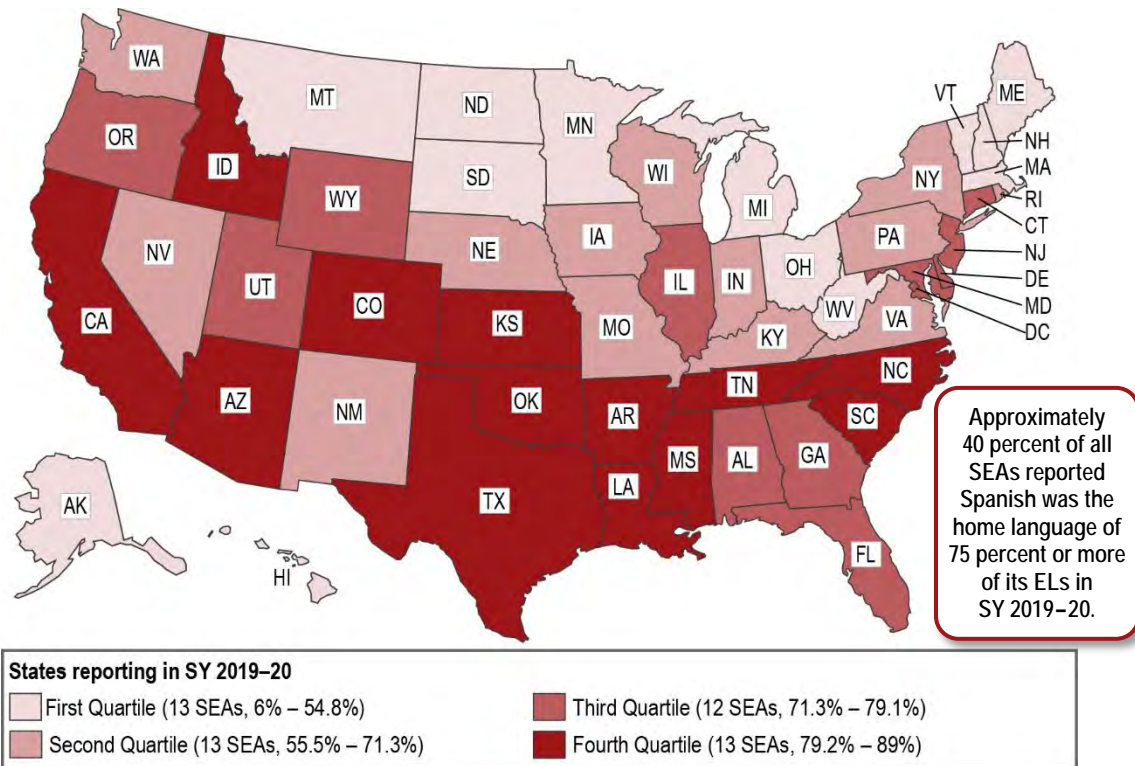
SOURCE: U.S. Department of Education, *EDFacts SY 2018–19*. Retrieved April 2020.

- In SY 2018–19, Texas reported the highest percentage of Spanish-speaking ELs across all SEAs (89.2 percent). Approximately 9 in 10 ELs identified in Texas spoke Spanish as their first language.
- In addition to Texas, the five SEAs reporting the largest percentages of Spanish-speaking ELs in SY 2018–19 are, in descending order, Oklahoma (83.7 percent), Colorado (82.8 percent), Kansas (82.8 percent), Louisiana (82.7 percent), and South Carolina (82.5 percent).
- The three SEAs that reported the smallest percentages of Spanish-speaking ELs were Hawaii (5.7 percent), Maine (8.5 percent), and Montana (10.2 percent).

The SY 2019–20 data regarding Spanish-speaking ELs reveal a pattern similar to the SY 2018–19 data. This similarity can be seen in Exhibit 3.20, which depicts the percentage of Spanish-speaking ELs

among each SEA’s total EL population in SY 2019–20 by quartile. Refer to Table A-4 in Appendix A for the actual numbers and percentages of Spanish-speaking ELs reported by each SEA.

Exhibit 3.20. Percentage of Spanish-Speaking English Learners State Educational Agencies Reported for School Year 2019–20



SOURCE: U.S. Department of Education, *EDFacts SY 2019–20*. Retrieved March 2021.

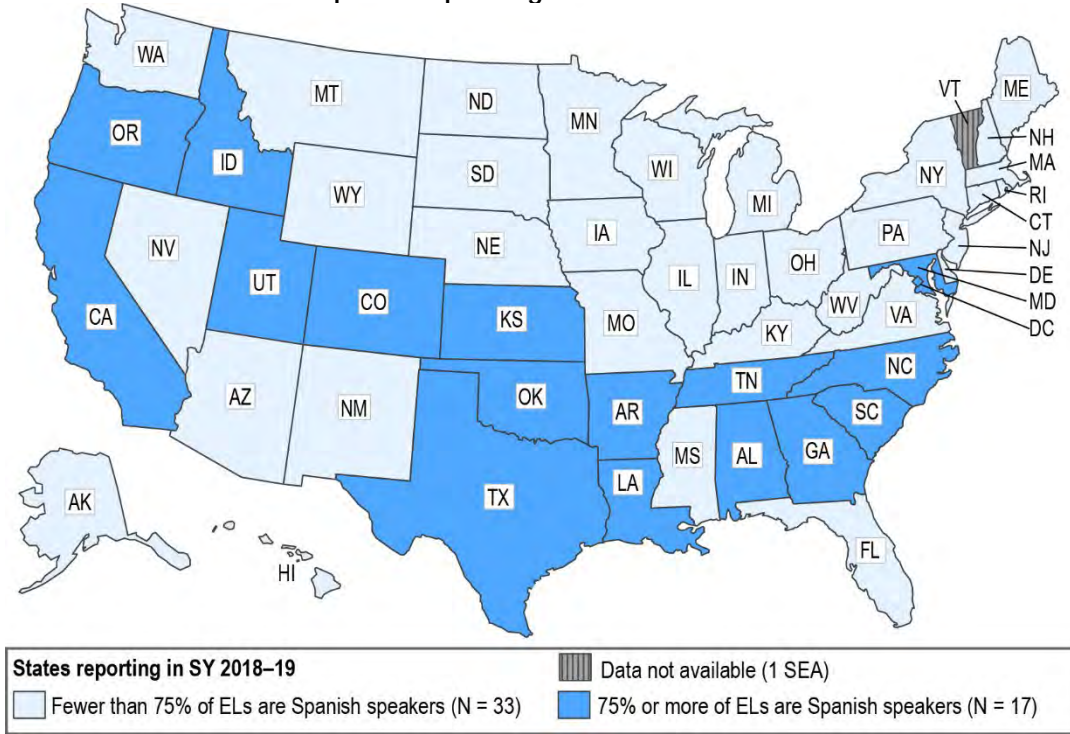
The two SEAs with the largest percentage of Spanish-speaking ELs in SY 2019–20 were Texas (89.0 percent) and Louisiana (85.7 percent).

- The remaining SEAs in the quartile of largest percentages of Spanish-speaking ELs are, in descending order, Oklahoma (83.1), Kansas (82.9 percent), Colorado (82.6 percent), South Carolina (82.6 percent), Mississippi (82.4 percent), Arkansas (82.0 percent), California (81.4 percent), Arizona (81.0 percent), Idaho (80.8 percent), Tennessee (79.6 percent), and North Carolina (79.2 percent).
- Although several of the SEAs in the top quartile in SY 2019–20 were also in the top quartile in SY 2018–19, there were some differences indicating percentage increases or decreases. Two SEAs—Arizona and Mississippi—entered the largest percentages of Spanish-speaking ELs quartile in SY 2019–20, whereas Alabama and Georgia dropped out of this quartile.
- The three SEAs that reported the smallest percentages of Spanish-speakers for SY 2018–19 also reported the smallest percentages in SY 2019–20. These were, in descending order, Hawaii (6.0 percent), Maine (9.7 percent), and Montana (11 percent). Vermont, which did not report its top five languages for SY 2018–19, is also in this group, reporting that only 9.8 percent of its identified ELs were Spanish-speakers.

Spanish is the home language for more than 3.8 million EL students enrolled in the nation’s elementary and secondary schools. As mentioned previously, all SEAs include Spanish as one of the

top five languages spoken by ELs in their jurisdiction.⁶⁵ However, the concentration of Spanish-speaking ELs in each SEA varies from 90 percent to less than 10 percent. Exhibits 3.21 and 3.22 indicate the SEAs in which Spanish-speaking ELs constitute 75 percent or more of all identified ELs in the SEA.

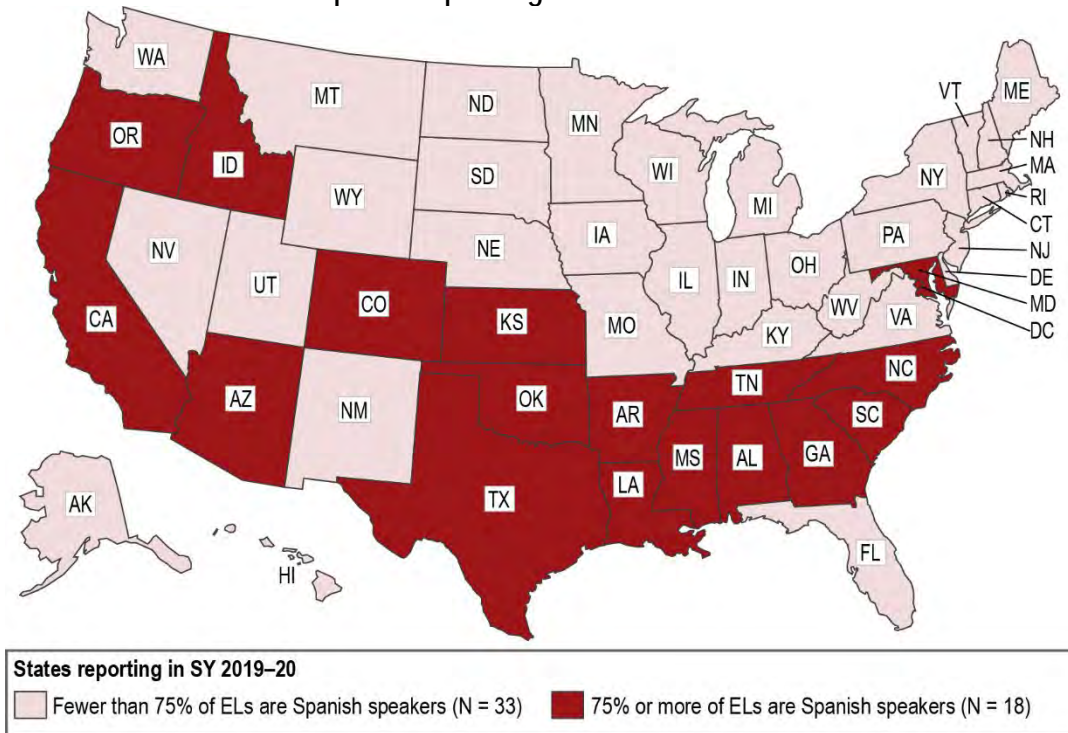
Exhibit 3.21. State Educational Agencies Reporting 75 Percent or More English Learners Are Spanish-Speaking: School Year 2018–19



SOURCE: U.S. Department of Education, *EDFacts SY 2018–19*. Retrieved April 2020.

⁶⁵ Puerto Rico is not included since it has SLs instead of ELs. Spanish is the language of instruction in Puerto Rico's public school system, and Title III supports students with limited Spanish proficiency.

Exhibit 3.22. State Educational Agencies Reporting 75 Percent or More English Learners Are Spanish-Speaking: School Year 2019–20



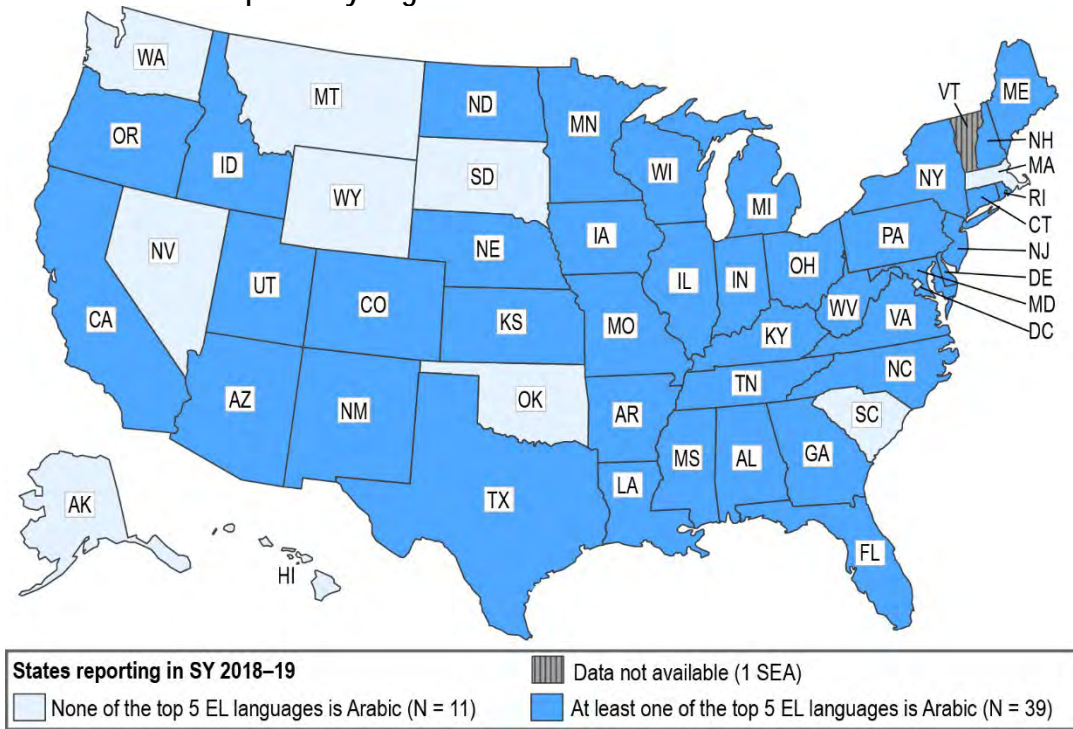
SOURCE: U.S. Department of Education, *EDFacts SY 2019–20*. Retrieved March 2021.

Arabic was identified as the second most commonly spoken language among ELs in the United States. In SY 2018–19, SEAs reported a total number of 135,870 EL students whose home language was Arabic. This number represents an increase of more than 200 percent compared to the 39,040 Arabic speakers reported in SY 2006–07, the first year in which information on the home languages of ELs was collected.⁶⁶ Nonetheless, Arabic was the language spoken by only 2.7 percent of identified ELs in SY 2018–19.

A total of 39 SEAs reported Arabic among their top five languages for SY 2018–19. Exhibit 3.23 displays the SEAs that included Arabic among their top five languages.

⁶⁶ U.S. Department of Education (2012). *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program School Years 2006–08*. https://ncela.ed.gov/files/uploads/3/Biennial_Report_0608.pdf

Exhibit 3.23. State Educational Agencies Reporting Arabic Among Their Five Most Common Languages Spoken by English Learners: School Year 2018–19

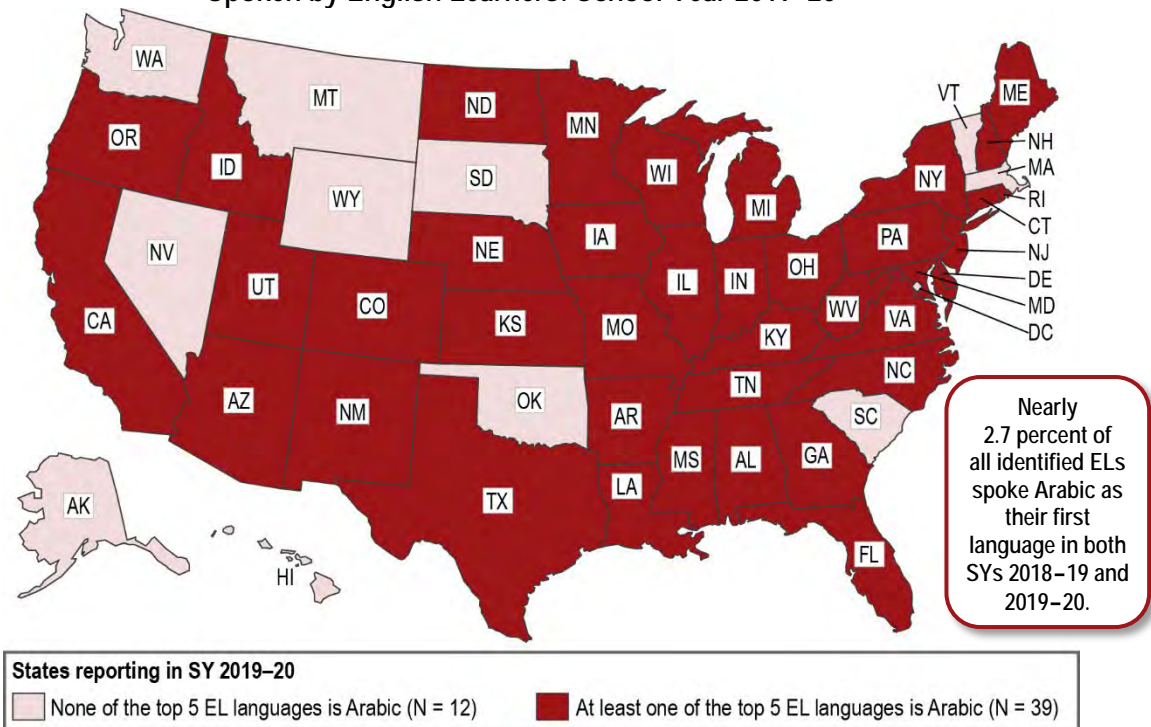


SOURCE: U.S. Department of Education, *EDFacts SY 2018–19*. Retrieved April 2020.

- Arabic was not the most frequently spoken language in any SEA, but it was the second-most commonly spoken language among identified ELs in 19 SEAs.
- In SY 2018–19, the SEAs with the largest percentages of identified ELs who spoke Arabic were, in descending order, Michigan (27.9 percent), Maine (14.9 percent), West Virginia (8.3 percent), Tennessee (6.8 percent), Ohio (6.3 percent), New Hampshire (6.0 percent), New York (5.3 percent), and Nebraska (5.1 percent).
- In Michigan, approximately 1 in 4 identified ELs spoke Arabic as their first language.

In SY 2019–20, the total number of Arabic-speaking ELs across all SEAs decreased by 3.2 percent to 131,554, but the patterns and distributions of Arabic-speaking ELs were similar to SY 2018–19 as can be seen below in Exhibit 3.24.

Exhibit 3.24. State Educational Agencies Reporting Arabic Among Their Five Most Common Languages Spoken by English Learners: School Year 2019–20

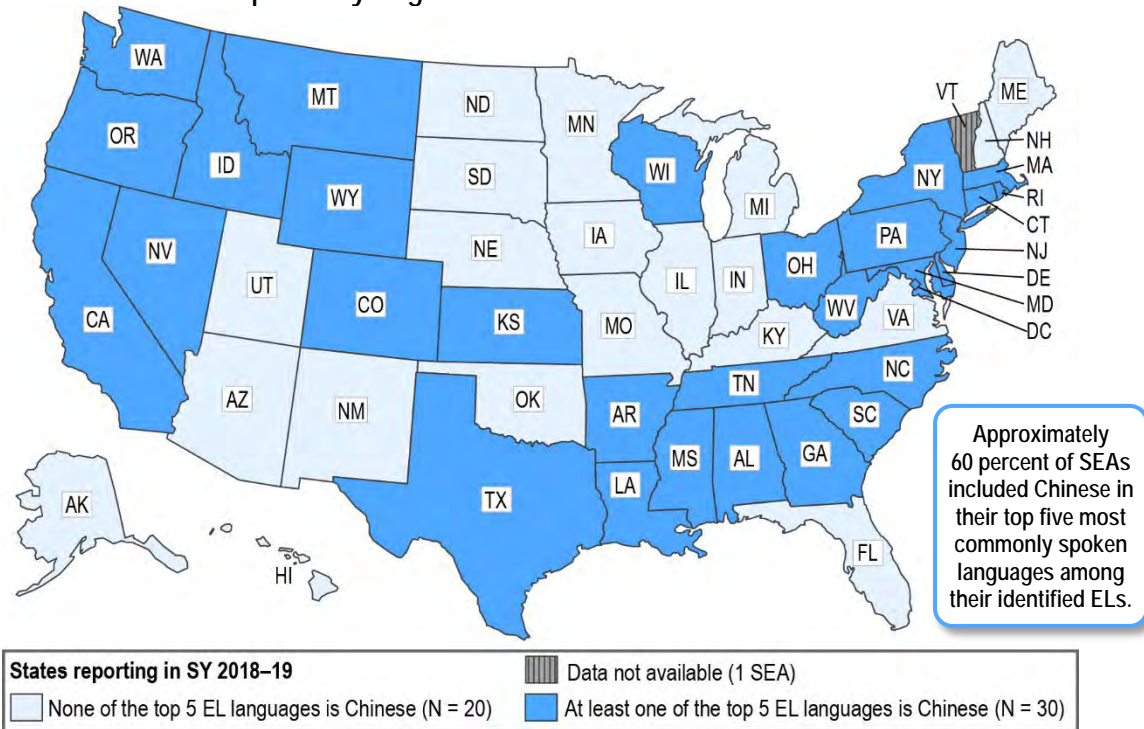


SOURCE: U.S. Department of Education, *EDFacts SY 2019–20*. Retrieved March 2021.

- For SY 2019–20, Arabic appeared on the list of the top five languages for 39 SEAs. Of these SEAs, 15 identified Arabic as the home language spoken by the second-largest number of ELs in their jurisdictions.
- Michigan again reported the largest percentage of Arabic-speaking ELs at 27.3 percent. Maine had the second-largest percentage at 13.6 percent.
- The SEAs that reported the largest percentages of Arabic-speaking ELs in SY 2019–20 were mostly the same SEAs as in SY 2018–19. In addition to Michigan and Maine, West Virginia, Ohio, New Hampshire, and Tennessee again reported percentages of Arabic-speaking ELs that exceeded 5 percent. Mississippi joined this group by reporting that 6.2 percent of all identified ELs in the state spoke Arabic as their home language.

Chinese was the third most commonly spoken home language of ELs across all SEAs in both SYs 2018–19 and 2019–20. For SY 2018–19, the total number of ELs whose home language was Chinese was 102,834, or 2.0 percent of all identified ELs. Thirty SEAs included Chinese among their top five languages. Exhibit 3.25 depicts which SEAs included Chinese among the top five languages spoken by the ELs they identified.

Exhibit 3.25. State Educational Agencies Reporting Chinese Among Their Five Most Common Languages Spoken by English Learners: School Year 2018–19

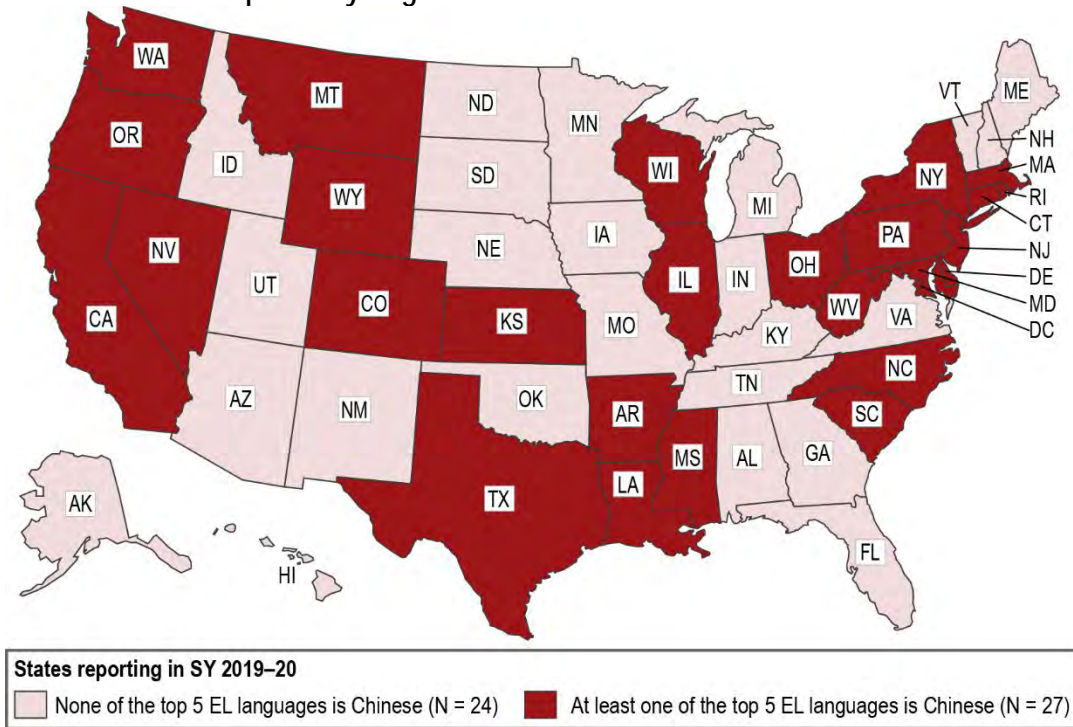


SOURCE: U.S. Department of Education, *EDFacts SY 2018–19*. Retrieved April 2020.

- Four SEAs identified Chinese as the language spoken by the second-largest percentage of identified ELs in their states in SY 2018–19. These states were California (37,503, or 3.1 percent of the state’s identified ELs), New York (19,957, or 8.4 percent), West Virginia (171, or 8.6 percent), and Wyoming (31, or 1.2 percent).
- The SEA reporting the largest percentage of Chinese-speaking ELs was West Virginia at 8.6 percent. In addition to the SEAs mentioned above, the SEAs with percentages of Chinese speakers greater than 3 percent were Massachusetts at 4.1 percent (3,873 ELs) and Pennsylvania at 4.7 percent (3,227 ELs).
- The SEAs with the largest numbers of Chinese speakers are New York, California, Massachusetts, Washington (3,508), and Pennsylvania. Together, these five SEAs account for more than three-quarters of the total number of Chinese-speaking ELs identified in SY 2018–19.

For SY 2019–20, 27 SEAs reported Chinese as one of the top five home languages spoken by the ELs they identified. This number represents a decrease of three SEAs from the previous school year. The total number of Chinese-speaking ELs across all SEAs was 100,085, which is 2,749 fewer ELs than in SY 2018–19 (a decrease of 2.7 percent). Exhibit 3.26 shows which SEAs included Chinese among their top five most commonly spoken languages of identified ELs.

Exhibit 3.26. State Educational Agencies Reporting Chinese Among Their Five Most Common Languages Spoken by English Learners: School Year 2019–20



SOURCE: U.S. Department of Education, *EDFacts SY 2019–20*. Retrieved March 2021.

- Three SEAs—New York, California, and Wyoming—reported Chinese as their second most commonly spoken language for both school years 2018–19 and 2019–20. Nevada also reported Chinese as the second most commonly spoken language among their identified ELs for SY 2019–20.
- Although pockets of Chinese-speaking ELs can be found across the nation, and Chinese ranks as one of 27 SEAs’ top five languages, many of these populations of identified ELs are small (e.g., Wyoming reported 35 ELs; Montana reported 58 ELs; West Virginia reported 123 ELs; Rhode Island reported 211 ELs).
- The SEAs with the largest numbers of identified ELs whose home language is Chinese are New York, California, Massachusetts, Pennsylvania, Washington, and Illinois.

A Closer Look at American Indian and Alaska Native Languages

The number and percentage of ELs whose home languages are American Indian or Alaska Native languages are small and concentrated in a limited number of SEAs. Nevertheless, these numbers and percentages were sufficient to place these languages among the top five languages spoken by ELs in six SEAs. Information on the SEAs reporting ELs who speak American Indian or Alaska Native languages is summarized in Exhibit 3.27.

Exhibit 3.27. State Educational Agencies Reporting American Indian or Alaska Native Languages Among Their Five Most Common Languages Spoken by English Learners: School Years 2015–16 Through 2019–20

SEA	Language	SY 2015–16			SY 2016–17			SY 2017–18			SY 2018–19			SY 2019–20		
		Rank Order	Number	% ELs in SEA	Rank Order	Number	% ELs in SEA	Rank Order	Number	% ELs in SEA	Rank Order	Number	% ELs in SEA	Rank Order	Number	% ELs in SEA
Alaska	Yupik Languages	1st	5,643	37.1%	1st	5,688	38.8%	1st	6,114	39.15%	1st	5,364	34.7%	1st	5,179	33.7%
Arizona	Navajo; Navaho	4th	460	0.65%	5th	357	0.51%	5th	545	0.71%	5th	498	0.6%	4th	851	1.1%
Montana	North American Indian	3rd	61	2.09%	4th	58	1.75%	4th	58	1.86%	4th	65	1.9%	3rd	77	2.2%
New Mexico	Navajo; Navaho	2nd	6,240	12.60%	2nd	6,008	12.13%	NR	NR	NR	2nd	5,880	11.5%	2nd	5,591	10.6%
	North American Indian	3rd	1,957	3.74%	3rd	981	1.98%	NR	NR	NR	3rd	833	1.6%	3rd	921	1.7%
	Zuni	5th	518	1.05%	5th	529	1.07%	NR	NR	NR	4th	491	1.4%	4th	462	0.9%
Utah	Navajo; Navaho	2nd	954	2.31%	2nd	887	2.15%	2nd	788	1.71%	2nd	854	1.7%	4th	793	1.5%

NOTES: NR is “not reported.” One SEA (New Mexico) did not report ELs’ languages for SY 2017–18. In order to provide sufficient data to show longitudinal trends, the SY 2015–16 data are included in the above exhibit.

The SY 2015–16 data on languages broke down some of the “North American Indian” languages into specific languages. New Mexico identified Nias as its third most common language (number of EL speakers was 1,131, or 2.28 percent) and Caucasian as the language spoken by the fourth-largest number of ELs (i.e., 826, or 1.67 percent). To enable comparisons, these two languages were combined and reported as “North American Indian” in this table.

Rank order is determined by whether the language is spoken by the SEA’s largest number of ELs (i.e., first), or if it is spoken by the second-, third-, fourth-, or fifth-highest number of ELs in the SEA.

SOURCES: U.S. Department of Education, *Consolidated State Performance report: Part I: SYs 2014–15 and 2015–16* (OMB #1810-0724). Retrieved fall 2018. U.S. Department of Education, *Consolidated State Performance report: Part I: SY 2016–17*. (OMB #1810-0724). Retrieved May 2019. U.S. Department of Education, *EDFacts SY 2017–18*. Retrieved February 2020.

- The total number of ELs whom SEAs reported as Navajo/Navaho speakers in SY 2018–19 was 7,515. For the following school year, SEAs reported a total of 7,524 ELs who are Navajo/Navaho speakers. These totals represent approximately 0.1 percent of all identified ELs.
- The number of ELs among the three SEAs in which Navajo/Navaho was one of the top five languages spoken by identified ELs was 8,441 in SY 2015–16. The number of Navajo/Navaho speakers in these SEAs dropped by 14.3 percent to 7,232 in SY 2018–19 and remained stable in SY 2019–20 (7,235).
- As shown in Exhibit 3.27, Arizona saw a near doubling of the number of identified ELs who were Navajo/Navaho speakers between SY 2018–19 and SY 2019–20, from 498 to 851. However, these gains were offset by decreases in New Mexico and Utah.
- The Yupik languages are indigenous to Alaska. SEAs identified a total of 5,377 ELs as speakers of Yupik languages in SY 2018–19 and a total of 5,193 in SY 2019–20. Nearly all ELs identified as speakers of Yupik languages are in Alaska.
- Despite ranking consistently first as the language most commonly spoken among identified ELs in Alaska, the total number of EL speakers of Yupik languages has decreased slightly between SY 2015–16 and SY 2019–20. The exception to this trend is SY 2017–18.

The decline in the number of speakers of indigenous languages is long-standing. Congress passed the *Native American Languages Act* in 1990.⁶⁷ The law, now known as the *Esther Martinez Native American Languages Programs Act*, was reauthorized in 2019 and became Public Law No: 116-101.⁶⁸ The intent of the law is to

⁶⁷ *Native American Languages Act*, 1990, P.L. 101-477, 25 U.S.C. 2901-2906

⁶⁸ Congress.Gov <https://www.congress.gov/bill/116th-congress/senate-bill/256>

preserve, protect and promote the rights and freedoms of Native Americans to use, practice and develop Native American Languages” and “fully recognize the right of Indian Tribes and other Native American governing bodies, States, territories, and possessions of the United States to take action on, and give official status to their Native American languages for the purpose of conducting their own business.

Efforts to Revitalize Indigenous Languages

There are efforts to revitalize indigenous languages in the United States at the community and national levels. One such effort is the *Native American and Alaska Native Children in School Program* (aka “NAM”), a discretionary grant program implemented through the Office of English Language Acquisition at the U.S. Department of Education. This grant program aims to “to support the teaching, learning, and studying of Native American languages while also increasing the English language proficiency of students served to achieve the same challenging State academic content and achievement standards for all students.”¹

The work undertaken by NAM grantees demonstrates grantees’ commitment to increasing students’ proficiency in English and in their native languages.² The activities the NAM program supports include professional development to enhance instruction in students’ Native languages and in English, expanding early education opportunities, and engaging families. Initiatives such as NAM contribute to the work of preserving indigenous languages and, in so doing, preserve the cultural identities of the speakers of these languages.

Another such effort is the *Native American Language Program* (aka “NAL@ED”). This discretionary grant program implemented through the Office of Indian Education supports schools that use Native American and Alaska Native languages as the primary language of instruction. The goal of the program is to maintain, protect, and promote the rights of Native Americans and Alaska Natives to use and revitalize their languages and culture. The program also supports efforts to increase Native American and Alaska Native student opportunities and outcomes.

¹ U.S. Department of Education, *Native American and Alaska Native Children in School Program Fact Sheet*, https://ncela.ed.gov/files/FundingNAM_FactSheet.pdf

² U.S. Department of Education, *Native American and Alaska Native Children in School Program*, <https://www2.ed.gov/programs/naancs/index.html>

4. Instructional Programs and Educators for English Learners

In SY 2018–19, 96.2 percent of all identified ELs participated in language instruction educational programs (LIEPs) provided by LEAs receiving Title III subgrants.⁶⁹ The percentage of all identified ELs participating in such LIEPs in SY 2019–20 was 96.5 percent.⁷⁰ It is important to note that in SY 2019–20, unlike in previous school years, Title III subgrantees were able to submit “duplicate counts” if an EL participated in more than one type of LIEP in the school year. Accordingly, comparisons regarding LIEP enrollment numbers by type of LIEP across these two school years is not advisable. However, the numbers of ELs participating in LIEPs is still an unduplicated count.

This chapter addresses the following questions regarding this group of ELs:

- In what types of LIEPs did ELs participate?
- What were the languages of instruction used to support ELs’ academic learning and their acquisition of English language proficiency?
- How many instructors in LIEPs were certified or licensed EL instructors?
- What is the anticipated need for licensed EL instructors in the next five years?

This chapter summarizes the data SEAs reported in *EDFacts* and *ED Data Express* that address these questions.

The sections of this chapter include

- the definitions of different types of LIEPs,
- SEAs’ reports of the types of LIEPs their subgrantees offered and enrollment numbers by type of LIEP,
- the number of licensed or certified EL instructors in LIEPs offered by LEAs receiving Title III subgrants, and
- the projected number of licensed or certified EL instructors needed for the succeeding five fiscal years.

Language Instruction Educational Programs

According to section 3201(7) of the *ESEA*, the term “language instruction educational program”

means an instruction course—“(A) in which an English learner is placed for the purpose of developing and attaining English proficiency, while meeting challenging State academic standards; and (B) that may make instructional use of both English and a child’s native language to enable the child to develop and attain English proficiency, and may include the participation of English-proficient children if such course is designed to enable all participating children to become proficient in English and a second language.”⁷⁴

⁶⁹ The number of ELs participating in LIEPs in SYs 2018–19 and 2019–20 was 4,622,607 and 4,938,237, respectively. The data presented in this chapter do not include data for Puerto Rico since its language of instruction is Spanish. Information on Puerto Rico’s LIEPs is presented in Chapter 7.

⁷⁰ The LIEPs discussed throughout this chapter are those provided by LEAs receiving Title III subgrants.

This definition of LIEP is broad, and LEAs receiving Title III subgrants may offer a variety of LIEPs. The selection of an LIEP model reflects the LEA’s context, EL population size and diversity, staff preparedness and capacity, and SEA policies.⁷¹

LEAs have the choice of implementing LIEPs that develop language and literacy in English and another language, or in English only. Each SEA reported the types of LIEPs their Title III subgrantees implemented by selecting from a list of LIEPs and an “other” option. These LIEPs can be divided into two broad categories: (1) “LIEPs that use English and another language” and (2) “English-only/other LIEPs.” For the purposes of this report, LEAs who selected “newcomer program” or “other” are classified in the English-only/other LIEPs category because it could not be determined from the data whether the “newcomer” or “other” program was offered in another language. Exhibit 4.1 presents the two categories and types of LIEPs that SEAs could select for federal reporting.

Exhibit 4.1. Language Instruction Educational Programs: School Years 2018–20

LIEPs That Use English and Another Language	English-Only/Other LIEPs
Dual language or two-way immersion	Content classes with integrated English as a Second Language (ESL)
Transitional bilingual or early-exit bilingual program	ESL or English language development (ELD)
	Newcomer programs
	Other

SOURCE: U.S. Department of Education, *EDFacts SY 2018–19*; U.S. Department of Education, *ED Data Express SY 2019–20*.

SEAs may consult a glossary to more accurately classify the type of LIEP offered by an LEA receiving Title III subgrants.⁷² The definitions of the terms used for the LIEP models listed in Exhibit 4.1 are as follows:

- Under the category of “LIEPs that use English and another language”:
 - *Dual language or two-way immersion*: The goal of these bilingual programs is for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom in which half of the students are native English speakers and the other half of the students are native speakers of the other language. Another stated goal of dual language programs is to promote cross-cultural understanding among students.
 - *Transitional bilingual or early-exit bilingual program*: This program utilizes a student’s primary language in instruction. The program maintains and develops skills in the primary language and culture while introducing, maintaining, and developing skills in English. The primary purpose of a transitional bilingual education (TBE) program is to facilitate the EL student’s transition to an all-English instructional program while receiving academic subject instruction in the native language to the extent necessary.
- Under the category of “English-only/other LIEPs”:
 - *Content classes with integrated English as a Second Language (ESL)*: This approach makes use of instructional materials, learning tasks, and classroom techniques from academic

⁷¹ U. S. Department of Education. (2012). *Language instruction educational programs (LIEPs): A review of the foundational literature*. <https://www2.ed.gov/rschstat/eval/title-iii/language-instruction-ed-programs-report.pdf>

⁷² Office for Civil Rights, U.S. Department of Education. (2020). *Glossary*. <https://www2.ed.gov/about/offices/list/ocr/ell/glossary.html>

content areas as the vehicle for developing language, content, cognitive, and study skills. English is used as the medium of instruction.

- *English as a Second Language (ESL)*: This is a program of techniques, methodology, and special curricula designed to teach EL students English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. ESL instruction is usually in English with little use of native language. This type of instruction is also known as English language development (ELD).
- *Newcomer program*: These programs are separate, relatively self-contained educational interventions designed to meet the academic and transitional needs of newly arrived immigrants. Typically, students attend these programs before they enter more traditional interventions (e.g., English language development programs or mainstream classrooms with supplemental ESL instruction).

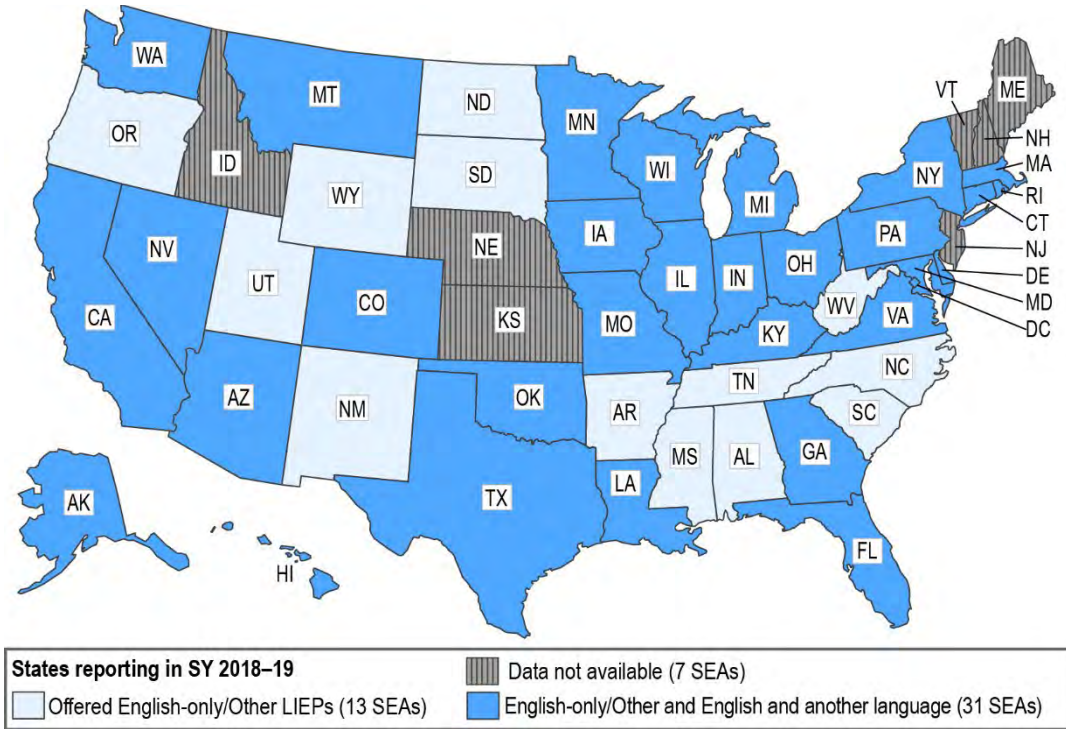
It is important to note that if at least one subgrantee implemented a particular type of LIEP during the school year, the SEA indicated that the program was implemented. Therefore, the prevalence across subgrantees of any one type of LIEP in the SEA cannot be assumed by the following data.

Seventy percent of the 44 SEAs reporting LIEP data for SY 2018–19 indicated that one or more LEAs receiving Title III subgrants implemented LIEP models under both approaches, English and another language and English-only/other LIEPs.⁷³ Only 13 SEAs—Alabama, Arkansas, Mississippi, New Mexico, North Carolina, North Dakota, Oregon, South Carolina, South Dakota, Tennessee, Utah, West Virginia, and Wyoming—reported using English-only/other LIEP models exclusively. Accordingly, in SY 2018–19, instruction in both English and another language was not available to 9 percent of identified ELs enrolled in a Title III-funded LIEP.

Exhibit 4.2 is a color-coded map indicating which SEAs reported that Title III subgrantees offered English-only/other LIEP models or both English-only/other and another language models in SY 2018–19.

⁷³ Puerto Rico is not included since its LIEPs are for students with limited Spanish proficiency. Seven other SEAs either did not submit data or the data submitted were missing information about the LIEPs they offered.

Exhibit 4.2. Categories of Language Instruction Educational Programs Implemented: School Year 2018–19



NOTE: Seven SEAs did not submit data about the types of LIEPs their LEAs receiving Title III subgrants offered, or the data they submitted were incomplete.

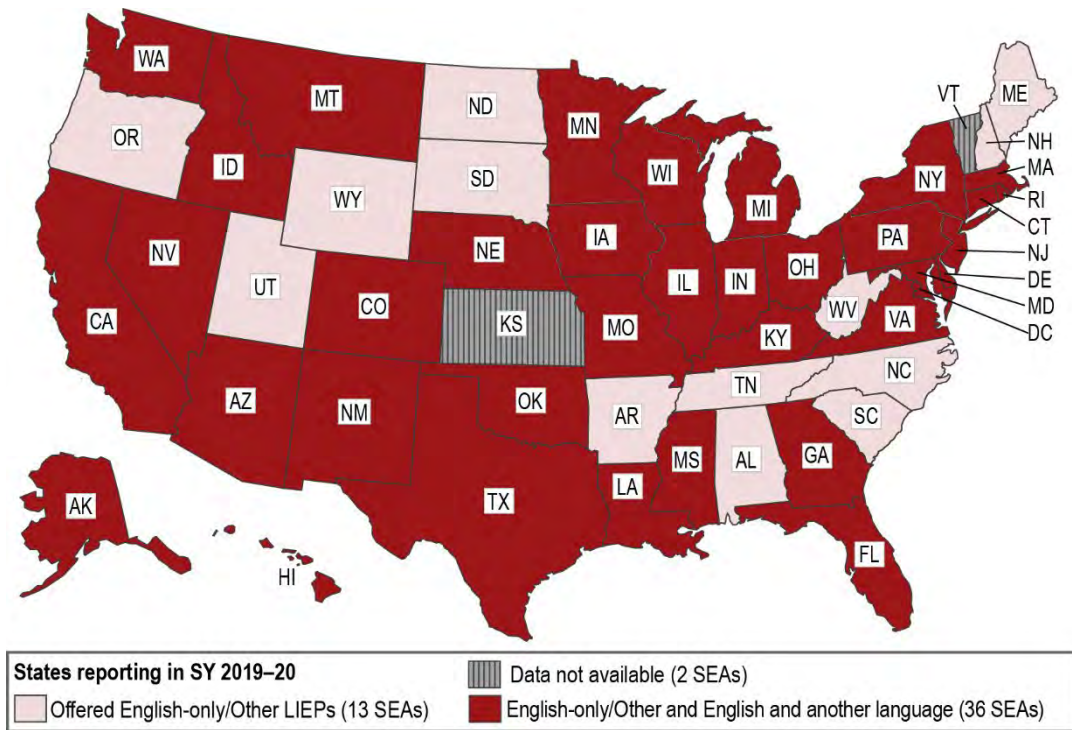
SOURCE: U.S. Department of Education, *EDFacts SY 2018–19*. Retrieved April 2020.

- Forty-four SEAs reported data on the types of LIEPs their Title III subgrantees offered in SY 2018–19.⁷⁴ The percentage of SEAs reporting that subgrantees implemented both English-only/other and English and another language models increased from 70.5 percent in SY 2018–19 to 73.5 percent in SY 2019–20. The number of SEAs whose subgrantees offered English-only/other LIEPs exclusively remained at 13, although there were year-to-year differences in which SEAs were in this group. In contrast to SY 2018–19, Mississippi and New Mexico reported subgrantees offered both English-only/other and English and another language LIEP models in SY 2019–20. For SY 2019–20, Maine and New Hampshire, which did not report data on LIEPs for SY 2018–19, reported that subgrantees in their states offered English-only/other models exclusively.

Exhibit 4.3 indicates which SEAs reported Title III subgrantees offered LIEPs in SY 2019–20 in each of the two categories: (1) English-only models/other or (2) both English and another language plus English-only/other models.

⁷⁴ Puerto Rico is not included since its LIEPs are for students with limited Spanish proficiency. Seven other SEAs either did not submit data about the types of LIEPs they offered or their data were incomplete.

Exhibit 4.3. Categories of Language Instruction Educational Programs Implemented: School Year 2019–20

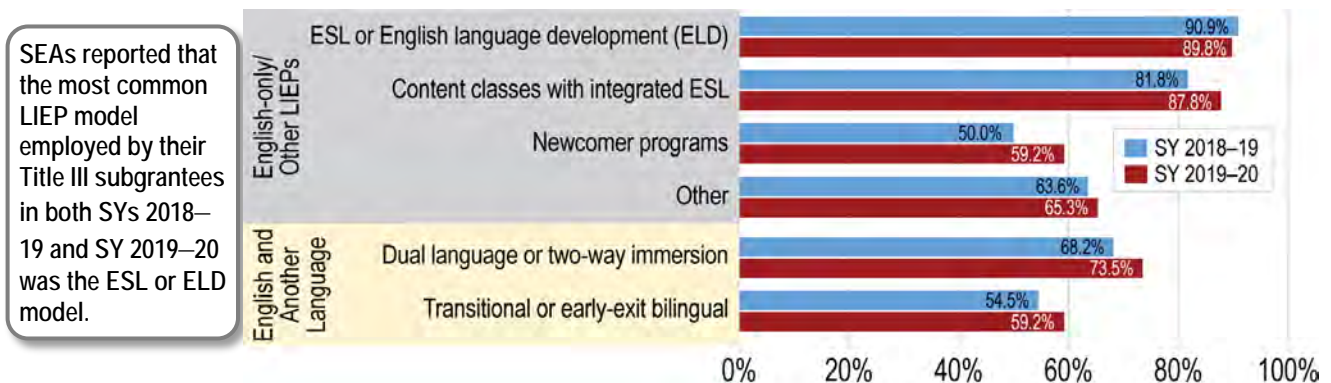


NOTE: Two SEAs did not submit data on the types of LIEPs offered, or the data they submitted were incomplete.

SOURCE: U.S. Department of Education, *ED Data Express SY 2019–20*. Retrieved December 2021.

Delving deeper into the LIEP data reveals that LEAs receiving Title III subgrants implemented some LIEP models more often than other types. Exhibit 4.4 depicts the percentage of SEAs by type of LIEPs offered for SYs 2018–19 and 2019–20. The types of LIEPs are grouped by approach: English and another language or English-only/other language instruction.

Exhibit 4.4. Percentage of State Educational Agencies by Type of Language Instruction Educational Program Implemented by Title III Subgrantees: School Years 2018–19 and 2019–20



NOTES: For SY 2018–19, seven SEAs did not submit data on the types of LIEPs they offered. Two SEAs did not submit useable LIEP data for SY 2019–20.

SOURCES: U.S. Department of Education, *EDFacts SY 2018–19*. Retrieved April 2020. U.S. Department of Education, *ED Data Express SY 2019–20*. Retrieved December 2021.

For SY 2018–19, 10 SEAs reported Title III subgrantees offered all the LIEP models listed on the federal data collection form. These SEAs were Colorado, Delaware, Florida, Kentucky, Louisiana, Minnesota, Missouri, Oklahoma, Rhode Island, and Washington. In the same year, Mississippi, North Carolina, and Wyoming reported all their subgrantees offered only one type of LIEP, the ESL or ELD model.

Approximately 1 in 4 SEAs reported its subgrantees offered all types of LIEPs in SY 2019–20. With a few exceptions, these SEAs were many of the same SEAs as in the previous school year. California, Idaho, Nebraska, and Ohio were added to this group; however, Missouri and Louisiana reported subgrantees offered fewer types of LIEPs than in SY 2018–19.

Three SEAs reported subgrantees offered just one type of LIEP in SY 2019–20. All LEAs receiving Title III subgrants in North Carolina and Wyoming used the ESL or ELD model. Utah reported its LEA subgrantees used other LIEP models.

LIEP Models: English and Another Language

Thirty-one SEAs in 2018–19 and 36 SEAs in 2019–20 reported offering LIEP models that use English and another language:

- Thirty SEAs reported their subgrantees implemented the dual language model in SY 2018–19. The number of SEAs reporting subgrantees using the dual language model increased by 20 percent to 36 SEAs in SY 2019–20.
- In SY 2018–19, nearly 80 percent of those subgrantees reporting used a transitional bilingual or early-exit bilingual model.
- In SY 2019–20, a greater number of the 49 SEAs reporting data on types of LIEPs offered (36 compared to 29 in SY 2018–19) reported that LIEPs utilized a dual language or two-way immersion model than a bilingual model.
- Twenty-three SEAs reported that Title III subgrantees offered both dual language and transitional bilingual models in SY 2018–19. In SY 2019–20, 29 SEAs reported that Title III subgrantees offered both dual language and transitional bilingual models.
- All subgrantees implementing an English and another language LIEP approach in SY 2019–20 also reported using the dual language model. Twenty-nine of these SEAs reported subgrantees offered a transitional bilingual model in addition to the dual language model.

LIEP Models: English-Only/Other

- Fourteen of the 44 SEAs reporting the types of LIEPs subgrantees offered indicated that all four types of English-only/other LIEP models were utilized in SY 2018–19.
- The English-only LIEP models SEAs reported offering most frequently in SY 2018–19 were content with integrated ESL (36 SEAs) and ESL/ELD (40 SEAs). In addition, 33 SEAs reported that both these models were implemented by their Title III subgrantees in SY 2018–19.
- For SY 2018–19, 22 SEAs reported subgrantees offered an LIEP specifically designed for newcomers. The number of SEAs reporting subgrantees offered newcomer programs increased by more than 30 percent to 29 SEAs in SY 2019–20.
- Twenty-seven SEAs reported subgrantees implemented LIEPs classified in the other category in SY 2018–19. For the following school year, four more SEAs indicated subgrantees offered other models.

- Overall, the types of LIEPs implemented in SY 2019–20 were comparable to the previous school year. Forty-four SEAs reported their Title III subgrantees implemented an ESL/ELD model, and 43 SEAs reported grantees used an integrated ESL model.

Enrollment in Language Instruction Educational Programs in SYs 2018–19 and 2019–20

SEAs were asked to report on the number of ELs enrolled in each type of LIEP. Exhibit 4.5 shows the number and percentage of ELs enrolled in each type of LIEP across the 44 SEAs that provided data. Although seven SEAs did not report the number of ELs by type of LIEP, the reported enrollments account for all but less than one-half percent (or .005) of the 4,832,405 ELs who participated in LIEPs offered by LEAs receiving Title III subgrants in SY 2018–19.

Exhibit 4.5. Number of English Learners Enrolled by Type of Language Instruction Educational Program Implemented by Title III Subgrantees: School Year 2018–19

Type of LIEP	Number Enrolled	Percentage Enrolled	Maximum Number Enrolled in Any SEA	Minimum Number Enrolled in Any SEA
Content classes with integrated ESL support	2,041,738	44%	1,038,595	14
ESL/ELD	1,558,213	33%	341,845	402
Dual language or two-way immersion	362,142	8%	196,864	3
Transitional bilingual education or early-exit bilingual education	340,163	7%	203,213	2
Other	286,937	6%	80,514	6
Newcomer programs	14,363	<1%	2,354	2

NOTES: The “Maximum Number Enrolled” and “Minimum Number Enrolled” columns are the totals based on the numbers provided by all SEAs that reported subgrantees implementing that type of LIEP. These data are from 44 SEAs. Seven SEAs (Idaho, Kansas, Maine, Nebraska, New Hampshire, New Jersey, and Vermont) did not submit their data, or the data they submitted were incomplete.

SOURCE: U.S. Department of Education, *EDFacts SY 2018–19*. Retrieved April 2020.

- Although 68.2 percent of SEAs reported that LEAs in their states offered dual language or two-way immersion programs, the total number of ELs enrolled in these types of programs is comparatively small. Approximately only 8 percent of ELs participating in LIEPs offered by Title III subgrantees attended a dual language program in SY 2018–19.
- In SY 2018–19, a total of 702,305 ELs were enrolled in LIEP programs that employed English and another language. This translates to fewer than 1 in 6 ELs having attended an LIEP that used English and ELs’ native languages.
- In contrast, a total of 3,901,251 ELs attended English-only/other LIEPs implemented by LEAs receiving Title III subgrants in SY 2018–19.
- More SEAs reported their Title III subgrantees implemented the ESL or ELD model than any other English-only model (i.e., 39 SEAs). However, the LIEP model with the largest enrollment is the content classes with integrated ESL model. The reason for this apparent disparity may be due to California, which alone had an enrollment of 1,038,595 ELs in the integrated ESL model.
- A total of 3,599,951 ELs were enrolled in LIEPs utilizing ESL/ELD and content classes with integrated ESL models. Thus, approximately 3 in 4 ELs participating in LIEPs offered by Title III subgrantees in SY 2018–19 were enrolled in LIEPs using these two models.

- The newcomer and other LIEP models accounted for only 301,300 ELs. This number is less than 8 percent of the total enrollment in English-only LIEPs in SY 2018–19.

For SY 2019–20, 49 SEAs reported the number of ELs enrolled in each type of LIEP. In contrast to the data reported for the previous school year, Title III subgrantees were able to submit “duplicate counts” if an EL participated in more than one type of LIEP in the school year. Due to the difference in how ELs were counted in these two school years, comparisons of the enrollment numbers by type of LIEP for SY 2018–19 and SY 2019–20 are not advisable.

Exhibit 4.6 presents the numbers and percentage of ELs by the type of LIEP in which they were enrolled in SY 2019–20. Tables A-2a and A-2b in Appendix A display the EL enrollment numbers by type of LIEP for the SEAs that reported those data for SY 2018–19 and SY 2019–20, respectively.

Exhibit 4.6. Number of English Learners Enrolled by Type of Language Instruction Educational Program Implemented by Title III Subgrantees: School Year 2019–20

Type of LIEP	Number Enrolled	Percentage Enrolled	Maximum Number Enrolled in Any SEA	Minimum Number Enrolled in Any SEA
ESL/ELD	2,700,646	55%	1,106,017	381
Content classes with integrated ESL support	2,056,662	42%	985,031	187
Transitional bilingual education or early-exit bilingual education	440,984	9%	174,608	1
Dual language immersion	404,991	8%	200,667	1
Other	474,711	10%	159,064	2
Newcomer programs	43,832	<1%	19,361	23

NOTES: The “Maximum Number Enrolled” and “Minimum Number Enrolled” columns are the totals based on the numbers provided by all SEAs that reported subgrantees implementing that type of LIEP. The percentage enrolled is the percentage of ELs participating in each type of LIEP. These percentages total more than 100 percent since ELs could be counted more than once. These data are from 49 SEAs. Two SEAs (Kansas and Vermont) did not submit data.

SOURCE: U.S. Department of Education, *ED Data Express SY 2019–20*. Retrieved December 2021.

Educators Supporting ELs

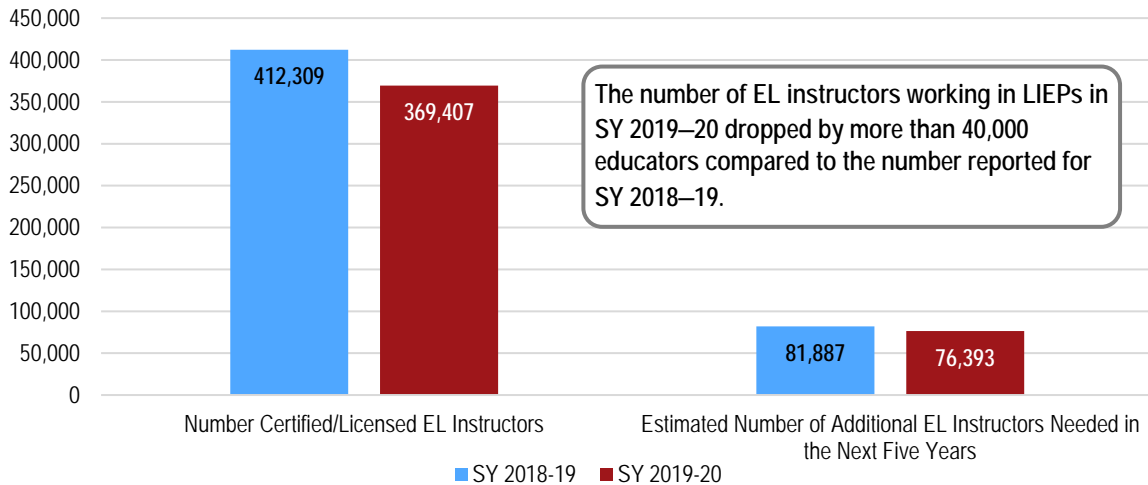
Many educators work to support ELs’ learning. States may require that teachers who teach ELs language or content have additional certifications. The nature of these certifications and requirements range from state to state, as may the requirements for a licensed or certified EL instructor.

The number of certified or licensed EL instructors fluctuates from year to year for a variety of reasons, such as changes in the EL population or changes in a state’s certification policies or requirements.⁷⁵ SEAs reported the total number of EL instructors working in LIEPs in SYs 2018–19 and 2019–20. They also projected the number of additional EL instructors they anticipate needing to staff LIEPs in the next five years. As SEAs are not required to disclose how they project the number of additional EL instructors needed, that information is not available to present in this report.

Exhibit 4.7 shows the total numbers of EL instructors teaching in LIEPs provided by Title III subgrantees in SY 2018–19 and SY 2019–20 across all SEAs. It also includes the total estimated number of additional EL instructors SEAs reported needing in the next five years.

⁷⁵ Certified or licensed EL instructors are henceforth referred to as “EL instructors.”

Exhibit 4.7. Number of Certified or Licensed Teachers Working in Language Instruction Educational Programs in School Years 2018–19 and 2019–20 and the Estimated Number of Additional Teachers Needed in the Next Five Years



NOTES: Data from SY 2018–19 are based on responses from 50 SEAs; Idaho did not report complete data and is not included. Puerto Rico is not included since Spanish is its language of instruction and LIEPs are staffed by certified/licensed Spanish language instructors. Information on Puerto Rico’s instructors are included in Chapter 7 of this report.

SOURCES: U.S. Department of Education, *EDFacts SY 2018–19*. Retrieved April 2020. U.S. Department of Education, *ED Data Express SY 2019–20*. Retrieved December 2021.

The number of EL instructors decreased by more than 10 percent between SY 2018–19 and SY 2019–20.

- California reported the largest number of EL instructors (199,959) of all SEAs for SY 2018–19 and for SY 2019–20 (165,219). However, California saw a 17.4 percent decrease in the number of EL instructors between SY 2018–19 and SY 2019–20.
- New York reported 1,196 fewer EL instructors working in LIEPs in SY 2019–20 than it had in the previous year. This number represents a 15.4 percent decrease.
- In contrast, Montana reported a 57.2 percent increase in the number of EL educators from SY 2018–19 to SY 2019–20, bringing their total number of EL educators in SY 2019–20 to 1,132. Texas added 890 EL instructors to their SY 2018–19 total of 29,044; nevertheless, Texas still projected needing an additional 21,900 EL instructors in the next five years.
- Vermont reported the smallest number of EL instructors among all SEAs for both SY 2018–19 and SY 2019–20 (32 and 36, respectively).

SEAs estimated the number of additional EL instructors they need in the next five years. Overall, the projected need for EL instructors reported for SY 2019–20 declined by 6.7 percent when compared to SY 2018–19, despite more than 300,000 additional ELs participating in LIEPs in SY 2019–20.

- The projected need for additional EL instructors varied greatly among SEAs. For SY 2018–19, eight SEAs estimated needing double the number of EL instructors working in LIEPs, and three SEAs (Hawaii, Nevada, Kentucky) estimated needing up to five times as many additional EL instructors to staff LIEPs administered by Title III subgrantees. However, some SEAs projected increases of fewer than 2 percent (Ohio, Illinois, Nebraska).
- The number of estimated EL instructors SEAs reported needing in the next five years in SY 2019–20 also varied greatly. Some SEAs projected small increases in the number of EL instructors already working in LIEPs (e.g., Alabama estimated 2 percent), whereas other SEAs

projected needing many more EL instructors (e.g., Kentucky and Hawaii projected needing a 500 percent increase).

Ratio of English Language Educators to English Learners

The ratios of EL students to EL instructors further informs our understanding of the educational experiences of ELs served in LIEPs provided by LEAs that received Title III subgrants. Nationwide, the ratio of ELs participating in LIEPs to EL instructors was approximately 11 EL students to 1 EL instructor in SY 2018–19 (11:1). This nationwide ratio rose to 13 EL students to 1 EL instructor (13:1) in SY 2019–20.

The ratio of EL students participating in LIEPs to EL instructors varied greatly across SEAs. In SY 2018–19, the ratios ranged from approximately 1:1 (i.e., Alabama) to 254:1 (Kentucky). The EL students to EL instructor ratios among nine SEAs were at or below the nationwide ratio of 11:1. Seven SEAs had ratios exceeding 100:1.

A wide range of ratios for EL students to EL instructor was also seen in SY 2019–20. Alabama had the lowest ratio (2:1), while Alaska had the highest ratio (294:1). The ratios of EL students to EL instructor were at or below the nationwide ratio of 13:1 in eight SEAs, whereas the ratios in seven SEAs exceeded 100:1.

Exhibit 4.8 presents the “top” or first quartile of SEAs with the lowest ratios of EL students to EL instructor for both SYs 2018–19 and 2019–20. To see the ratios calculated for each SEA, refer to Tables A-7a (SY 2018–19) and A-7b (SY 2019–20) in Appendix A.

Exhibit 4.8. Top Quartile of State Educational Agencies with the Lowest Ratios of English Learner Students to English Language Instructor: School Years 2018–19 and 2019–20

SY 2018–19				SY 2019–20			
State	Number of ELs Participating in LIEPs	Number of Certified/Licensed EL Instructors	Ratio of Approximate Number of ELs to EL Instructors	State	Number of ELs Participating in LIEPs	Number of Certified/Licensed EL Instructors	Ratio of Approximate Number of ELs to EL Instructors
Alabama	27,529	18,446	1:1	Alabama	31,408	15,824	2: 1
Oklahoma	50,299	14,882	3:1	Montana	2,953	1,132	3:1
Montana	2,805	720	4:1	Oklahoma	53,239	14,442	4:1
Arizona	60,043	14,850	4:1	Arizona	58,998	15,897	4:1
Florida	281,294	60,616	5:1	Florida	277,791	58,729	5:1
California	1,185,606	199,959	6:1	California	1,121,925	165,219	7:1
New Mexico	36,435	5,965	6:1	New Mexico	44,109	6,490	7:1
Louisiana	22,119	1,583	14:1	Louisiana	24,490	1,746	14:1
Indiana	59,927	4,064	15:1	Indiana	64,391	4,428	15:1
Illinois	203,135	13,701	15:1	North Dakota	4,010	191	21:1
Utah	30,878	1,746	18:1	Utah	53,110	2,473	21:1
Arkansas	33,234	1,786	19:1	Nebraska	21,587	1,002	22:1
				Arkansas	34,159	1,585	22:1

NOTES: EL-students-to-EL-instructor ratios were calculated by dividing the number of identified ELs in SY 2018–19 in LEAs receiving Title III funds by the total number of licensed or certified EL instructors in those LEAs in SY 2018–19, rounded to the nearest whole number. The ratios were calculated in the same manner for SY 2019–20.

In SY 2018–19 Idaho and Vermont did not report complete data and are not included.

SOURCES: U.S. Department of Education, *EDFacts SY 2018–19*. Retrieved April 2020. U.S. Department of Education, *ED Data Express SY 2019–20*. Retrieved December 2021.

5. Language Assessment and Accountability

A primary purpose of Title III of the *ESEA* is to help ELs attain English proficiency and develop high levels of academic achievement.⁷⁶ This chapter explores how ELs in SYs 2018–19 fared in attaining English language proficiency (ELP).⁷⁷ As noted in Chapter 1, these data were not collected for SY 2019–20 as a result of the waivers of assessment requirements due to the COVID-19 pandemic. Hence, the discussion of ELP assessment results is limited throughout this chapter to SY 2018–19. Exhibits for SY 2019–20 are included to indicate what data are missing.

Each SEA is required to adopt English language proficiency standards that are

- developed from the four domains of speaking, listening, reading, and writing in English;
- designed to address the different proficiency levels of English learners; and
- aligned with challenging State academic standards.⁷⁸

Each SEA must also administer, in all of its LEAs, an annual ELP assessment that is aligned with its English proficiency standards.⁷⁹ Therefore, ELP assessments are based on each SEA’s ELP standards and may vary across SEAs. Even though SEAs can determine which ELP assessment to administer, a majority of SEAs choose to participate in either the World Class Instructional Design and Assessment (WIDA) or the English Language Proficiency Assessment for the 21st Century (ELPA21) consortium, resulting in some standardization across SEAs.

This chapter shows the progress and success ELs made toward attaining proficiency in English as measured by the results of each SEA’s statewide ELP assessment. It examines data SEAs reported for SY 2018–19 for all identified ELs and for ELs who participated in language instruction educational programs (LIEPs) provided by LEAs receiving Title III subgrants.⁸⁰ SEAs reported ELP data disaggregated by the subgroups of former ELs and ELs with disabilities. SEAs also provided information on ELs who did not achieve proficiency within five years, as required by section 3121(a)(6) of the *ESEA*.

Participation and Performance of ELs on ELP Assessments

In SY 2018–19, nearly 96 in every 100 identified ELs participated in an ELP assessment.⁸¹ The participation rate for ELs participating in LIEPs in LEAs receiving Title III subgrants (i.e., ELs in Title III LEAs) was slightly lower: in that same year, approximately 95 in 100 ELs participating in LIEPs in LEAs receiving Title III subgrants took the ELP assessment. o

Disaggregated data for ELs with disabilities showed high participation rates for ELP assessments among this subgroup. SEAs reported that the English proficiency of 711,761 of the 781,814 ELs identified as having a disability were assessed in ELP in SY 2018–19, or nearly 91 in every 100 ELs with a disability.

⁷⁶ The *ESEA*, as amended by *ESSA*, section 3102, <https://www.govinfo.gov/content/pkg/COMPS-11851/pdf/COMPS-11851.pdf>

⁷⁷ In Puerto Rico, Title III supports the acquisition of Spanish, and LEAs that receive Title III subgrants administer Spanish language assessments to their learners. Due to this difference, information related to Title III in Puerto Rico is presented in Chapter 7 of this report. Unless otherwise noted, Puerto Rico’s data are excluded from this chapter.

⁷⁸ *ESEA* section 1111(b)(1)(F). All references to the *ESEA* are to the *Elementary and Secondary Education Act*, as amended by the *Every Student Succeeds Act (ESSA)*, unless otherwise noted.

⁷⁹ *ESEA* section 1111(b)(2)(G)

⁸⁰ Any reference to LIEPs is to LIEPs provided by LEAs receiving Title III subgrants, unless otherwise noted.

⁸¹ The *ESSA* requires SEAs to assess all identified ELs’ ELP each academic year, but various reasons exist why some SEAs report participation rates lower than 100 percent.

Exhibit 5.1 summarizes the number of ELs who participated in ELP assessments across all SEAs. It also shows the number of ELs making progress toward ELP as defined by the SEA or attaining proficiency in English for SY 2018–19. The information is presented for all identified ELs and for ELs in LEAs receiving Title III subgrants. Exhibit 5.1 does not include data for SY 2019–20 due to assessment waivers provided to SEAs as a result of the COVID-19 pandemic.

As noted earlier, the numbers for all identified ELs and ELs in Title III LEAs are similar. It is important to remember that the group of all identified ELs includes only a small percentage of ELs who are not participating in LIEPs in LEAs receiving Title III subgrants. In SY 2018–19, fewer than 8 percent of ELs did not participate in LIEPs provided by LEAs receiving Title III subgrants.

Exhibit 5.1. Results for English Learners Who Participated in Statewide English Language Proficiency Assessments by Grouping: School Years 2018–19 and 2019–20

	SY 2018–19	SY 2019–20
All Identified ELs	5,024,177	
Identified ELs Who Participated in ELP Assessments	4,830,384	
Identified ELs Making Progress in Attaining ELP, as Defined by Each State	1,249,598	
Overall Percentage of Identified ELs Making Progress in Attaining ELP	25.9%	
Identified ELs Scoring Proficient on the ELP Assessment	521,248	
Overall Percentage of Identified ELs Scoring Proficient on the ELP Assessment	10.8%	
ELs in LEAs Receiving Title III Subgrants	4,832,405	
ELs in LEAs Receiving Title III Subgrants Who Participated in ELP Assessments	4,601,111	
ELs in LEAs Receiving Title III Subgrants Making Progress in Attaining ELP, as Defined by Each State	1,241,282	
Overall Percentage of ELs in LEAs Receiving Title III Subgrants Making Progress in Attaining ELP	27.0%	
ELs in LEAs Receiving Title III Subgrants Scoring Proficient on the ELP Assessment	504,456	
Overall Percentage of ELs in LEAs Receiving Title III Subgrants Scoring Proficient on the ELP Assessment	11.0%	
ELs with Disabilities Receiving Title III Services	781,814	
ELs with Disabilities Receiving Title III Services Who Participated in ELP Assessments	711,761	
ELs with Disabilities Receiving Title III Services Making Progress in Attaining ELP, as Defined by Each State	137,212	
Overall Percentage of ELs With Disabilities Receiving Title III Services Making Progress in Attaining ELP	19.3%	
ELs with Disabilities Receiving Title III Services Scoring Proficient on the ELP Assessment	26,826	
Overall Percentage of ELs with Disabilities Receiving Title III Services Scoring Proficient on the ELP Assessment	3.8%	

SY 2019-20 data were not collected due to the COVID-19 pandemic.

NOTES: Three SEAs (California, New Mexico, and Vermont) did not provide data for the number of ELs who attained proficiency. Vermont also did not provide data on the total number of ELs who took the assessment. Three SEAs (Arkansas, Nevada, and Vermont) did not provide data for the number of ELs with disabilities receiving Title III services, and they did not provide data for the number of ELs with disabilities receiving Title III services who participated, so their data for number of ELs with disabilities making progress and scoring proficient on the ELP assessment are also excluded from the table.

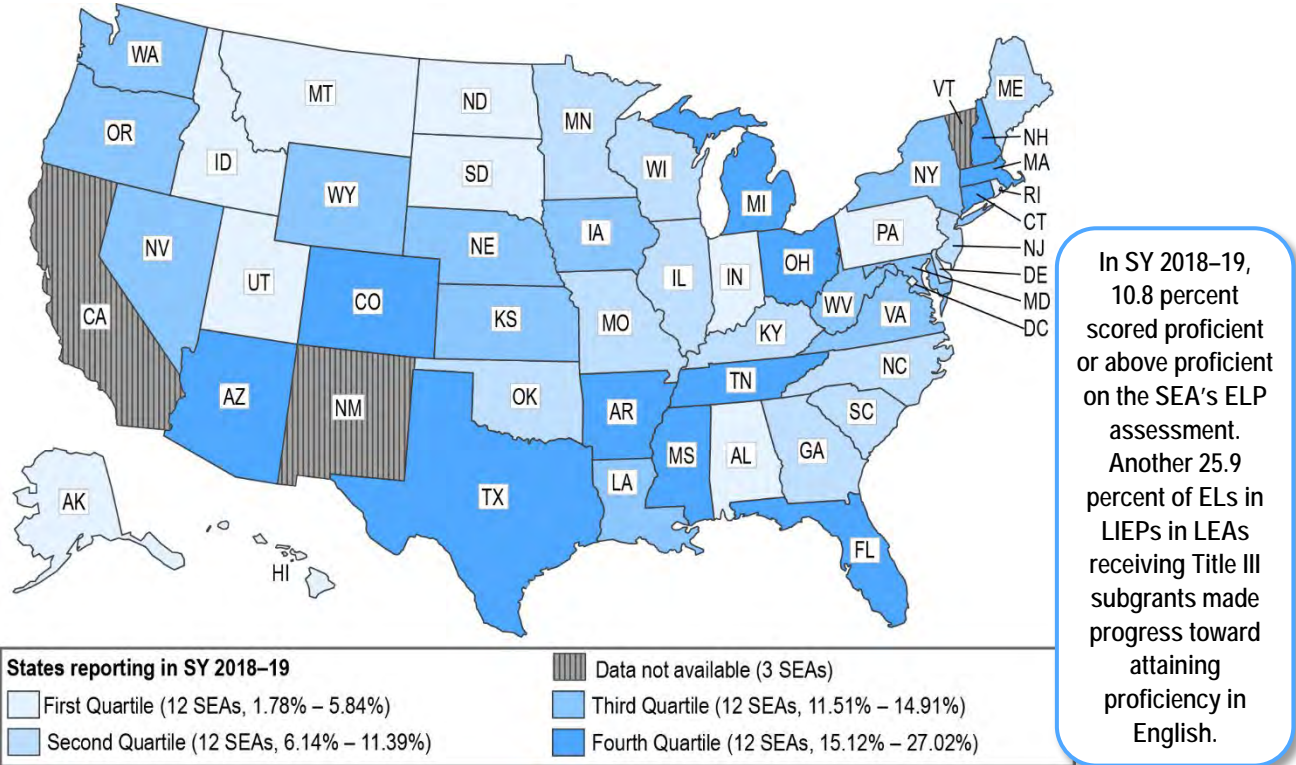
SOURCE: U.S. Department of Education, *EDFacts SY 2018–19*. Retrieved April 2020.

- In SY 2018–19, approximately 1 in 10 ELs assessed scored proficient on ELP assessments. This result was consistent for identified ELs (10.8 percent) and ELs in LEAs receiving Title III subgrants (11.0 percent). SEAs reported higher percentages of identified ELs and ELs participating in LIEPs making progress toward attaining ELP, with almost 26 percent of identified ELs and 27 percent of ELs participating in LIEPs making progress toward attaining ELP in SY 2018–19.
- The percentage of ELs with disabilities making progress on ELP assessments was slightly higher than the percentage of all identified ELs and ELs in LEAs receiving Title III subgrants, with 19.3 percent of ELs who have disabilities receiving Title III services making progress. However, the overall percentage of ELs with disabilities who scored proficient on the ELP assessment (3.8 percent) was seven percentage points fewer than the overall percentage of all identified ELs who scored proficient on the ELP assessment (10.8 percent).
- The finding that more ELs with disabilities demonstrated progress toward proficiency in English (19.3 percent) than scored proficient (3.8 percent) is consistent with the results of ELP assessments of all identified ELs and ELs in LEAs receiving Title III subgrants (see Exhibit 5.1 for proficiency rates of all identified ELs and ELs in LEAs receiving Title III subgrants).

Results of ELP Assessments at the SEA Level: SYs 2018–19 and 2019–20

The percentage of ELs attaining English proficiency varied across all SEAs and among groups of ELs (i.e., all identified ELs, ELs in LEAs receiving Title III subgrants, ELs with disabilities) for SY 2018–19. The variation can be attributed to SEAs’ individually determined ELP assessment policies. ELP assessments are determined at the SEA level. In addition, SEAs establish the performance benchmarks that denote “proficient.” Since ELP assessments and benchmarks are set by each SEA, it is important to use caution when interpreting the results of ELP assessments across SEAs. With that caveat, the results for all identified ELs are presented in Exhibits 5.2, 5.3, and 5.4.

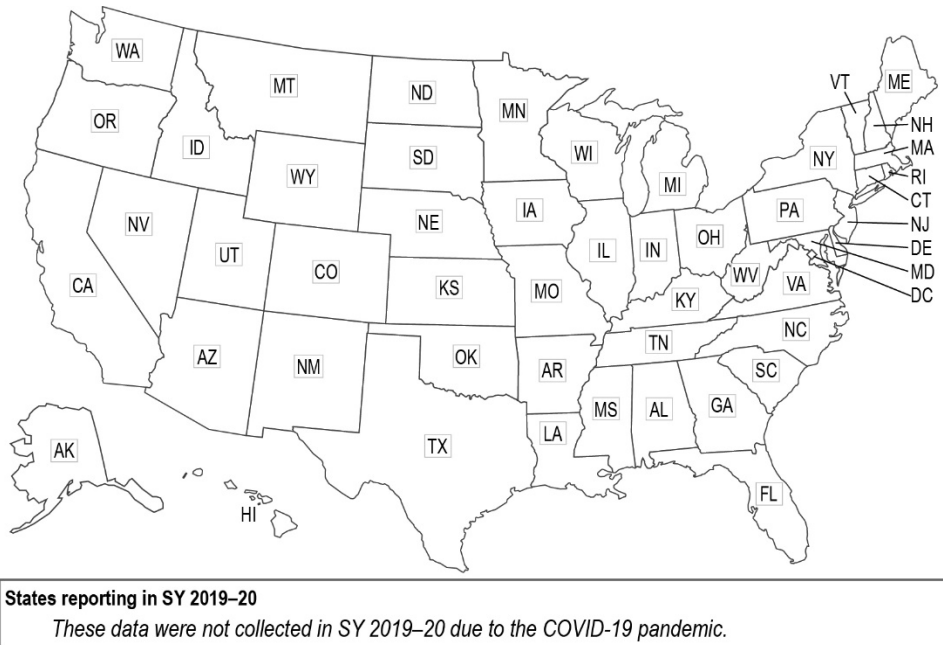
Exhibit 5.2. Percentage of All Identified English Learners Who Scored Proficient or Above Proficient on State English Language Proficiency Assessments by Quartile: School Year 2018–19



NOTES: Three SEAs (California, New Mexico, and Vermont) did not provide data for the number of ELs who attained proficiency. Vermont also did not provide data on the total number of ELs who took the assessment. The SEAs were ranked from the lowest to highest percentage of ELs participating in LIEPs who scored proficient on the ELP assessment.

SOURCE: U.S. Department of Education, *EDFacts SY 2018–19*. Retrieved April 2020.

Exhibit 5.3. Percentage of All Identified English Learners Who Scored Proficient or Above Proficient on State English Language Proficiency Assessments by Quartile: School Year 2019–20



- The percentage of all identified ELs who attained English proficiency as measured by an ELP assessment in SY 2018–19 ranged from 27 percent (Mississippi) to almost 2 percent (Alaska); the median was 11.5 percent. Exhibit 5.4 below presents the fourth (top) quartile of SEAs reporting the highest percentages of all identified ELs who scored proficient or above on state ELPs.

Exhibit 5.4. Top Quartile of State Educational Agencies by Percentages of All Identified English Learners Who Scored Proficient or Above Proficient on State English Language Proficiency Assessments: School Years 2018–19 and 2019–20

SY 2018–19			SY 2019–20		
Top-Ranked SEAs by Percentage of All Identified ELs Who Scored Proficient or Above Proficient on State ELP Assessment	Number of All Identified ELs Who Scored Proficient or Above Proficient on State ELP Assessment	Percentage of All Identified ELs Who Scored Proficient on State ELP Assessment	Top-Ranked SEAs by Percentage of All Identified ELs Who Scored Proficient or Above Proficient on State ELP Assessment	Number of All Identified ELs Who Scored Proficient or Above Proficient on State ELP Assessment	Percentage of All Identified ELs Who Scored Proficient or Above Proficient on State ELP Assessment
Mississippi	3,216	27.0%			
Ohio	14,684	25.7%			
Colorado	24,135	24.9%			
New Hampshire	931	24.9%			
Florida	58,664	21.7%			
Massachusetts	19,072	21.4%			
Arkansas	7,458	19.2%			
Michigan	8,586	18.8%			
Connecticut	6,700	16.6%			
Tennessee	7,680	16.5%			
Texas	154,431	16.1%			
Arizona	13,695	15.1%			

SY 2019-20 data were not collected due to the COVID-19 pandemic.

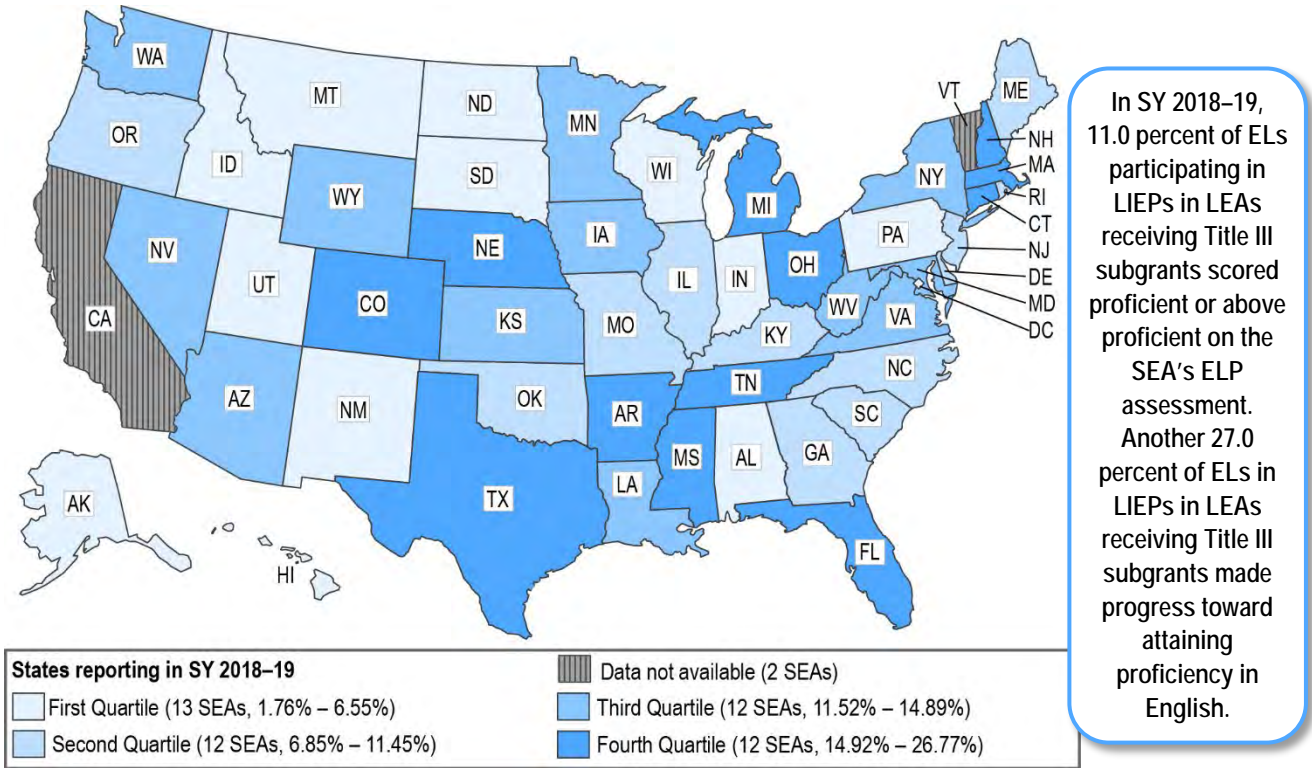
NOTES: Three SEAs (California, New Mexico, and Vermont) did not provide data for the number of ELs who attained proficiency. Vermont also did not provide data on the total number of ELs who took the assessment.

SOURCE: U.S. Department of Education, *EDFacts SY 2018–19*. Retrieved April 2020.

- The SEAs in the quartile with the highest percentages of identified ELs scoring proficient on the state ELP assessment are diverse in terms of the size of their EL populations. For example, Mississippi (an SEA in the bottom quartile in terms of the number of ELs) and Florida (an SEA in the top quartile in terms of the number of ELs) are both in the top five SEAs with the highest percentage of identified ELs scoring proficient on the state ELP assessment in SY 2018–19.

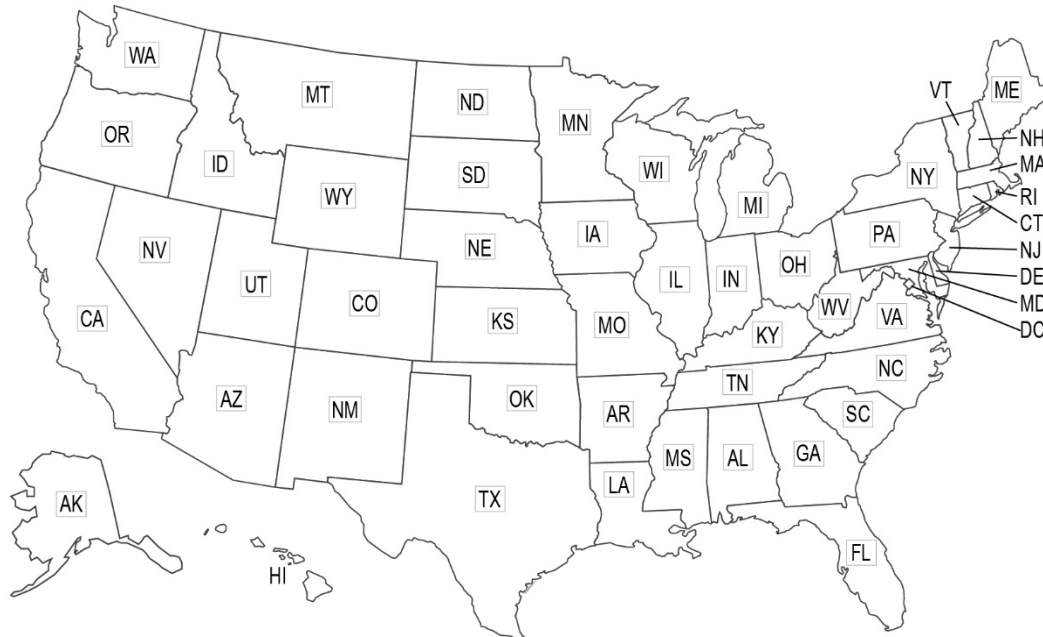
Results for ELs participating in LIEPs in LEAs receiving Title III subgrants mirror the results for all identified ELs as presented in Exhibits 5.5, 5.6, and 5.7.

Exhibit 5.5. Percentage of English Learners Participating in Language Instruction Educational Programs in Local Educational Agencies Receiving Title III Subgrants Who Scored Proficient or Above Proficient on State English Language Proficiency Assessments by Quartile: School Year 2018–19



SOURCE: U.S. Department of Education, *EDFacts SY 2018–19*. Retrieved April 2020.

Exhibit 5.6. Percentage of English Learners Participating in Language Instruction Educational Programs in Local Educational Agencies Receiving Title III Subgrants Who Scored Proficient or Above Proficient on State English Language Proficiency Assessments by Quartile: School Year 2019–20



States reporting in SY 2019–20
These data were not collected in SY 2019–20 due to the COVID-19 pandemic.

- The percentage of ELs who participated in LIEPs in LEAs receiving Title III subgrants and who attained English proficiency as measured by an ELP assessment in SY 2018–19 ranged from 26.8 percent (Mississippi) to 1.8 percent (Alaska); the median was 11.4 percent. Exhibit 5.7 presents the fourth (top) quartile of SEAs reporting the highest percentages of ELs in LEAs receiving Title III subgrants who scored proficient or above proficient.

Exhibit 5.7. Top Quartile of State Educational Agencies by Percentages of English Learners in LEAs Receiving Title III Subgrants Who Scored Proficient or Above Proficient on State English Language Proficiency Assessments: School Years 2018–19 and 2019–20

SY 2018–19			SY 2019–20		
Top-Ranked SEAs by Percentage of ELs in LEAs Receiving Title III Subgrants Scoring Proficient or Above Proficient on State ELP Assessment	Number of ELs in LEAs Receiving Title III Subgrants Who Scored Proficient or Above Proficient on State ELP Assessment	Percentage of ELs in LEAs Receiving Title III Subgrants Who Scored Proficient or Above Proficient on State ELP Assessment	Top-Ranked SEAs by Percentage of ELs in LEAs Receiving Title III Subgrants Scoring Proficient or Above Proficient on State ELP Assessment	Number of ELs in LEAs Receiving Title III Subgrants Who Scored Proficient or Above Proficient on State ELP Assessment	Percentage of ELs in LEAs Receiving Title III Subgrants Who Scored Proficient or Above Proficient on State ELP Assessment
Mississippi	2,540	26.8%			
Ohio	14,401	25.8%			
Colorado	24,040	24.9%			
Florida	58,537	21.7%			
Massachusetts	17,211	21.4%			
Arkansas	6,750	19.7%			

SY 2019-20 data were not collected due to the COVID-19 pandemic.

SY 2018–19			SY 2019–20		
Top-Ranked SEAs by Percentage of ELs in LEAs Receiving Title III Subgrants Scoring Proficient or Above Proficient on State ELP Assessment	Number of ELs in LEAs Receiving Title III Subgrants Who Scored Proficient or Above Proficient on State ELP Assessment	Percentage of ELs in LEAs Receiving Title III Subgrants Who Scored Proficient or Above Proficient on State ELP Assessment	Top-Ranked SEAs by Percentage of ELs in LEAs Receiving Title III Subgrants Scoring Proficient or Above Proficient on State ELP Assessment	Number of ELs in LEAs Receiving Title III Subgrants Who Scored Proficient or Above Proficient on State ELP Assessment	Percentage of ELs in LEAs Receiving Title III Subgrants Who Scored Proficient or Above Proficient on State ELP Assessment
Michigan	18,022	18.8%			
New Hampshire	774	17.4%			
Tennessee	7,604	16.5%			
Connecticut	6,332	16.3%			
Texas	154,426	16.1%			
Nebraska	3,282	14.9%			

SOURCE: U.S. Department of Education, *EDFacts SY 2018–19*. Retrieved April 2020.

- Exemplifying the diversity of SEAs in the top quartile for ELs in LEAs receiving Title III subgrants scoring proficient or above proficient on state ELP assessments, as with the top-ranked SEAs by percentage of all identified ELs, Mississippi and Florida also reported the highest and fourth-highest proficiency rates for their ELs in LEAs receiving Title III subgrants, respectively, in SY 2018–19. The only differences between the performance of the top-ranked SEAs by percentage of all identified ELs and ELs in LEAs receiving Title III subgrants scoring proficient or above proficient on state ELP assessments is that Nebraska replaced Arizona in 12th place, and Connecticut and Tennessee traded places for their respective rankings.

Overall, more than twice as many ELs across all groups made *progress* toward attaining English proficiency compared with those who attained proficiency. As noted earlier, nationally in SY 2018–19, SEAs reported that 25.9 percent of all identified ELs made progress toward attaining English proficiency, whereas approximately 11 percent attained proficiency. Likewise, the percentage of ELs in LEAs receiving Title III subgrants who made progress toward attaining proficiency in English was 27.0 percent, while 10.8 percent attained proficiency. The most pronounced difference between making progress and attaining proficiency in English was among ELs with disabilities, where 30.3 percent made progress but only 5.6 percent scored at the proficient level or above. For information on all SEAs that reported ELP data in SY 2018–19, refer to Table A-18b in Appendix A.

ELs Not Attaining English Proficiency After Five Years

LEAs that receive a Title III subgrant from their SEA are required to report the “number and percentage of English learners who have not attained English language proficiency within five years of initial classification as an English learner and their first enrollment in the local educational agency.”⁸²

SEAs in SY 2018–19 reported 1,141,871 ELs in LEAs receiving Title III subgrants had not attained English proficiency five years after being classified as an EL.⁸³ As expected, some of the SEAs

⁸² ESEA section 3121(a)(6)

⁸³ The percentage of ELs not attaining English proficiency after five years includes data from only 48 SEAs. Three SEAs—Maryland, New Mexico, and Vermont—did not respond to this data element. In Puerto Rico, limited Spanish-proficient students are identified and receive services in Title III–supported LIEPs. Their language assessment is a Spanish language proficiency assessment, and their results will be discussed in Chapter 7.

reporting the largest numbers include California and Texas, which also have the largest enrollments of ELs.⁸⁴ However, some SEAs with smaller EL populations reported relatively large numbers of ELs in LEAs receiving Title III subgrants who were unable to demonstrate they had attained English proficiency after five years. These SEAs include South Carolina, Oklahoma, and Georgia.⁸⁵

In addition to the number of ELs in this category, SEAs also reported percentages of ELs who had not attained English proficiency after five years. The percentages ranged from a low of 3 percent (Utah) to a high of 97 percent (Montana); the median was 32 percent. Exhibit 5.8 presents the quartile of SEAs that had the lowest percentages of ELs in LEAs receiving Title III subgrants who did not attain proficiency on the SEA’s ELP assessment after five years of classification as an EL. In other words, more ELs in LEAs receiving Title III subgrants in these SEAs were able attain proficiency in English within five years of being classified than in other SEAs.

Exhibit 5.8. Quartile of State Educational Agencies Reporting the Lowest Percentages of English Learners in Local Educational Agencies Receiving Title III Subgrants Who Were Not Proficient After Five Years: School Years 2018–19 and 2019–20

SY 2018–19			SY 2019–20		
SEA	Number of ELs in LEAs Receiving Title III Subgrants Who Were Not Proficient After Five Years	Percentage of ELs in LEAs Receiving Title III Subgrants Who Were Not Proficient After Five Years	SEA	Number of ELs in LEAs Receiving Title III Subgrants Who Were Not Proficient After Five Years	Percentage of ELs in LEAs Receiving Title III Subgrants Who Were Not Proficient After Five Years
Utah	39,113	3%			
Ohio	17,304	4%			
Mississippi	439	5%			
Nebraska	1,182	5%			
New York	13,975	6%			
Ohio	3,508	6%			
Iowa	2,160	7%			
New Jersey	6,708	8%			
Rhode Island	1,473	9%			
Oregon	13,875	11%			
Massachusetts	11,755	14%			
North Dakota	491	15%			

SY 2019-20 data were not collected due to the COVID-19 pandemic.

NOTES: Three SEAs (Maryland, New Mexico, and Vermont) did not report the percentage of ELs in LEAs receiving Title III subgrants who were not proficient after five years. The percentages reported here were in a “manual entry” file; percentages were rounded to the nearest whole number.⁸⁶

SOURCE: U.S. Department of Education, *EDFacts SY 2018–19*. Retrieved April 2020.

Exhibit 5.9 presents the quartile of SEAs that reported the highest percentages of ELs who did not attain proficiency on the SEA’s ELP assessment after five years of classification as an EL. Smaller percentages of ELs in LIEPs in these SEAs were able attain proficiency in English within five years of being classified as an EL than in other SEAs. For the list of all SEAs that reported the percentage of

⁸⁴ For SY 2018–19, Texas reported 407,194 ELs had not attained ELP after five years. California reported 158,898 ELs had not attained proficiency.

⁸⁵ South Carolina reported 25,823 ELs who had not attained proficiency within five years (57 percent), Oklahoma reported 20,228 (90 percent), and Georgia reported 19,975 (36 percent) for SY 2018–19.

⁸⁶ Manual entry is a file where data are entered manually by SEAs rather than auto populated from *EdFacts*.

ELs who did not score proficient on ELP assessments after five years of classification as an EL, see Table A-21a in Appendix A.

Exhibit 5.9. Quartile of State Educational Agencies Reporting the Highest Percentages of English Learners Who Were Not Proficient After Five Years in Local Educational Agencies Receiving Title III Subgrants: School Years 2018–19 and 2019–20

SY 2018–19			SY 2019–20		
SEA	Number of ELs in LEAs Receiving Title III Subgrants Who Were Not Proficient After Five Years	Percentage of ELs in LEAs Receiving Title III Subgrants Who Were Not Proficient After Five Years	SEA	Number of ELs in LEAs Receiving Title III Subgrants Who Were Not Proficient After Five Years	Percentage of ELs in LEAs Receiving Title III Subgrants Who Were Not Proficient After Five Years
Montana	1,378	97%			
Indiana	14,568	94%			
Kansas	11,453	92%			
Oklahoma	20,228	90%			
Pennsylvania	14,611	87%			
Illinois	21,604	82%			
South Dakota	1,617	82%			
Minnesota	19,331	74%			
Colorado	25,823	57%			
South Carolina	13,875	57%			
California	158,898	54%			
Michigan	9,435	51%			

SY 2019-20 data were not collected due to the COVID-19 pandemic.

NOTES: Three SEAs (Maryland, New Mexico, and Vermont) did not report the percentage of ELs in LEAs receiving Title III subgrants who were not proficient after five years. The percentages reported here were in a “manual entry” file; percentages were rounded to the nearest whole number.⁸⁷
 SOURCE: U.S. Department of Education, *EDFacts SY 2018–19*. Retrieved April 2020.

Resources are available to help LEAs maximize ELs’ opportunities to attain proficiency in five years. For example, SEAs and LEAs can design and implement LIEPs that provide ELs with tools to succeed in both the English language and general education classrooms.⁸⁸ LEAs can also ensure that ELs with disabilities receive specialized instruction and related services as described in students’ individualized education programs (IEPs). While there is no requirement in the *IDEA* that language development goals be included in the IEP of each EL with a disability, the IEP team must ensure that each EL with a disability receives specially designed instruction and support services that are necessary to provide a free appropriate public education (FAPE) to the child.⁸⁹

⁸⁷ Manual entry is a file where data are entered manually by SEAs rather than auto populated from *EdFacts*.

⁸⁸ U.S. Department of Education. (2016). *English learner toolkit for state and local education agencies (SEAs and LEAs)*. <https://ncela.ed.gov/educator-support/toolkits/english-learner-toolkit><https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/eltoolkit.pdf>

⁸⁹ U.S. Department of Education. (2021). *OSEP Policy Letter 21-03*. <https://sites.ed.gov/idea/files/policy-letter-11-15-2021-to-boals.pdf>

ELs Who Exited LIEPs in SYs 2018–19 and 2019–20: Percentage Attaining English Proficiency

Section 3121(a)(4) of the *ESEA* requires LEAs receiving Title III subgrants to report the number and percentage of ELs who exited LIEPs “based on their attainment of English language proficiency.” ELs who successfully exit LIEPs by demonstrating they have attained ELP and met other exit criteria are considered former ELs. LEAs are required to report on the academic performance of former ELs for four years, as measured by state content assessments in mathematics, reading/language arts, and science.⁹⁰

Exhibit 5.10 presents the quartile of SEAs reporting the highest percentages of ELs who exited LIEPs. The number of ELs who successfully exited LIEPs in SY 2018–19 is also provided. Exhibit 5.11 displays the SEAs that reported the lowest percentages of ELs who exited LIEPs. Refer to Table A-20a in Appendix A to view the percentages and numbers of all SEAs that reported these data.

Exhibit 5.10. Quartile of State Educational Agencies Reporting the Highest Percentages of English Learners Who Exited Language Instruction Educational Programs Based on Achieving Proficiency on the English Language Proficiency Assessment and Meeting Other Exit Criteria, if Applicable: School Years 2018–19 and 2019–20

SY 2018–19			SY 2019–20		
SEA	Number of ELs Who Exited LIEPs	Percentage of ELs Who Exited LIEPs	SEA	Number of ELs Who Exited LIEPs	Percentage of ELs Who Exited LIEPs
South Carolina	14,774	32.5%			
Ohio	13,660	24.9%			
Arizona	12,811	21.3%			
Massachusetts	17,121	20.2%			
North Carolina	5,507	19.0%			
Mississippi	1,606	18.0%			
Texas	195,287	18.0%			
Georgia	11,941	17.9%			
Nebraska	3,863	17.6%			
New York	40,929	17.5%			
South Dakota	335	17.0%			
Tennessee	7604	16.5%			

SY 2019-20 data were not collected due to the COVID-19 pandemic.

NOTES: Two SEAs (New Mexico and Vermont) did not report the percentage of ELs who exited LIEPs. Data on ELs who exited LIEPs based on achieving proficiency on the ELP assessment and meeting other exit criteria are suppressed for one SEA (Oregon) due to data quality concerns. The percentages of ELs who exited Title III LIEPs were in a “manual entry” file; percentages were rounded to the nearest whole number.⁹¹

SOURCE: U.S. Department of Education, *EDFacts SY 2018–19*. Retrieved April 2020.

⁹⁰ *ESEA* section 3121(a)(5)

⁹¹ Manual entry is a file where data are entered manually by SEAs rather than auto populated from *EdFacts*.

Exhibit 5.11. Quartile of State Educational Agencies Reporting the Lowest Percentages of English Learners Who Exited Language Instruction Educational Programs Based on Achieving Proficiency on the English Language Proficiency Assessment and Meeting Other Exit Criteria, if Applicable: School Years 2018–19 and 2019–20

SY 2018–19			SY 2019–20		
SEA	Number of ELs Who Exited LIEPs	Percentage of ELs Who Exited LIEPs	SEA	Number of ELs Who Exited LIEPs	Percentage of ELs Who Exited LIEPs
Alaska	234	1.6%			
Idaho	351	1.9%			
Utah	1,280	3.0%			
Alabama	854	3.1%			
Iowa	1,187	3.9%			
Montana	111	4.0%			
Rhode Island	617	4.0%			
District of Columbia	385	4.7%			
North Dakota	191	4.8%			
Indiana	2,588	5.2%			
Hawaii	961	5.6%			
Pennsylvania	4,592	7.0%			
Delaware	997	7.2%			

SY 2019-20 data were not collected due to the COVID-19 pandemic.

NOTES: Two SEAs (New Mexico and Vermont) did not report the percentage of ELs who exited LIEPs. Data on ELs who exited LIEPs based on achieving proficiency on the ELP assessment and meeting other exit criteria are suppressed for one SEA (Oregon) due to data quality concerns. The percentages of ELs who exited Title III LIEPs were in a “manual entry” file; percentages were rounded to the nearest whole number.⁹²

SOURCE: U.S. Department of Education, *EdFacts SY 2018–19*. Retrieved April 2020.

- Forty-eight SEAs reported the percentages of ELs who exited LIEPs by scoring proficient on the SEA’s ELP assessment and meeting other exit criteria (if established by the state) for SY 2018–19. These percentages ranged from a high of 33 percent (South Carolina) to a low of nearly 2 percent (Alaska and Idaho).

⁹² Manual entry is a file where data are entered manually by SEAs rather than auto populated from *EdFacts*.

6. Content-Area Assessments and Accountability

Title I of the *ESEA* requires SEAs to develop challenging statewide academic standards for the subject areas of mathematics, reading/language arts, and science.⁹³ The *ESEA* also requires SEAs to design and implement assessments that measure the academic achievement of students in these subject areas.⁹⁴ The law specifies the grade levels and frequency at which the mathematics, reading/language arts, and science assessments should be implemented. Each SEA is required to conduct statewide assessments based on the following schedule:⁹⁵

- Mathematics and reading/language arts assessments must be conducted each year in grade 3 through grade 8 and at least once in the grade span of grade 9 through grade 12.
- Science assessments must be conducted at least once during each of the grade spans of grade 3 through grade 5, grade 6 through grade 9, and grade 10 through grade 12.

Section 1111(b)(2)(B)(i) of the *ESEA* requires SEAs to administer the same academic assessments to measure the achievement of all students in the state’s public elementary and secondary schools. However, some exceptions exist. For example, it allows SEAs to administer academic assessments in a student’s native language (limited to a maximum of five years in reading/language arts).⁹⁶ Otherwise, ELs take the statewide content assessments in English. The *ESEA* also permits excluding recently arrived ELs who have been enrolled in school in the United States fewer than 12 months from one administration of the reading/language arts assessment or from including the results of the first administration of the reading/language arts assessment in the statewide accountability system.⁹⁷

This chapter examines the extent to which ELs and former ELs demonstrated academic proficiency in the areas of mathematics, reading/language arts, and science in SY 2018–19. It analyzes the assessment results of ELs and former ELs compared to all students who participated in the statewide academic assessments.⁹⁸ It is important to use caution when interpreting the academic assessment results presented below, especially in making comparisons across SEAs.⁹⁹ Each SEA develops its own challenging state academic standards and assessments and establishes its benchmarks for proficiency. However, comparisons across subgroups within the same state may be appropriate since most students complete the same statewide academic content assessments.

SY 2019–20 was the first year that the COVID-19 pandemic impacted U.S. schools and students. Consequently, SEAs sought and received waivers for administering federally required statewide assessments in mathematics, reading/language arts, and science (for all students in applicable grades).

⁹³ *ESEA* section 1111(b)(1)

⁹⁴ *ESEA* section 1111(b)(2)

⁹⁵ *ESEA* section 1111(b)(2)(B)(v)

⁹⁶ *ESEA* sections 1111(b)(2)(B)(vii)(III) and (ix) permit assessments in a student’s native language, with the exception of the reading/language arts assessment, which may be administered in a student’s native language only until the student has attended school in the United States for three or more consecutive years (or, at the LEA’s discretion, an additional two years). It must be administered in English at that point.

⁹⁷ *ESEA* section 1111(b)(3)

⁹⁸ Former ELs are students who exited language instruction educational programs (LIEPs) provided by LEAs receiving Title III subgrants after attaining English proficiency and participate fully in classes alongside non-ELs. States may include the reading/language arts and mathematics assessment results for former ELs in the EL subgroup for up to four years when calculating performance on indicators that use results from those assessments in the statewide accountability system (*ESEA* section 1111(b)(3)(B)).

⁹⁹ In Puerto Rico, the language of instruction is Spanish. Title III supports students with limited proficiency in Spanish who participate in an LIEP for Spanish learners (SLs). Due to this difference, information related to Title III in Puerto Rico is presented in Chapter 7 of this report. Unless otherwise noted, Puerto Rico’s data are excluded from this chapter.

Hence, the discussion of content-area statewide assessment results is limited throughout this chapter to SY 2018–19. Exhibits for SY 2019–20 are included to indicate what data are missing.

Statewide Mathematics Assessments: School Years 2018–19 and 2019–20

Nationwide, 26,211,576 students participated in statewide mathematics assessments in SY 2018–19. Exhibit 6.1 presents the overall total number of students who participated in the statewide mathematics assessments in SY 2018–19, disaggregated by EL status. It also displays the SEA maximum, minimum, and median numbers of test takers for all students, identified ELs, and former ELs.¹⁰⁰

Exhibit 6.1. Number of All Students, Identified English Learners, and Former English Learners Who Participated in Statewide Mathematics Assessments: School Years 2018–19 and 2019–20

Participated in Mathematics Assessments	SY 2018–19			SY 2019–20			
	All Students	Identified ELs	Former ELs	Participated in Mathematics Assessments	All Students	Identified ELs	Former ELs
Total Number	26,211,576	3,185,889	1,427,773	Total Number			
SEA Maximum Number	3,204,316 (California)	990,697 (California)	450,424 (California)	SEA Maximum Number	SY 2019-20 data were not collected due to the COVID-19 pandemic.		
SEA Minimum Number	38,393 (District of Columbia)	900 (West Virginia)	279 (New Hampshire)	SEA Minimum Number			
SEA Median Number	360,470 (Kentucky)	25,652 (Oregon)	8,544 (South Carolina)	SEA Median Number			

NOTES: The SY 2018–19 data for all students, identified ELs, and former ELs are missing for Vermont. Data on former ELs who participated are suppressed for one SEA (New Mexico) due to data quality concerns. The SEA identified for the SEA median number is the SEA at or closest to the median without exceeding it.

SOURCES: U.S. Department of Education, *EDFacts SY 2018–19*. Retrieved April 2020. U.S. Department of Education, *ED Data Express SY 2018–19*. Retrieved January 2022.

In SY 2018–19, approximately 1 in 9 students who took statewide mathematics assessments was an EL, and 1 in 19 students was a former EL. Among the students who took statewide mathematics assessments, SEAs reported approximately twice as many who were identified ELs (3.2 million) compared to former ELs (1.4 million).

- California, the SEA with the largest general K–12 population and EL population, reported the largest number of mathematics test takers across all categories for SY 2018–19.
- Of the five SEAs reporting the largest numbers of identified ELs taking their statewide mathematics assessments, California reported the largest number of identified ELs for SY 2018–19. The other four SEAs were, in descending order, Texas (576,407), Florida (275,637), Illinois (115,898), and New York (101,579).
- The District of Columbia had the smallest number of all students taking the mathematics assessment in SY 2018–19; however, West Virginia reported the fewest number of identified ELs participating in mathematics assessments, and New Hampshire reported the fewest former ELs taking this statewide content assessment.

¹⁰⁰ All students includes ELs and non-ELs, and students with and without disabilities. Identified ELs refers to ELs identified in SY 2018–19 and includes ELs with disabilities. Former ELs is the subgroup of ELs who exited LIEPs provided by LEAs receiving Title III subgrants based on their having attained proficiency in English one to four years prior to the reporting year.

- The SEAs that were closest to the median numbers of participants for each group were Kentucky (350,901 all students), Oregon (25,538 identified ELs), and South Carolina (8,193 former ELs).

Information on the numbers of all students, identified ELs, and former ELs who participated in the statewide mathematics assessment (i.e., valid test takers) for each SEA can be found in Table A-22 in Appendix A.

Results of Statewide Mathematics Assessments: School Years 2018–19 and 2019–20

Nationwide, approximately 1 in 2 students (46.7 percent) who took the statewide mathematics assessment in SY 2018–19 scored proficient or above proficient as defined by the SEA. The percentage of identified ELs scoring proficient or above proficient in mathematics was lower than that of all students at 26.4 percent, or nearly half the percentage of all students. However, as shown in Exhibit 6.2 below, the overall percentage of former ELs who demonstrated proficiency in mathematics in SY 2018–19 was higher than all students (i.e., 51.1 percent and 46.7 percent, respectively). Exhibit 6.2 presents the number and percentage of students who scored proficient or above proficient across the three groups: all students, identified ELs, and former ELs.

Exhibit 6.2. Number and Percentage of All Students, Identified English Learners, and Former English Learners Who Scored Proficient or Above Proficient on Statewide Mathematics Assessments: School Years 2018–19 and 2019–20

Number of Students Who Scored Proficient or Above Proficient on Statewide Mathematics Assessments

	SY 2018–19			SY 2019–20		
	All Students	Identified ELs	Former ELs	All Students	Identified ELs	Former ELs
Total Number	12,246,626	840,773	729,407			
SEA Maximum Number	1,432,405 (Texas)	254,609 (California)	195,022 (California)	SY 2019-20 data were not collected due to the COVID-19 pandemic.		
SEA Minimum Number	11,682 (District of Columbia)	181 (Montana)	64 (Rhode Island)			
SEA Median Number	165,618 (Kentucky)	3,951 (Utah)	4,693 (Connecticut)			

Percentage of Students Who Scored Proficient or Above Proficient on Statewide Mathematics Assessments

	SY 2018–19			SY 2019–20		
	All Students	Identified ELs	Former ELs	All Students	Identified ELs	Former ELs
Overall Percentage	46.7%	26.4%	51.1%			
SEA Maximum Percentage	82.0% (Virginia)	56.1% (Virginia)	87.8% (Virginia)	SY 2019-20 data were not collected due to the COVID-19 pandemic.		
SEA Minimum Percentage	20.0% (New Mexico)	5.9% (Rhode Island)	2.2% (Rhode Island)			
SEA Median Percentage	44.0% (Arizona, Georgia, Idaho, New Jersey, North Dakota)	16.7% (Massachusetts)	45.0% (Wisconsin)			

NOTES: One SEA (Vermont) did not report any mathematics assessment data for SY 2018–19. Data on former ELs who participated are suppressed for one SEA (New Mexico) due to data quality concerns. The SEA(s) identified for the SEA median number or percentage are the SEA(s) at or closest to the median without exceeding it.

SOURCES: U.S. Department of Education, *EDFacts SY 2018–19*. Retrieved April 2020. U.S. Department of Education, *ED Data Express SY 2018–19*. Retrieved January 2022.

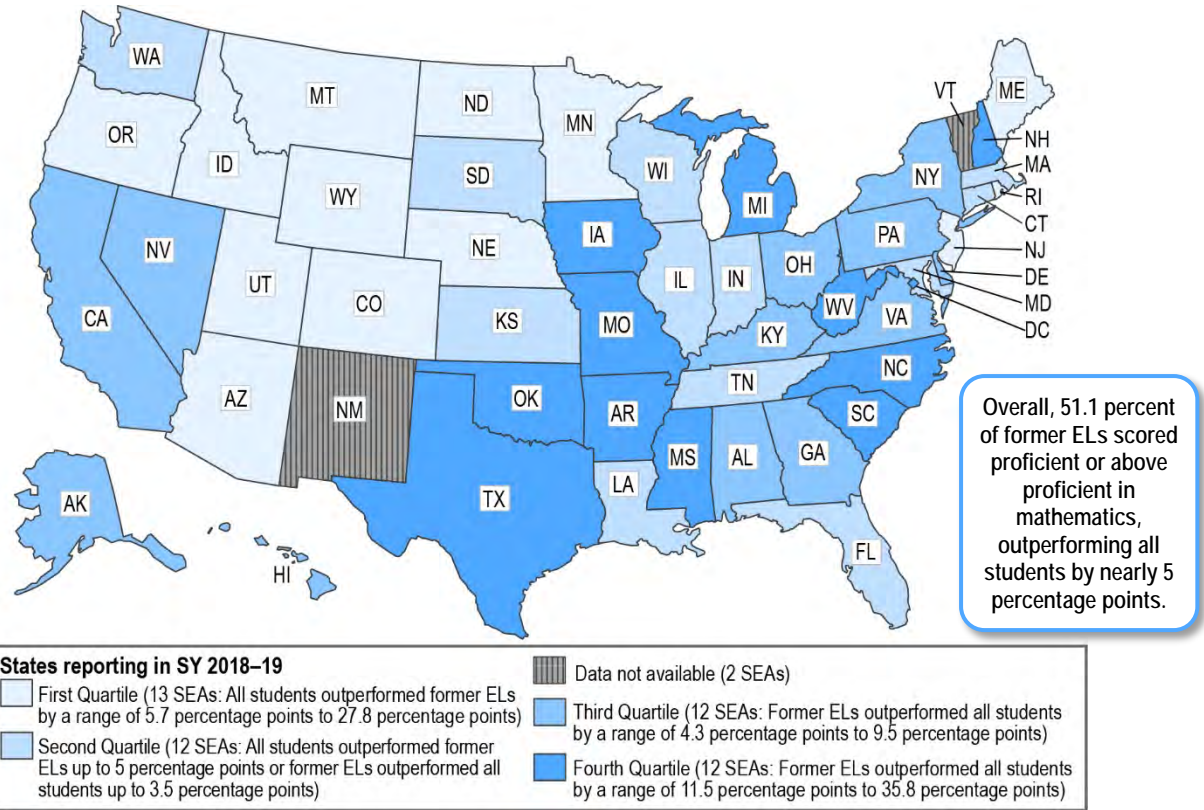
- As can be seen in the previous exhibit, Virginia reported the largest percentage of students who scored proficient or above proficient in mathematics assessments for SY 2018–19 across each of the three groups: all students, identified ELs, and former ELs.
- The other SEAs in the top five SEAs that reported the largest percentages of identified ELs who scored proficient or above proficient on their mathematics assessments for SY 2018–19 are, in descending order, Florida (45.3 percent), Mississippi (44.2 percent), Louisiana (38.8 percent), and Texas (36.6 percent).
- For SY 2018–19, Rhode Island reported that only 5.9 percent of all identified ELs participating in the state’s mathematics assessment scored proficient or above proficient, whereas 30 percent of all students scored proficient or above proficient. The other SEAs in the bottom five SEAs that reported the lowest percentages of identified ELs scoring proficient or above proficient are, in ascending order, Maine and New Mexico (both at 8.0 percent), Iowa (8.3 percent), and Colorado (8.5 percent).
- Nationwide, more than half of all former ELs who participated in the statewide mathematics assessments performed at the proficient or above proficient levels in SY 2018–19. Virginia reported 87.8 percent of its former ELs achieved this status; this percentage is slightly higher than the percentage of all students (82.0 percent) performing at proficient or above proficient in the state.
- The other SEAs in the top five SEAs reporting the largest percentages of former ELs achieving proficient or above proficient on their statewide mathematics assessments in SY 2018–19 were, in descending order, Mississippi (81.8 percent), Iowa (81.0 percent), Ohio (71.5 percent) and Texas (70.3 percent). In all these states, former ELs outperformed all students by a range of 5.8 to 35.8 percentage points.
- Not all SEAs reported large percentages of former ELs scoring proficient or above proficient in statewide mathematics assessments in SY 2018–19, nor did former ELs consistently outperform all students. Rhode Island’s percentage of former ELs achieving proficient or above proficient was only 2.2 percent, lower than the percentage of all students (30 percent) and lower than that of identified ELs (5.9 percent).

Comparison of the Results of All Students and Former English Learners: School Years 2018–19 and 2019–20

Former ELs are students who exited LIEPs provided by LEAs receiving Title III subgrants because they attained English proficiency and are participating fully in classes alongside non-ELs one to four years prior to the reporting period. This section examines how this subgroup performed on statewide mathematics assessments in SY 2018–19.

Exhibits 6.3 and 6.4 below illustrate the results of a comparison between former ELs and all students for SY 2018–19. SEAs were ranked based on the largest percentage point difference between all students and former ELs who scored proficient or above proficient in mathematics. SEAs are color coded according to the quartile of their rank. To view the results of statewide mathematics assessments for all SEAs across all groups for SY 2018–19, refer to Table A-22 in Appendix A.

Exhibit 6.3. Comparison of the Percentage of Former English Learners Who Scored Proficient or Above Proficient on State Mathematics Assessments to the Percentage of All Students: School Year 2018–19



NOTES: The SEA ranking was calculated by subtracting the percentage of all students who scored proficient or above proficient from the percentage of former ELs who scored proficient or above proficient. The ranking was based on the percentage point differences.

One SEA (Vermont) did not provide complete data for this item. Data on former ELs who participated are suppressed for one SEA (New Mexico) due to data quality concerns.

SOURCES: U.S. Department of Education, *EDFacts SY 2018–19*. Retrieved April 2020. U.S. Department of Education, *ED Data Express SY 2018–19*. Retrieved January 2022.

For SY 2018–19, 32 SEAs reported that the percentage of students who scored proficient or above proficient was higher among former ELs than all students.¹⁰¹ Among these 32 SEAs, former ELs outperformed all students by as much as 35.8 percentage points (Mississippi) and as few as 2 percentage points (Florida and Tennessee).

- For SY 2018–19, six SEAs reported percentage point differences greater than 20 when comparing the percentages of former ELs and all students scoring proficient or above proficient in their statewide mathematics assessments. These SEAs are, in descending order, Mississippi (35.8 percent), West Virginia (26.1 percent), Arkansas (23.3 percent), North Carolina (21.6 percent), South Carolina (20.9 percent), and Michigan (20.6 percent). In these SEAs, former ELs outperformed all students by a wide margin.

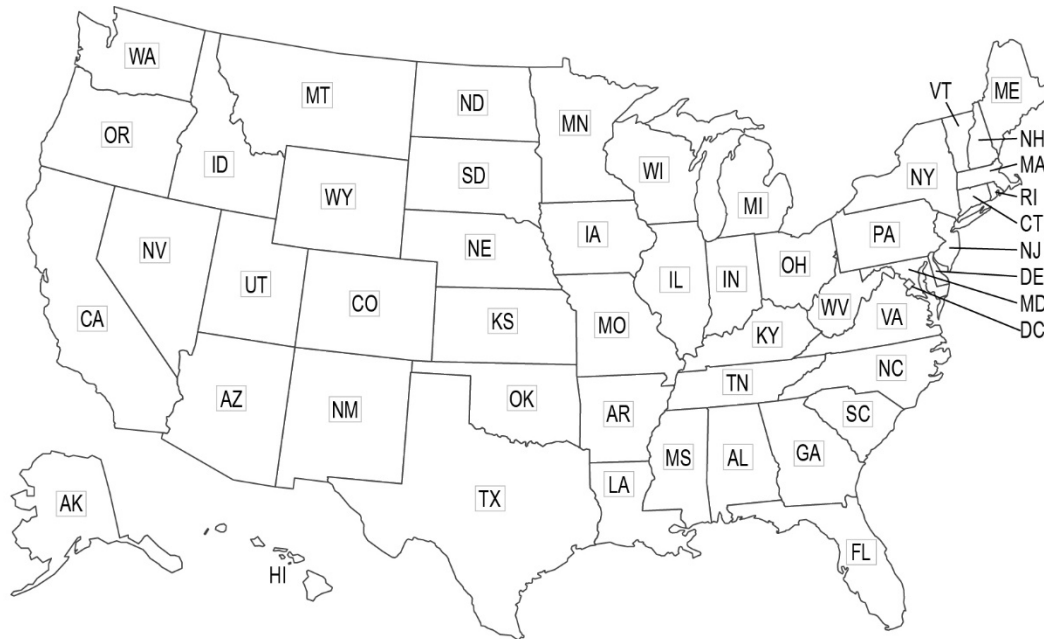
For this same school year, 18 SEAs reported that the percentage of former ELs demonstrating proficiency in mathematics was lower than that of all students.¹⁰¹ The percentage point differences

¹⁰¹ The second quartile in Exhibit 6.3 includes five SEAs that reported all students outperformed former ELs who exited LIEPs provided by Title III subgrantees one to four years prior to reporting by 1.3 to 5.0 percentage points.

between the two groups ranged from a low of 1.3 percentage points (Massachusetts) to a high of 27.8 percentage points (Rhode Island).

- The percentage point difference between the percentage of all students scoring proficient or above proficient and the percentage of former ELs achieving this level exceeded 10 percentage points in five SEAs in SY 2018–19. In these SEAs—Idaho (12.1 percent), Minnesota (15.1 percent), Montana (14.2 percent), Nebraska (10.8 percent), and Rhode Island (27.8 percent)—all students outperformed former ELs on their statewide mathematics assessments by the widest margin of SEAs in this category.

Exhibit 6.4. Comparison of the Percentage of Former English Learners Who Scored Proficient or Above Proficient on State Mathematics Assessments to the Percentage of All Students: School Year 2019–20



States reporting in SY 2019–20
These data were not collected in SY 2019–20 due to the COVID-19 pandemic.

Statewide Reading/Language Arts Assessments: School Years 2018–19 and 2019–20

The number of students who participated in the statewide reading/language arts assessments in SY 2018–19 (26,394,838) was comparable to the number who participated in the mathematics assessments that same year (26,211,576). Approximately the same number of identified ELs took the reading/language arts assessments as had taken the mathematics assessments in SY 2018–19 (3,201,442 compared to 3,185,889). The number of former ELs who participated in the reading/language arts assessments was nearly the same as the mathematics test takers in SY 2018–19 (1,422,805 and 1,427,773, respectively). Exhibit 6.5 presents the total number of students who participated in statewide reading/language arts assessments disaggregated by ELs and former ELs.¹⁰² It

¹⁰² All students includes ELs and non-ELs, and students with and without disabilities. Identified ELs refers to ELs identified in SY 2018–19 and includes ELs with disabilities. Former ELs is the subgroup of ELs who exited LIEPs provided by LEAs receiving Title III subgrants based on their having attained proficiency in English.

also shows the SEAs with the largest and smallest numbers of students participating in reading/language arts assessments in SY 2018–19.

Exhibit 6.5. Number of All Students, Identified English Learners, and Former English Learners Who Participated in Statewide Reading/Language Arts Assessments: School Years 2018–19 and 2019–20

Participated in Reading/Language Arts Assessments	SY 2018–19			SY 2019–20		
	All Students	Identified ELs	Former ELs	All Students	Identified ELs	Former ELs
Total Number	26,394,838	3,201,442	1,422,805	Total Number		
SEA Maximum Number	3,196,092 (California)	977,821 (California)	450,969 (California)	SEA Maximum Number	SY 2019-20 data were not collected due to the COVID-19 pandemic.	
SEA Minimum Number	38,167 (District of Columbia)	898 (West Virginia)	90 (Arizona)	SEA Minimum Number		
SEA Median Number	362,00 (Oklahoma)	25,869 (Oregon)	8,329 (South Carolina)	SEA Median Number		

NOTES: The SY 2018–19 data for all students, identified ELs, and former ELs are missing for Vermont. Data on former ELs who participated are suppressed for one SEA (New Mexico) due to data quality concerns. The SEA identified for the SEA median number is the SEA at or closest to the median without exceeding it. For SY 2019–20, SEAs received waivers from administering statewide content assessments due to the COVID-19 pandemic.

SOURCES: U.S. Department of Education, *EDFacts SY 2018–19*. Retrieved April 2020. U.S. Department of Education, *ED Data Express SY 2018–19*. Retrieved January 2022.

- California, with the largest K–12 population of all SEAs, had the largest number of students participating in statewide reading/language arts assessments in SY 2018–19 across all groups.
- Of the five SEAs reporting the largest numbers of identified ELs taking their statewide reading/language arts assessments, California reported the largest number of identified ELs for SY 2018–19. The other four SEAs were, in descending order, Texas (621,441), Florida (281,517), Illinois (116,115) and New York (101,724). All these SEAs have large populations of identified ELs.
- Conversely, the five SEAs that reported the lowest numbers of identified ELs participating in their reading/language arts assessments in SY 2018–19 were, in ascending order, West Virginia (898), Wyoming (1,531), North Dakota (1,991), Montana (2,010), and Maine (2,431).
- For 2018–19, SEAs reported fewer former ELs participated in the statewide reading/language arts than identified ELs. The five SEAs that reported the largest numbers of former ELs participating in these assessments were, in descending order, California (450,969), Florida (186,765), Texas (137,346), Illinois (63,949), and New York (52,276). In contrast, the five SEAs that reported the lowest numbers of former ELs participating in these assessments were, in ascending order, Arizona (90), New Hampshire (279), Montana (356), North Dakota (516), and West Virginia (603). With the exception of Arizona, these SEAs are states with smaller school populations and fewer identified ELs.

Results of Statewide Reading/Language Arts Assessments: School Years 2018–19 and 2019–20

More than 1 in 2 students who participated in statewide reading/language arts assessments in SY 2018–19 scored proficient or above proficient as defined by the SEA. Overall, approximately 1 in 4

identified ELs scored proficient or above proficient. Former ELs outperformed all students and identified ELs in SY 2018–19. Exhibit 6.6 displays the overall number and percentage of students who scored proficient or above proficient in statewide reading/language arts assessments. For SEA specific data on the numbers of all students, identified ELs, and former ELs who participated in statewide reading/language arts assessment (i.e., valid test takers) in SY 2018–19, refer to Table A-23 in Appendix A.

Exhibit 6.6. Number and Percentage of All Students, Identified English Learners, and Former English Learners Who Scored Proficient or Above Proficient on Statewide Reading/Language Arts Assessments: School Years 2018–19 and 2019–20

Number of Students Who Scored Proficient or Above Proficient on Statewide Reading/Language Arts Assessments

	SY 2018–19			SY 2019–20		
	All Students	Identified ELs	Former ELs	All Students	Identified ELs	Former ELs
Total Number	13,420,554	753,988	805,017			
SEA Maximum Number	1,630,007 (California)	314,858 (California)	260,247 (California)	SY 2019-20 data were not collected due to the COVID-19 pandemic.		
SEA Minimum Number	13,954 (District of Columbia)	135 (West Virginia)	5 (Arizona)			
SEA Median Number	175,829 (Iowa)	2,978 (Wisconsin)	5,171 (Tennessee)			

Percentage of Students Who Scored Proficient or Above Proficient on Statewide Reading/Language Arts Assessments

	SY 2018–19			SY 2019–20		
	All Students	Identified ELs	Former ELs	All Students	Identified ELs	Former ELs
Total Percentage	50.9%	23.9%	56.6%			
SEA Maximum Percentage	78.0% (Virginia)	34.8% (Florida)	84.2% (Virginia)	SY 2019-20 data were not collected due to the COVID-19 pandemic.		
SEA Minimum Percentage	32.0% (New Mexico)	4.8% (Arizona)	3.2% (Rhode Island)			
SEA Median Percentage	49.0% (Michigan, Indiana, Missouri)	14.7% (Connecticut)	52.6% (Connecticut)			

NOTES: One SEA (Vermont) did not report any reading/language arts assessment data for SY 2018–19. Data on former ELs who participated are suppressed for one SEA (New Mexico) due to data quality concerns. The SEA(s) identified for the SEA median number or percentage are the SEA(s) at or closest to the median without exceeding it.

SOURCES: U.S. Department of Education, *EDFacts SY 2018–19*. Retrieved April 2020. U.S. Department of Education, *ED Data Express SY 2018–19*. Retrieved January 2022.

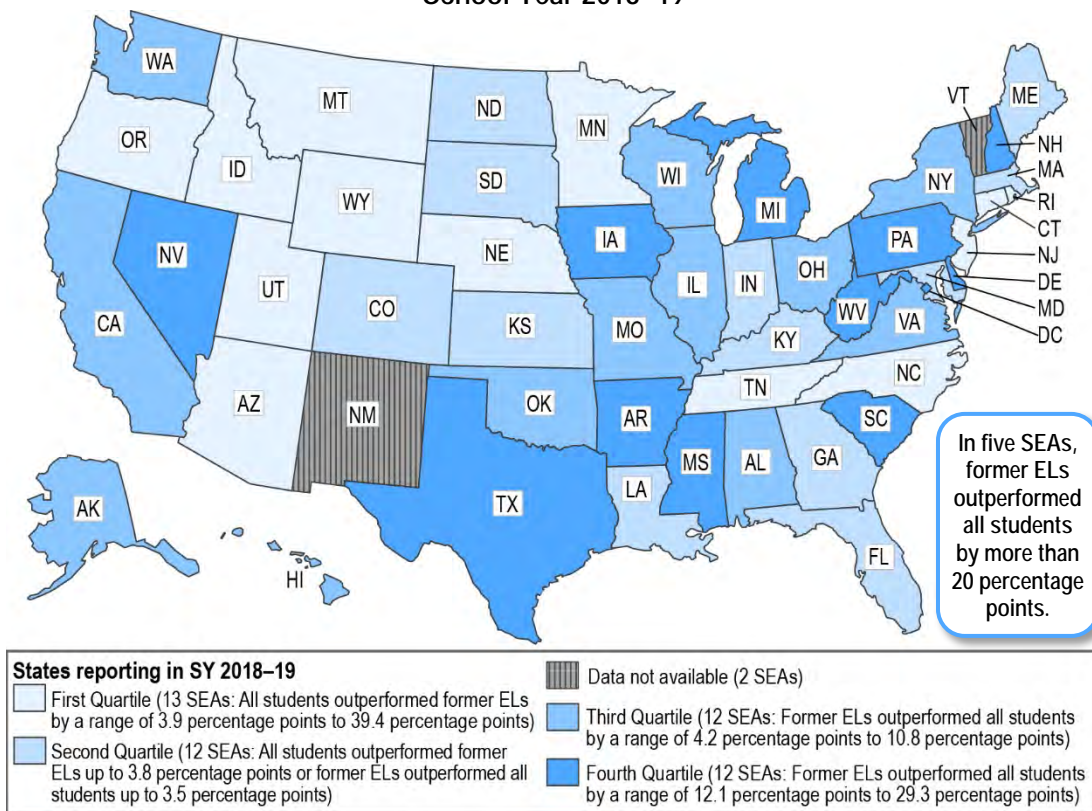
- In SY 2018–19, approximately 1 in 4 identified ELs who participated in statewide reading/language arts assessments scored proficient or above proficient. In comparison, 1 in 2 students across all categories who took state reading/language arts assessments scored proficient or above proficient.
- Virginia reported the highest percentages of all students and former ELs testing proficient or above proficient for SY 2018–19. In fact, the percentage of proficient former ELs substantially

exceeded the percentage of all students who tested proficient or above proficient in reading/language arts assessments. The following section delves into a comparison of the results of former ELs and all students across all SEAs.

Comparison of the Results of All Students and Former English Learners: School Years 2018–19 and 2019–20

The overall percentage of former ELs who tested at the proficient or above proficient levels on statewide reading/language arts assessments was greater than all students and the identified EL group in SY 2018–19. Exhibit 6.7 illustrates the results of comparing the performance of former ELs to all students on reading/language arts assessments. SEAs are ranked based on the largest percentage point difference between all students and former ELs who demonstrated proficiency in reading/language arts. SEAs are color coded according to the quartile of their rank. Refer to Table A-23 in Appendix A for the reading/language arts assessment results reported by individual SEAs for SY 2018–19.

Exhibit 6.7. Comparison of the Percentage of Former English Learners Who Scored Proficient or Above Proficient on State Reading/Language Arts Assessments to the Percentage of All Students: School Year 2018–19



NOTES: One SEA (Vermont) did not report any reading/language arts assessment data for SY 2018–19. Data on former ELs who participated are suppressed for one SEA (New Mexico) due to data quality concerns.

SOURCES: U.S. Department of Education, *EDFacts SY 2018–19*. Retrieved April 2020. U.S. Department of Education, *ED Data Express SY 2018–19*. Retrieved January 2022.

- Twenty-nine SEAs reported higher percentages of former ELs scoring proficient or above proficient in statewide reading/language arts assessments than all students for SY 2018–19. The percentage point difference between former ELs and all students ranged from a high of 29.3 percentage points (Mississippi) to a low of 0.1 percentage points (South Dakota).

- For SY 2018–19, the five SEAs with the largest percentage point differences between former ELs and all students in which former ELs outperformed all students are, in descending order, Mississippi (29.3 percentage points), West Virginia (28.3 percentage points), Michigan (23.7 percentage points), Arkansas (22.8 percentage points), and South Carolina (20.8 percentage points).
- For SY 2018–19, 20 SEAs reported lower percentages of former ELs scoring proficient or above proficient in reading/language arts assessments than all students. The percentage point differences between the two groups ranged from 0.1 percentage point (Louisiana) to 39.4 percentage points (Arizona).

Exhibit 6.8 was intended to parallel Exhibit 6.7 for SY 2019–20. Given that statewide content assessments were waived in SY 2019–20 due to the COVID-19 pandemic, Exhibit 6.8 is empty.

Exhibit 6.8. Comparison of the Percentage of Former English Learners Who Scored Proficient or Above Proficient on State Reading/Language Arts Assessments to the Percentage of All Students: School Year 2019–20



States reporting in SY 2019–20
These data were not collected in SY 2019–20 due to the COVID-19 pandemic.

Statewide Science Assessments: School Years 2018–19 and 2019–20

K–12 students are required to take statewide science assessments only three times: once during the grade spans of grade 3 through grade 5, once during grade 6 through grade 9, and once during grades 10 through grade 12. Therefore, the number of students participating in statewide science assessments is markedly lower than the number of students taking the mathematics and reading/language arts assessments. In addition, three SEAs didn’t report any science assessment results for SY 2018–19, and two SEAs reported only partial data. As with the previous sections of this chapter, the results of the

statewide science assessments administered are examined across three groups: all students, identified ELs, and former ELs. Exhibit 6.9 presents these data.¹⁰³

Exhibit 6.9. Number of All Students, Identified English Learners, and Former English Learners Who Participated in Statewide Science Assessments: School Years 2018–19 and 2019–20

Participated in Science Assessments	SY 2018–19			SY 2019–20		
	All Students	Identified ELs	Former ELs	All Students	Identified ELs	Former ELs
Total Number	10,738,196	967,589	570,682	Total Number		
SEA Maximum Number	1,267,696 (Texas)	225,054 (Texas)	186,013 (California)	SEA Maximum Number	SY 2019-20 data were not collected due to the COVID-19 pandemic.	
SEA Minimum Number	6,299 (Michigan)	358 (West Virginia)	114 (Montana)	SEA Minimum Number		
SEA Median Number	163,641 (Alabama)	10,306 (Ohio)	3,570 (Nebraska)	SEA Median Number		

NOTES: The SY 2018–19 data for all students, identified ELs, and former ELs are missing for 3 SEAs: Oregon, Tennessee, and Vermont. Only the SY 2018–19 data for former ELs are missing for 2 SEAs: Michigan and Rhode Island. Data on former ELs who participated are suppressed for one SEA (New Mexico) due to data quality concerns. The SEA identified for the SEA median number is the SEA at or closest to the median without exceeding it.

SOURCE: U.S. Department of Education, *EDFacts SY 2018–19*. Retrieved April 2020. U.S. Department of Education, *ED Data Express SY 2018–19*. Retrieved January 2022.

- The number of all students taking the statewide science assessment in SY 2018–19 (10,738,196) was less than half of the number of students who participated in the statewide mathematics and reading/language arts assessments (26,211,576 and 26,394,838, respectively). Consequently, the numbers of identified ELs and former ELs are also much lower for science assessments than for either the mathematics or reading/language arts assessments.
- Texas had the largest number of all students participating in the statewide science assessment in SY 2018–19. The other states in the top five SEAs in terms of largest numbers of valid science test takers (i.e., all students) were, in descending order, California, Florida, New York, and Illinois. Michigan reported the lowest number of all students participating in the science assessment despite having a relatively large K–12 population.
- The five SEAs reporting the largest numbers of science test takers who are identified ELs are, in descending order, Texas, California, Florida, Illinois, and New York. All of these SEAs have large EL populations; however, Texas reported the largest number of science test takers who are identified ELs, whereas California reported the highest numbers of identified ELs taking the mathematics and the reading/language arts assessments.
- The five SEAs that reported the lowest numbers of identified ELs participating in the statewide science assessment in SY 2018–19 are Michigan (385), Montana (770), North Dakota (730), West Virginia (358), and Wyoming (591). Except for Michigan, these SEAs have relatively small EL populations.

¹⁰³ All students includes ELs and non-ELs, and students with and without disabilities. Identified ELs refers to ELs identified in SY 2018–19 and includes ELs with disabilities. Former ELs is the subgroup of ELs who exited LIEPs provided by LEAs receiving Title III subgrants based on their having attained proficiency in English.

- California reported the largest number of former ELs taking the science assessment in SY 2018–19. The other four SEAs in the group of the five SEAs with the largest numbers of science test takers who were former ELs are, in descending order, Texas, Florida, New York, and Illinois.

Results of Statewide Science Assessments: School Years 2018–19 and 2019–20

Overall, 1 in 2 students who participated in a statewide science assessment scored proficient or above proficient. However, among identified ELs taking the assessment, fewer than 1 in 5 scored proficient or above proficient in science in SY 2018–19. The percentage of former ELs scoring proficient or above proficient was more than double that of identified ELs. But in contrast to the overall results for mathematics and reading/language arts, the percentage of former ELs testing proficient or above proficient in science was lower than all students. Exhibit 6.10 displays the numbers and percentages of students scoring proficient or above proficient in statewide science assessments for each of the three groups.

Exhibit 6.10. Number and Percentage of All Students, Identified English Learners, and Former English Learners Who Scored Proficient or Above Proficient on Statewide Science Assessments: School Years 2018–19 and 2019–20

Number of Students Who Scored Proficient or Above Proficient on Statewide Science Assessments

	SY 2018–19			SY 2019–20		
	All Students	Identified ELs	Former ELs	All Students	Identified ELs	Former ELs
Total Number	5,367,142	177,321	255,549			
SEA Maximum Number	669,343 (Texas)	58,514 (Texas)	59,596 (Texas)	SY 2019-20 data were not collected due to the COVID-19 pandemic.		
SEA Minimum Number	1,809 (District of Columbia)	36 (West Virginia)	25 (District of Columbia)			
SEA Median Number	63,265 (Iowa)	810 (Connecticut)	1,702 (Utah)			

Percentage of Students Who Scored Proficient or Above Proficient on Statewide Science Assessments

	SY 2018–19			SY 2019–20		
	All Students	Identified ELs	Former ELs	All Students	Identified ELs	Former ELs
Total Percentage	50.0%	18.3%	44.8%			
SEA Maximum Percentage	82.2% (New York)	48.0% (Michigan)	96.0% (Mississippi)	SY 2019-20 data were not collected due to the COVID-19 pandemic.		
SEA Minimum Percentage	12.6% (District of Columbia)	2.0% (New Jersey)	3.3% (Alabama)			
SEA Median Percentage	48.5% (Illinois)	11.4% (Maine)	45.2% (Oklahoma)			

NOTES: The SY 2018–19 data for all students, identified ELs, and former ELs are missing for 3 SEAs: Oregon, Tennessee, and Vermont. Only the SY 2018–19 data for former ELs are missing for 2 SEAs: Michigan and Rhode Island. Data on former ELs who participated are suppressed for one SEA (New Mexico) due to data quality concerns. The SEA identified for the SEA median number or percentage is the SEA at or closest to the median without exceeding it.

SOURCES: U.S. Department of Education, *EDFacts SY 2018–19*. Retrieved April 2020. U.S. Department of Education, *ED Data Express SY 2018–19*. Retrieved January 2022.

- Texas reported the largest number of students scoring proficient or above proficient in its science assessment across all three groups. New York reported the highest percentage of science

proficiency for all students in SY 2018–19. The other four SEAs in the group of five SEAs with the largest percentages of all students scoring proficient or above proficient are, in descending order, Virginia, Ohio, Pennsylvania, and North Carolina.

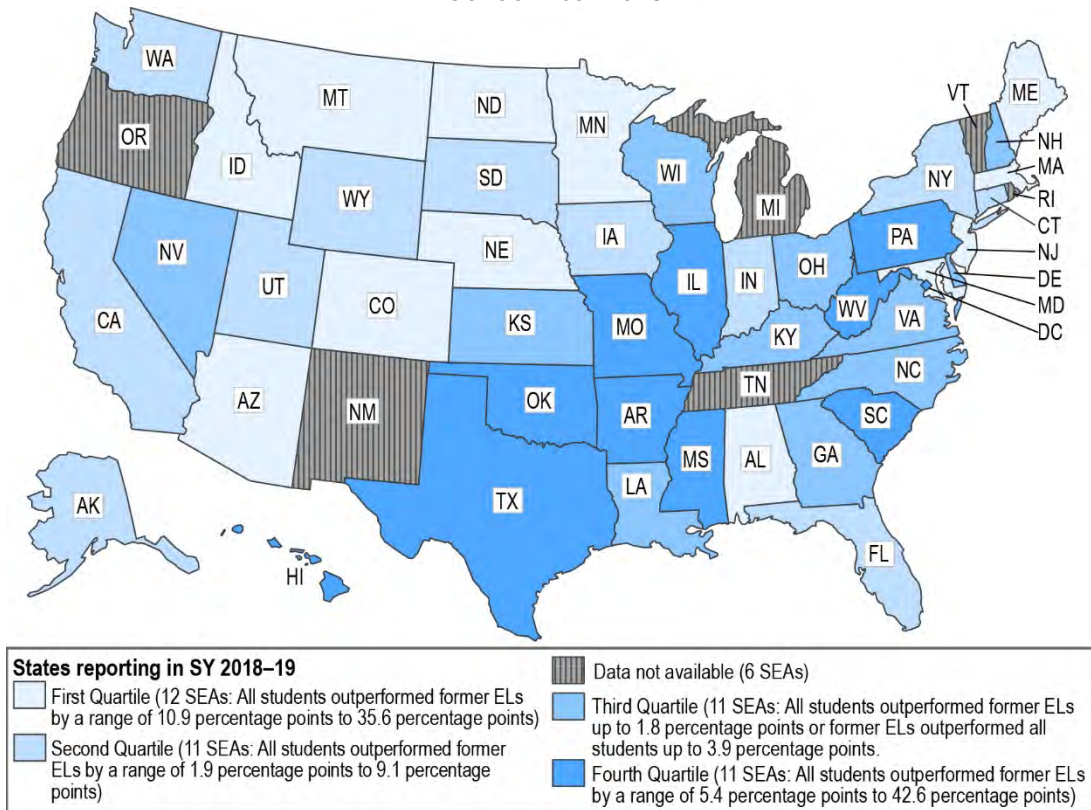
- For SY 2018–19, the five SEAs reporting the largest percentage of identified ELs scoring proficient or above proficient in their statewide science assessment are, in descending order, Michigan (48.0 percent), New York (46.1 percent), Mississippi (38.9 percent), Virginia (34.8 percent), and Florida (33.9 percent). The five SEAs with the lowest percentages of ELs scoring proficient or above proficient in science are, in ascending order, New Jersey (2.0 percent), Colorado (2.5 percent), Maryland (2.7 percent), Nevada (2.7 percent) and Rhode Island (3.0 percent).
- Mississippi reported that nearly all (96.0 percent) former ELs who participated in the science assessment scored proficient or above proficient in SY 2018–19. The SEAs that reported the second- through fifth-highest percentages of former ELs who demonstrated proficiency in science are Virginia (83.7 percent), New York (75.4 percent), Pennsylvania (73.6 percent), and South Carolina (73.5 percent).
- Typically, the percentages of former ELs scoring proficient or above proficient on statewide academic assessments are larger than the percentages of identified ELs scoring proficient or above proficient. The results reported for SY 2018–19 were the opposite for science assessments in Alabama. This SEA reported that 8.1 percent of identified ELs tested proficient or above proficient in science, whereas only 3.3 percent of former ELs did.

For information on the numbers of all students, identified ELs, and former ELs who participated in statewide science assessments and the percentages that scored proficient or above proficient for all SEAs, refer to Table A-23 in Appendix A.

Comparison of the Results of All Students and Former English Learners: School Years 2018–19 and 2019–20

Fifty percent of all students demonstrated proficiency in science compared with only 44.8 percent of former ELs in SY 2018–19. These results run counter to the trends seen in the mathematics and reading/language arts results in which former ELs outperformed all students. Exhibit 6.11 compares the percentages of former ELs and all students who scored proficient or above proficient on the statewide science assessment. SEAs are ranked and shown in color-coded quartiles. Refer to Table A-26 in Appendix A for the science assessment data each SEA reported for SY 2018–19.

Exhibit 6.11. Comparison of the Percentage of Former English Learners Who Scored Proficient or Above Proficient on State Science Assessments to the Percentage of All Students: School Year 2018–19



NOTES: The SY 2018–19 data for all students, identified ELs, and former ELs are missing for 3 SEAs: Oregon, Tennessee, and Vermont. Only the SY 2018–19 data for former ELs are missing for 2 SEAs: Michigan and Rhode Island. Data on former ELs who participated are suppressed for one SEA (New Mexico) due to data quality concerns.

SOURCES: U.S. Department of Education, *EDFacts SY 2018–19*. Retrieved April 2020. U.S. Department of Education, *ED Data Express SY 2018–19*. Retrieved January 2022.

- For SY 2018–19, 20 SEAs reported higher percentages of science proficiency for former ELs than for all students. The percentage point differences between the two groups in these SEAs ranged from 42.6 percentage points in Mississippi (96.0 percent of former ELs compared to 53.4 percent of all students) to 0.1 percentage point in South Dakota (54.1 percent of former ELs compared to 54.0 percent of all students).
- Twenty-five SEAs reported science assessment results for SY 2018–19 that showed a smaller percentage of former ELs demonstrated proficiency in science compared to all students. The differences in the performance of these two groups ranged from 39.4 percentage points (Arizona) to 0.1 percentage point (Louisiana).
- Despite the wide range in the percentage point differences between former ELs and all students, only seven SEAs reported differences of more than 20 percentage points between the two groups. In three SEAs (Michigan, Mississippi, and West Virginia), former ELs outperformed all students by 20 or more percentage points. In two SEAs (Arizona and Rhode Island), all students outperformed former ELs by 20 percentage points or more.

Exhibit 6.12 was intended to parallel Exhibit 6.11 for SY 2019–20 data. Given that statewide content assessments were waived in SY 2019–20 due to the COVID-19 pandemic, Exhibit 6.12 is empty.

**Exhibit 6.12. Comparison of the Percentage of Former English Learners Who Scored Proficient or Above Proficient on State Science Assessments to the Percentage of All Students:
School Year 2019–20**



States reporting in SY 2019–20
These data were not collected in SY 2019–20 due to the COVID-19 pandemic.

7. Puerto Rico’s Title III Grant: Supporting Spanish Learners

Spanish is the language of instruction in the Commonwealth of Puerto Rico (henceforth referred to as Puerto Rico). Under *ESEA* section 3127, Puerto Rico is permitted to use Title III funds for programs of instruction, teacher training, curriculum development, evaluation, and assessment designed for children of limited Spanish proficiency, except that an outcome of the Title III programs must be increased English proficiency. In SY 2007–08, Puerto Rico modified the methodology for reporting students supported by its Title III grant from students with “limited English proficiency” to those with “limited Spanish proficiency” or Spanish learners (SLs). Therefore, unlike the other 51 SEAs that receive Title III grants and report on students learning English, Puerto Rico reports on students needing to achieve proficiency in Spanish while also mastering academic content in that language. This chapter focuses exclusively on Puerto Rico’s SLs during SYs 2018–20.

The content of this chapter essentially parallels the information presented in Chapters 2–6 on the 51 SEAs whose Title III grants support ELs. It includes the following information:

- Puerto Rico’s Title III allocation and a summary of Title III-funded activities to support the teaching and learning of SLs
- An overview of Puerto Rico’s Spanish learner population in SYs 2018–20 (i.e., numbers of SLs, percentage with disabilities, percentage participating in language instruction educational programs [LIEPs], former or exited SLs, top five languages of identified SLs)
- Number of immigrant children and youth in Puerto Rico and the percentage participating in LEAs receiving Title III funds for that purpose
- Summary of SL educators and instructional programs for SLs
- Data on the performance of identified SLs, SLs participating in LIEPs, and former SLs on Spanish language proficiency and content assessments

Title III Funding and Puerto Rico’s Support Activities for Spanish Learners

To be eligible to receive a Title III allocation in any fiscal year, an SEA must have a plan approved by the Department. Each SEA, including Puerto Rico, has submitted and received approval for a consolidated state plan under *Elementary and Secondary Education Act (ESEA)* section 8302. Consolidated state plans include the SEA’s plan for administering its Title III funds.¹⁰⁴ The consolidated state plan requires a general assurance that each *ESEA* program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.¹⁰⁵

With the exception of Puerto Rico, the Department calculates Title III allocations based on the numbers of ELs and immigrant children and youth in the SEA in relation to the numbers of ELs and immigrant children and youth across all SEAs. Puerto Rico’s Title III annual allocation is determined by a special rule stating that the total allocation for any fiscal year shall not exceed 0.5 percent of the total amount allocated to all states for the fiscal year.¹⁰⁶ Puerto Rico’s Title III allocation between FY 2017 (SY 2017–18) and FY 2018 (SY 2018–19) decreased 0.5 percent due to an overall decrease in funding that FY but remained the same between FY 2018 (SY 2018–19) and FY 2019 (SY 2019–20). Exhibit 7.1 displays the Title III allocations Puerto Rico received for SYs 2018–19 and 2019–20.

¹⁰⁴ *ESEA* sections 3113 and 8302

¹⁰⁵ *ESEA* section 8304

¹⁰⁶ *ESEA* section 3111(c)(2)(D)

**Exhibit 7.1. Total Amounts of Title III Allocations for Puerto Rico:
School Years 2018–19 and 2019–20**

SY 2018–19	SY 2019–20
\$3,386,765	\$3,386,765

SOURCE: US. Department of Education, *State Funding History Tables FY 1980–FY 2021*.
<https://www2.ed.gov/about/overview/budget/history/index.html>

Puerto Rico’s Title III-Funded Technical Assistance Activities

Providing technical assistance (TA) to subgrantees is one of the SEA activities that, under 3111(b)(2)(D) of the *ESEA*, may be funded with the SEA’s Title III set-aside funds.¹⁰⁷ As per section 3122(b)(4) of the *ESEA*, SEAs report the types of technical assistance they provided to LEAs during SY 2018–19 and SY 2019–20. To gather these data, Title III subgrantees were asked to report to the SEA the number of professional development and other activities funded by their Title III grant (e.g., parent and community engagement activities) that they offered in SYs 2018–19 and 2019–20. Since SEAs are different sizes and have different numbers of subgrantees, it is more meaningful to compare SEAs’ reports of subgrantees’ activities by the frequency with which subgrantees reported engaging in a particular type of activity. SEAs then ordered by rank how many times subgrantees offered each type of activity. The types of technical assistance activities SEAs provided can be grouped according to four categories.¹⁰⁸ Exhibit 7.2 lists these categories and reports whether Puerto Rico provided each type of technical assistance.¹⁰⁹

In order to provide some context, this exhibit also includes the number of other SEAs that provided technical assistance activities to LEAs receiving Title III grants to support ELs for each category. The exhibit shows that Puerto Rico’s activities are generally similar to other SEAs in that Puerto Rico uses its funds for TA activities that most other SEAs also provide and does not use its TA funds for activities in which other SEAs are less likely to engage.

¹⁰⁷ Puerto Rico is a unitary system (i.e., it serves as both the SEA and the LEA on the island).

¹⁰⁸ During SYs 2018–19 and 2019–20, SEAs were asked to report on technical assistance that provided recognition, which may have included providing financial awards, to recipients of subgrants that significantly improved the achievement and progress of ELs. However, as this data element is not required under section 3111(b)(2)(D), this biennial report and subsequent ones will not report on this data element.

¹⁰⁹ The activities listed here are those that SEAs reported using Title III funds to provide. They do not include all the activities conducted by SEAs with other funding sources.

Exhibit 7.2. Type of Assistance Provided by the Puerto Rico State Department of Education to Local Educational Agencies Receiving Title III Subgrants: School Years 2018–19 and 2019–20

SY 2018–19			SY 2019–20		
Type of Technical Assistance Funded with Title III Funds	Provided by Puerto Rico	Number of Other SEAs Providing This Type of Assistance	Type of Technical Assistance Funded with Title III Funds	Provided by Puerto Rico	Number of Other SEAs Providing This Type of Assistance
Identifying and implementing effective LIEPs and curricula	Yes	49	Identifying and implementing effective LIEPs and curricula	Yes	49
Helping ELs meet state academic standards	Yes	49	Helping ELs meet state academic standards	Yes	51
Identifying or implementing measures of English language proficiency	Yes	45	Identifying or implementing measures of English language proficiency	Yes	48
Increasing parent, family, and community engagement	No	10	Increasing parent, family, and community engagement	No	10

NOTE: The categories in this exhibit refer to ELs. However, in Puerto Rico, where Title III supports SLs, these categories refer to technical assistance activities for SLs.

SOURCES: U.S. Department of Education, *Consolidated State Performance Report SY 2018–19*. Retrieved February 2022. U.S. Department of Education, *Consolidated State Performance Report SY 2019–20*. Retrieved February 2022.

Title III of the *ESEA* requires subgrantees to use a portion of their subgrants to provide supplemental professional development activities to various audiences.¹¹⁰ Section 3115(d) of the *ESEA* details other activities designed to support the learning of ELs (or SLs when referring to Puerto Rico), which subgrantees may implement using their grant funds.¹¹¹ Here again, Puerto Rico largely mirrors the activities of other LEAs. One exception is “supporting the development and implementation of LIEPs.” Across the two years covered by this report, the number with one or more subgrantees in this category decreased considerably, from 47 in 2018–19 to 35 in 2019–20. In 2019–20, more than half of all LEA subgrantees (35 total) reported using funds for this purpose, but Puerto Rico did not.

¹¹⁰ *ESEA* section 3115(c)(2)

¹¹¹ *ESEA* section 3115(d)

**Exhibit 7.3. Activities Reported by the Local Educational Agency Receiving Title III Subgrants:
School Years 2018–19 and 2019–20**

Subgrantee Title III-Funded Activity	SY 2018–19		SY 2019–20	
	Reported by Puerto Rico	Number of Other SEAs Reporting This Type of Activity	Reported by Puerto Rico	Number of Other SEAs Reporting This Type of Activity
Enhancing existing LIEPs and programs for restructuring and reforming schools with ELs	Yes	38	Yes	44
Improving instruction of ELs with disabilities	Yes	39	Yes	42
Improving LIEPs by upgrading curricula, instructional materials, software, and assessment procedures	Yes	47	Yes	50
Offering programs to help ELs achieve success in postsecondary education	Yes	39	Yes	44
Other	No	16	No	19
Parent and community engagement activities	Yes	45	Yes	50
Professional development to teachers and other personnel serving ELs	Yes	47	Yes	51
Providing tutorials and career and technical education	Yes	38	Yes	42
Supporting implementation of schoolwide programs	Yes	34	Yes	51
Supporting the development and implementation of LIEPs	Yes	47	No	35

NOTES: The items in this exhibit refer to ELs. However, in Puerto Rico where Title III supports SLs, these items refer to technical assistance activities for improving the education of SLs. For SY 2018–19, the maximum number possible for the number of other SEAs reporting this type of activity is 48 SEAs. For SY 2019–20, the maximum number possible for the number of other SEAs reporting this type of activity is 51 SEAs. The numbers in this the table include only SEAs' top five most common activities among their subgrantees.

SOURCES: U.S. Department of Education, *Consolidated State Performance Report SY 2018–19*. Retrieved February 2022. U.S. Department of Education, *Consolidated State Performance Report SY 2019–20*. Retrieved February 2022.

The Spanish Learner Population

Puerto Rico reports the number of students identified as SLs during each school year and the number and percentage of SLs who participated in LIEPs offered by the LEA receiving a Title III subgrant. In addition, all SEAs report the percentage of identified SLs or ELs who have disabilities. Exhibit 7.4 presents the numbers of identified SLs, the percentage of SLs participating in LIEPs, and the percentages of identified SLs with disabilities for SYs 2018–19 and 2019–20. In order to provide some context for Puerto Rico’s report, the nationwide average number and median percentages of ELs across these groups are also presented.

Exhibit 7.4. Number and Percentage of Identified Spanish Learners, Spanish Learners with Disabilities, and Spanish Learners Participating in Language Instruction Educational Programs in Local Educational Agencies Receiving Title III Subgrants in Puerto Rico Compared to the National Average Number and Median Percentages for English Learners: School Years 2018–19 and 2019–20

	SY 2018–19		SY 2019–20	
	Puerto Rico's Number or Percentage	National Average Number or Median Percentage of ELs	Puerto Rico's Number or Percentage	National Average Number or Median Percentage of ELs
Number of Identified SLs	753	100,484	582	100,312
Percentage of Identified SLs With Disabilities	38.1%	16.0%	40.0%	15.8%
Percentage of Identified SLs Participating in LIEPs in LEAs Receiving Title III Subgrants	100.0%	95.9%	100.0%	95.2%

NOTE: Puerto Rico was not included in the calculations for the national average number or median percentage of ELs.

SOURCES: U.S. Department of Education, *EDFacts SY 2018–19*. Retrieved April 2020. U.S. Department of Education, *ED Data Express SY 2019–20*. Retrieved December 2021.

For SY 2018–19, Puerto Rico reported 753 identified SLs among its K–12 school population. For SY 2019–20, the number of identified SLs was 582, nearly 25 percent lower than the previous school year.

- The number of identified SLs in SY 2018–19 is much smaller than the average number of identified ELs in the other 51 SEAs. The number of identified SLs is less than 1 percent (0.75 percent) of the average number of ELs identified in the same year.
- Identified SLs are a very small segment of Puerto Rico’s K–12 population. Puerto Rico reported a total school population of 307,282 for SY 2018–19 and 292,518 for SY 2019–20.¹¹² In terms of Puerto Rico’s K–12 enrollments over these two school years, identified SLs represent only 0.24 percent and 0.19 percent of all students, respectively. In comparison, approximately 10 percent of the K–12 school population nationwide are identified ELs.

Puerto Rico reported relatively large percentages of identified SLs who have disabilities in both SYs 2018–19 and 2019–20 compared to the percentages reported nationwide of identified ELs with disabilities. Approximately 2 of every 5 identified SLs in Puerto Rico were also identified as needing special education services. Nationally, the ratio of identified ELs with disabilities among the other 51 SEAs in SYs 2018–19 and 2019–20 was approximately 1 in 7.¹¹³

Puerto Rico reported that for both SYs 2018–19 and 2019–20, all identified SLs participated in LIEPs provided by its LEA which receives Title III funds.¹¹⁴ Among the 51 SEAs reporting the number of identified ELs participating in LIEPs, only four SEAs (Connecticut, Hawaii, Maryland, and West Virginia) reported 100 percent participation in SY 2018–19, and six SEAs (Connecticut, Hawaii, Kentucky, Maryland, Nevada, and West Virginia) reported 100 percent participation in SY 2019–20.

¹¹² National Center for Educational Statistics, Elementary/Secondary Information System. Retrieved January 2022. <https://nces.ed.gov/ccd/elsi/>

¹¹³ Refer to the section on ELs with disabilities in this report in Chapter 3.

¹¹⁴ Note that the Puerto Rico Department of Education (PRDE) is a unitary system and is both the SEA and LEA.

Immigrant Children and Youth

SEAs, including Puerto Rico, are directed under section 3114(d) of Title III to award subgrants that specifically target the education of immigrant children and youth.¹¹⁵ Some immigrant children and youth may be SLs who are included in Puerto Rico’s total number of identified SLs and the percentage of SLs participating in LIEPs provided by LEAs receiving Title III subgrants. However, not all immigrant children and youth are SLs whose home language is other than Spanish.

Exhibit 7.5 presents the total number of K–12 immigrant children and youth that were enrolled in Puerto Rico’s elementary and secondary schools in SYs 2018–19 and 2019–20 and the number and percentage enrolled in LEAs receiving Title III subgrants to serve that population. The data on the national average or median percentage of immigrant children and youth are included for comparison.

Exhibit 7.5. Number of Immigrant Children and Youth Enrolled in School and Number and Percentage of Immigrant Children and Youth in Local Educational Agencies Receiving Title III Subgrants for Immigrant Children and Youth Educational Programs in Puerto Rico: School Years 2018–19 and 2019–20

	SY 2018–19		SY 2019–20	
	Puerto Rico’s Number or Percentage	National Average Number or Median Percentage	Puerto Rico’s Number or Percentage	National Average Number or Median Percentage
Number of immigrant children and youth enrolled in elementary and secondary schools	119	22,962	119	22,617
Number of immigrant children and youth enrolled in LEAs receiving Title III subgrants for immigrant children and youth	119	11,096	119	10,808
Percentage of immigrant children and youth enrolled in LEAs receiving Title III subgrants for immigrant children and youth	100.0%	50.7%	100.0%	56.1%

NOTES: Number of immigrant children and youth enrolled represents the number of students who meet the definition of immigrant children and youth under section 3201(5) and were enrolled in the elementary or secondary schools in the SEA. Number of immigrant children and youth enrolled in LEAs receiving Title III subgrants for immigrant children and youth represents the number of students who are enrolled in LEAs receiving subgrants under ESEA section 3114(d)(1). This number does not include immigrant children and youth who are enrolled in an LEA receiving a Title III formula grant to serve ELs under section 3114(a).

The Puerto Rico Department of Education (PRDE) is a unitary system and is both the SEA and LEA.

SOURCES: U.S. Department of Education, *EDFacts SY 2018–19*. Retrieved April 2020. U.S. Department of Education, *EDFacts SY 2019–20*. Retrieved March 2021.

Puerto Rico’s number of immigrant children and youth enrolled in its K–12 schools is much smaller than the national averages for both SY 2018–19 and SY 2019–20. This is to be expected given the size of Puerto Rico’s school population. In contrast to the other 51 SEAs in which approximately half of immigrant children and youth participate in LEAs receiving Title III subgrants for this purpose, all of

¹¹⁵ ESEA section 3114(d)

Puerto Rico’s immigrant children and youth are enrolled in its one LEA which receives a Title III grant to serve this population.

Number of Former Spanish Learners

The *ESEA* requires SEAs to report the progress of former ELs on statewide reading/language arts and mathematics assessments for four years.¹¹⁶ For SY 2018–19, Puerto Rico reported the number of former SLs followed over a four-year period. Due to the waivers granted due to the COVID-19 pandemic, data on the number and progress of former SLs were not collected for SY 2019–20.

The total number of former SLs in Puerto Rico for SY 2018–19 was 1,263 students. Exhibit 7.6 presents the total number of former SLs for SY 2018–19 broken out by the subtotals for each of the four years after they exited Title III services.

**Exhibit 7.6. Number of Former Spanish Learners by Years of Reporting After Exit:
School Years 2018–19 and 2019–20**

School Year	Year One of Monitoring	Year Two of Monitoring	Year Three of Monitoring	Year Four of Monitoring	Total Number of Former SLs
2018–19	367	206	314	376	1,263
2019–20	SY 2019-20 data were not collected due to the COVID-19 pandemic.				

NOTE: SEAs were not required to report the number of former ELs for SY 2019–20 due to the COVID-19 pandemic.

SOURCE: U.S. Department of Education, *EDFacts SY 2018–19*. Retrieved April 2020.

The Languages Most Commonly Spoken by SLs

Puerto Rico reported the same top five languages spoken by identified SLs for both SY 2018–19 and SY 2019–20. These languages are, in descending order, English, Haitian, Chinese, Arabic, and Mandingo. Exhibit 7.7a shows the total number and percentage of SL speakers for the top five languages.

**Exhibit 7.7a. Top Five Languages Spoken by All Identified Spanish Learners in Puerto Rico:
School Years 2018–19 and 2019–20**

SY 2018–19			SY 2019–20		
Language	Number	% of All SLs	Language	Number	% of All SLs
English	718	95.4%	English	552	94.8%
Haitian; Haitian Creole	14	1.9%	Haitian; Haitian Creole	14	2.4%
Chinese	7	0.9%	Chinese	3	0.5%
Arabic	3	0.4%	Arabic	3	0.5%
Mandingo	2	0.3%	Mandingo	2	0.3%

SOURCES: U.S. Department of Education, *EDFacts SY 2018–19*. Retrieved April 2020. U.S. Department of Education, *EDFacts SY 2019-20*. Retrieved March 2021.

- For SYs 2018–19 and 2019–20, Puerto Rico reported that approximately 19 in 20 identified SLs spoke English as their home language.

¹¹⁶ ESEA Section 3121(a)(5)

Exhibit 7.7b presents a side-by-side comparison of the top five languages spoken by ELs nationally and SLs’ top five languages Puerto Rico reported for SY 2018–19 and for SY 2019–20.

Exhibit 7.7b. Top Five Languages of English Learners Compared to Top Five Languages of Spanish Learners: School Year 2018–19 and School Year 2019–20

Rank Order	SY 2018–19					
	Home Languages of ELs	Number of ELs	Percentage of All ELs	Home Languages of SLs	Number of SLs	Percentage of All SLs
Most Common	Spanish; Castilian	3,777,926	75.20%	English	718	95.4%
2nd Most Common	Arabic	135,870	2.70%	Haitian; Haitian Creole	14	1.9%
3rd Most Common	Chinese	102,834	2.00%	Chinese	7	0.9%
4th Most Common	Vietnamese	76,517	1.50%	Arabic	3	0.4%
5th Most Common	Somali	40,115	0.80%	Mandingo	2	0.3%

Rank Order	SY 2019–20					
	Home Languages of ELs	Number of ELs	Percentage of All ELs	Home Languages of SLs	Number of SLs	Percentage of All SLs
Most Common	Spanish; Castilian	3,872,153	75.7%	English	552	94.8%
2nd Most Common	Arabic	131,554	2.6%	Haitian; Haitian Creole	14	2.4%
3rd Most Common	Chinese	100,085	2.0%	Chinese	3	0.5%
4th Most Common	Vietnamese	75,558	1.5%	Arabic	3	0.5%
5th Most Common	Portuguese	44,771	0.9%	Mandingo	2	0.3%

SOURCES: U.S. Department of Education, *EDFacts SY 2018–19*. Retrieved April 2020. U.S. Department of Education, *EDFacts SY 2019–20*. Retrieved March 2021.

- Whereas English is the most commonly spoken language among SLs for both SYs 2018–19 and 2019–20, Spanish is the most commonly spoken language among ELs for both school years. The percentages of both SLs and ELs who are native speakers of the second through fifth most commonly spoken languages are much smaller.
- Arabic and Chinese are included in the top five languages of both SLs and ELs for SYs 2018–19 and 2019–20, although the number of SLs whose home language is either Arabic or Chinese is in the single digits.

Instructional Programs and Educators for Spanish Learners

SLs in Puerto Rico participate in LIEPs that utilize a full immersion model in which all core subject areas are taught in Spanish. As described in Puerto Rico’s *ESEA State Plan*, all identified SLs are required to have an individualized educational and language development plan that describes all the services and supports the school will provide.¹¹⁷ The strategies used to support SLs include tutoring, team teaching, and virtual teaching. Schools in Puerto Rico establish “Spanish Club” for SLs to meet with each other and with a bilingual SL educator to build their vocabulary in Spanish.

¹¹⁷ Puerto Rico Department of Education. *2019 Consolidated State Plan*. <https://www2.ed.gov/admins/lead/account/stateplan17/map/pr.html>

Exhibit 7.8. Number and Percentage of Spanish Learners Enrolled by Type of Language Instruction Educational Programs That Title III Subgrantees Implemented: School Years 2018–19 and 2019–20

Type of LIEP	2018–19		2019–20	
	Number of SLs Enrolled	Percentage of SLs Enrolled in LIEP	Number of SLs Enrolled	Percentage of SLs Enrolled in LIEP
Other	753	100%	582	100%

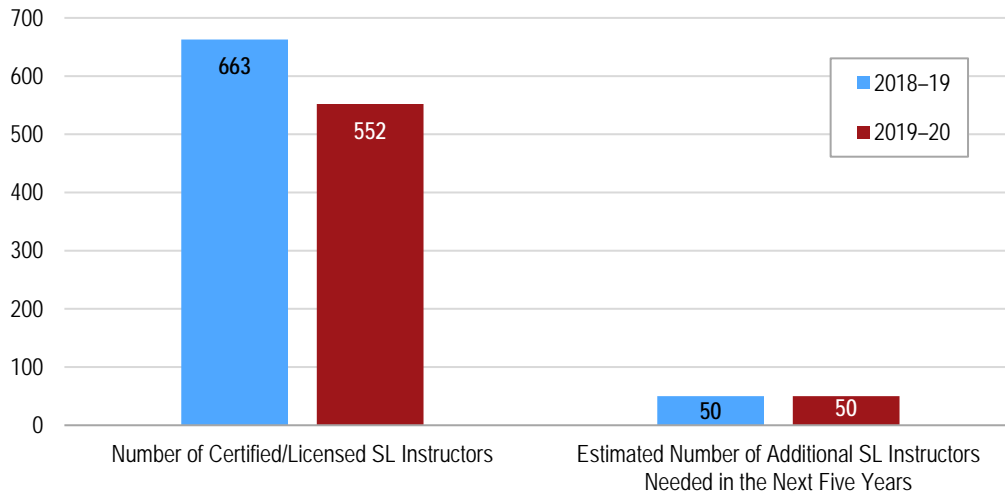
NOTE: Puerto Rico’s Title III coordinator reported that SLs are provided instruction using a “full immersion model in which all core subjects are taught in the Spanish language.”

SOURCES: U.S. Department of Education, *EDFacts SY 2018–19*. Retrieved April 2020. U.S. Department of Education, *ED Data Express SY 2019–20*. Retrieved December 2021.

Educators Supporting SLs

SEAs report the total number of certified instructors working in LIEPs and also project the number of additional certified instructors they anticipate needing to staff LIEPs in the next five years. Exhibit 7.9 presents the information Puerto Rico reported on the number of certified educators working in LIEPs in SYs 2018–19 and 2019–20 and the projected numbers of additional educators needed. Since SEAs are not required to disclose how they project the number of additional certified or licensed educators needed, that information is not available.

Exhibit 7.9. Number of Certified Teachers Working in Language Instruction Educational Programs for School Years 2018–19 and 2019–20 and the Estimated Number of Additional Teachers Needed in the Next Five Years



SOURCES: U.S. Department of Education, *ED Data Express SY 2018–19*. Retrieved January 2022. U.S. Department of Education, *ED Data Express SY 2019–20*. Retrieved January 2022.

- Puerto Rico reported 111 fewer certified SL educators working in LIEPs for SY 2019–20 than it had reported for the previous school year. This represents a decrease of 16.7 percent within one year.
- The number of certified SL instructors Puerto Rico projected needing within the next five years was the same for both SYs 2018–19 and 2019–20.

The ratio of SL students to certified SL instructors informs our understanding of the educational experiences of SLs served in LIEPs provided by Puerto Rico’s Title III subgrant.¹¹⁸ In SY 2018–19, the ratio of SL students to SL educators was approximately 1:1 (i.e., 753 SLs to 663 educators). Puerto Rico’s ratio of SL students to SL educators for SY 2019–2020 was also approximately 1:1 (582 SLs to 552 educators).

Nationwide, the ratio of ELs participating in LIEPs to EL instructors was approximately 11 EL students to each EL instructor in SY 2018–19 (11:1). This nationwide ratio rose to 13 EL students to one EL instructor (13:1) in SY 2019–20.

Language Assessment and Accountability

A primary purpose of Title III of the *ESEA* is to help ELs attain English proficiency and develop high levels of academic achievement.¹¹⁹ In Puerto Rico, where the language of instruction is Spanish, under *ESEA* section 3127, one purpose of Title III is for SLs to develop Spanish proficiency and attain high levels of academic achievement. Title III further requires that SEAs adopt language proficiency standards and administer an annual language proficiency assessment that is aligned with its standards.¹²⁰

Puerto Rico has adopted the World Class Instructional Design and Assessment (WIDA) Spanish Development Standards. Its Spanish language proficiency (SLP) assessment is aligned with the WIDA standards. Puerto Rico has designated Level 6 as the benchmark for SLs to be deemed “proficient” in Spanish.¹²¹ Although the SLP assessment is administered to SLs annually in Puerto Rico as per the *ESEA*, Puerto Rico did not report SLP results for SY 2018–19.¹²²

Content Assessment and Accountability

As discussed in Chapter 6, Title I of the *ESEA* requires SEAs to develop challenging statewide academic standards for the subject areas of mathematics, reading/language arts, and science.¹²³ The *ESEA* also requires SEAs to design and implement assessments that measure the academic achievement of students in these subject areas.¹²⁴ The following sections discuss the extent to which Puerto Rico’s identified SLs and former SLs demonstrated academic proficiency in the areas of mathematics, reading/language arts, and science in SY 2018–19.¹²⁵

¹¹⁸ SL-students-to-SL-instructor ratios were calculated by dividing the number of identified SLs in SY 2018–19 in LIEPs provided by LEAs receiving Title III funds by the total number of SL instructors in LIEPs in those LEAs in SY 2018–19, rounded to the nearest whole number. The ratios were calculated in the same manner for SY 2019–20.

¹¹⁹ *ESEA* section 3102

¹²⁰ *ESEA* section 1111(b)(2)(G)

¹²¹ Puerto Rico Department of Education. *2019 Consolidated State Plan*.

¹²² Data on the language proficiency of ELs and SLs were not collected for SY 2019–20 since these assessments were waived due to the COVID-19 pandemic.

¹²³ *ESEA* section 1111(b)(1)

¹²⁴ *ESEA* section 1111(b)(2)

¹²⁵ Data on the language proficiency of SLs and ELs were also not collected for SY 2019–20 since these assessments were waived due to the COVID-19 pandemic.

Statewide Mathematics Assessment

A total of 161,845 students participated in Puerto Rico’s statewide mathematics assessment.¹²⁶ Of these students, 451 were identified SLs, and 689 were former SLs.¹²⁷ The number of identified SLs and former SLs combined is approximately 1 percent of all students participating in the statewide mathematics assessment. Exhibit 7.10 displays the numbers of mathematics test takers for Puerto Rico for the three groups of students. The numbers of ELs participating in statewide mathematics assessments nationally are also presented.

Exhibit 7.10. Number of All Students, Identified Spanish Learners, and Former Spanish Learners Who Participated in Statewide Mathematics Assessments: School Year 2018–19

	Puerto Rico’s Number of Students		National Minimum Number of Students	National Median Number of Students	National Maximum Number of Students
All Students	161,845	All Students	38,393	360,470	3,204,316
Identified SLs	451	Identified ELs	900	25,652	990,697
Former SLs	689	Former ELs	279	8,544	450,424

NOTES: One SEA (Vermont) did not report any mathematics assessment data for SY 2018–19 for any student group, so it is not included in the national numbers. Data on former ELs who participated are suppressed for one SEA (New Mexico) due to data quality concerns, so it is not included in the national numbers for the former ELs row.

SOURCES: U.S. Department of Education, *EDFacts SY 2018–19*. Retrieved April 2020. U.S. Department of Education, *ED Data Express SY 2018–19*. Retrieved January 2022.

Approximately 1 in 3 students who took Puerto Rico’s statewide mathematics assessment in SY 2018–19 attained scores of proficient or above proficient as defined by the SEA. The percentage of identified SLs scoring proficient or above proficient in mathematics was slightly lower than that of all students. However, approximately 2 in 5 former SLs, or 40 percent, demonstrated proficiency in mathematics in SY 2018–19. Exhibit 7.11 presents the number and percentage of students who scored proficient or above proficient across the three groups: all students, identified SLs, and former SLs. A summary of the national mathematics assessment results of all students, identified ELs, and former ELs is provided for comparison.

Exhibit 7.11. Number and Percentage of All Students, Identified Spanish Learners, and Former Spanish Learners Who Scored Proficient or Above Proficient on Statewide Mathematics Assessments: School Year 2018–19

Number of Students Who Scored Proficient or Above Proficient on Statewide Mathematics Assessments

	Puerto Rico’s Number of Students		National Minimum Number of Students	National Median Number of Students	National Maximum Number of Students
All Students	48,554	All Students	11,682	165,618	1,432,405
Identified SLs	122	Identified ELs	181	3,951	254,609
Former SLs	258	Former ELs	64	4,693	195,022

¹²⁶ The use of the term “statewide assessment” in this chapter refers to the assessments adopted and administered by the Commonwealth of Puerto Rico.

¹²⁷ Former SLs, like former ELs, are SLs who exited LIEPs based on their having attained proficiency in Spanish.

Percentage of Students Who Scored Proficient or Above Proficient on Statewide Mathematics Assessments

	Puerto Rico's Percentage of Students		National Minimum Percentage of Students	National Median Percentage of Students	National Maximum Percentage of Students
All Students	30.0%	All Students	20.0%	44.0%	82.0%
Identified SLs	27.1%	Identified ELs	5.9%	16.7%	56.1%
Former SLs	37.4%	Former ELs	2.2%	45.0%	87.8%

NOTES: One SEA (Vermont) did not report any mathematics assessment data for SY 2018–19 for any student group, so it is not included in the national numbers. Data on former ELs who participated are suppressed for one SEA (New Mexico) due to data quality concerns, so it is not included in the national numbers for the former ELs row.

SOURCES: U.S. Department of Education, *EDFacts SY 2018–19*. Retrieved April 2020. U.S. Department of Education, *ED Data Express SY 2018–19*. Retrieved January 2022.

Exhibit 7.12. Number of All Students, Identified Spanish Learners, and Former Spanish Learners Who Participated in Statewide Mathematics Assessments: School Year 2019–20

	Puerto Rico's Number of Students	National Minimum Number of Students	National Median Number of Students	National Maximum Number of Students
All Students				
Identified SLs	SY 2019-20 data were not collected due to the COVID-19 pandemic.			
Former SLs				

Exhibit 7.13. Number and Percentage of All Students, Identified Spanish Learners, and Former Spanish Learners Who Scored Proficient or Above Proficient on Statewide Mathematics Assessments: School Year 2019–20

Number of Students Who Scored Proficient or Above Proficient on Statewide Mathematics Assessments

	Puerto Rico's Number of Students	National Minimum Number of Students	National Median Number of Students	National Maximum Number of Students
All Students				
Identified SLs	SY 2019-20 data were not collected due to the COVID-19 pandemic.			
Former SLs				

Percentage of Students Who Scored Proficient or Above Proficient on Statewide Mathematics Assessments

	Puerto Rico's Percentage of Students	National Minimum Percentage of Students	National Median Percentage of Students	National Maximum Percentage of Students
All Students				
Identified SLs	SY 2019-20 data were not collected due to the COVID-19 pandemic.			
Former SLs				

Statewide Reading/Language Arts Assessment

The number of students who participated in the statewide reading/language arts assessments in Puerto Rico in SY 2018–19 was comparable to the number of students who participated in the mathematics assessments that same year (162,044 compared to 161,845, respectively). The number of identified SLs who took the reading/language arts assessments was approximately one quarter of 1 percent (or .0025) of all students. Approximately 50 percent more former SLs participated in the reading/language arts assessment in Puerto Rico than identified SLs. However, both groups of SLs constitute only a small segment of all students.

Exhibit 7.14. Number of All Students, Identified Spanish Learners, and Former Spanish Learners Who Participated in Statewide Reading/Language Arts Assessments: School Year 2018–19

	Puerto Rico's Number of Students		National Minimum Number of Students	National Median Number of Students	National Maximum Number of Students
All Students	162,044	All Students	38,167	362,002	3,196,092
Identified SLs	451	Identified ELs	898	25,869	977,821
Former SLs	689	Former ELs	90	8,329	450,969

NOTES: One SEA (Vermont) did not report any reading/language arts assessment data for SY 2018–19 for any student group, so it is not included in the national numbers. Data on former ELs who participated are suppressed for one SEA (New Mexico) due to data quality concerns, so it is not included in the national numbers for the former ELs row.

SOURCES: U.S. Department of Education, *EDFacts SY 2018–19*. Retrieved April 2020. U.S. Department of Education, *ED Data Express SY 2018–19*. Retrieved January 2022.

The results of Puerto Rico’s reading/language arts statewide assessment administered in SY 2018–19 parallel the trends seen in its statewide mathematics assessment results. The percentage of all students scoring proficient or above proficient was greater than the percentage of identified SLs. In addition, a greater percentage of former SLs demonstrated proficiency in reading/language arts when compared to all students. Similar trends were found in the national results for ELs in the other 51 SEAs. Exhibit 7.15 shows the number and percentage of all students, identified SLs, and former SLs and former ELs demonstrating proficiency in reading/language arts assessments across all SEAs. Exhibits 7.16 and 7.17 are included to show the data that are missing since assessments were waived in SY 2019–20 due to the COVID-19 pandemic.

Exhibit 7.15. Number and Percentage of All Students, Identified Spanish Learners, and Former Spanish Learners Who Scored Proficient or Above Proficient on Statewide Reading/Language Arts Assessments: School Year 2018–19

Number of Students Who Scored Proficient or Above Proficient on Statewide Reading/Language Arts Assessments

	Puerto Rico's Number of Students		National Minimum Number of Students	National Median Number of Students	National Maximum Number of Students
All Students	72,920	All Students	13,954	175,829	1,630,007
Identified SLs	131	Identified ELs	135	2,978	314,858
Former SLs	336	Former ELs	5	5,171	260,247

Percentage of Students Who Scored Proficient or Above Proficient on Statewide Reading/Language Arts Assessments

	Puerto Rico's Percentage of Students		National Minimum Percentage of Students	National Median Percentage of Students	National Maximum Percentage of Students
All Students	45.0%	All Students	32.0%	49.0%	78.0%
Identified SLs	29.0%	Identified ELs	4.8%	14.7%	34.8%
Former SLs	48.8%	Former ELs	3.2%	52.6%	84.2%

NOTES: One SEA (Vermont) did not report any reading/language arts assessment data for SY 2018–19 for any student group, so it is not included in the national numbers. Data on former ELs who participated are suppressed for one SEA (New Mexico) due to data quality concerns, so it is not included in the national numbers for the former ELs row.

SOURCES: U.S. Department of Education, *EDFacts SY 2018–19*. Retrieved April 2020. U.S. Department of Education, *ED Data Express SY 2018–19*. Retrieved January 2022.

Exhibit 7.16. Number of All Students, Identified Spanish Learners, and Former Spanish Learners Who Participated in Statewide Reading/Language Arts Assessments: School Year 2019–20

	Puerto Rico's Number of Students	National Minimum Number of Students	National Median Number of Students	National Maximum Number of Students
All Students				
Identified SLs	SY 2019-20 data were not collected due to the COVID-19 pandemic.			
Former SLs				

Exhibit 7.17. Number and Percentage of All Students, Identified Spanish Learners, and Former Spanish Learners Who Scored Proficient or Above Proficient on Statewide Reading/Language Arts Assessments: School Year 2019–20

Number of Students Who Scored Proficient or Above Proficient on Statewide Reading/Language Arts Assessments

	Puerto Rico's Number of Students	National Minimum Number of Students	National Median Number of Students	National Maximum Number of Students
All Students				
Identified SLs	SY 2019-20 data were not collected due to the COVID-19 pandemic.			
Former SLs				

Percentage of Students Who Scored Proficient or Above Proficient on Statewide Reading/Language Arts Assessments

	Puerto Rico's Percentage of Students	National Minimum Percentage of Students	National Median Percentage of Students	National Maximum Percentage of Students
All Students				
Identified SLs	SY 2019-20 data were not collected due to the COVID-19 pandemic.			
Former SLs				

Statewide Science Assessment

In Puerto Rico and the other 51 SEAs, K–12 students are required to take statewide science assessments at least three times during their elementary and secondary education: once during the grade spans of grade 3 through grade 5, once during grade 6 through grade 9, and once during grade 10 through grade 12. Therefore, the number of students participating in statewide science assessments is much lower than the number of students taking either the mathematics or reading/language arts statewide assessments. In Puerto Rico, the number of students who participated in the statewide science assessment was approximately half of the number of students taking the mathematics or reading/language arts assessments. Exhibit 7.18 displays the number of all students and the subgroups of identified SLs and former SLs who participated in the statewide science assessment. The national science assessment participation numbers disaggregated by identified ELs and former ELs are included for comparison.

Exhibit 7.18. Number of All Students, Identified Spanish Learners, and Former Spanish Learners Who Participated in Statewide Science Assessments: School Year 2018–19

	Puerto Rico's Number of Students		National Minimum Number of Students	National Median Number of Students	National Maximum Number of Students
All Students	68,963	All Students	6,299	163,641	1,267,696
Identified SLs	166	Identified ELs	358	10,306	225,054
Former SLs	226	Former ELs	114	3,570	186,013

NOTES: Data for all students, identified ELs, and former ELs are missing for three SEAs (Oregon, Tennessee, and Vermont), so they are not included in the national numbers for all three student groups. Data for former ELs are missing for two SEAs (Michigan and Rhode Island) and suppressed for one SEA (New Mexico), so they are not included in the national numbers for the former ELs group.

SOURCES: U.S. Department of Education, *EDFacts SY 2018–19*. Retrieved April 2020. U.S. Department of Education, *ED Data Express SY 2018–19*. Retrieved January 2022.

The results of the SY 2018–19 statewide science assessment in Puerto Rico indicate that approximately 1 in 2 students completing this assessment scored proficient or above proficient. Among the 166 identified SLs who took the science assessment, 56, or approximately 1 in 3, SLs scored proficient or above proficient in science in SY 2018–19. The percentage of former ELs scoring proficient or above proficient was approximately 10 percentage points higher than the percentage of identified SLs demonstrating proficiency. However, the results for the science assessment did not follow the same pattern as the mathematics and reading/language arts assessment results. In contrast to those results, the percentage of former SLs testing proficient or above proficient in science was lower instead of higher than all students.

Exhibit 7.19 displays the number and percentage of students scoring proficient or above proficient in statewide science assessments for each of the three groups (all students, identified SLs, and former SLs). Once again, a summary of the national data is included for the purposes of comparison and context.

Exhibit 7.19. Number and Percentage of All Students, Identified Spanish Learners, and Former Spanish Learners Who Scored Proficient or Above Proficient on Statewide Science Assessments: School Year 2018–19

Number of Students Who Scored Proficient or Above Proficient on Statewide Science Assessments

	Puerto Rico's Number of Students		National Minimum Number of Students	National Median Number of Students	National Maximum Number of Students
All Students	32,482	All Students	1,809	63,265	669,343
Identified SLs	56	Identified ELs	36	810	58,514
Former SLs	100	Former ELs	25	1,702	59,596

Percentage of Students Who Scored Proficient or Above Proficient on Statewide Science Assessments

	Puerto Rico's Percentage of Students		National Minimum Percentage of Students	National Median Percentage of Students	National Maximum Percentage of Students
All Students	47.1%	All Students	12.6%	48.5%	82.2%
Identified SLs	34.0%	Identified ELs	2.0%	11.4%	48.0%
Former SLs	44.2%	Former ELs	3.3%	45.2%	96.0%

NOTES: Data for all students, identified ELs, and former ELs are missing for three SEAs (Oregon, Tennessee, and Vermont), so they are not included in the national numbers for all three student groups. Data for former ELs are missing for two SEAs (Michigan and Rhode Island) and suppressed for one SEA (New Mexico), so they are not included in the national numbers for the former ELs group.

SOURCES: U.S. Department of Education, *EDFacts SY 2018–19*. Retrieved April 2020. U.S. Department of Education, *ED Data Express SY 2018–19*. Retrieved January 2022.

Exhibits 7.20 and 7.21 were intended to parallel Exhibits 7.18 and 7.19 for the SY 2019–20 data. Given that statewide content assessments were waived in SY 2019–20 due to the COVID-19 pandemic, these exhibits are empty.

Exhibit 7.20. Number of All Students, Identified Spanish Learners, and Former Spanish Learners Who Participated in Statewide Science Assessments: School Year 2019–20

	Puerto Rico's Number of Students	National Minimum Number of Students	National Median Number of Students	National Maximum Number of Students
All Students				
Identified SLs	SY 2019-20 data were not collected due to the COVID-19 pandemic.			
Former SLs				

Exhibit 7.21. Number and Percentage of All Students, Identified Spanish Learners, and Former Spanish Learners Who Scored Proficient or Above Proficient on Statewide Science Assessments: School Year 2019–20

Number of Students Who Scored Proficient or Above Proficient on Statewide Science Assessments

	Puerto Rico's Number of Students	National Minimum Number of Students	National Median Number of Students	National Maximum Number of Students
All Students				
Identified SLs	SY 2019-20 data were not collected due to the COVID-19 pandemic.			
Former SLs				

Percentage of Students Who Scored Proficient or Above Proficient on Statewide Science Assessments

	Puerto Rico's Percentage of Students	National Minimum Percentage of Students	National Median Percentage of Students	National Maximum Percentage of Students
All Students				
Identified SLs	SY 2019-20 data were not collected due to the COVID-19 pandemic.			
Former SLs				

Appendix A: Detailed Data Tables

NOTE: In the “Summary Info” section for all tables, values represent corresponding value from the column above. For example, values in the “Minimum” row represent the smallest value from each column in the table above. This applies to all Appendix tables.

Table A-1. Title III Funding by State Educational Agency and Difference and Percentage Change: School Years 2018–19 and 2019–20

State	2018–19 Title III Funding	2019–20 Title III Funding	Year Over Year Difference	Percentage Change Over Previous Year
Total	\$677,353,090.00	\$677,353,090.00		
Alabama	\$ 3,727,880.00	\$ 3,714,193.00	\$ (13,687.00)	-0.4%
Alaska	\$ 1,293,503.00	\$ 1,280,203.00	\$ (13,300.00)	-1.0%
Arizona	\$ 13,281,914.00	\$ 13,266,227.00	\$ (15,687.00)	-0.1%
Arkansas	\$ 3,621,488.00	\$ 3,722,783.00	\$ 101,295.00	2.8%
California	\$150,624,531.00	\$143,884,023.00	\$ (6,740,508.00)	-4.5%
Colorado	\$ 9,779,417.00	\$ 9,842,325.00	\$ 62,908.00	0.6%
Connecticut	\$ 6,380,945.00	\$ 6,194,803.00	\$ (186,142.00)	-2.9%
Delaware	\$ 1,179,591.00	\$ 1,148,426.00	\$ (31,165.00)	-2.6%
District of Columbia	\$ 1,212,459.00	\$ 1,244,713.00	\$ 32,254.00	2.7%
Florida	\$ 43,457,874.00	\$ 45,999,445.00	\$ 2,541,571.00	5.8%
Georgia	\$ 15,269,172.00	\$ 15,665,457.00	\$ 396,285.00	2.6%
Hawaii	\$ 3,710,377.00	\$ 3,516,630.00	\$ (193,747.00)	-5.2%
Idaho	\$ 2,259,189.00	\$ 2,368,275.00	\$ 109,086.00	4.8%
Illinois	\$ 24,944,092.00	\$ 24,858,247.00	\$ (85,845.00)	-0.3%
Indiana	\$ 8,446,619.00	\$ 8,504,305.00	\$ 57,686.00	0.7%
Iowa	\$ 4,167,314.00	\$ 4,112,558.00	\$ (54,756.00)	-1.3%
Kansas	\$ 4,731,037.00	\$ 4,677,078.00	\$ (53,959.00)	-1.1%
Kentucky	\$ 3,826,378.00	\$ 3,981,284.00	\$ 154,906.00	4.0%
Louisiana	\$ 3,449,559.00	\$ 3,767,514.00	\$ 317,955.00	9.2%
Maine	\$ 829,501.00	\$ 776,929.00	\$ (52,572.00)	-6.3%
Maryland	\$ 10,890,038.00	\$ 11,307,990.00	\$ 417,952.00	3.8%
Massachusetts	\$ 14,887,920.00	\$ 15,395,832.00	\$ 507,912.00	3.4%
Michigan	\$ 12,289,474.00	\$ 12,290,130.00	\$ 656.00	0.0%
Minnesota	\$ 9,551,472.00	\$ 9,885,953.00	\$ 334,481.00	3.5%
Mississippi	\$ 1,493,246.00	\$ 1,574,753.00	\$ 81,507.00	5.5%
Missouri	\$ 4,682,033.00	\$ 4,748,866.00	\$ 66,833.00	1.4%
Montana	\$ 500,000.00	\$ 500,000.00	–	0.0%
Nebraska	\$ 3,402,846.00	\$ 3,373,175.00	\$ (29,671.00)	-0.9%
Nevada	\$ 6,641,518.00	\$ 6,688,771.00	\$ 47,253.00	0.7%
New Hampshire	\$ 985,134.00	\$ 1,012,031.00	\$ 26,897.00	2.7%
New Jersey	\$ 19,092,346.00	\$ 19,233,228.00	\$ 140,882.00	0.7%
New Mexico	\$ 4,496,472.00	\$ 4,644,572.00	\$ 148,100.00	3.3%

State	2018–19 Title III Funding	2019–20 Title III Funding	Year Over Year Difference	Percentage Change Over Previous Year
New York	\$ 56,816,372.00	\$ 55,187,368.00	\$ (1,629,004.00)	-2.9%
North Carolina	\$ 14,467,817.00	\$ 14,437,134.00	\$ (30,683.00)	-0.2%
North Dakota	\$ 530,394.00	\$ 511,173.00	\$ (19,221.00)	-3.6%
Ohio	\$ 10,150,789.00	\$ 10,386,926.00	\$ 236,137.00	2.3%
Oklahoma	\$ 5,350,095.00	\$ 5,505,405.00	\$ 155,310.00	2.9%
Oregon	\$ 7,058,225.00	\$ 6,850,658.00	\$ (207,567.00)	-2.9%
Pennsylvania	\$ 14,975,784.00	\$ 14,925,012.00	\$ (50,772.00)	-0.3%
Puerto Rico	\$ 3,386,765.00	\$ 3,386,765.00	–	0.0%
Rhode Island	\$ 1,903,554.00	\$ 1,875,722.00	\$ (27,832.00)	-1.5%
South Carolina	\$ 4,376,064.00	\$ 4,625,031.00	\$ 248,967.00	5.7%
South Dakota	\$ 893,605.00	\$ 910,448.00	\$ 16,843.00	1.9%
Tennessee	\$ 6,157,837.00	\$ 6,625,406.00	\$ 467,569.00	7.6%
Texas	\$113,236,866.00	\$115,599,390.00	\$ 2,362,524.00	2.1%
Utah	\$ 4,313,805.00	\$ 4,509,586.00	\$ 195,781.00	4.5%
Vermont	\$ 500,000.00	\$ 500,000.00	–	0.0%
Virginia	\$ 13,232,377.00	\$ 13,437,574.00	\$ 205,197.00	1.6%
Washington	\$ 16,707,785.00	\$ 16,921,183.00	\$ 213,398.00	1.3%
West Virginia	\$ 545,644.00	\$ 521,120.00	\$ (24,524.00)	-4.5%
Wisconsin	\$ 7,143,973.00	\$ 6,956,470.00	\$ (187,503.00)	-2.6%
Wyoming	\$ 500,000.00	\$ 500,000.00	–	0.0%
SUMMARY INFO				
Average	\$ 13,026,020.96	\$ 13,026,020.96	–	0.8%
Median	\$ 4,706,535.00	\$ 4,712,972.00	\$ 21,870.00	0.7%
Minimum	\$ 500,000.00	\$ 500,000.00	\$ (6,740,508.00)	-6.3%
Maximum	\$150,624,531.00	\$143,884,023.00	\$ 2,541,571.00	9.2%

Table A-2a. Number of English Learners Identified and Number and Percentage of English Learners Participating in Language Instruction Educational Programs in Local Educational Agencies Receiving Title III Subgrants: School Year 2018–19

State	Total Number of Identified ELs	Number of ELs Identified with Disabilities	Percentage of Identified ELs with Disabilities	Number of ELs in LIEPs in LEAs with Title III Subgrants	Percentage of ELs in LIEPs in LEAs with Title III Subgrants	Number of ELs Exited from in LIEPs in LEAs with Title III Subgrants
Total	5,024,930	766,920	15.3%	4,833,158	96.2%	685,327
Alabama	27,684	3,366	12.2%	27,529	99.4%	854
Alaska	15,470	2,529	16.3%	14,600	94.4%	234
Arizona	81,549	10,609	13.0%	60,043	73.6%	12,811
Arkansas	38,501	5,448	14.2%	33,234	86.3%	5,385
California	1,195,977	207,440	17.3%	1,185,606	99.1%	168,131
Colorado	99,709	15,792	15.8%	97,255	97.5%	14,051
Connecticut	40,178	8,252	20.5%	40,522	100.9%	3,726
Delaware	14,716	2,520	17.1%	13,896	94.4%	997
District of Columbia	8,518	1,630	19.1%	7,962	93.5%	385
Florida	282,002	33,883	12.0%	281,294	99.7%	35,578
Georgia	119,599	17,264	14.4%	116,944	97.8%	11,941
Hawaii	16,579	1,953	11.8%	16,579	100.0%	961
Idaho	19,216	3,033	15.8%	19,053	99.2%	351
Illinois	226,412	47,452	21.0%	203,135	89.7%	17,373
Indiana	61,460	9,285	15.1%	59,927	97.5%	2,588
Iowa	31,242	5,099	16.3%	30,332	97.1%	1,187
Kansas	44,105	6,118	13.9%	41,300	93.6%	980
Kentucky	27,036	3,285	12.2%	23,331	86.3%	2,394
Louisiana	25,365	1,588	6.3%	22,119	87.2%	2,949
Maine	5,920	971	16.4%	4,537	76.6%	396
Maryland	84,120	10,851	12.9%	84,095	100.0%	9,733
Massachusetts	95,052	18,271	19.2%	84,782	89.2%	17,121
Michigan	96,455	10,863	11.3%	92,452	95.8%	13,933
Minnesota	73,220	11,821	16.1%	68,986	94.2%	3,763
Mississippi	14,728	1,545	10.5%	9,043	61.4%	1,606
Missouri	34,269	3,557	10.4%	30,638	89.4%	3,971
Montana	3,390	667	19.7%	2,805	82.7%	111
Nebraska	23,373	2,547	10.9%	21,991	94.1%	3,863
Nevada	73,016	13,414	18.4%	72,957	99.9%	8,726
New Hampshire	4,937	922	18.7%	4,632	93.8%	365
New Jersey	83,475	7,671	9.2%	80,853	96.9%	6,653
New Mexico	51,107	11,664	22.8%	36,435	71.3%	NR
New York	238,762	56,827	23.8%	223,386	93.6%	40,929
North Carolina	114,010	19,005	16.7%	109,850	96.4%	5,507
North Dakota	3,997	544	13.6%	3,838	96.0%	191

State	Total Number of Identified ELs	Number of ELs Identified with Disabilities	Percentage of Identified ELs with Disabilities	Number of ELs in LIEPs in LEAs with Title III Subgrants	Percentage of ELs in LIEPs in LEAs with Title III Subgrants	Number of ELs Exited from in LIEPs in LEAs with Title III Subgrants
Ohio	56,108	7,589	13.5%	54,693	97.5%	13,660
Oklahoma	54,977	9,755	17.7%	50,299	91.5%	3,675
Oregon	50,027	9,854	19.7%	48,295	96.5%	5,780
Pennsylvania	68,379	11,037	16.1%	67,725	99.0%	4,592
Puerto Rico	753	287	38.1%	753	100.0%	NR
Rhode Island	14,126	2,278	16.1%	12,993	92.0%	617
South Carolina	45,410	6,271	13.8%	45,018	99.1%	14,774
South Dakota	5,946	884	14.9%	5,756	96.8%	335
Tennessee	45,254	6,156	13.6%	44,734	98.9%	7,604
Texas	966,522	94,005	9.7%	965,330	99.9%	195,287
Utah	50,631	9,562	18.9%	30,878	61.0%	1,280
Vermont	NR	NR	NR	NR	NR	NR
Virginia	107,166	19,153	17.9%	107,039	99.9%	14,455
Washington	128,774	22,793	17.7%	118,809	92.3%	18,362
West Virginia	1,992	276	13.9%	1,992	100.0%	315
Wisconsin	51,022	8,691	17.0%	50,860	99.7%	4,597
Wyoming	2,694	643	23.9%	2,043	75.8%	250
SUMMARY INFO						
Average	98,528	15,038	16.0%	94,768	92.5%	13,986
Median	45,410	7,589	16.1%	41,300	95.9%	3,863
Minimum	753	276	6.3%	753	61.0%	111
Maximum	1,195,977	207,440	38.1%	1,185,606	100.9%	195,287

NOTE: NR = Not Reported

Table A-2b. Number of English Learners Identified and Number and Percentage of English Learners Participating in Language Instruction Educational Programs in Local Educational Agencies Receiving Title III Subgrants: School Year 2019–20

State	Total Number of Identified ELs	Number of ELs Identified with Disabilities	Percentage of Identified ELs with Disabilities	Number of ELs in LIEPs in LEAs with Title III Subgrants	Percentage of ELs in LIEPs in LEAs with Title III Subgrants	Number of ELs Exited from in LIEPs in LEAs with Title III Subgrants
Total	5,116,469	792,272	15.5%	4,938,819	96.5%	
Alabama	31,903	3,772	11.8%	31,408	98.4%	
Alaska	15,346	2,505	16.3%	14,430	94.0%	
Arizona	74,834	11,822	15.8%	58,998	78.8%	
Arkansas	39,318	5,861	14.9%	34,159	86.9%	
California	1,148,024	197,408	17.2%	1,121,925	97.7%	
Colorado	96,490	15,763	16.3%	94,269	97.7%	
Connecticut	41,973	8,392	20.0%	42,740	101.8%	
Delaware	15,294	2,811	18.4%	14,425	94.3%	
District of Columbia	9,440	1,828	19.4%	8,860	93.9%	
Florida	278,498	33,188	11.9%	277,791	99.7%	
Georgia	128,502	18,992	14.8%	111,762	87.0%	
Hawaii	17,737	1,978	11.2%	17,737	100.0%	
Idaho	21,215	3,206	15.1%	20,996	99.0%	
Illinois	229,180	50,102	21.9%	217,759	95.0%	
Indiana	67,504	9,958	14.8%	64,391	95.4%	
Iowa	31,509	5,268	16.7%	30,189	95.8%	
Kansas	42,833	6,355	14.8%	39,205	91.5%	
Kentucky	28,351	3,673	13.0%	28,351	100.0%	
Louisiana	29,081	1,535	5.3%	24,490	84.2%	
Maine	5,453	986	18.1%	4,094	75.1%	
Maryland	93,249	11,483	12.3%	93,219	100.0%	
Massachusetts	98,055	19,498	19.9%	88,280	90.0%	
Michigan	93,889	11,133	11.9%	90,274	96.1%	
Minnesota	75,018	12,849	17.1%	68,210	90.9%	
Mississippi	11,614	1,462	12.6%	9,463	81.5%	
Missouri	34,219	3,666	10.7%	31,294	91.5%	
Montana	3,555	674	19.0%	2,953	83.1%	
Nebraska	23,035	2,541	11.0%	21,587	93.7%	
Nevada	70,217	13,560	19.3%	75,611	107.7%	
New Hampshire	4,911	990	20.2%	4,196	85.4%	
New Jersey	98,748	9,787	9.9%	92,426	93.6%	
New Mexico	52,898	11,906	22.5%	44,109	83.4%	
New York	233,627	56,522	24.2%	214,986	92.0%	
North Carolina	122,599	20,123	16.4%	119,596	97.6%	
North Dakota	4,212	579	13.7%	4,010	95.2%	

SY 2019-20 data were not collected due to the COVID-19 pandemic.

State	Total Number of Identified ELs	Number of ELs Identified with Disabilities	Percentage of Identified ELs with Disabilities	Number of ELs in LIEPs in LEAs with Title III Subgrants	Percentage of ELs in LIEPs in LEAs with Title III Subgrants	Number of ELs Exited from in LIEPs in LEAs with Title III Subgrants
Ohio	60,049	8,363	13.9%	58,606	97.6%	
Oklahoma	59,952	9,794	16.3%	53,239	88.8%	
Oregon	53,127	10,640	20.0%	50,597	95.2%	
Pennsylvania	72,200	11,159	15.5%	67,739	93.8%	
Puerto Rico	582	233	40.0%	582	100.0%	
Rhode Island	17,116	2,560	15.0%	14,518	84.8%	
South Carolina	45,871	6,437	14.0%	45,762	99.8%	
South Dakota	6,579	943	14.3%	6,433	97.8%	
Tennessee	50,037	6,452	12.9%	49,593	99.1%	
Texas	1,021,540	108,137	10.6%	1,020,508	99.9%	
Utah	54,357	10,103	18.6%	53,110	97.7%	
Vermont	1,683	267	15.9%	1,643	97.6%	
Virginia	115,803	20,588	17.8%	115,694	99.9%	
Washington	129,564	24,620	19.0%	127,758	98.6%	
West Virginia	2,040	310	15.2%	2,040	100.0%	
Wisconsin	50,902	8,821	17.3%	50,703	99.6%	
Wyoming	2,736	669	24.5%	2,101	76.8%	
SUMMARY INFO						
Average	98,394	15,236	16.3%	94,977	93.8%	
Median	47,954	7,408	15.8%	44,936	95.3%	
Minimum	582	233	5.3%	582	75.1%	
Maximum	1,148,024	197,408	40.0%	1,121,925	107.7%	

SY 2019-20 data were not collected due to the COVID-19 pandemic.

**Table A-3a. K–12 Immigrant Children and Youth Enrollment and Title III Participation:
School Year 2018–19**

State	Number of Immigrant Students Enrolled	Number of Immigrant Students Served in LEAs Receiving Title III Immigrant Children and Youth Subgrants	Percentage of Immigrant Students Served in LEAs Receiving Title III Immigrant Children and Youth Subgrants
Total	1,171,043	554,821	47.4%
Alabama	2,301	2,301	100.0%
Alaska	1,377	50	3.6%
Arizona	10,837	845	7.8%
Arkansas	3,430	491	14.3%
California	213,799	12,823	6.0%
Colorado	11,946	10,176	85.2%
Connecticut	12,479	12,479	100.0%
Delaware	2,209	1,742	78.9%
District of Columbia	3,563	95	2.7%
Florida	117,032	48,576	41.5%
Georgia	35,212	21,708	61.6%
Hawaii	6,649	4,170	62.7%
Idaho	903	235	26.0%
Illinois	28,426	9,160	32.2%
Indiana	10,600	3,047	28.7%
Iowa	6,194	3,811	61.5%
Kansas	3,766	2,178	57.8%
Kentucky	7,178	1,792	25.0%
Louisiana	8,961	8,961	100.0%
Maine	1,397	1,301	93.1%
Maryland	43,233	9,037	20.9%
Massachusetts	29,042	23,922	82.4%
Michigan	21,412	17,720	82.8%
Minnesota	11,010	5,474	49.7%
Mississippi	2,061	822	39.9%
Missouri	6,764	5,808	85.9%
Montana	280	136	48.6%
Nebraska	7,180	4,638	64.6%
Nevada	6,152	6,152	100.0%
New Hampshire	3,273	1,199	36.6%
New Jersey	63,907	52,346	81.9%
New Mexico	1,998	NR	NR
New York	159,102	112,447	70.7%
North Carolina	29,812	3,904	13.1%
North Dakota	1,443	32	2.2%
Ohio	20,352	15,850	77.9%
Oklahoma	6,905	3,562	51.6%
Oregon	8,294	269	3.2%
Pennsylvania	24,866	19,572	78.7%

State	Number of Immigrant Students Enrolled	Number of Immigrant Students Served in LEAs Receiving Title III Immigrant Children and Youth Subgrants	Percentage of Immigrant Students Served in LEAs Receiving Title III Immigrant Children and Youth Subgrants
Puerto Rico	119	119	100.0%
Rhode Island	5,222	3,078	58.9%
South Carolina	14,403	0	0.0%
South Dakota	1,342	205	15.3%
Tennessee	16,052	12,989	80.9%
Texas	107,103	69,223	64.6%
Utah	9,005	792	8.8%
Vermont	NR	NR	NR
Virginia	38,863	35,492	91.3%
Washington	38,757	3,141	8.1%
West Virginia	1,329	218	16.4%
Wisconsin	2,835	454	16.0%
Wyoming	668	279	41.8%
SUMMARY INFO			
Average	22,962	11,096	49.6%
Median	7,180	3,352	50.7%
Minimum	119	0	0.0%
Maximum	213,799	112,447	100.0%

NR = Not Reported

**Table A-3b. K–12 Immigrant Children and Youth Enrollment and Title III Participation:
School Year 2019–20**

State	Number of Immigrant Students Enrolled	Number of Immigrant Students Served in LEAs Receiving Title III Immigrant Children and Youth Subgrants	Percentage of Immigrant Students Served in LEAs Receiving Title III Immigrant Children and Youth Subgrants
Total	1,176,093	551,221	46.9%
Alabama	7,115	5,380	75.6%
Alaska	705	22	3.1%
Arizona	9,277	546	5.9%
Arkansas	4,369	45	1.0%
California	210,997	7,221	3.4%
Colorado	11,790	9,707	82.3%
Connecticut	14,802	14,802	100.0%
Delaware	2,314	1,897	82.0%
District of Columbia	3,143	107	3.4%
Florida	109,488	25,892	23.6%
Georgia	35,496	27,693	78.0%
Hawaii	6,821	4,400	64.5%
Idaho	1,038	651	62.7%
Illinois	22,646	20,728	91.5%
Indiana	12,309	4,402	35.8%
Iowa	7,362	4,131	56.1%
Kansas	3,840	1,753	45.7%
Kentucky	7,691	1,850	24.1%
Louisiana	10,553	3,118	29.5%
Maine	1,554	1,409	90.7%
Maryland	40,124	6,748	16.8%
Massachusetts	32,764	26,326	80.4%
Michigan	20,302	16,821	82.9%
Minnesota	9,356	3,460	37.0%
Mississippi	2,106	1,921	91.2%
Missouri	7,102	5,319	74.9%
Montana	277	70	25.3%
Nebraska	6,544	1,317	20.1%
Nevada	6,108	6,108	100.0%
New Hampshire	1,869	105	5.6%
New Jersey	65,914	43,171	65.5%
New Mexico	1,797	35	1.9%
New York	147,263	123,296	83.7%
North Carolina	32,206	3,615	11.2%
North Dakota	1,260	23	1.8%
Ohio	20,499	11,791	57.5%
Oklahoma	7,366	5,037	68.4%
Oregon	7,994	853	10.7%
Pennsylvania	26,042	20,573	79.0%

State	Number of Immigrant Students Enrolled	Number of Immigrant Students Served in LEAs Receiving Title III Immigrant Children and Youth Subgrants	Percentage of Immigrant Students Served in LEAs Receiving Title III Immigrant Children and Youth Subgrants
Puerto Rico	119	119	100.0%
Rhode Island	5,115	2,987	58.4%
South Carolina	16,155	13,816	85.5%
South Dakota	1,049	28	2.7%
Tennessee	18,658	14,109	75.6%
Texas	126,823	66,292	52.3%
Utah	10,023	711	7.1%
Vermont	466	NR	NR
Virginia	44,140	36,253	82.1%
Washington	28,535	2,375	8.3%
West Virginia	1,210	1,210	100.0%
Wisconsin	2,842	691	24.3%
Wyoming	755	287	38.0%
SUMMARY INFO			
Average	22,617	10,808	49.2%
Median	7,529	3,460	56.1%
Minimum	119	22	1.0%
Maximum	210,997	123,296	100.0%

NR = Not Reported

**Table A-4a. Most Commonly Spoken Languages, Other Than English:
School Year 2018–19**

Language	Number of ELs Speaking the Language
Spanish; Castilian	3,777,933
Arabic	128,681
Chinese	89,070
Vietnamese	60,682
Somali	30,612
Haitian; Haitian Creole	26,590
Portuguese	24,664
Hmong	19,416
Tagalog	16,885
Undetermined	14,867
Russian	13,648
Urdu	10,734
Bengali	9,409
Navajo; Navaho	7,232
Karen languages	6,592
Polish	6,238
Swahili	5,988
Marshallese	5,692
Yupik languages	5,364
Amharic	4,885
Creoles and pidgins, Portuguese-based (Other)	4,621
Nepali	3,504
Creoles and pidgins (Other)	3,234
Iloko	3,063
French	3,013
Sino-Tibetan (Other)	3,001
German	2,740
Filipino; Pilipino	2,575
Chuukese	2,198
Korean	1,840
Official Aramaic (700-300 BCE); Imperial Aramaic (700-300 BCE)	1,740
Burmese	1,712
Albanian	1,711
Samoan	1,602
Bosnian	1,167
Uncoded languages	940
Hindi	874
Creoles and pidgins, French-based (Other)	866
Creoles and pidgins, English-based (Other)	834
Nias	833
Kurdish	607
Zuni	491

Language	Number of ELs Speaking the Language
Gujarati	89
North American Indian	65
Thai	12
Mandingo	2
Grand Total	4,308,516

NOTE: Counts in this table are based only on languages spoken by ELs that are among the top five for each state. This list does not represent all languages spoken by all identified ELs in the country.

**Table A-4b. Most Commonly Spoken Languages, Other Than English:
School Year 2019–20**

Language	Number of ELs Speaking the Language
Spanish; Castilian	3,872,159
Arabic	124,410
Chinese	87,256
Vietnamese	57,073
Portuguese	32,017
Haitian; Haitian Creole	25,404
Hmong	19,623
Cushitic (Other)	16,829
Tagalog	15,787
Russian	13,905
Somali	12,600
Urdu	11,090
Bengali	9,291
Swahili	8,327
Navajo; Navaho	7,235
Karen languages	6,455
Polish	6,080
Marshallese	5,926
Yupik languages	5,179
Amharic	5,133
Creoles and pidgins, Portuguese-based (Other)	4,711
Sino-Tibetan (Other)	4,066
Nepali	3,890
Mayan languages	3,561
French	3,481
Iloko	3,227
German	2,943
Filipino; Pilipino	2,548
Syriac	2,418
Chuukese	2,387
Korean	1,999
Burmese	1,913
Samoan	1,701
Albanian	1,600
Undetermined	1,165
Bosnian	1,073
Creoles and pidgins, English-based (Other)	937
Nias	921
Hindi	869
Creoles and pidgins, French-based (Other)	827
Central American Indian (Other)	710
Kurdish	505
Zuni	462

Language	Number of ELs Speaking the Language
Creoles and pidgins (Other)	201
Kinyarwanda	196
North American Indian	77
Gujarati	69
Mandingo	2
Grand Total	4,390,238

NOTE: Counts in this table are based only on languages spoken by ELs that are among the top five for each state. This list does not represent all languages spoken by all identified ELs in the country.

Table A-5. Number of Former English Learners by Reporting Year: School Year 2018–19

State	First Year	Second Year	Third Year	Fourth Year	Total Exited ELs (All Years)
Alabama	888	475	2,965	2,903	7,231
Alaska	256	55	751	NR	1,062
Arizona	4,146	5,250	14,327	17,474	41,197
Arkansas	5,501	3,598	2,790	1,239	13,128
California	154,129	181,302	160,330	129,883	625,644
Colorado	15,963	11,728	9,497	6,500	43,688
Connecticut	2,659	3,054	3,197	2,263	11,173
Delaware	651	496	858	748	2,753
District of Columbia	287	119	847	666	1,919
Florida	51,356	50,881	29,069	35,032	166,338
Georgia	13,302	7,431	17,964	13,930	52,627
Hawaii	752	301	2,610	2,009	5,672
Idaho	234	90	45	1,655	2,024
Illinois	14,576	8,273	22,453	21,494	66,796
Indiana	2,592	902	9,562	9,154	22,210
Iowa	2,320	2,242	2,260	2,439	9,261
Kansas	4,852	2,591	238	7	7,688
Kentucky	3,244	1,864	NR	NR	5,108
Louisiana	3,660	2,724	NR	NR	6,384
Maine	795	571	212	160	1,738
Maryland	5,540	2,878	7,698	6,531	22,647
Massachusetts	8,695	7,503	9,636	6,475	32,309
Michigan	9,567	6,746	6,009	3,660	25,982
Minnesota	13,429	13,990	11,304	12,655	51,378
Mississippi	1,230	1,188	365	109	2,892
Missouri	2,938	1,916	2,660	1,775	9,289
Montana	70	61	172	188	491
Nebraska	5,654	2,954	3,490	3,872	15,970
Nevada	9,037	5,225	10,876	5,936	31,074
New Hampshire	236	128	NR	1	365
New Jersey	9,631	7,712	10,804	6,202	34,349
New Mexico	1,568	559	4,253	2,805	9,185
New York	25,170	16,558	2,649	19,368	63,745
North Carolina	5,626	2,414	15,826	12,730	36,596
North Dakota	81	24	223	205	533
Ohio	5,950	12,560	929	2,507	21,946
Oklahoma	3,817	688	NR	NR	4,505
Oregon	7,196	12,524	4,362	8,768	32,850
Pennsylvania	2,828	1,111	3,042	2,325	9,306
Puerto Rico	367	206	314	376	1,263
Rhode Island	1,734	854	2,098	2,104	6,790
South Carolina	2,806	2,152	1,483	2,444	8,885
South Dakota	161	83	371	724	1,339

State	First Year	Second Year	Third Year	Fourth Year	Total Exited ELs (All Years)
Tennessee	7,359	6,550	5,198	3,003	22,110
Texas	40,489	66,845	48,906	34,358	190,598
Utah	1,208	527	3,688	NR	5,423
Vermont	NR	NR	NR	NR	NR
Virginia	14,306	11,958	12,652	10,630	49,546
Washington	13,438	14,440	12,852	12,712	53,442
West Virginia	481	66	34	26	607
Wisconsin	1,337	7,718	5,178	3,566	17,799
Wyoming	256	171	287	210	924
Total	484,368	492,256	467,334	413,821	1,857,779

NOTE: NR = Not Reported

Table A-6. Number of Former English Learners by Reporting Year: School Year 2019–20

State	First Year	Second Year	Third Year	Fourth Year	Total Exited ELs (All Years)
Alabama					
Alaska					
Arizona					
Arkansas					
California					
Colorado					
Connecticut					
Delaware					
District of Columbia					
Florida					
Georgia					
Hawaii					
Idaho					
Illinois					
Indiana					
Iowa					
Kansas					
Kentucky					
Louisiana					
Maine					
Maryland					
Massachusetts					
Michigan					
Minnesota					
Mississippi					
Missouri					
Montana					
Nebraska					
Nevada					
New Hampshire					
New Jersey					
New Mexico					
New York					
North Carolina					
North Dakota					
Ohio					
Oklahoma					
Oregon					
Pennsylvania					
Puerto Rico					
Rhode Island					
South Carolina					
South Dakota					

SY 2019-20 data were not collected due to the COVID-19 pandemic.

State	First Year	Second Year	Third Year	Fourth Year	Total Exited ELs (All Years)
Tennessee					
Texas					
Utah					
Vermont					
Virginia					
Washington					
West Virginia					
Wisconsin					
Wyoming					

SY 2019-20 data were not collected due to the COVID-19 pandemic.

Table A-7a. Number of Certified or Licensed Teachers Working in Title III-Supported Language Instruction Educational Programs and the Estimated Number of Additional Certified or Licensed Teachers Needed for Title III-Supported Language Instruction Educational Programs in the Next Five Years: School Year 2018–19

State	Number of Licensed or Certified Teachers Working in Title III-Supported LIEPs	Estimated Number of Additional Licensed Teachers Needed in Next Five Years	Ratio of Title III-Served ELs to Certified Teachers
Total	412,972	81,937	11:1
Alabama	18,446	376	1:1
Alaska	46	77	317:1
Arizona	14,850	2,653	4:1
Arkansas	1,786	899	19:1
California	199,959	9,815	6:1
Colorado	3,471	5,000	28:1
Connecticut	813	488	50:1
Delaware	122	130	114:1
District of Columbia	145	50	55:1
Florida	60,616	10,000	5:1
Georgia	2,638	125	44:1
Hawaii	74	457	224:1
Idaho	NR	NR	NR
Illinois	13,701	100	15:1
Indiana	4,064	1,100	15:1
Iowa	740	1,000	41:1
Kansas	690	250	60:1
Kentucky	92	500	254:1
Louisiana	1,583	275	14:1
Maine	122	23	37:1
Maryland	1,419	500	59:1
Massachusetts	1,718	258	49:1
Michigan	958	1,100	97:1
Minnesota	1,699	500	41:1
Mississippi	58	100	156:1
Missouri	643	942	48:1
Montana	720	50	4:1
Nebraska	1,086	20	20:1
Nevada	2,692	14,680	27:1
New Hampshire	174	200	27:1
New Jersey	3,968	439	20:1
New Mexico	5,965	500	6:1
New York	7,771	933	29:1
North Carolina	1,848	1,379	59:1
North Dakota	168	25	23:1
Ohio	601	0	91:1
Oklahoma	14,882	755	3:1
Oregon	753	400	64:1

State	Number of Licensed or Certified Teachers Working in Title III-Supported LIEPs	Estimated Number of Additional Licensed Teachers Needed in Next Five Years	Ratio of Title III-Served ELs to Certified Teachers
Pennsylvania	2,935	525	23:1
Puerto Rico	663	50	1:1
Rhode Island	512	200	25:1
South Carolina	859	21	52:1
South Dakota	109	300	53:1
Tennessee	1,514	474	30:1
Texas	29,044	19,701	33:1
Utah	1,746	2,500	18:1
Vermont	32	25	NR
Virginia	801	319	134:1
Washington	1,478	1,095	80:1
West Virginia	70	60	28:1
Wisconsin	2,074	512	25:1
Wyoming	54	56	38:1
SUMMARY INFO			
Average	8,097	1,607	53:1
Median	1,086	439	32:1
Minimum	32	0	1:1
Maximum	199,959	19,701	317:1

NR = Not Reported

Table A-7b. Number of Certified or Licensed Teachers Working in Title III-Supported Language Instruction Educational Programs and the Estimated Number of Additional Certified or Licensed Teachers Needed for Title III-Supported Language Instruction Educational Programs in the Next Five Years: School Year 2019–20

State	Number of Licensed or Certified Teachers Working in Title III-Supported LIEPs	Estimated Number of Additional Licensed Teachers Needed in Next Five Years	Ratio of Title III-Served ELs to Certified Teachers
Total	369,959	76,443	13:1
Alabama	15,824	331	2:1
Alaska	49	82	294:1
Arizona	15,897	2,834	4:1
Arkansas	1,585	715	22:1
California	165,219	7,196	7:1
Colorado	3,726	5,000	25:1
Connecticut	849	627	50:1
Delaware	139	105	104:1
District of Columbia	128	100	69:1
Florida	58,729	10,000	5:1
Georgia	2,785	2,622	40:1
Hawaii	87	456	204:1
Idaho	157	177	134:1
Illinois	6,962	3,274	31:1
Indiana	4,428	1,800	15:1
Iowa	798	1,000	38:1
Kansas	758	250	52:1
Kentucky	100	595	284:1
Louisiana	1,746	460	14:1
Maine	100	155	41:1
Maryland	1,667	478	56:1
Massachusetts	1,818	262	49:1
Michigan	1,024	1,800	88:1
Minnesota	1,710	500	40:1
Mississippi	73	233	130:1
Missouri	664	973	47:1
Montana	1,132	350	3:1
Nebraska	1,002	105	22:1
Nevada	2,321	2,535	33:1
New Hampshire	167	380	25:1
New Jersey	3,858	525	24:1
New Mexico	6,490	500	7:1
New York	6,575	706	33:1
North Carolina	1,899	192	63:1
North Dakota	191	20	21:1
Ohio	610	586	96:1
Oklahoma	14,442	1,092	4:1
Oregon	743	400	68:1

State	Number of Licensed or Certified Teachers Working in Title III-Supported LIEPs	Estimated Number of Additional Licensed Teachers Needed in Next Five Years	Ratio of Title III-Served ELs to Certified Teachers
Pennsylvania	2,567	520	26:1
Puerto Rico	552	50	1:1
Rhode Island	593	330	24:1
South Carolina	1,021	168	45:1
South Dakota	120	300	54:1
Tennessee	1,612	521	31:1
Texas	29,934	21,900	34:1
Utah	2,473	1,045	21:1
Vermont	36	30	46:1
Virginia	848	600	136:1
Washington	1,399	1,082	91:1
West Virginia	74	20	28:1
Wisconsin	2,221	458	23:1
Wyoming	57	3	37:1
SUMMARY INFO			
Average	8,027	1,882	55:1
Median	902	399	36:1
Minimum	42	20	1:1
Maximum	209,716	21,713	294:1

**Table A-8. Languages of Instruction in Dual Language or Two-Way Immersion Programs:
School Year 2018–19**

State	Dual Language or Two-Way Immersion Program	Languages
Alabama	No	NR
Alaska	Yes	French, German, Japanese, Mandarin Chinese, Russian, Spanish, Yup'ik, Cup'ik, Yugtun, Cugtun
Arizona	Yes	Spanish
Arkansas	No	NR
California	Yes	Arabic, Armenian, Cantonese, English, French, German, Hebrew, Hmong, Italian, Japanese, Korean, Mandarin, Portuguese, Spanish, Vietnamese
Colorado	Yes	Spanish, Mandarin Chinese
Connecticut	Yes	Spanish
Delaware	Yes	Spanish
District of Columbia	Yes	Spanish, Mandarin, Hebrew, French
Florida	Yes	NS
Georgia	Yes	English
Hawaii	Yes	Hawaiian
Idaho	NR	NR
Illinois	Yes	NR
Indiana	Yes	Spanish, Mandarin
Iowa	Yes	Spanish
Kansas	NR	NR
Kentucky	Yes	Spanish, Chinese, Japanese, Arabic
Louisiana	Yes	Spanish
Maine	NR	NR
Maryland	Yes	Spanish
Massachusetts	Yes	Spanish, Portuguese
Michigan	Yes	Spanish, Chinese, English
Minnesota	Yes	Spanish, Hmong, German, Chinese, Russian, Korean, French
Mississippi	No	NR
Missouri	Yes	English, Spanish
Montana	Yes	North American Indian language
Nebraska	NR	NR
Nevada	Yes	Spanish
New Hampshire	NR	NR
New Jersey	NR	NR
New Mexico	No	NR
New York	Yes	Arabic, Chinese, French, Haitian, Creole, Hebrew, Italian, Japanese, Korean, Other, Polish, Russian, Spanish, Yiddish
North Carolina	No	NR
North Dakota	No	NR
Ohio	No	NR
Oklahoma	Yes	Spanish, Cherokee
Oregon	No	NR
Pennsylvania	Yes	Spanish

State	Dual Language or Two-Way Immersion Program	Languages
Puerto Rico	No	NR
Rhode Island	Yes	Spanish, Portuguese
South Carolina	No	NR
South Dakota	No	NR
Tennessee	No	NR
Texas	Yes	English, Spanish, Vietnamese, Mandarin, Arabic
Utah	NO	NR
Vermont	NR	NR
Virginia	Yes	Spanish, Korean
Washington	Yes	Spanish, Russian, Chinese, Vietnamese
West Virginia	No	NR
Wisconsin	Yes	Spanish, Hmong, Chinese
Wyoming	No	NR

NOTES: NR = Not Reported

NS = Not Specified

Table A-9. Languages of Instruction in Transitional Bilingual Programs: School Year 2018–19¹²⁸

State	Transitional Bilingual Program	Languages
Alabama	No	NR
Alaska	No	NR
Arizona	No	NR
Arkansas	No	NR
California	No	NR
Colorado	Yes	Spanish
Connecticut	Yes	Spanish, Portuguese, Arabic, Creole-Haitian, Hindi, Tamil, Mandarin, Pashto
Delaware	Yes	Spanish
District of Columbia	No	NR
Florida	Yes	NS
Georgia	No	NR
Hawaii	Yes	NR
Idaho	NR	NR
Illinois	Yes	English
Indiana	Yes	Spanish
Iowa	Yes	Spanish
Kansas	NR	NR
Kentucky	Yes	Spanish, Chinese, Japanese, Arabic
Louisiana	Yes	NR
Maine	NR	NR
Maryland	Yes	Spanish
Massachusetts	Yes	Spanish
Michigan	Yes	Spanish, English
Minnesota	Yes	Spanish
Mississippi	No	NR
Missouri	Yes	English, Spanish
Montana	No	NR
Nebraska	NR	NR
Nevada	No	NR
New Hampshire	NR	NR
New Jersey	NR	NR
New Mexico	No	NR
New York	Yes	Arabic, Bengali, Chinese, French, Haitian, Creole, Hebrew, Japanese, Korean, Nepali, Polish, Punjabi, Spanish, Urdu, Yiddish
North Carolina	No	NR
North Dakota	No	NR
Ohio	Yes	NR
Oklahoma	Yes	Spanish
Oregon	No	NR
Pennsylvania	Yes	Spanish
Puerto Rico	No	NR

¹²⁸ Please see Chapter 4 for a definition of transitional bilingual programs

State	Transitional Bilingual Program	Languages
Rhode Island	Yes	Spanish
South Carolina	No	NR
South Dakota	No	NR
Tennessee	No	NR
Texas	Yes	English, Spanish, Vietnamese
Utah	No	NR
Vermont	NR	NR
Virginia	Yes	Spanish
Washington	Yes	English, Spanish
West Virginia	No	NR
Wisconsin	Yes	Spanish, Hmong, Arabic, Somali, Chinese
Wyoming	No	NR

NOTE: NR = Not Reported

NS = Not Specified

Table A-10. Languages of Instruction in Newcomer Programs: School Year 2018–19¹²⁹

State	Newcomer Program	Languages
Alabama	No	NR
Alaska	Yes	French, German, Japanese, Mandarin Chinese, Russian, Spanish, Yup'ik
Arizona	No	NR
Arkansas	Yes	NR
California	No	NR
Colorado	Yes	NR
Connecticut	No	NR
Delaware	Yes	English
District of Columbia	No	NR
Florida	Yes	English
Georgia	Yes	English
Hawaii	No	NR
Idaho	NR	NR
Illinois	No	NR
Indiana	No	NR
Iowa	Yes	Spanish
Kansas	NR	NR
Kentucky	Yes	Spanish
Louisiana	Yes	Spanish
Maine	NR	NR
Maryland	No	NR
Massachusetts	No	NR
Michigan	Yes	English
Minnesota	Yes	English
Mississippi	No	NR
Missouri	Yes	English
Montana	No	NR
Nebraska	NR	NR
Nevada	Yes	English, Spanish
New Hampshire	NR	NR
New Jersey	NR	NR
New Mexico	No	NR
New York	No	NR
North Carolina	No	NR
North Dakota	No	NR
Ohio	No	NR
Oklahoma	No	NR
Oregon	Yes	NS
Pennsylvania	No	NR
Puerto Rico	No	NR
Rhode Island	Yes	English

¹²⁹ Please see Chapter 4 for a definition of newcomer programs

State	Newcomer Program	Languages
South Carolina	Yes	English
South Dakota	Yes	English
Tennessee	Yes	English
Texas	No	NR
Utah	No	NR
Vermont	NR	NR
Virginia	Yes	English
Washington	Yes	English, Spanish
West Virginia	No	NR
Wisconsin	Yes	Spanish, Hmong, Arabic, Chinese
Wyoming	No	NR

NOTE: *NR* = Not Reported
NS = Not Specified

Table A-11. Languages of Instruction in Other Programs: School Year 2018–19

State	Other Program	Languages
Alabama	No	NR
Alaska	No	NR
Arizona	No	NR
Arkansas	No	NR
California	Yes	Arabic, English, French, Hmong, Japanese, Mandarin, Nepalese, Punjabi, Russian, Spanish, Tagalog, Ukrainian, Vietnamese
Colorado	Yes	NR
Connecticut	Yes	English
Delaware	Yes	English
District of Columbia	No	NR
Florida	Yes	English
Georgia	Yes	English
Hawaii	No	NR
Idaho	NR	NR
Illinois	Yes	NR
Indiana	Yes	NR
Iowa	Yes	Spanish
Kansas	NR	NR
Kentucky	Yes	Spanish, Chinese, Japanese, Arabic
Louisiana	Yes	NR
Maine	NR	NR
Maryland	Yes	English
Massachusetts	No	NR
Michigan	No	NR
Minnesota	Yes	English
Mississippi	No	NR
Missouri	Yes	English
Montana	No	NR
Nebraska	NR	NR
Nevada	Yes	English, Paiute, Spanish
New Hampshire	NR	NR
New Jersey	NR	NR
New Mexico	Yes	NR
New York	No	NR
North Carolina	No	NR
North Dakota	Yes	English
Ohio	Yes	NR
Oklahoma	Yes	Spanish
Oregon	No	NR
Pennsylvania	No	NR
Puerto Rico	Yes	Spanish
Rhode Island	Yes	English
South Carolina	Yes	English

State	Other Program	Languages
South Dakota	Yes	English
Tennessee	Yes	English
Texas	Yes	English
Utah	Yes	NR
Vermont	NR	NR
Virginia	No	NR
Washington	Yes	English
West Virginia	No	NR
Wisconsin	No	NR
Wyoming	No	NR

NOTE: NR = Not Reported

Table A-12. English-Only Language Instruction Educational Programs: School Year 2018–19

State	Content Class with Integrated ESL	ESL or ELD
Alabama	Yes	Yes
Alaska	Yes	Yes
Arizona	Yes	Yes
Arkansas	Yes	Yes
California	Yes	Yes
Colorado	Yes	Yes
Connecticut	Yes	Yes
Delaware	Yes	Yes
District of Columbia	Yes	Yes
Florida	Yes	Yes
Georgia	Yes	Yes
Hawaii	Yes	Yes
Idaho	NR	NR
Illinois	Yes	Yes
Indiana	Yes	Yes
Iowa	No	Yes
Kansas	NR	NR
Kentucky	Yes	Yes
Louisiana	Yes	Yes
Maine	NR	NR
Maryland	Yes	Yes
Massachusetts	Yes	No
Michigan	Yes	Yes
Minnesota	Yes	Yes
Mississippi	No	Yes
Missouri	Yes	Yes
Montana	Yes	No
Nebraska	NR	NR
Nevada	Yes	Yes
New Hampshire	NR	NR
New Jersey	NR	NR
New Mexico	Yes	Yes
New York	No	Yes
North Carolina	No	Yes
North Dakota	Yes	Yes
Ohio	No	Yes
Oklahoma	Yes	Yes
Oregon	No	Yes
Pennsylvania	Yes	No
Puerto Rico	No	No
Rhode Island	Yes	Yes
South Carolina	Yes	Yes
South Dakota	Yes	Yes
Tennessee	Yes	Yes

State	Content Class with Integrated ESL	ESL or ELD
Texas	Yes	Yes
Utah	No	No
Vermont	NR	NR
Virginia	Yes	Yes
Washington	Yes	Yes
West Virginia	Yes	Yes
Wisconsin	Yes	Yes
Wyoming	No	Yes

NOTE: *NR = Not Reported*

**Table A-13. Languages of Instruction in Dual Language or Two-Way Immersion Programs:
School Year 2019–20**

State	Dual Language or Two-Way Immersion Program	Languages
Alabama	No	NR
Alaska	Yes	French, German, Japanese, Mandarin Chinese, Russian, Spanish, Yup'ik, Yugtun, Cugtun
Arizona	Yes	Spanish
Arkansas	No	NR
California	Yes	Arabic, Armenian, Cantonese, English, French, German, Hmong, Italian, Japanese, Korean, Mandarin, Portuguese, Spanish, Vietnamese
Colorado	Yes	Spanish, Mandarin Chinese
Connecticut	Yes	Spanish
Delaware	Yes	Spanish, English
District of Columbia	Yes	Spanish, Mandarin, Hebrew, French
Florida	Yes	*NS
Georgia	Yes	English, French, Japanese, Korean, Spanish, German, Mandarin
Hawaii	Yes	Hawaiian and Ilokano
Idaho	Yes	Spanish, Mandarin Chinese, French
Illinois	Yes	NR
Indiana	Yes	English, Mandarin, Spanish
Iowa	Yes	Spanish, French, English
Kansas	NR	NR
Kentucky	Yes	Spanish, Castilian, Swahili, Arabic, Somali, Nepali
Louisiana	Yes	Spanish
Maine	No	NR
Maryland	Yes	Spanish
Massachusetts	Yes	Spanish, Portuguese, Haitian Creole, French, Mandarin Chinese
Michigan	Yes	Spanish, Chinese, English
Minnesota	Yes	Spanish, Hmong, German, French, Russian, Korean, Chinese
Mississippi	Yes	English
Missouri	Yes	English, Spanish
Montana	Yes	English, North American Indian
Nebraska	Yes	English, Spanish
Nevada	Yes	English, Spanish
New Hampshire	No	NR
New Jersey	Yes	Spanish
New Mexico	Yes	Spanish/English, Navajo/English, Towa/English, American Sign Language/English
New York	Yes	Arabic, Chinese, French, Haitian, Creole, Hebrew, Japanese, Korean, Other, Polish, Russian, Spanish, Yiddish
North Carolina	Yes	Spanish, Chinese, German, Japanese, Cherokee, French, Greek, Urdu
North Dakota	No	NR
Ohio	Yes	Spanish

State	Dual Language or Two-Way Immersion Program	Languages
Oklahoma	No	NR
Oregon	No	NR
Pennsylvania	Yes	English, Spanish
Puerto Rico	No	NR
Rhode Island	Yes	Spanish, Portuguese, English
South Carolina	No	NR
South Dakota	No	NR
Tennessee	No	NR
Texas	Yes	English, Spanish, Vietnamese, Mandarin, Arabic
Utah	Yes	English
Vermont	NR	NR
Virginia	Yes	Spanish, Korean
Washington	Yes	Spanish/English, Vietnamese/English, Mandarin/English
West Virginia	No	NR
Wisconsin	Yes	Spanish, Hmong, Chinese
Wyoming	No	NR

NOTE: *NR* = Not Reported

NS = Not Specified

Table A-14. Languages of Instruction in Transitional Bilingual Programs: School Year 2019–20¹³⁰

State	Transitional Bilingual Program	Languages
Alabama	No	NR
Alaska	Yes	Yugtun
Arizona	No	NR
Arkansas	No	NR
California	Yes	Chinese, English, Spanish
Colorado	Yes	Spanish
Connecticut	Yes	Albanian, Arabic, Creole-Haitian, Hindi, Mandarin, Pashto, Portuguese, Spanish, Tamil, Telugu
Delaware	Yes	English
District of Columbia	No	NR
Florida	Yes	NS
Georgia	No	NR
Hawaii	Yes	Tagalog, Chuukese, Marshallese, Japanese
Idaho	Yes	Spanish
Illinois	Yes	NR
Indiana	Yes	English
Iowa	Yes	Spanish, English
Kansas	NR	NR
Kentucky	Yes	Spanish, Castilian, Swahili, Arabic, Somali, Nepali
Louisiana	No	NR
Maine	No	NR
Maryland	Yes	Spanish
Massachusetts	Yes	Spanish, Portuguese
Michigan	Yes	Spanish, English
Minnesota	Yes	Spanish
Mississippi	No	NR
Missouri	Yes	English, Spanish
Montana	No	NR
Nebraska	Yes	English, Spanish
Nevada	No	NR
New Hampshire	No	NR
New Jersey	Yes	Spanish, Arabic, Haitian Creole, Bengali, Portuguese, Gujarati, Korean
New Mexico	Yes	Spanish, English
New York	Yes	Arabic, Bengali, Chinese, French, Haitian, Creole, Hebrew, Japanese, Korean, Nepali, Punjabi, Spanish, Urdu, Yiddish
North Carolina	Yes	Spanish, French
North Dakota	No	NR
Ohio	Yes	Spanish
Oklahoma	Yes	NR
Oregon	No	NR

¹³⁰ See Chapter 4 for definition of transitional bilingual program.

State	Transitional Bilingual Program	Languages
Pennsylvania	Yes	English, Spanish
Puerto Rico	No	NR
Rhode Island	Yes	Spanish, English
South Carolina	No	NR
South Dakota	No	NR
Tennessee	No	NR
Texas	Yes	English, Spanish, Vietnamese
Utah	Yes	Chinese, French, Portuguese, Spanish, German
Vermont	NR	NR
Virginia	Yes	Spanish
Washington	Yes	Spanish, English
West Virginia	No	NR
Wisconsin	Yes	Spanish, Hmong, Arabic, Somali, Chinese
Wyoming	No	NR

NOTE: NR = Not Reported

NS = Not Specified

Table A-15. Languages of Instruction in Newcomer Programs: School Year 2019–20¹³¹

State	Newcomer Program	Languages
Alabama	Yes	English
Alaska	Yes	French, German, Japanese, Mandarin Chinese, Russian, Spanish, Yup'ik
Arizona	No	NR
Arkansas	Yes	English, Spanish, Marshallese
California	Yes	Arabic, Armenian, Cantonese Chinese, English, Korean, Mandarin, Russian, Spanish, Vietnamese
Colorado	Yes	English
Connecticut	No	NR
Delaware	Yes	English
District of Columbia	No	NR
Florida	Yes	English
Georgia	No	NR
Hawaii	No	NR
Idaho	Yes	English
Illinois	No	NR
Indiana	No	NR
Iowa	Yes	Spanish, English
Kansas	NR	NR
Kentucky	Yes	Spanish
Louisiana	Yes	Spanish
Maine	Yes	NR
Maryland	No	NR
Massachusetts	No	NR
Michigan	Yes	English
Minnesota	Yes	English
Mississippi	No	NR
Missouri	Yes	English
Montana	No	NR
Nebraska	Yes	English
Nevada	Yes	English, Spanish
New Hampshire	Yes	English
New Jersey	No	NR
New Mexico	No	NR
New York	No	NR
North Carolina	No	NR
North Dakota	Yes	NR
Ohio	Yes	Spanish, Chinese, Arabic, Somali, French
Oklahoma	Yes	NR
Oregon	Yes	English
Pennsylvania	No	NR
Puerto Rico	No	NR

¹³¹ See Chapter 4 for definition of newcomer program

State	Newcomer Program	Languages
Rhode Island	Yes	English
South Carolina	Yes	English
South Dakota	Yes	English
Tennessee	Yes	English
Texas	NR	NR
Utah	No	NR
Vermont	NR	NR
Virginia	Yes	English
Washington	Yes	English
West Virginia	No	NR
Wisconsin	Yes	Spanish, Hmong, Arabic, Chinese
Wyoming	No	NR

NOTE: NR = Not Reported

Table A-16. Languages of Instruction in Other Programs: School Year 2019–20

State	Other Program	Languages
Alabama	No	NR
Alaska	No	NR
Arizona	No	NR
Arkansas	No	NR
California	Yes	Arabic, Armenian, English, French, Hmong, Japanese, Mandarin, Spanish, Vietnamese
Colorado	Yes	English
Connecticut	No	NR
Delaware	Yes	Spanish, English
District of Columbia	No	NR
Florida	Yes	English
Georgia	Yes	English
Hawaii	Yes	English
Idaho	Yes	NR
Illinois	Yes	NR
Indiana	Yes	English
Iowa	No	NR
Kansas	NR	NR
Kentucky	Yes	Spanish, Castilian, Swahili, Arabic, Somali, Nepali
Louisiana	Yes	English
Maine	Yes	NR
Maryland	Yes	English
Massachusetts	No	NR
Michigan	No	NR
Minnesota	Yes	Spanish
Mississippi	No	NR
Missouri	Yes	English
Montana	No	NR
Nebraska	Yes	English
Nevada	Yes	English, Paiute, Spanish
New Hampshire	Yes	NR
New Jersey	Yes	Albanian, Arabic, Bengali, French, Gujarati, Haitian Creole, Hindi, Korean, Marathi, Polish, Portuguese, Punjabi, Spanish, Tagalog, Tamil, Telugu, Urdu
New Mexico	Yes	Spanish/English, Navajo/English, Keres/English, Tiwa/English, Tewa/English, Jicarilla Apache/English, Zuni/English
New York	No	NR
North Carolina	No	NR
North Dakota	No	NR
Ohio	Yes	Spanish, French, Arabic, Chinese
Oklahoma	Yes	NR
Oregon	No	NR
Pennsylvania	No	NR

State	Other Program	Languages
Puerto Rico	Yes	Spanish
Rhode Island	Yes	NR
South Carolina	Yes	English
South Dakota	Yes	English
Tennessee	Yes	English
Texas	Yes	English
Utah	Yes	NR
Vermont	NR	NR
Virginia	No	NR
Washington	Yes	English
West Virginia	No	NR
Wisconsin	Yes	Spanish, Hmong, Arabic, Somali, Chinese
Wyoming	No	NR

NOTE: NR = Not Reported

Table A-17. English-Only Language Instruction Educational Programs: School Year 2019–20

State	Content Class with Integrated ESL	ESL or ELD
Alabama	Yes	Yes
Alaska	Yes	Yes
Arizona	Yes	Yes
Arkansas	Yes	Yes
California	Yes	Yes
Colorado	Yes	Yes
Connecticut	Yes	Yes
Delaware	Yes	Yes
District of Columbia	Yes	Yes
Florida	Yes	Yes
Georgia	Yes	Yes
Hawaii	Yes	Yes
Idaho	Yes	Yes
Illinois	Yes	Yes
Indiana	Yes	Yes
Iowa	No	Yes
Kansas	NR	NR
Kentucky	Yes	Yes
Louisiana	Yes	Yes
Maine	Yes	Yes
Maryland	Yes	Yes
Massachusetts	Yes	No
Michigan	Yes	Yes
Minnesota	Yes	Yes
Mississippi	Yes	Yes
Missouri	Yes	Yes
Montana	Yes	No
Nebraska	Yes	Yes
Nevada	Yes	Yes
New Hampshire	Yes	Yes
New Jersey	Yes	Yes
New Mexico	Yes	Yes
New York	No	Yes
North Carolina	No	Yes
North Dakota	Yes	Yes
Ohio	Yes	Yes
Oklahoma	Yes	Yes
Oregon	No	Yes
Pennsylvania	Yes	No
Puerto Rico	No	No
Rhode Island	Yes	Yes
South Carolina	Yes	Yes
South Dakota	Yes	Yes
Tennessee	Yes	Yes

State	Content Class with Integrated ESL	ESL or ELD
Texas	Yes	Yes
Utah	No	No
Vermont	NR	NR
Virginia	Yes	Yes
Washington	Yes	Yes
West Virginia	Yes	No
Wisconsin	Yes	Yes
Wyoming	No	Yes

NOTE: *NR* = *Not Reported*

Table A-18a. Participation, Progress, and Proficiency on English Language Proficiency Assessments of English Learners: School Year 2018–19

State	All Identified ELs						ELs Participating in LIEPs in LEAs Receiving Title III Subgrants					
	Number Identified	Number Participated	Number Progress	% Progress	Number Proficient	% Proficient	Number Served	Number Participated	Number Progress	% Progress	Number Proficient	% Proficient
Total	5,024,930	4,830,384	1,249,598	25.9%	521,248	10.8%	4,833,158	4,601,111	1,241,282	27.0%	504,456	11.0%
Alabama	27,684	28,751	9,119	31.7%	1,291	4.5%	27,529	27,548	8,764	31.8%	1,257	4.6%
Alaska	15,470	14,964	4,185	28.0%	267	1.8%	14,600	14,195	3,566	25.1%	254	1.8%
Arizona	81,549	90,560	18,097	20.0%	13,695	15.1%	60,043	86,041	17,282	20.1%	12,813	14.9%
Arkansas	38,501	38,754	27,667	71.4%	7,458	19.2%	33,234	34,314	24,324	70.9%	6,750	19.7%
California	1,195,977	1,059,878	NR	NR	NR	NR	1,185,606	1,025,841	NR	NR	NR	NR
Colorado	99,709	97,057	38,070	39.2%	24,135	24.9%	97,255	96,528	37,912	39.3%	24,040	24.9%
Connecticut	40,178	40,322	18,552	46.0%	6,700	16.6%	40,522	38,769	17,922	46.2%	6,332	16.3%
Delaware	14,716	13,558	7,980	58.9%	934	6.9%	13,896	12,798	7,631	59.6%	877	6.9%
District of Columbia	8,518	8,222	1,980	24.1%	324	3.9%	7,962	7,761	1,892	24.4%	309	4.0%
Florida	282,002	270,600	112,571	41.6%	58,664	21.7%	281,294	270,060	112,390	41.6%	58,537	21.7%
Georgia	119,599	122,890	50,751	41.3%	11,806	9.6%	116,944	54,448	22,622	41.5%	6,082	11.2%
Hawaii	16,579	16,460	5,057	30.7%	961	5.8%	16,579	16,460	5,057	30.7%	961	5.8%
Idaho	19,216	18,941	7,314	38.6%	776	4.1%	19,053	18,862	7,299	38.7%	775	4.1%
Illinois	226,412	202,104	78,894	39.0%	18,587	9.2%	203,135	192,063	75,145	39.1%	17,437	9.1%
Indiana	61,460	58,193	15,133	26.0%	2,729	4.7%	59,927	56,646	14,880	26.3%	3,713	6.6%
Iowa	31,242	29,672	11,065	37.3%	3,463	11.7%	30,332	28,690	10,770	37.5%	3,315	11.6%
Kansas	44,105	39,331	7,592	19.3%	5,213	13.3%	41,300	39,070	7,558	19.3%	5,160	13.2%
Kentucky	27,036	28,615	6,053	21.2%	3,068	10.7%	23,331	22,425	4,806	21.4%	2,301	10.3%
Louisiana	25,365	25,956	16,848	64.9%	3,237	12.5%	22,119	23,072	15,106	65.5%	2,949	12.8%
Maine	5,920	5,012	2,044	40.8%	561	11.2%	4,537	3,972	1,686	42.4%	393	9.9%
Maryland	84,120	84,586	37,758	44.6%	9,735	11.5%	84,095	84,499	37,724	44.6%	9,733	11.5%
Massachusetts	95,052	89,169	19,166	21.5%	19,072	21.4%	84,782	79,754	34,956	43.8%	17,121	21.5%
Michigan	96,455	98,638	35,186	35.7%	18,586	18.8%	92,452	95,870	34,341	35.8%	18,022	18.8%
Minnesota	73,220	70,305	16,595	23.6%	8,008	11.4%	68,986	65,161	21,866	33.6%	7,568	11.6%
Mississippi	14,728	11,903	9,627	80.9%	3,216	27.0%	9,043	9,489	7,688	81.0%	2,540	26.8%
Missouri	34,269	33,089	6,537	19.8%	3,270	9.9%	30,638	29,968	5,915	19.7%	2,920	9.7%
Montana	3,390	3,045	784	25.7%	87	2.9%	2,805	2,561	401	15.7%	45	1.8%
Nebraska	23,373	22,028	8,763	39.8%	3,284	14.9%	21,991	22,004	8,758	39.8%	3,282	14.9%
Nevada	73,016	72,473	21,074	29.1%	8,732	12.0%	72,957	72,417	21,062	29.1%	8,726	12.0%
New Hampshire	4,937	5,050	1,534	30.4%	931	18.4%	4,632	4,450	1,317	29.6%	774	17.4%
New Jersey	83,475	89,177	26,223	29.4%	9,432	10.6%	80,853	88,721	26,118	29.4%	9,383	10.6%
New Mexico	51,107	50,201	NR	NR	NR	NR	36,435	45,883	20,712	45.1%	1,722	3.8%
New York	238,762	235,138	67,587	28.7%	30,778	13.1%	223,386	221,832	64,010	28.9%	28,866	13.0%
North Carolina	114,010	115,696	27,405	23.7%	8,588	7.4%	109,850	104,418	26,001	24.9%	7,950	7.6%
North Dakota	3,997	3,769	1,136	30.1%	190	5.0%	3,838	3,683	1,116	30.3%	188	5.1%
Ohio	56,108	57,231	27,006	47.2%	14,684	25.7%	54,693	55,805	26,466	47.4%	14,401	25.8%
Oklahoma	54,977	53,263	5,188	9.7%	4,210	7.9%	50,299	49,446	4,962	10.0%	3,675	7.4%
Oregon	50,027	50,173	22,331	44.5%	5,780	11.5%	48,295	48,291	21,701	44.9%	5,531	11.5%
Pennsylvania	68,379	66,057	53,077	80.4%	2,459	3.7%	67,725	61,538	46,271	75.2%	2,121	3.4%

State	All Identified ELs						ELs Participating in LIEPs in LEAs Receiving Title III Subgrants					
	Number Identified	Number Participated	Number Progress	% Progress	Number Proficient	% Proficient	Number Served	Number Participated	Number Progress	% Progress	Number Proficient	% Proficient
Puerto Rico	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
Rhode Island	14,126	14,036	4,148	29.6%	754	5.4%	12,993	13,706	3,173	23.2%	1,305	9.5%
South Carolina	45,410	46,388	13,395	28.9%	4,639	10.0%	45,018	45,967	13,310	29.0%	4,620	10.1%
South Dakota	5,946	5,932	1,655	27.9%	330	5.6%	5,756	5,825	2,036	35.0%	354	6.1%
Tennessee	45,254	46,517	16,327	35.1%	7,680	16.5%	44,734	46,149	16,187	35.1%	7,604	16.5%
Texas	966,522	960,561	294,549	30.7%	154,431	16.1%	965,330	959,621	294,254	30.7%	154,246	16.1%
Utah	50,631	47,465	12,888	27.2%	1,614	3.4%	30,878	28,775	12,888	44.8%	1,614	5.6%
Vermont	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
Virginia	107,166	101,199	33,654	33.3%	14,474	14.3%	107,039	101,103	44,958	44.5%	13,895	13.7%
Washington	128,774	131,657	18,700	14.2%	18,700	14.2%	118,809	129,607	18,362	14.2%	18,362	14.2%
West Virginia	1,992	1,999	1,188	59.4%	258	12.9%	1,992	1,999	1,188	59.4%	258	12.9%
Wisconsin	51,022	51,138	26,318	51.5%	3,141	6.1%	50,860	50,953	26,248	51.5%	3,125	6.1%
Wyoming	2,694	2,661	827	31.1%	316	11.9%	2,043	2,053	681	33.2%	250	12.2%
SUMMARY INFO												
Average	98,528	96,608	26,033	36.1%	10,859	11.6%	94,768	92,022	25,332	37.4%	10,295	11.6%
Median	45,410	46,991	15,730	30.9%	3,837	11.4%	41,300	45,925	15,106	35.1%	3,675	11.5%
Minimum	753	1,999	784	9.7%	87	1.8%	753	1,999	401	10.0%	45	1.8%
Maximum	1,195,977	1,059,878	294,549	80.9%	154,431	27.0%	1,185,606	1,025,841	294,254	81.0%	154,246	26.8%

NOTE: NR = Not Reported

Table A-18b. Proficiency Assessments of English Learners with Disabilities: School Year 2018–19

State	Total Number of ELs with Disabilities Served by Title III	Number Participated	Number Attained Proficiency	Percent Proficient	Number Made Progress	Percent Made Progress
Total	781,814	711,761	39,874	5.6%	153,647	21.6%
Alabama	3,726	3,726	31	0.8%	994	26.7%
Alaska	2,657	2,532	13	0.5%	619	24.4%
Arizona	11,780	11,461	686	6.0%	2,257	19.7%
Arkansas	NR	NR	226	NR	3,613	NR
California	205,280	195,160	NR	NR	NR	NR
Colorado	15,225	14,876	1,614	10.8%	4,546	30.6%
Connecticut	37,774	36,349	566	1.6%	3,765	10.4%
Delaware	2,363	2,144	27	1.3%	1,363	63.6%
District of Columbia	1,656	1,574	10	0.6%	304	19.3%
Florida	35,203	33,440	4,542	13.6%	12,703	38.0%
Georgia	6,325	6,288	281	4.5%	2,593	41.2%
Hawaii	1,930	1,504	7	0.5%	364	24.2%
Idaho	2,991	2,882	69	2.4%	859	29.8%
Illinois	38,797	38,064	921	2.4%	16,172	42.5%
Indiana	9,131	8,995	114	1.3%	1,092	12.1%
Iowa	4,807	4,699	119	2.5%	2,032	43.2%
Kansas	6,017	5,745	167	2.9%	1,232	21.4%
Kentucky	2,745	2,695	89	3.3%	360	13.4%
Louisiana	1,369	1,364	71	5.2%	1,019	74.7%
Maine	662	575	23	4.0%	246	42.8%
Maryland	10,977	10,142	462	4.6%	3,979	39.2%
Massachusetts	16,206	15,481	1,514	9.8%	4,321	27.9%
Michigan	10,635	10,619	484	4.6%	1,702	16.0%
Minnesota	11,677	10,576	415	3.9%	2,591	24.5%
Mississippi	1,125	1,115	153	13.7%	793	71.1%
Missouri	3,234	2,972	101	3.4%	427	14.4%
Montana	444	444	0	0.0%	96	21.6%
Nebraska	2,817	2,804	189	6.7%	793	28.3%
Nevada	NR	NR	12,822	NR	12,822	NR
New Hampshire	869	773	39	5.0%	105	13.6%
New Jersey	8,153	8,134	390	4.8%	1,732	21.3%
New Mexico	11,735	10,140	237	2.3%	4,645	45.8%
New York	54,401	51,071	4,449	8.7%	12,731	24.9%
North Carolina	18,745	18,666	307	1.6%	3,080	16.5%
North Dakota	529	500	8	1.6%	103	20.6%
Ohio	8,272	7,849	1,080	13.8%	3,312	42.2%
Oklahoma	8,883	8,591	228	2.7%	736	8.6%
Oregon	10,041	9,604	596	6.2%	3,167	33.0%
Pennsylvania	9,580	9,580	85	0.9%	6,123	63.9%
Puerto Rico	NR	NR	NR	NR	NR	NR

State	Total Number of ELs with Disabilities Served by Title III	Number Participated	Number Attained Proficiency	Percent Proficient	Number Made Progress	Percent Made Progress
Rhode Island	2,306	2,263	55	2.4%	511	22.6%
South Carolina	45,967	6,165	220	3.6%	659	10.7%
South Dakota	918	880	21	2.4%	191	21.7%
Tennessee	5,887	5,316	335	6.3%	1,505	28.3%
Texas	89,760	88,402	4,081	4.6%	17,710	20.0%
Utah	5,907	5,817	66	1.1%	2,930	50.4%
Vermont	NR	NR	NR	NR	NR	NR
Virginia	19,141	17,732	989	5.6%	6,050	34.1%
Washington	23,896	22,886	850	3.7%	850	3.7%
West Virginia	285	285	16	5.6%	198	69.5%
Wisconsin	8,508	8,413	91	1.1%	3,554	42.2%
Wyoming	478	468	15	3.2%	98	20.9%
SUMMARY INFO						
Average	16,288	14,828	814	4.2%	3,136	30.5%
Median	7,239	6,227	189	3.4%	1,505	24.9%
Minimum	285	285	0	0.0%	96	3.7%
Maximum	205,280	195,160	12,822	13.8%	17,710	74.7%

NOTE: NR = Not Reported

Table A-19a. Participation, Progress and Proficiency on English Language Proficiency Assessments of English Learners: School Year 2019–20

State	All Identified ELs						ELs Participating in LIEPs in LEAs Receiving Title III Subgrants					
	Number Identified	Number Participated	Number Progress	% Progress	Number Proficient	% Proficient	Number Served	Number Participated	Number Progress	% Progress	Number Proficient	% Proficient
Total	5,116,469						4,938,819					
Alabama	31,903						31,408					
Alaska	15,346						14,430					
Arizona	74,834						58,998					
Arkansas	39,318						34,159					
California	1,148,024						1,121,925					
Colorado	96,490						94,269					
Connecticut	41,973						42,740					
Delaware	15,294						14,425					
District of Columbia	9,440						8,860					
Florida	278,498						277,791					
Georgia	128,502						111,762					
Hawaii	17,737						17,737					
Idaho	21,215						20,996					
Illinois	229,180						217,759					
Indiana	67,504						64,391					
Iowa	31,509						30,189					
Kansas	42,833						39,205					
Kentucky	28,351	SY 2019-20 data were not collected due to the COVID-19 pandemic.					28,351	SY 2019-20 data were not collected due to the COVID-19 pandemic.				
Louisiana	29,081						24,490					
Maine	5,453						4,094					
Maryland	93,249						93,219					
Massachusetts	98,055						88,280					
Michigan	93,889						90,274					
Minnesota	75,018						68,210					
Mississippi	11,614						9,463					
Missouri	34,219						31,294					
Montana	3,555						2,953					
Nebraska	23,035						21,587					
Nevada	70,217						75,611					
New Hampshire	4,911						4,196					
New Jersey	98,748						92,426					
New Mexico	52,898						44,109					
New York	233,627						214,986					
North Carolina	122,599						119,596					
North Dakota	4,212						4,010					
Ohio	60,049						58,606					
Oklahoma	59,952						53,239					
Oregon	53,127						50,597					
Pennsylvania	72,200						67,739					

State	All Identified ELs						ELs Participating in LIEPs in LEAs Receiving Title III Subgrants					
	Number Identified	Number Participated	Number Progress	% Progress	Number Proficient	% Proficient	Number Served	Number Participated	Number Progress	% Progress	Number Proficient	% Proficient
Puerto Rico	582						582					
Rhode Island	17,116						14,518					
South Carolina	45,871						45,762					
South Dakota	6,579						6,433					
Tennessee	50,037						49,593					
Texas	1,021,540	SY 2019-20 data were not collected due to the COVID-19 pandemic.					1,020,508	SY 2019-20 data were not collected due to the COVID-19 pandemic.				
Utah	54,357						53,110					
Vermont	1,683						1,643					
Virginia	115,803						115,694					
Washington	129,564						127,758					
West Virginia	2,040						2,040					
Wisconsin	50,902						50,703					
Wyoming	2,736						2,101					
SUMMARY INFO												
Average	98,394						94,977					
Median	47,954						44,936					
Minimum	582						582					
Maximum	1,148,024						1,121,925					

NOTE: NR = Not Reported

Table A-19b. Participation, Progress, and Proficiency on English Language Proficiency Assessments of English Learners with Disabilities: School Year 2019–20

State	Total Number of ELs With Disabilities Served by Title III	Number Participated	Number Attained Proficiency	Percent Proficient	Number Made Progress	Percent Made Progress
Total						
Alabama						
Alaska						
Arizona						
Arkansas						
California						
Colorado						
Connecticut						
Delaware						
District of Columbia						
Florida						
Georgia						
Hawaii						
Idaho						
Illinois						
Indiana						
Iowa						
Kansas						
Kentucky						
Louisiana						
Maine						
Maryland						
Massachusetts						
Michigan						
Minnesota						
Mississippi						
Missouri						
Montana						
Nebraska						
Nevada						
New Hampshire						
New Jersey						
New Mexico						
New York						
North Carolina						
North Dakota						
Ohio						

SY 2019-20 data were not collected due to the COVID-19 pandemic.

State	Total Number of ELs With Disabilities Served by Title III	Number Participated	Number Attained Proficiency	Percent Proficient	Number Made Progress	Percent Made Progress
Oklahoma						
Oregon						
Pennsylvania						
Puerto Rico						
Rhode Island						
South Carolina						
South Dakota						
Tennessee						
Texas						
Utah						
Vermont						
Virginia						
Washington						
West Virginia						
Wisconsin						
Wyoming						
SUMMARY INFO						
Average						
Median						
Minimum						
Maximum						

SY 2019-20 data were not collected due to the COVID-19 pandemic.

Table A-20a. Number and Percentage of English Learners in Local Educational Agencies Receiving Title III Subgrants Who Successfully Exited English Learner Status: School Year 2018–19

State	Number Exited	Percentage of ELs in LEAs Receiving Title III Subgrants Who Successfully Exited EL Status
Total	685,327	NR
Alabama	854	3.1%
Alaska	234	1.6%
Arizona	12,811	21.3%
Arkansas	5,385	15.1%
California	168,131	15.0%
Colorado	14,051	12.4%
Connecticut	3,726	9.2%
Delaware	997	7.2%
District of Columbia	385	4.7%
Florida	35,578	13.0%
Georgia	11,941	17.9%
Hawaii	961	5.6%
Idaho	351	1.9%
Illinois	17,373	8.9%
Indiana	2,588	5.2%
Iowa	1,187	3.9%
Kansas	980	7.9%
Kentucky	2,394	8.4%
Louisiana	2,949	15.0%
Maine	396	10.0%
Maryland	9,733	11.5%
Massachusetts	17,121	20.2%
Michigan	13,933	13.5%
Minnesota	3,763	15.2%
Mississippi	1,606	18.0%
Missouri	3,971	13.0%
Montana	111	4.0%
Nebraska	3,863	17.6%
Nevada	8,726	11.6%
New Hampshire	365	15.6%
New Jersey	6,653	7.5%
New Mexico	NR	NR
New York	40,929	17.5%
North Carolina	5,507	19.0%
North Dakota	191	4.8%
Ohio	13,660	24.9%
Oklahoma	3,675	7.4%
Oregon	5,780	12.0%
Pennsylvania	4,592	7.0%

State	Number Exited	Percentage of ELs in LEAs Receiving Title III Subgrants Who Successfully Exited EL Status
Puerto Rico	NR	NR
Rhode Island	617	4.0%
South Carolina	14,774	32.5%
South Dakota	335	17.0%
Tennessee	7,604	16.5%
Texas	195,287	18.0%
Utah	1,280	3.0%
Vermont	NR	NR
Virginia	14,455	14.3%
Washington	18,362	13.8%
West Virginia	315	15.7%
Wisconsin	4,597	7.8%
Wyoming	250	12.0%
SUMMARY INFO		
Average	13,986	13.4%
Median	3,863	12.4%
Minimum	111	1.6%
Maximum	195,287	88.6%

NOTES: "Successfully Exited EL Status" means scoring proficient on English language proficiency assessments and meeting other exit criteria.

NR = Not Reported

Table A-20b. Number and Percentage of English Learners in Local Educational Agencies Receiving Title III Subgrants Who Successfully Exited English Learner Status: School Year 2019–20

State	Number Exited	Percentage of ELs in LEAs Receiving Title III Subgrants Who Successfully Exited EL Status
Total		
Alabama		
Alaska		
Arizona		
Arkansas		
California		
Colorado		
Connecticut		
Delaware		
District of Columbia		
Florida		
Georgia		
Hawaii		
Idaho		
Illinois		
Indiana		
Iowa		
Kansas		
Kentucky		
Louisiana		
Maine		
Maryland		
Massachusetts		
Michigan		
Minnesota		
Mississippi		
Missouri		
Montana		
Nebraska		
Nevada		
New Hampshire		
New Jersey		
New Mexico		
New York		
North Carolina		
North Dakota		
Ohio		
Oklahoma		
Oregon		
Pennsylvania		

SY 2019-20 data were not collected due to the COVID-19 pandemic.

State	Number Exited	Percentage of ELs in LEAs Receiving Title III Subgrants Who Successfully Exited EL Status
Puerto Rico		
Rhode Island		
South Carolina		
South Dakota		
Tennessee		
Texas		
Utah		
Vermont		
Virginia		
Washington		
West Virginia		
Wisconsin		
Wyoming		
SUMMARY INFO		
Average		
Median		
Minimum		
Maximum		

SY 2019-20 data were not collected due to the COVID-19 pandemic.

NOTE: “Successfully Exited EL Status” means scoring proficient on English language proficiency assessments and meeting other exit criteria.

Table A-21a. Number and Percentage of English Learners in Language Instruction Educational Programs in Local Educational Agencies Receiving Title III Subgrants Who Are Not Proficient After Five Years: School Year 2018–19

State	Number of ELs Not Proficient After Five Years	Percentage of ELs Not Proficient After Five Years
Total	1,141,871	NR
Alabama	8,844	32.1%
Alaska	7,143	48.4%
Arizona	19,322	32.2%
Arkansas	13,766	40.4%
California	158,898	54.0%
Colorado	8,681	57.4%
Connecticut	7,612	18.8%
Delaware	4,346	31.2%
District of Columbia	3,004	36.7%
Florida	50,285	18.0%
Georgia	19,975	36.4%
Hawaii	3,551	20.5%
Idaho	7,395	39.2%
Illinois	21,604	82.0%
Indiana	14,568	93.6%
Iowa	2,160	7.1%
Kansas	11,453	92.1%
Kentucky	6,676	23.3%
Louisiana	17,034	4.0%
Maine	1,268	32.0%
Maryland	NR	NR
Massachusetts	11,755	13.9%
Michigan	9,435	50.8%
Minnesota	19,331	74.3%
Mississippi	439	5.0%
Missouri	14,860	NR
Montana	1,378	97.3%
Nebraska	1,182	5.4%
Nevada	18,658	37.0%
New Hampshire	959	47.5%
New Jersey	6,708	7.6%
New Mexico	NR	NR
New York	13,975	6.0%
North Carolina	42,048	40.3%
North Dakota	591	14.8%
Ohio	3,508	6.4%
Oklahoma	20,228	90.0%
Oregon	13,875	10.8%
Pennsylvania	14,611	87.1%
Puerto Rico	NR	NR

State	Number of ELs Not Proficient After Five Years	Percentage of ELs Not Proficient After Five Years
Rhode Island	1,473	9.0%
South Carolina	25,823	56.9%
South Dakota	1,617	82.0%
Tennessee	11,449	23.8%
Texas	407,194	38.0%
Utah	39,113	3.0%
Vermont	NR	NR
Virginia	16,417	16.2%
Washington	37,776	28.5%
West Virginia	422	21.1%
Wisconsin	18,991	18.0%
Wyoming	470	23.0%
SUMMARY INFO		
Average	23,789	36.4%
Median	11,451	32.0%
Minimum	422	3.0%
Maximum	407,194	97.3%

NOTE: NR = Not Reported

Table A-21b. Number and Percentage of English Learners in Language Instruction Educational Programs in Local Educational Agencies Receiving Title III Subgrants Who Are Not Proficient After Five Years: School Year 2019–20

State	Number of ELs Not Proficient After 5 Years	Percentage of ELs Not Proficient After 5 Years
Total		
Alabama		
Alaska		
Arizona		
Arkansas		
California		
Colorado		
Connecticut		
Delaware		
District of Columbia		
Florida		
Georgia		
Hawaii		
Idaho		
Illinois		
Indiana		
Iowa		
Kansas		
Kentucky		
Louisiana		
Maine		
Maryland		
Massachusetts		
Michigan		
Minnesota		
Mississippi		
Missouri		
Montana		
Nebraska		
Nevada		
New Hampshire		
New Jersey		
New Mexico		
New York		
North Carolina		
North Dakota		
Ohio		
Oklahoma		
Oregon		
Pennsylvania		
Puerto Rico		

SY 2019-20 data were not collected due to the COVID-19 pandemic.

State	Number of ELs Not Proficient After 5 Years	Percentage of ELs Not Proficient After 5 Years
Rhode Island		
South Carolina		
South Dakota		
Tennessee		
Texas		
Utah	SY 2019-20 data were not collected due to the COVID-19 pandemic.	
Vermont		
Virginia		
Washington		
West Virginia		
Wisconsin		
Wyoming		
SUMMARY INFO		
Average		
Median		
Minimum		
Maximum		

Table A-22. Number and Percentage of All Students, Currently Identified English Learners, and Former English Learners Who Scored Proficient or Above Proficient on State Mathematics Assessments: School Year 2018–19

State	All Students			Currently Identified ELs			Former ELs		
	Number Valid Test Takers	Number Proficient Or Above	Percent Proficient or Above	Number Valid Test Takers	Number Proficient or Above	Percent Proficient or Above	Number Tested	Number Proficient or Above	Percent Proficient or Above
Total	26,384,301	12,295,180	46.6%	3,180,869	840,895	26.4%	1,428,462	729,665	51.1%
Alabama	388,991	182,826	47.0%	14,864	3,344	22.5%	6,311	3,286	52.1%
Alaska	63,189	22,748	36.0%	8,653	1,116	12.9%	896	366	40.8%
Arizona	598,692	263,424	44.0%	43,697	4,020	9.2%	21,152	7,221	34.1%
Arkansas	296,218	139,222	47.0%	21,862	4,919	22.5%	10,959	7,708	70.3%
California	3,204,316	1,249,683	39.0%	990,697	254,609	25.7%	450,424	195,022	43.3%
Colorado	441,082	154,379	35.0%	51,490	4,377	8.5%	29,984	8,772	29.3%
Connecticut	271,674	127,687	47.0%	21,246	3,081	14.5%	11,166	4,693	42.0%
Delaware	73,488	30,865	42.0%	7,297	1,875	25.7%	2,453	1,195	48.7%
District of Columbia	37,685	11,682	31.0%	3,841	887	23.1%	1,591	734	46.1%
Florida	1,567,403	924,768	59.0%	275,637	124,864	45.3%	128,618	78,429	61.0%
Georgia	1,046,714	460,554	44.0%	66,991	14,537	21.7%	42,811	21,587	50.4%
Hawaii	94,126	39,533	42.0%	8,034	1,382	17.2%	4,316	2,001	46.4%
Idaho	165,826	72,963	44.0%	10,569	1,554	14.7%	1,742	556	31.9%
Illinois	1,009,142	322,925	32.0%	115,898	12,865	11.1%	63,856	21,865	34.2%
Indiana	537,872	242,042	45.0%	40,598	11,652	28.7%	17,393	7,302	42.0%
Iowa	258,731	178,524	69.0%	15,833	4,829	30.5%	6,760	5,477	81.0%
Kansas	249,698	82,400	33.0%	22,579	2,122	9.4%	6,050	2,133	35.3%
Kentucky	350,901	161,414	46.0%	14,333	2,594	18.1%	2,258	1,242	55.0%
Louisiana	370,039	240,525	65.0%	13,301	5,094	38.3%	2,144	1,449	67.6%
Maine	90,613	32,621	36.0%	2,653	212	8.0%	716	197	27.5%
Maryland	458,976	169,821	37.0%	36,159	3,580	9.9%	22,628	7,905	34.9%
Massachusetts	494,481	247,241	50.0%	42,302	6,853	16.2%	32,205	15,680	48.7%
Michigan	752,477	293,466	39.0%	53,059	11,991	22.6%	18,901	11,272	59.6%
Minnesota	448,859	246,872	55.0%	36,920	6,535	17.7%	21,219	8,475	39.9%
Mississippi	255,916	117,721	46.0%	8,569	3,787	44.2%	1,897	1,552	81.8%
Missouri	477,769	200,663	42.0%	17,416	3,152	18.1%	8,544	4,568	53.5%
Montana	77,581	31,808	41.0%	2,010	181	9.0%	355	95	26.8%
Nebraska	164,746	85,668	52.0%	18,708	4,845	25.9%	11,144	4,588	41.2%
Nevada	261,115	94,001	36.0%	39,790	5,292	13.3%	23,204	9,522	41.0%
New Hampshire	91,047	43,703	48.0%	2,720	490	18.0%	279	167	59.9%
New Jersey	804,076	353,793	44.0%	44,679	6,389	14.3%	32,645	12,267	37.6%
New Mexico	196,096	39,219	20.0%	34,132	2,731	8.0%	NR	NR	NR
New York	1,133,002	623,151	55.0%	101,579	22,246	21.9%	56,982	34,635	60.8%
North Carolina	822,267	345,352	42.0%	62,115	10,870	17.5%	31,177	19,844	63.6%
North Dakota	58,618	25,792	44.0%	2,014	262	13.0%	516	181	35.1%
Ohio	902,878	559,784	62.0%	25,766	6,957	27.0%	15,769	11,268	71.5%
Oklahoma	350,826	112,264	32.0%	27,999	3,696	13.2%	3,618	1,602	44.3%
Oregon	294,930	117,972	40.0%	25,538	2,120	8.3%	21,147	6,827	32.3%

State	All Students			Currently Identified ELs			Former ELs		
	Number Valid Test Takers	Number Proficient Or Above	Percent Proficient or Above	Number Valid Test Takers	Number Proficient or Above	Percent Proficient or Above	Number Tested	Number Proficient or Above	Percent Proficient or Above
Pennsylvania	902,652	406,193	45.0%	37,525	4,991	13.3%	7,610	3,983	52.3%
Puerto Rico	161,845	48,554	30.0%	451	122	27.0%	689	258	37.4%
Rhode Island	74,669	22,401	30.0%	7,756	458	5.9%	2,851	64	2.2%
South Carolina	402,895	185,332	46.0%	26,989	8,448	31.3%	8,193	5,480	66.9%
South Dakota	72,788	32,755	45.0%	2,987	388	13.0%	1,330	534	40.2%
Tennessee	514,171	200,527	39.0%	19,153	2,241	11.7%	18,417	7,556	41.0%
Texas	2,808,637	1,432,405	51.0%	576,407	210,965	36.6%	174,266	122,943	70.5%
Utah	336,260	151,317	45.0%	27,934	3,883	13.9%	4,257	1,548	36.4%
Vermont	NR	NR	NR	NR	NR	NR	NR	NR	NR
Virginia	755,770	619,731	82.0%	59,864	33,584	56.1%	41,677	36,603	87.8%
Washington	576,155	288,078	50.0%	59,755	9,262	15.5%	47,118	25,215	53.5%
West Virginia	132,458	50,334	38.0%	900	189	21.0%	602	386	64.1%
Wisconsin	425,965	178,905	42.0%	28,058	4,209	15.0%	6,822	3,067	45.0%
Wyoming	57,976	29,568	51.0%	1,542	247	16.0%	800	345	43.1%
SUMMARY INFO									
Average	517,339	241,082	44.4%	62,370	16,488	19.6%	28,569	14,593	48.2%
Median	350,901	161,414	44.0%	25,538	3,883	17.2%	8,369	4,641	44.6%
Minimum	37,685	11,682	20.0%	451	122	5.9%	279	64	2.2%
Maximum	3,204,316	1,432,405	82.0%	990,697	254,609	56.1%	450,424	195,022	87.8%

NOTE: NR = Not Reported

Table A-23. Number and Percentage of All Students, Currently Identified English Learners, and Former English Learners Who Scored Proficient or Above Proficient on State Reading/Language Arts Assessments: School Year 2018–19

State	All Students			Currently Identified ELs			Former ELs		
	Number Valid Test Takers	Number Proficient or Above	Percent Proficient or Above	Number Valid Test Takers	Number Proficient or Above	Percent Proficient or Above	Number Tested	Number Proficient or Above	Percent Proficient or Above
Total	26,513,074	13,493,474	50.9%	3,159,514	754,119	23.9%	1,423,494	805,353	56.6%
Alabama	388,176	176,232	45.4%	13,897	1,431	10.3%	6,315	3,212	50.9%
Alaska	63,116	24,615	39.0%	8,548	846	9.9%	895	446	49.8%
Arizona	599,313	269,691	45.0%	43,387	2,083	4.8%	90	5	5.6%
Arkansas	296,013	133,206	45.0%	21,843	3,102	14.2%	10,955	7,429	67.8%
California	3,196,092	1,630,007	51.0%	977,821	314,858	32.2%	450,969	260,247	57.7%
Colorado	440,462	207,017	47.0%	50,756	5,076	10.0%	30,000	13,543	45.1%
Connecticut	268,850	153,245	57.0%	17,887	2,594	14.5%	11,091	5,836	52.6%
Delaware	73,235	38,082	52.0%	6,926	1,842	26.6%	2,459	1,583	64.4%
District of Columbia	37,713	13,954	37.0%	3,817	771	20.2%	1,591	905	56.9%
Florida	1,682,165	942,012	56.0%	281,517	97,968	34.8%	137,346	76,335	55.6%
Georgia	919,164	413,624	45.0%	60,993	7,624	12.5%	44,618	20,692	46.4%
Hawaii	93,184	50,319	54.0%	7,252	1,081	14.9%	4,315	2,511	58.2%
Idaho	165,479	91,013	55.0%	9,954	1,762	17.7%	1,743	751	43.1%
Illinois	1,010,959	374,055	37.0%	116,115	11,495	9.9%	63,949	27,173	42.5%
Indiana	536,296	262,785	49.0%	39,761	10,020	25.2%	16,715	8,347	49.9%
Iowa	257,981	175,427	68.0%	15,791	3,521	22.3%	6,754	5,553	82.2%
Kansas	248,745	92,036	37.0%	21,364	1,602	7.5%	6,056	2,372	39.2%
Kentucky	349,838	195,909	56.0%	13,250	2,544	19.2%	2,258	1,343	59.5%
Louisiana	370,153	262,809	71.0%	13,269	4,339	32.7%	2,150	1,525	70.9%
Maine	90,311	50,574	56.0%	2,307	346	15.0%	715	398	55.7%
Maryland	459,313	211,284	46.0%	35,741	2,895	8.1%	22,647	10,062	44.4%
Massachusetts	494,867	262,280	53.0%	42,280	5,708	13.5%	32,234	16,344	50.7%
Michigan	751,047	368,013	49.0%	52,004	12,273	23.6%	18,905	13,753	72.7%
Minnesota	455,077	268,495	59.0%	37,094	5,045	13.6%	21,080	9,841	46.7%
Mississippi	260,214	106,688	41.0%	8,561	2,423	28.3%	1,222	859	70.3%
Missouri	476,781	233,623	49.0%	16,389	2,573	15.7%	8,651	5,030	58.1%
Montana	77,662	38,831	50.0%	1,989	199	10.0%	356	126	35.4%
Nebraska	164,820	85,706	52.0%	18,718	4,286	22.9%	11,146	4,520	40.6%
Nevada	261,033	125,296	48.0%	39,696	5,756	14.5%	23,210	14,048	60.5%
New Hampshire	90,781	50,837	56.0%	2,534	456	18.0%	279	195	69.9%
New Jersey	806,285	459,582	57.0%	37,812	4,727	12.5%	32,733	15,758	48.1%
New Mexico	198,962	63,668	32.0%	33,409	3,742	11.2%	NR	NR	NR
New York	1,118,476	592,792	53.0%	90,619	12,868	14.2%	52,276	30,150	57.7%
North Carolina	837,301	385,158	46.0%	63,403	7,101	11.2%	31,284	13,175	42.1%
North Dakota	58,365	27,432	47.0%	1,908	286	15.0%	516	223	43.2%
Ohio	911,792	583,547	64.0%	26,118	5,119	19.6%	16,115	11,683	72.5%
Oklahoma	351,087	115,859	33.0%	28,032	2,439	8.7%	3,622	1,573	43.4%
Oregon	295,910	159,791	54.0%	24,187	1,790	7.4%	21,234	10,093	47.5%

State	All Students			Currently Identified ELs			Former ELs		
	Number Valid Test Takers	Number Proficient or Above	Percent Proficient or Above	Number Valid Test Takers	Number Proficient or Above	Percent Proficient or Above	Number Tested	Number Proficient or Above	Percent Proficient or Above
Pennsylvania	898,996	557,378	62.0%	34,237	6,642	19.4%	7,602	5,635	74.1%
Puerto Rico	162,044	72,920	45.0%	451	131	29.0%	689	336	48.8%
Rhode Island	73,981	29,592	40.0%	7,042	521	7.4%	2,854	91	3.2%
South Carolina	404,807	194,307	48.0%	27,079	7,041	26.0%	8,329	5,731	68.8%
South Dakota	72,598	39,203	54.0%	2,797	475	17.0%	1,330	720	54.1%
Tennessee	519,934	181,977	35.0%	18,702	935	5.0%	18,065	5,171	28.6%
Texas	3,021,227	1,419,977	47.0%	616,112	152,180	24.7%	186,765	119,695	64.1%
Utah	337,386	158,571	47.0%	27,895	2,985	10.7%	4,233	1,727	40.8%
Vermont	NR	NR	NR	NR	NR	NR	NR	NR	NR
Virginia	671,801	524,005	78.0%	49,030	16,866	34.4%	39,698	33,411	84.2%
Washington	577,490	352,269	61.0%	59,336	8,426	14.2%	47,208	30,994	65.7%
West Virginia	132,514	60,956	46.0%	898	135	15.0%	603	448	74.3%
Wisconsin	425,410	174,418	41.0%	27,514	2,972	10.8%	6,824	3,372	49.4%
Wyoming	57,868	32,406	56.0%	1,472	221	15.0%	800	383	47.9%
SUMMARY INFO									
Average	519,864	264,578	50.0%	61,951	14,787	16.7%	28,470	16,107	53.2%
Median	351,087	175,427	49.0%	24,187	2,972	14.9%	7,966	5,101	51.7%
Minimum	37,713	13,954	32.0%	451	131	4.8%	90	5	3.2%
Maximum	3,196,092	1,630,007	78.0%	977,821	314,858	34.8%	450,969	260,247	84.2%

NOTE: NR = Not Reported

Table A-24. Number and Percentage of All Students, Currently Identified English Learners, and Former English Learners Who Scored Proficient or Above Proficient on State Mathematics Assessments: School Year 2019–20

State	All Students			Currently Identified ELs			Former ELs		
	Number Valid Test Takers	Number Proficient or Above	Percent Proficient or Above	Number Valid Test Takers	Number Proficient or Above	Percent Proficient or Above	Number Tested	Number Proficient or Above	Percent Proficient or Above
Total									
Alabama									
Alaska									
Arizona									
Arkansas									
California									
Colorado									
Connecticut									
Delaware									
District of Columbia									
Florida									
Georgia									
Hawaii									
Idaho									
Illinois									
Indiana									
Iowa									
Kansas									
Kentucky									
Louisiana									
Maine									
Maryland									
Massachusetts									
Michigan									
Minnesota									
Mississippi									
Missouri									
Montana									
Nebraska									
Nevada									
New Hampshire									
New Jersey									
New Mexico									
New York									
North Carolina									
North Dakota									
Ohio									
Oklahoma									
Oregon									

SY 2019-20 data were not collected due to the COVID-19 pandemic.

State	All Students			Currently Identified ELs			Former ELs		
	Number Valid Test Takers	Number Proficient or Above	Percent Proficient or Above	Number Valid Test Takers	Number Proficient or Above	Percent Proficient or Above	Number Tested	Number Proficient or Above	Percent Proficient or Above
Pennsylvania									
Puerto Rico									
Rhode Island									
South Carolina									
South Dakota									
Tennessee									
Texas									
Utah									
Vermont									
Virginia									
Washington									
West Virginia									
Wisconsin									
Wyoming									
SUMMARY INFO									
Average									
Median									
Minimum									
Maximum									

SY 2019-20 data were not collected due to the COVID-19 pandemic.

Table A-25. Number and Percentage of All Students, Currently Identified English Learners, and Former English Learners Who Scored Proficient or Above Proficient on State Reading/Language Arts Assessments: School Year 2019–20

State	All Students			Currently Identified ELs			Former ELs		
	Number Valid Test Takers	Number Proficient or Above	Percent Proficient or Above	Number Valid Test Takers	Number Proficient or Above	Percent Proficient or Above	Number Tested	Number Proficient or Above	Percent Proficient or Above
Total									
Alabama									
Alaska									
Arizona									
Arkansas									
California									
Colorado									
Connecticut									
Delaware									
District of Columbia									
Florida	SY 2019-20 data were not collected due to the COVID-19 pandemic.								
Georgia									
Hawaii									
Idaho									
Illinois									
Indiana									
Iowa									
Kansas									
Kentucky									
Louisiana									
Maine									
Maryland									
Massachusetts									
Michigan									
Minnesota									
Mississippi									
Missouri									
Montana									
Nebraska									
Nevada									
New Hampshire									
New Jersey									
New Mexico									
New York									
North Carolina									
North Dakota									
Ohio									
Oklahoma									
Oregon									

SY 2019-20 data were not collected due to the COVID-19 pandemic.

State	All Students			Currently Identified ELs			Former ELs			
	Number Valid Test Takers	Number Proficient or Above	Percent Proficient or Above	Number Valid Test Takers	Number Proficient or Above	Percent Proficient or Above	Number Tested	Number Proficient or Above	Percent Proficient or Above	
Pennsylvania										
Puerto Rico										
Rhode Island										
South Carolina										
South Dakota										
Tennessee										
Texas										
Utah	SY 2019-20 data were not collected due to the COVID-19 pandemic.									
Vermont										
Virginia										
Washington										
West Virginia										
Wisconsin										
Wyoming										
SUMMARY INFO										
Average										
Median										
Minimum										
Maximum										

Table A-26. Number and Percentage of All Students, Currently Identified English Learners, and Former English Learners Who Scored Proficient or Above Proficient on State Science Assessments: School Year 2018–19

State	All Students			Currently Identified ELs			Former ELs		
	Number Valid Test Takers	Number Proficient or Above	Percent Proficient or Above	Number Valid Test Takers	Number Proficient or Above	Percent Proficient or Above	Number Tested	Number Proficient or Above	Percent Proficient or Above
Total	10,807,159	5,399,624	50.0%	967,755	177,378	18.3%	570,908	255,649	44.8%
Alabama	163,386	63,557	38.9%	4,787	388	8.1%	2,791	93	3.3%
Alaska	25,321	11,243	44.4%	3,389	346	10.2%	140	52	37.1%
Arizona	248,695	130,067	52.3%	15,420	1,557	10.1%	12,696	4,578	36.1%
Arkansas	295,670	118,564	40.1%	21,830	2,751	12.6%	10,956	6,174	56.4%
California	1,208,780	359,008	29.7%	170,117	5,274	3.1%	186,013	47,195	25.4%
Colorado	163,895	50,480	30.8%	17,486	437	2.5%	11,855	2,257	19.0%
Connecticut	117,094	59,718	51.0%	7,539	784	10.4%	4,933	2,187	44.3%
Delaware	31,593	10,268	32.5%	2,285	114	5.0%	789	242	30.7%
District of Columbia	14,357	1,809	12.6%	1,373	69	5.0%	138	25	18.1%
Florida	616,094	348,709	56.6%	96,196	32,610	33.9%	48,401	26,460	54.7%
Georgia	396,827	176,191	44.4%	20,344	2,217	10.9%	14,238	6,518	45.8%
Hawaii	37,340	16,318	43.7%	2,991	359	12.0%	816	401	49.1%
Idaho	68,038	40,142	59.0%	3,453	559	16.2%	584	265	45.4%
Illinois	430,892	208,121	48.3%	40,124	6,219	15.5%	19,754	11,185	56.6%
Indiana	221,450	106,296	48.0%	16,844	3,318	19.7%	7,869	3,111	39.5%
Iowa	111,260	62,973	56.6%	6,432	907	14.1%	2,572	1,262	49.1%
Kansas	104,442	37,181	35.6%	8,640	648	7.5%	2,522	854	33.9%
Kentucky	147,071	43,239	29.4%	5,796	336	5.8%	592	188	31.8%
Louisiana	364,166	217,043	59.6%	12,989	3,754	28.9%	2,090	1,310	62.7%
Maine	38,386	23,032	60.0%	974	107	11.0%	307	138	45.0%
Maryland	185,261	84,850	45.8%	11,017	297	2.7%	7,573	2,205	29.1%
Massachusetts	213,785	119,933	56.1%	15,095	1,479	9.8%	12,567	5,543	44.1%
Michigan	6,299	3,584	56.9%	385	185	48.0%	NR	NR	NR
Minnesota	189,542	96,098	50.7%	12,659	835	6.6%	9,079	2,327	25.6%
Mississippi	110,274	58,886	53.4%	3,102	1,207	38.9%	497	477	96.0%
Missouri	201,212	84,107	41.8%	5,889	489	8.3%	3,220	1,522	47.3%
Montana	32,396	19,956	61.6%	770	131	17.0%	114	46	40.4%
Nebraska	70,375	43,703	62.1%	7,681	2,212	28.8%	3,570	1,795	50.3%
Nevada	112,317	31,224	27.8%	15,299	413	2.7%	10,439	2,943	28.2%
New Hampshire	37,716	15,162	40.2%	890	62	7.0%	144	63	43.8%
New Jersey	295,068	74,652	25.3%	13,364	267	2.0%	9,955	1,432	14.4%
New Mexico	74,011	25,756	34.8%	12,841	1,528	11.9%	NR	NR	NR
New York	510,403	419,551	82.2%	37,068	17,088	46.1%	29,098	21,947	75.4%
North Carolina	343,000	213,346	62.2%	22,085	5,676	25.7%	8,890	5,784	65.1%
North Dakota	24,100	14,894	61.8%	730	117	16.0%	148	67	45.3%
Ohio	388,947	267,596	68.8%	9,993	2,468	24.7%	5,976	4,280	71.6%
Oklahoma	144,473	49,843	34.5%	9,075	762	8.4%	1,490	673	45.2%
Oregon	NR	NR	NR	NR	NR	NR	NR	NR	NR

State	All Students			Currently Identified ELs			Former ELs		
	Number Valid Test Takers	Number Proficient or Above	Percent Proficient or Above	Number Valid Test Takers	Number Proficient or Above	Percent Proficient or Above	Number Tested	Number Proficient or Above	Percent Proficient or Above
Pennsylvania	378,389	247,845	65.5%	14,762	3,705	25.1%	2,327	1,712	73.6%
Puerto Rico	68,963	32,482	47.1%	166	56	34.0%	226	100	44.2%
Rhode Island	31,486	9,761	31.0%	2,918	88	3.0%	NR	NR	NR
South Carolina	238,081	126,897	53.3%	14,750	4,602	31.2%	4,536	3,336	73.5%
South Dakota	29,791	11,946	40.1%	1,063	43	4.0%	557	182	32.7%
Tennessee	NR	NR	NR	NR	NR	NR	NR	NR	NR
Texas	1,267,696	669,343	52.8%	225,054	58,514	26.0%	89,760	59,596	66.4%
Utah	288,259	140,094	48.6%	22,195	2,619	11.8%	4,117	1,702	41.3%
Vermont	NR	NR	NR	NR	NR	NR	NR	NR	NR
Virginia	281,670	224,773	79.8%	18,249	6,351	34.8%	16,993	14,229	83.7%
Washington	220,515	115,991	52.6%	20,079	1,707	8.5%	16,090	7,521	46.7%
West Virginia	55,565	17,947	32.3%	358	36	10.0%	263	157	59.7%
Wisconsin	181,510	84,947	46.8%	10,618	1,614	15.2%	3,034	1,439	47.4%
Wyoming	21,298	10,500	49.3%	591	71	12.0%	189	76	40.2%
SUMMARY INFO									
Average	220,554	110,196	47.7%	19,750	3,620	15.6%	12,411	5,558	46.0%
Median	163,386	62,973	48.3%	9,993	784	11.8%	3,395	1,612	45.1%
Minimum	6,299	1,809	12.6%	166	36	2.0%	114	25	3.3%
Maximum	1,267,696	669,343	82.2%	225,054	58,514	48.0%	186,013	59,596	96.0%

NOTE: NR = Not Reported

Table A-27. Number and Percentage of All Students, Currently Identified English Learners, and Former English Learners Who Scored Proficient or Above Proficient on State Science Assessments: School Year 2019–20

State	All Students			Currently Identified ELs			Former ELs		
	Number Valid Test Takers	Number Proficient or Above	Percent Proficient or Above	Number Valid Test Takers	Number Proficient or Above	Percent Proficient or Above	Number Tested	Number Proficient or Above	Percent Proficient or Above
Total									
Alabama									
Alaska									
Arizona									
Arkansas									
California									
Colorado									
Connecticut									
Delaware									
District of Columbia									
Florida									
Georgia									
Hawaii									
Idaho									
Illinois									
Indiana									
Iowa									
Kansas									
Kentucky									
Louisiana									
Maine									
Maryland									
Massachusetts									
Michigan									
Minnesota									
Mississippi									
Missouri									
Montana									
Nebraska									
Nevada									
New Hampshire									
New Jersey									
New Mexico									
New York									
North Carolina									
North Dakota									
Ohio									
Oklahoma									
Oregon									

SY 2019-20 data were not collected due to the COVID-19 pandemic.

State	All Students			Currently Identified ELs			Former ELs		
	Number Valid Test Takers	Number Proficient or Above	Percent Proficient or Above	Number Valid Test Takers	Number Proficient or Above	Percent Proficient or Above	Number Tested	Number Proficient or Above	Percent Proficient or Above
Pennsylvania									
Puerto Rico									
Rhode Island									
South Carolina									
South Dakota									
Tennessee									
Texas									
Utah									
Vermont									
Virginia									
Washington									
West Virginia									
Wisconsin									
Wyoming									
SUMMARY INFO									
Average									
Median									
Minimum									
Maximum									

SY 2019-20 data were not collected due to the COVID-19 pandemic.

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

Introduction to State Profiles

This appendix provides information for each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico (collectively indicated hereafter as “states”) on demographics and programs for K–12 ELs, former ELs, and immigrant children and youth.¹³² It also includes information on achievement for K–12 ELs, former ELs, and all students.

Terminology used in the state profiles includes the following:

- EL stands for English learner.
- Former ELs are students who exited language instruction educational programs (LIEPs) provided by LEAs receiving Title III subgrants because they attained English proficiency and are participating fully in classes alongside non-ELs. Under the *ESEA*, the progress of former ELs is reported for four years.
- ELs with disabilities is a data element required by the *ESEA*. The number and percentage of ELs who are eligible for services under the *Individuals with Disabilities Education Act (IDEA)* are included.
- Immigrant children and youth are students 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.
- LIEPs for ELs help ELs develop and attain English language proficiency while meeting challenging state academic standards. LIEPs may use both English and an EL’s native language.
- “Exited ELs” refers to ELs who have exited an LIEP provided by an LEA receiving a Title III subgrant because they attained proficiency in English.
- “ELs who did not attain proficiency after five years” refers to ELs who did not exit EL status after five years upon their first enrollment in the LEA as an EL.
- “All students” is used when reporting content assessment proficiency results. It refers to all students who participated in the statewide annual assessment, including ELs, former ELs, and ELs with disabilities.

When the number “0” is listed in a state profile, it signifies that the state reported no students in the category. If the state did not provide any information, the cell or table is blank. Please note that numbers and percentages reflect rounding.

Each SEA is required to provide

- the number of identified ELs, the number of ELs served in LIEPs provided by LEAs that received Title III subgrants, and the number of former ELs;
- the percentage of ELs making progress towards attaining English language proficiency (ELP) and the percentage of students attaining ELP, as defined by the SEA;

¹³² In Puerto Rico, limited Spanish-proficient students are identified and served in LIEPs offered by its LEA that receives a Title III subgrant.

- the percentages of ELs, former ELs, and all students scoring proficient or above proficient on assessments in the subject areas of reading/language arts, mathematics, and science;
- the number of immigrant children and youth identified and enrolled in LEAs receiving Title III subgrants to serve immigrant children and youth;
- the five most commonly spoken languages of ELs in K–12 schools in the state, other than English, and the number and percentages of identified ELs speaking each of the languages listed (language names are presented as they were reported by the SEA);
- the types of LIEPs offered by the state’s LEAs receiving Title III subgrants; and
- the number of certified/licensed teachers in LIEPs provided by LEAs receiving Title III subgrants and the number of additional teachers the SEA anticipated needing in five years.

Most information is provided for each state as a whole (e.g., numbers of students, national rank of EL population, results from ELP and content assessments). Some of the information in the state profiles are provided based on the state’s Title III subgrantees (e.g., LIEPs, ELs’ languages). In addition, each profile includes the total Title III allocation the state received for each school year.

Comparisons across states are likely to raise measurement challenges, since 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, academic achievement, and teacher certification.

Lastly, due the assessment waivers granted to SEAs in SY 2019–20 as a result of the COVID-19 pandemic, state profile data for some of the SY 2019–20 exhibits are missing.

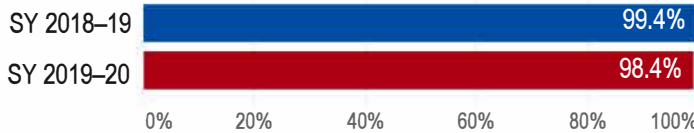
ALABAMA

State Summary

	SY 2018–19	SY 2019–20
Title III Funding	\$3,727,880	\$3,714,193
Total Number of ELs	27,684	31,903
National Rank of EL Population	33	32

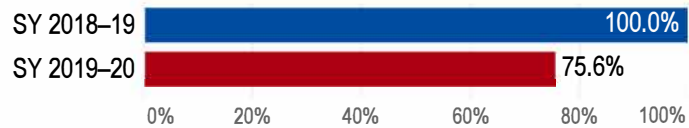
Title III-Served English Learners

(percentage of total state-identified ELs)



Title III-Served Immigrant Children and Youth

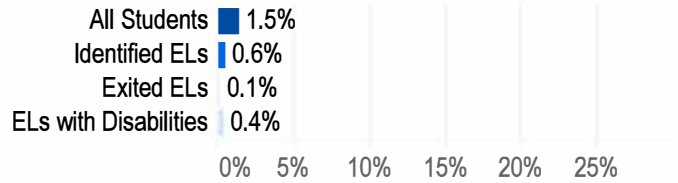
(percentage of total state immigrant children)



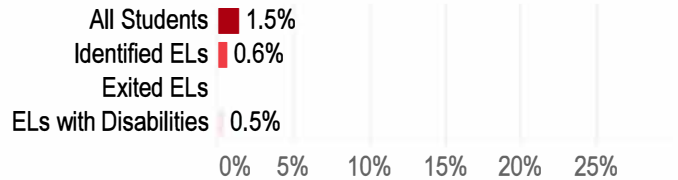
National Comparisons

(percentage of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

SY 2018–19

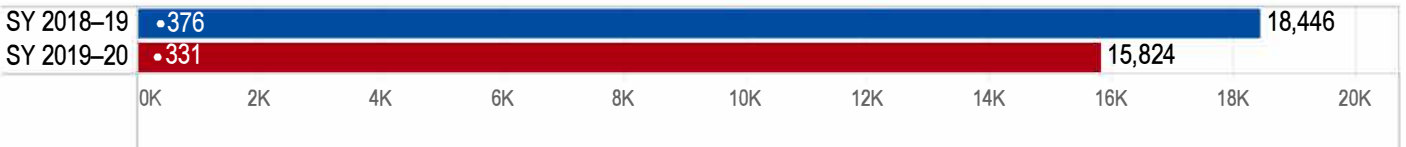


SY 2019–20



Number of Certified/Licensed Teachers Working in Title III Language Instruction Educational Programs (LIEPs)

Point (*) indicates additional teachers needed in the next five years



Top Five Languages Spoken by ELs

(percentage of total state-identified ELs)

SY 2018–19	Number of Speakers	Percent	SY 2019–20	Number of Speakers	Percent
Spanish; Castilian	21,533	77.8%	Spanish; Castilian	24,770	77.6%
Arabic	631	2.3%	Central American Indian (Other)	710	2.2%
Korean	490	1.8%	Arabic	613	1.9%
Chinese	389	1.4%	Korean	545	1.7%
Vietnamese	373	1.3%	Mayan languages	511	1.6%

Notes:

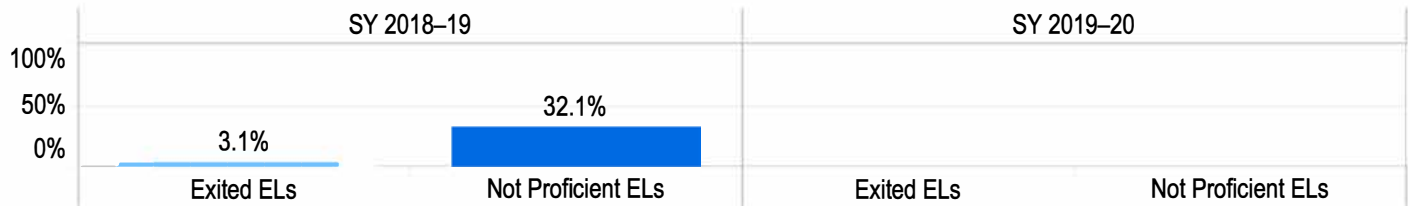
1. *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program: School Years 2018–2020* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs) attain English proficiency and are achieving in mathematics, reading/language arts, and science at the same high levels set by the states for all students. In Puerto Rico, where the language of instruction is Spanish, the effort is to ensure all Spanish learners (SLs) attain proficiency in Spanish. Source: *Consolidated State Performance Report, SY 2018–20*. ED Facts, SY 2018–20.

2. Blank charts or table cells indicate that data was not available, not that the value is zero. Values of zero are indicated by data labels.

ALABAMA (Continued)

Exited ELs and ELs Who Were Not Proficient After Five Years

(percentage of total state exited ELs and ELs not proficient after five or more years, respectively)



Title III-Enrolled Student Participation in LIEPs

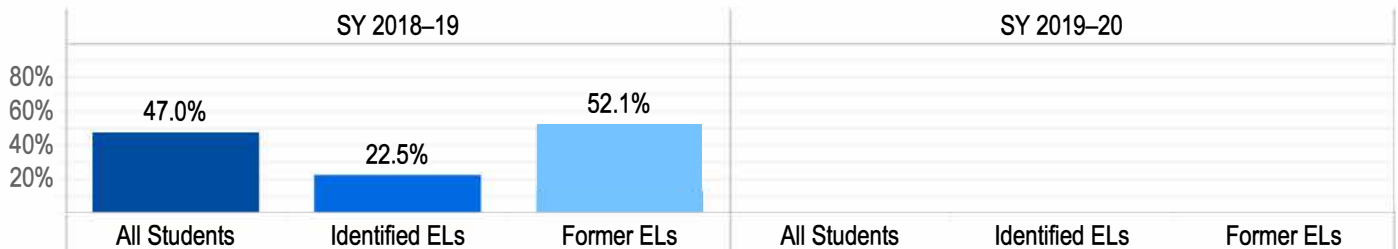
In SY 2018-19, student counts were unduplicated, meaning each student could only be reported as participating in one LIEP. In SY 2019-20, students could be reported as participating in multiple LIEPs, therefore, percentages may exceed 100%.

	SY 2018-19	SY 2019-20
Content classes with integrated ESL support	1.7%	3.8%
Dual language or two-way immersion		
English as a Second Language (ESL) or English language development (ELD)	97.7%	93.5%
Newcomer programs		1.2%
Transitional bilingual or early-exit bilingual education		
Other		

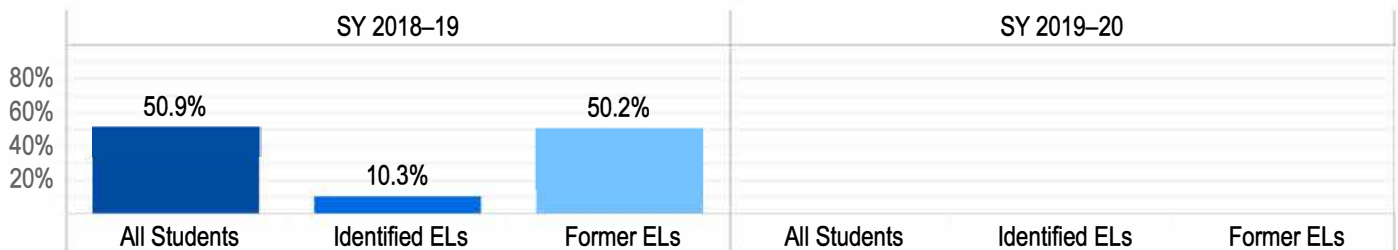
Content Assessment Proficiency Results by Subject

SY 2019-20 content assessment data were not collected due to the COVID-19 pandemic.

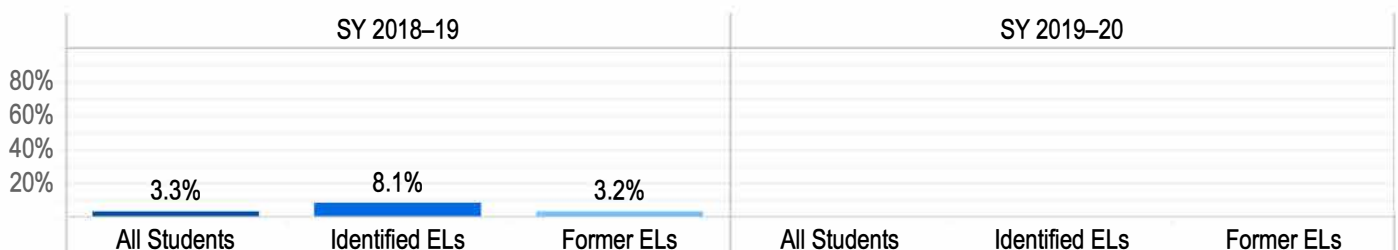
Mathematics



Reading/Language Arts



Science



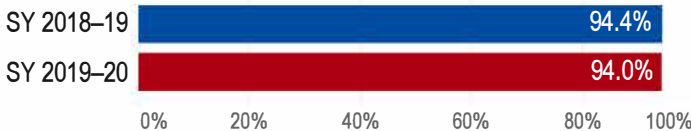
ALASKA

State Summary

	SY 2018–19	SY 2019–20
Title III Funding	\$1,293,503	\$1,280,203
Total Number of ELs	15,470	15,346
National Rank of EL Population	39	40

Title III-Served English Learners

(percentage of total state-identified ELs)



Title III-Served Immigrant Children and Youth

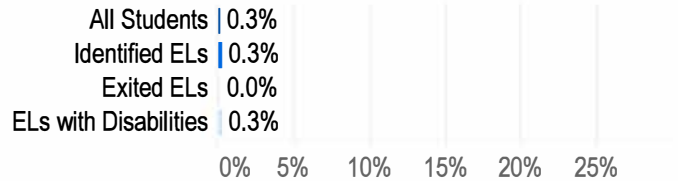
(percentage of total state immigrant children)



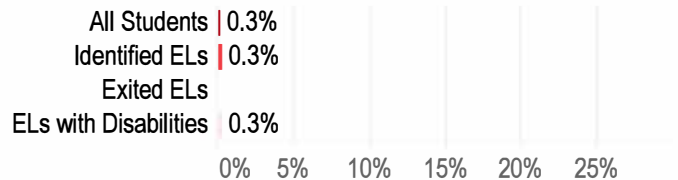
National Comparisons

(percentage of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

SY 2018–19

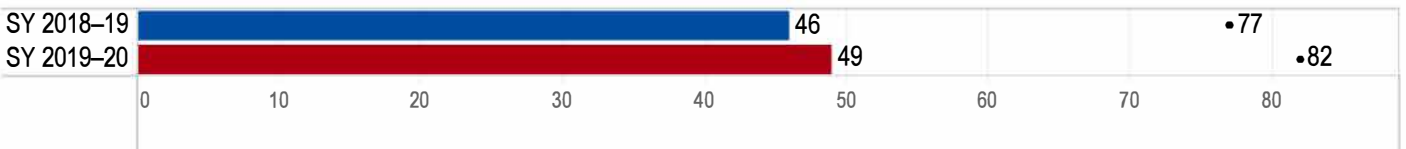


SY 2019–20



Number of Certified/Licensed Teachers Working in Title III Language Instruction Educational Programs (LIEPs)

Point (*) indicates additional teachers needed in the next five years



Top Five Languages Spoken by ELs

(percentage of total state-identified ELs)

SY 2018–19	Number of Speakers	Percent	SY 2019–20	Number of Speakers	Percent
Yupik languages	5,364	34.7%	Yupik languages	5,179	33.7%
Spanish; Castilian	2,089	13.5%	Spanish; Castilian	2,122	13.8%
Filipino; Pilipino	1,761	11.4%	Filipino; Pilipino	1,797	11.7%
Samoan	1,602	10.4%	Samoan	1,701	11.1%
Hmong	1,169	7.6%	Hmong	1,153	7.5%

Notes:

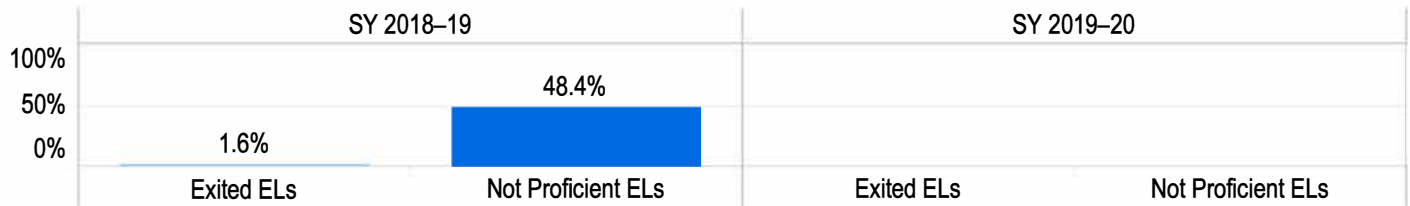
1. *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program: School Years 2018–2020* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs) attain English proficiency and are achieving in mathematics, reading/language arts, and science at the same high levels set by the states for all students. In Puerto Rico, where the language of instruction is Spanish, the effort is to ensure all Spanish learners (SLs) attain proficiency in Spanish. Source: *Consolidated State Performance Report, SY 2018–20*. EDataFacts, SY 2018–20.

2. Blank charts or table cells indicate that data was not available, not that the value is zero. Values of zero are indicated by data labels.

ALASKA (Continued)

Exited ELs and ELs Who Were Not Proficient After Five Years

(percentage of total state exited ELs and ELs not proficient after five or more years, respectively)



Title III-Enrolled Student Participation in LIEPs

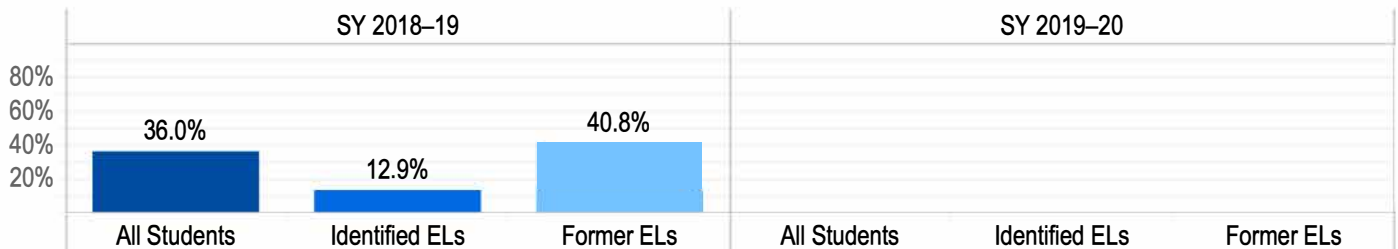
In SY 2018-19, student counts were unduplicated, meaning each student could only be reported as participating in one LIEP. In SY 2019-20, students could be reported as participating in multiple LIEPs, therefore, percentages may exceed 100%.

	SY 2018-19	SY 2019-20
Content classes with integrated ESL support	41.7%	54.2%
Dual language or two-way immersion	8.2%	15.9%
English as a Second Language (ESL) or English language development (ELD)	7.0%	21.5%
Newcomer programs	1.1%	0.6%
Transitional bilingual or early-exit bilingual education		1.8%
Other		

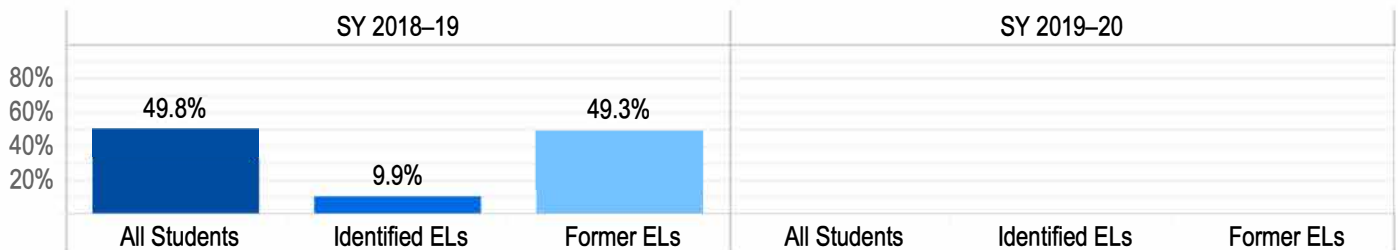
Content Assessment Proficiency Results by Subject

SY 2019-20 content assessment data were not collected due to the COVID-19 pandemic.

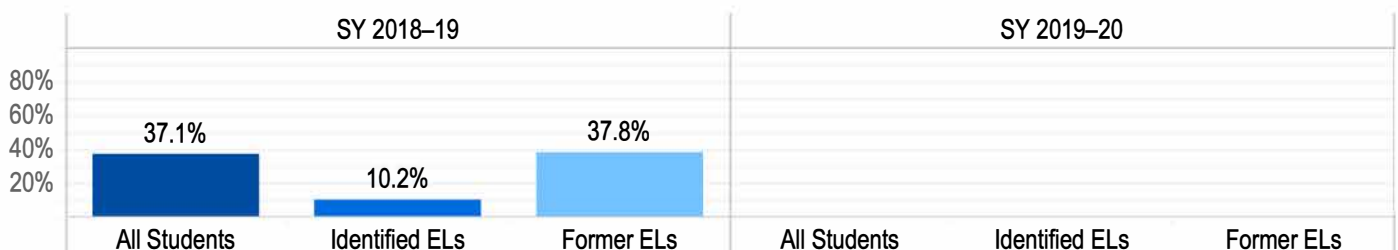
Mathematics



Reading/Language Arts



Science



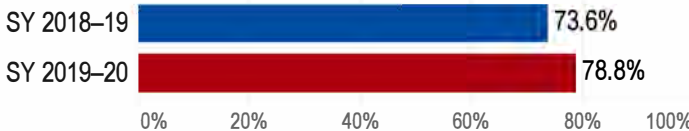
ARIZONA

State Summary

	SY 2018–19	SY 2019–20
Title III Funding	\$13,281,914	\$13,266,227
Total Number of ELs	81,549	74,834
National Rank of EL Population	15	16

Title III-Served English Learners

(percentage of total state-identified ELs)



Title III-Served Immigrant Children and Youth

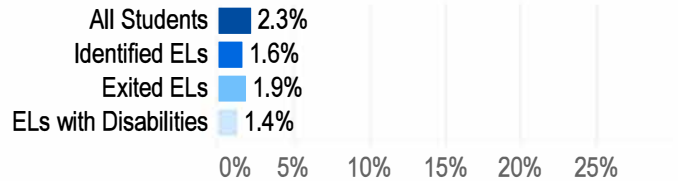
(percentage of total state immigrant children)



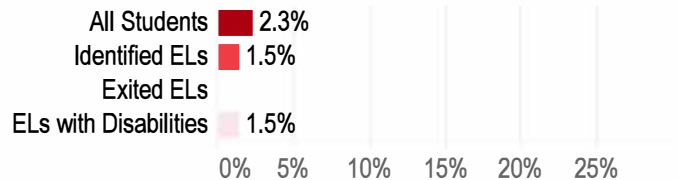
National Comparisons

(percentage of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

SY 2018–19

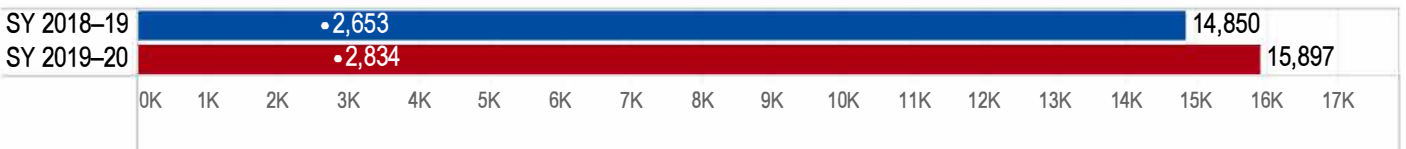


SY 2019–20



Number of Certified/Licensed Teachers Working in Title III Language Instruction Educational Programs (LIEPs)

Point (*) indicates additional teachers needed in the next five years



Top Five Languages Spoken by ELs

(percentage of total state-identified ELs)

SY 2018–19	Number of Speakers	Percent	SY 2019–20	Number of Speakers	Percent
Spanish; Castilian	60,367	74.0%	Spanish; Castilian	60,618	81.0%
Arabic	1,779	2.2%	Arabic	1,542	2.1%
Swahili	903	1.1%	Swahili	990	1.3%
Vietnamese	726	0.9%	Navajo; Navaho	851	1.1%
Navajo; Navaho	498	0.6%	Vietnamese	646	0.9%

Notes:

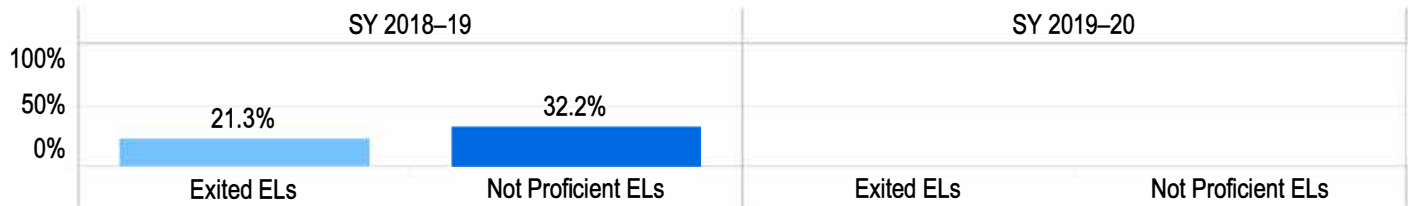
1. *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program: School Years 2018–2020* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs) attain English proficiency and are achieving in mathematics, reading/language arts, and science at the same high levels set by the states for all students. In Puerto Rico, where the language of instruction is Spanish, the effort is to ensure all Spanish learners (SLs) attain proficiency in Spanish. Source: *Consolidated State Performance Report, SY 2018–20*. EDFacts, SY 2018–20.

2. Blank charts or table cells indicate that data was not available, not that the value is zero. Values of zero are indicated by data labels.

ARIZONA (Continued)

Exited ELs and ELs Who Were Not Proficient After Five Years

(percentage of total state exited ELs and ELs not proficient after five or more years, respectively)



Title III-Enrolled Student Participation in LIEPs

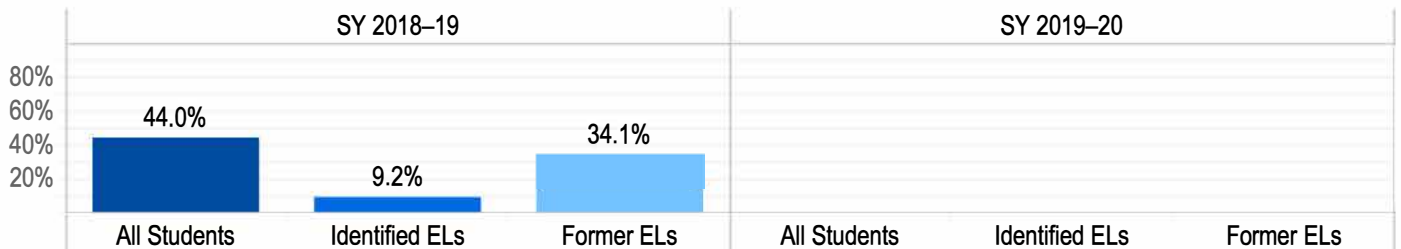
In SY 2018-19, student counts were unduplicated, meaning each student could only be reported as participating in one LIEP. In SY 2019-20, students could be reported as participating in multiple LIEPs, therefore, percentages may exceed 100%.

	SY 2018-19	SY 2019-20
Content classes with integrated ESL support	18.3%	21.2%
Dual language or two-way immersion	0.6%	0.7%
English as a Second Language (ESL) or English language development (ELD)	54.7%	56.9%
Newcomer programs		
Transitional bilingual or early-exit bilingual education		
Other		

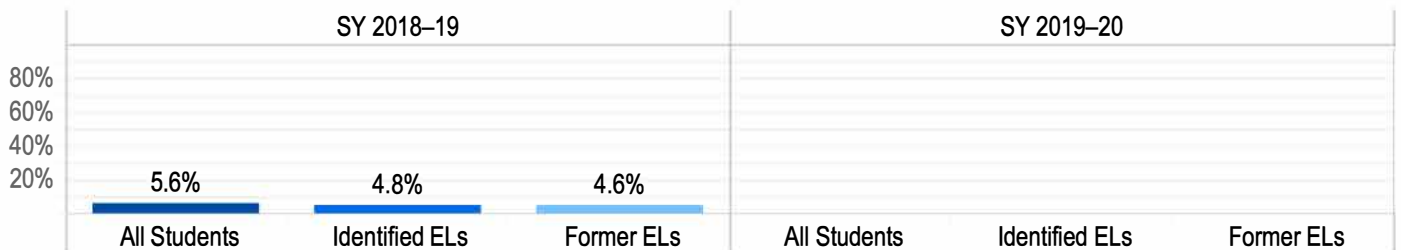
Content Assessment Proficiency Results by Subject

SY 2019-20 content assessment data were not collected due to the COVID-19 pandemic.

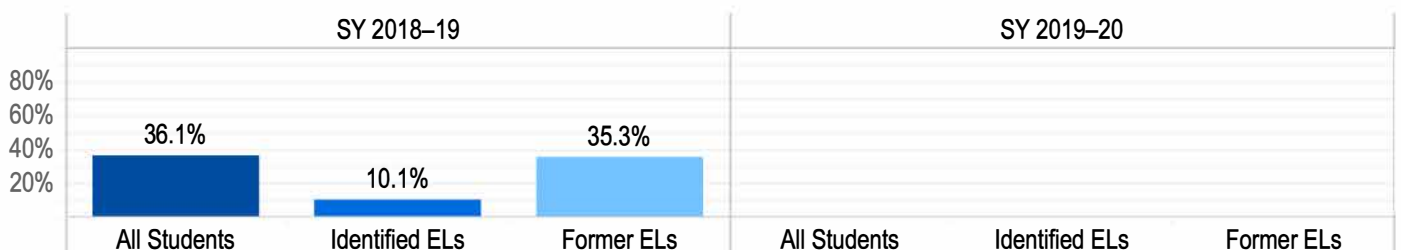
Mathematics



Reading/Language Arts



Science



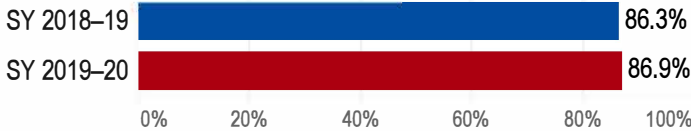
ARKANSAS

State Summary

	SY 2018–19	SY 2019–20
Title III Funding	\$3,621,488	\$3,722,783
Total Number of ELs	38,501	39,318
National Rank of EL Population	30	30

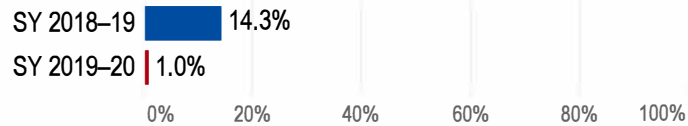
Title III-Served English Learners

(percentage of total state-identified ELs)



Title III-Served Immigrant Children and Youth

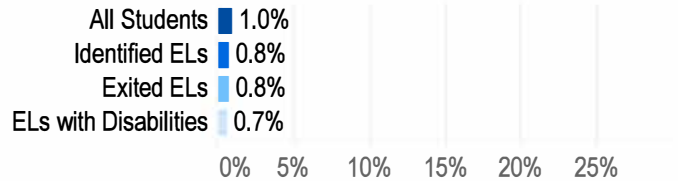
(percentage of total state immigrant children)



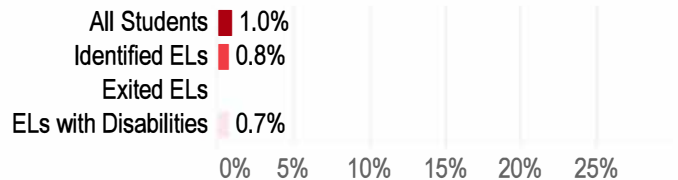
National Comparisons

(percentage of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

SY 2018–19

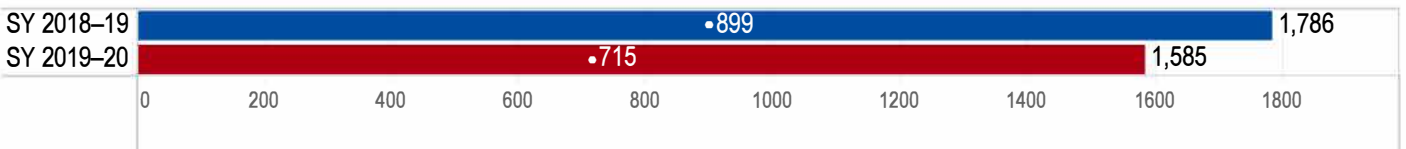


SY 2019–20



Number of Certified/Licensed Teachers Working in Title III Language Instruction Educational Programs (LIEPs)

Point (*) indicates additional teachers needed in the next five years



Top Five Languages Spoken by ELs

(percentage of total state-identified ELs)

SY 2018–19	Number of Speakers	Percent	SY 2019–20	Number of Speakers	Percent
Spanish; Castilian	31,679	82.3%	Spanish; Castilian	32,249	82.0%
Marshallese	3,095	8.0%	Marshallese	3,165	8.0%
Vietnamese	439	1.1%	Vietnamese	444	1.1%
Arabic	390	1.0%	Arabic	378	1.0%
Chinese	280	0.7%	Chinese	309	0.8%

Notes:

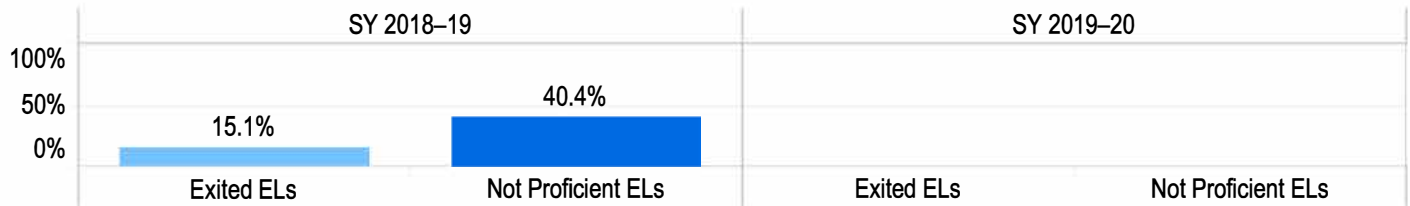
1. *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program: School Years 2018–2020* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs) attain English proficiency and are achieving in mathematics, reading/language arts, and science at the same high levels set by the states for all students. In Puerto Rico, where the language of instruction is Spanish, the effort is to ensure all Spanish learners (SLs) attain proficiency in Spanish. Source: *Consolidated State Performance Report, SY 2018–20*. EDFacts, SY 2018–20.

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ARKANSAS (Continued)

Exited ELs and ELs Who Were Not Proficient After Five Years

(percentage of total state exited ELs and ELs not proficient after five or more years, respectively)



Title III-Enrolled Student Participation in LIEPs

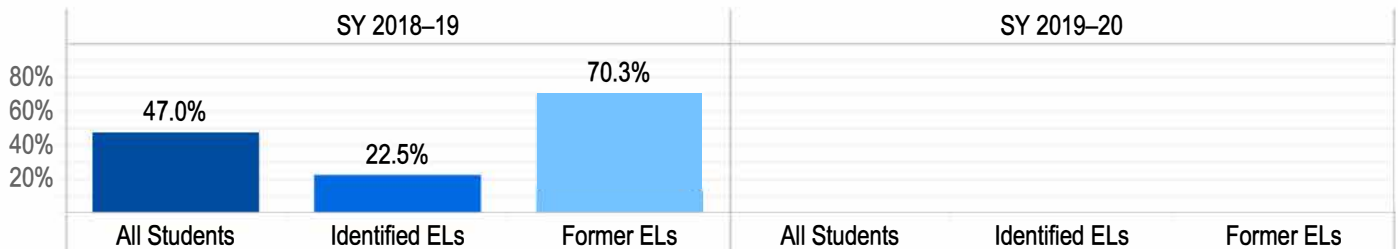
In SY 2018-19, student counts were unduplicated, meaning each student could only be reported as participating in one LIEP. In SY 2019-20, students could be reported as participating in multiple LIEPs, therefore, percentages may exceed 100%.

	SY 2018-19	SY 2019-20
Content classes with integrated ESL support	36.1%	39.7%
Dual language or two-way immersion		
English as a Second Language (ESL) or English language development (ELD)	49.4%	46.2%
Newcomer programs	0.8%	1.0%
Transitional bilingual or early-exit bilingual education		
Other		

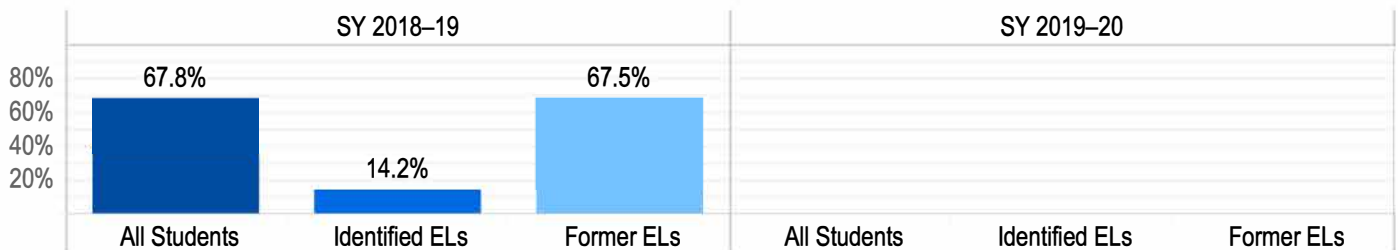
Content Assessment Proficiency Results by Subject

SY 2019-20 content assessment data were not collected due to the COVID-19 pandemic.

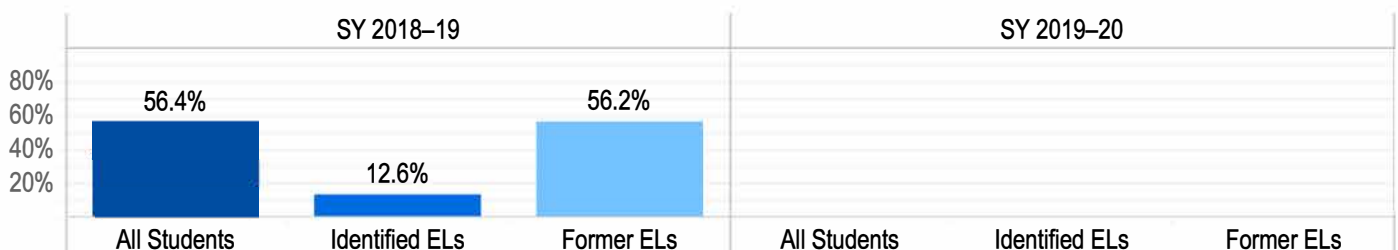
Mathematics



Reading/Language Arts



Science



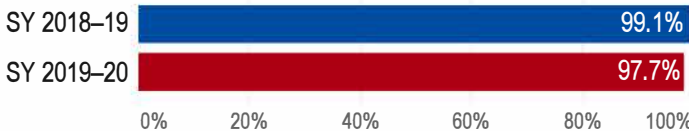
CALIFORNIA

State Summary

	SY 2018–19	SY 2019–20
Title III Funding	\$150,624,531	\$143,884,023
Total Number of ELs	1,195,977	1,148,024
National Rank of EL Population	1	1

Title III-Served English Learners

(percentage of total state-identified ELs)



Title III-Served Immigrant Children and Youth

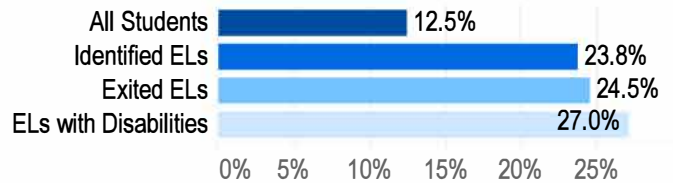
(percentage of total state immigrant children)



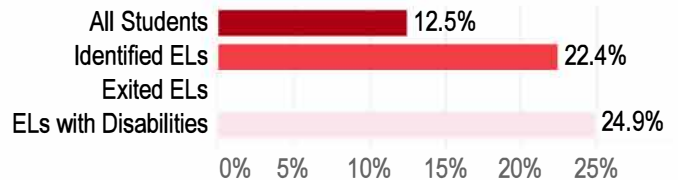
National Comparisons

(percentage of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

SY 2018–19

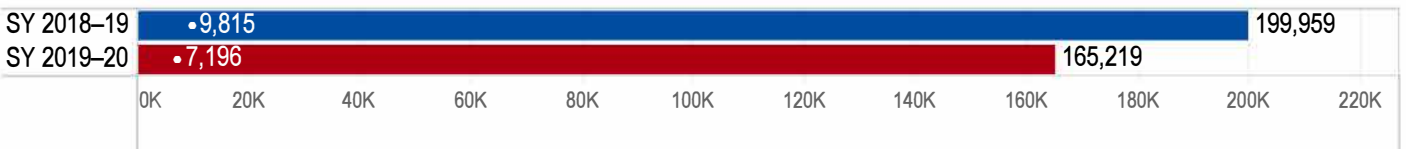


SY 2019–20



Number of Certified/Licensed Teachers Working in Title III Language Instruction Educational Programs (LIEPs)

Point (*) indicates additional teachers needed in the next five years



Top Five Languages Spoken by ELs

(percentage of total state-identified ELs)

SY 2018–19	Number of Speakers	Percent	SY 2019–20	Number of Speakers	Percent
Spanish; Castilian	975,425	81.6%	Spanish; Castilian	934,958	81.4%
Chinese	37,503	3.1%	Chinese	37,201	3.2%
Vietnamese	26,457	2.2%	Vietnamese	24,773	2.2%
Arabic	18,341	1.5%	Arabic	17,524	1.5%
Tagalog	14,970	1.3%	Tagalog	13,836	1.2%

Notes:

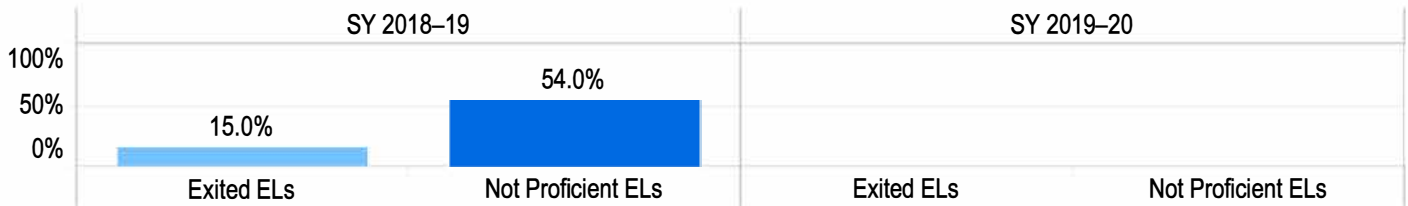
1. *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program: School Years 2018–2020* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs) attain English proficiency and are achieving in mathematics, reading/language arts, and science at the same high levels set by the states for all students. In Puerto Rico, where the language of instruction is Spanish, the effort is to ensure all Spanish learners (SLs) attain proficiency in Spanish. Source: *Consolidated State Performance Report, SY 2018–20*. EDFacts, SY 2018–20.

2. Blank charts or table cells indicate that data was not available, not that the value is zero. Values of zero are indicated by data labels.

CALIFORNIA (Continued)

Exited ELs and ELs Who Were Not Proficient After Five Years

(percentage of total state exited ELs and ELs not proficient after five or more years, respectively)



Title III-Enrolled Student Participation in LIEPs

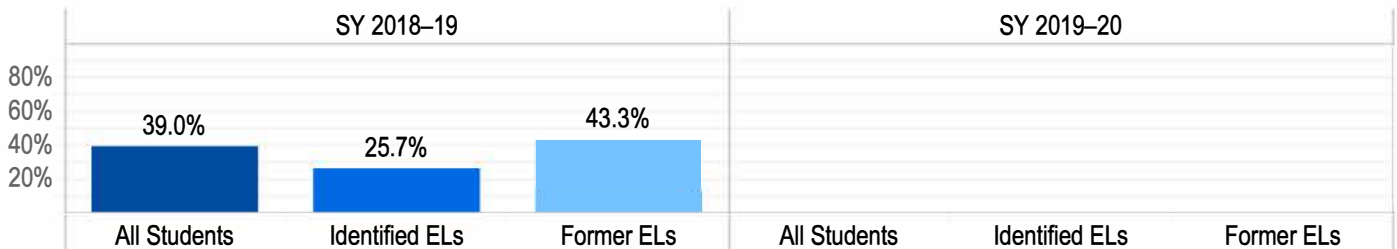
In SY 2018-19, student counts were unduplicated, meaning each student could only be reported as participating in one LIEP. In SY 2019-20, students could be reported as participating in multiple LIEPs, therefore, percentages may exceed 100%.

	SY 2018-19	SY 2019-20
Content classes with integrated ESL support	86.8%	85.8%
Dual language or two-way immersion	7.0%	8.4%
English as a Second Language (ESL) or English language development (ELD)	3.7%	96.3%
Newcomer programs		1.7%
Transitional bilingual or early-exit bilingual education		8.0%
Other	1.6%	2.6%

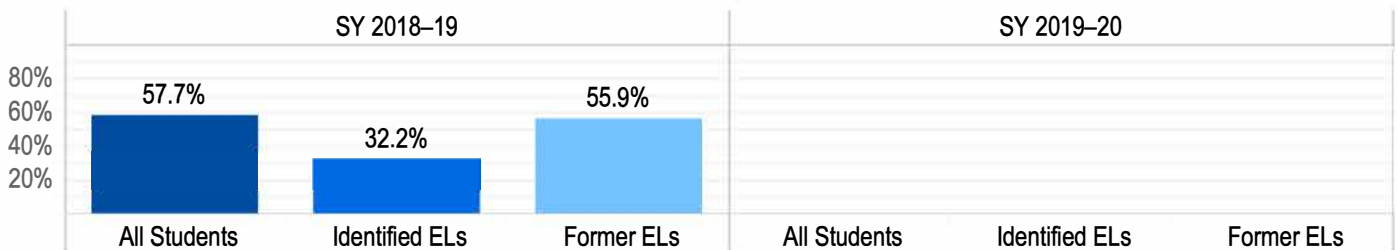
Content Assessment Proficiency Results by Subject

SY 2019-20 content assessment data were not collected due to the COVID-19 pandemic.

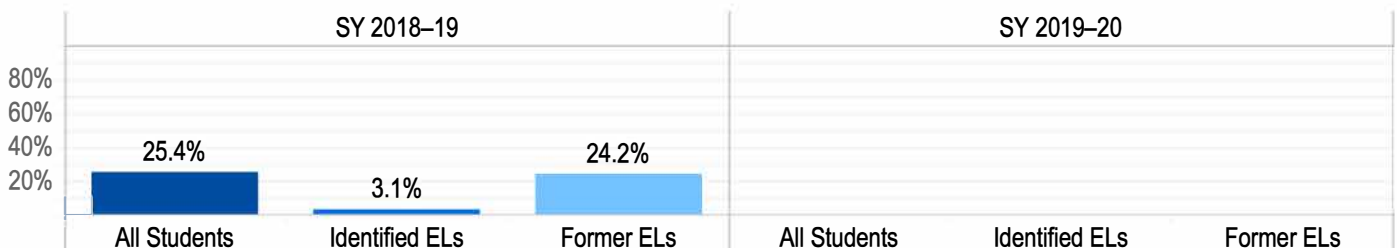
Mathematics



Reading/Language Arts



Science



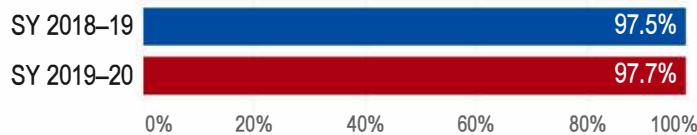
COLORADO

State Summary

	SY 2018–19	SY 2019–20
Title III Funding	\$9,779,417	\$9,842,325
Total Number of ELs	99,709	96,490
National Rank of EL Population	10	12

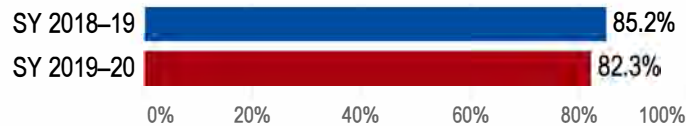
Title III-Served English Learners

(percentage of total state-identified ELs)



Title III-Served Immigrant Children and Youth

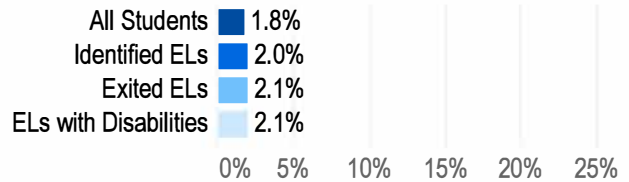
(percentage of total state immigrant children)



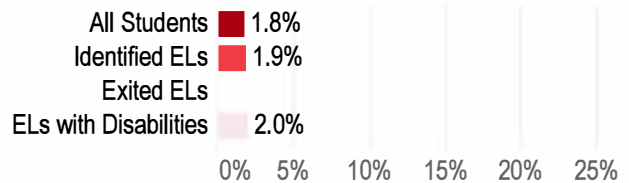
National Comparisons

(percentage of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

SY 2018–19

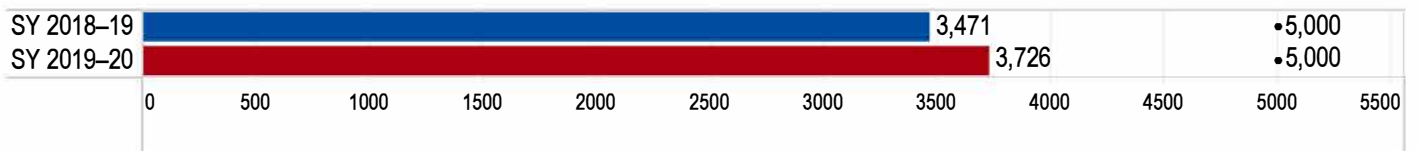


SY 2019–20



Number of Certified/Licensed Teachers Working in Title III Language Instruction Educational Programs (LIEPs)

Point (•) indicates additional teachers needed in the next five years



Top Five Languages Spoken by ELs

(percentage of total state-identified ELs)

SY 2018–19	Number of Speakers	Percent	SY 2019–20	Number of Speakers	Percent
Spanish; Castilian	82,526	82.8%	Spanish; Castilian	79,714	82.6%
Arabic	1,948	2.0%	Arabic	1,846	1.9%
Vietnamese	1,316	1.3%	Vietnamese	1,244	1.3%
Chinese	1,181	1.2%	Chinese	1,065	1.1%
Amharic	1,025	1.0%	Amharic	1,017	1.1%

Notes:

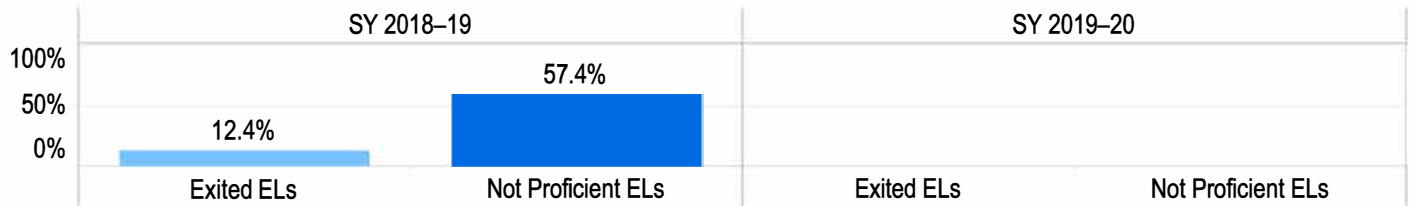
1. *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program: School Years 2018–2020* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs) attain English proficiency and are achieving in mathematics, reading/language arts, and science at the same high levels set by the states for all students. In Puerto Rico, where the language of instruction is Spanish, the effort is to ensure all Spanish learners (SLs) attain proficiency in Spanish. Source: *Consolidated State Performance Report, SY 2018–20*. EDFacts, SY 2018–20.

2. Blank charts or table cells indicate that data was not available, not that the value is zero. Values of zero are indicated by data labels.

COLORADO (Continued)

Exited ELs and ELs Who Were Not Proficient After Five Years

(percentage of total state exited ELs and ELs not proficient after five or more years, respectively)



Title III-Enrolled Student Participation in LIEPs

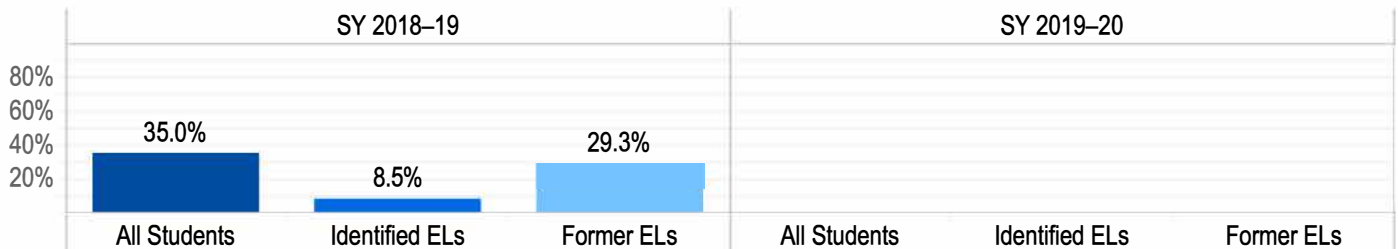
In SY 2018-19, student counts were unduplicated, meaning each student could only be reported as participating in one LIEP. In SY 2019-20, students could be reported as participating in multiple LIEPs, therefore, percentages may exceed 100%.

	SY 2018-19	SY 2019-20
Content classes with integrated ESL support	9.8%	15.1%
Dual language or two-way immersion	3.9%	4.0%
English as a Second Language (ESL) or English language development (ELD)	76.3%	76.6%
Newcomer programs	0.2%	0.2%
Transitional bilingual or early-exit bilingual education	7.3%	1.8%
Other	0.0%	0.0%

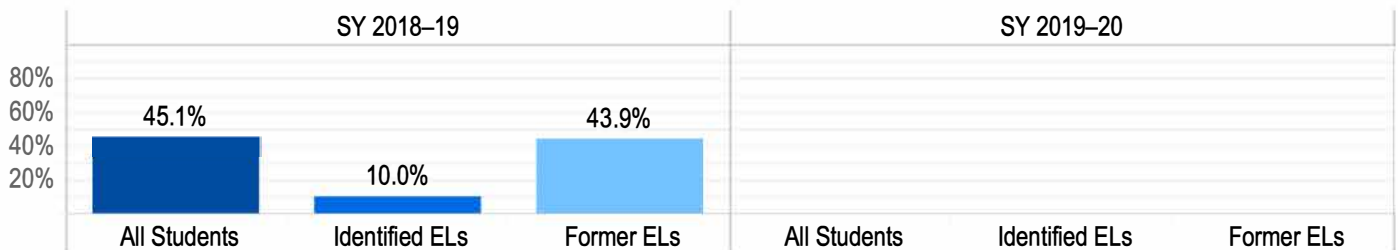
Content Assessment Proficiency Results by Subject

SY 2019-20 content assessment data were not collected due to the COVID-19 pandemic.

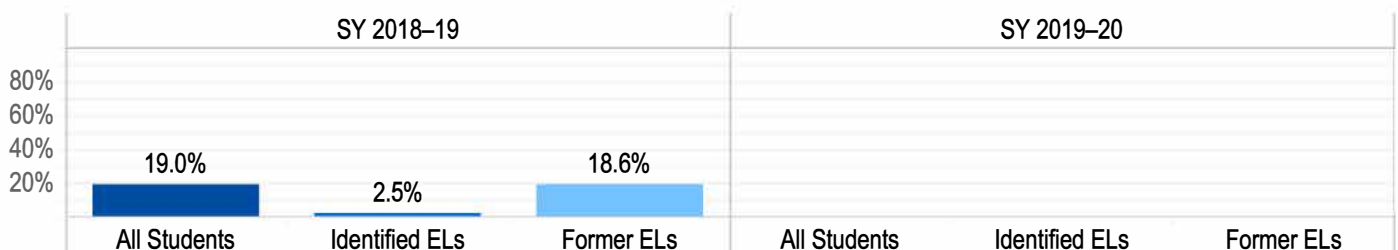
Mathematics



Reading/Language Arts



Science



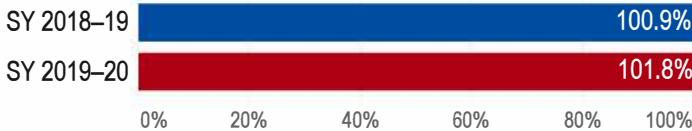
CONNECTICUT

State Summary

	SY 2018–19	SY 2019–20
Title III Funding	\$6,380,945	\$6,194,803
Total Number of ELs	40,178	41,973
National Rank of EL Population	29	29

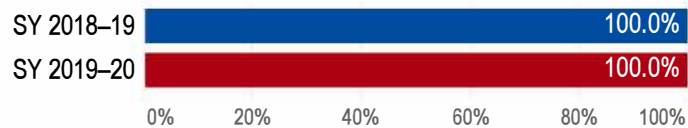
Title III-Served English Learners

(percentage of total state-identified ELs)



Title III-Served Immigrant Children and Youth

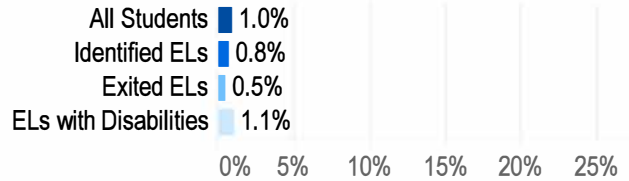
(percentage of total state immigrant children)



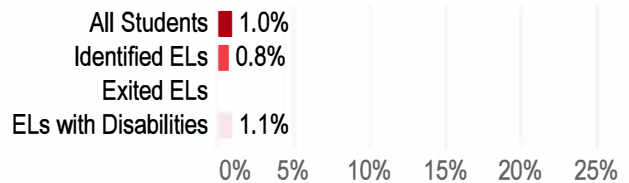
National Comparisons

(percentage of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

SY 2018–19

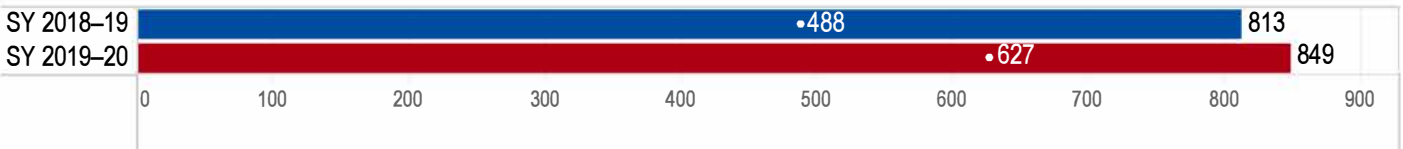


SY 2019–20



Number of Certified/Licensed Teachers Working in Title III Language Instruction Educational Programs (LIEPs)

Point (•) indicates additional teachers needed in the next five years



Top Five Languages Spoken by ELs

(percentage of total state-identified ELs)

SY 2018–19	Number of Speakers	Percent	SY 2019–20	Number of Speakers	Percent
Spanish; Castilian	28,753	71.6%	Spanish; Castilian	29,931	71.3%
Portuguese	1,969	4.9%	Portuguese	2,396	5.7%
Arabic	1,279	3.2%	Arabic	1,252	3.0%
Creoles and pidgins, French-based (Other)	866	2.2%	Chinese	883	2.1%
Chinese	859	2.1%	Creoles and pidgins, French-based (Other)	827	2.0%

Notes:

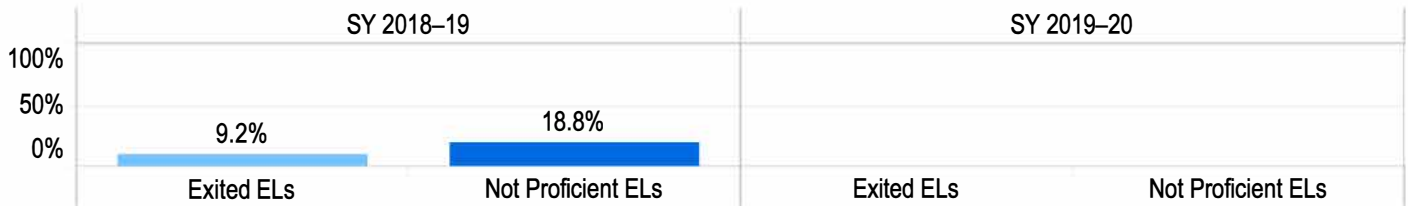
1. *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program: School Years 2018–2020* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs) attain English proficiency and are achieving in mathematics, reading/language arts, and science at the same high levels set by the states for all students. In Puerto Rico, where the language of instruction is Spanish, the effort is to ensure all Spanish learners (SLs) attain proficiency in Spanish. Source: *Consolidated State Performance Report, SY 2018–20*. ED Facts, SY 2018–20.

2. Blank charts or table cells indicate that data was not available, not that the value is zero. Values of zero are indicated by data labels.

CONNECTICUT (Continued)

Exited ELs and ELs Who Were Not Proficient After Five Years

(percentage of total state exited ELs and ELs not proficient after five or more years, respectively)



Title III-Enrolled Student Participation in LIEPs

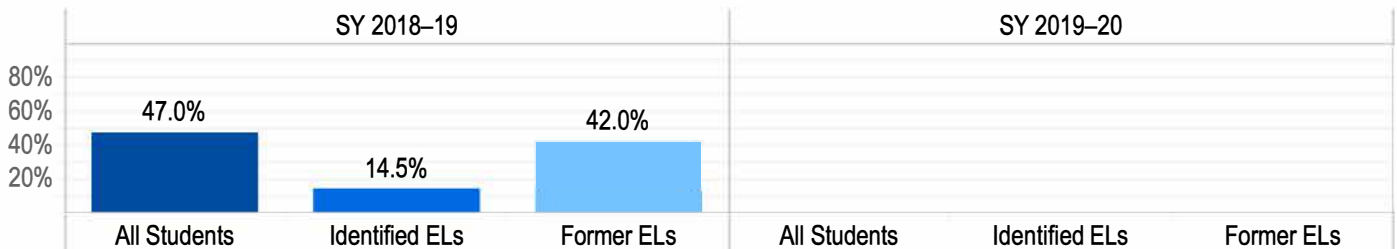
In SY 2018-19, student counts were unduplicated, meaning each student could only be reported as participating in one LIEP. In SY 2019-20, students could be reported as participating in multiple LIEPs, therefore, percentages may exceed 100%.

	SY 2018-19	SY 2019-20
Content classes with integrated ESL support	9.7%	10.3%
Dual language or two-way immersion	3.6%	3.6%
English as a Second Language (ESL) or English language development (ELD)	62.6%	61.7%
Newcomer programs		
Transitional bilingual or early-exit bilingual education	24.3%	26.2%
Other	0.5%	

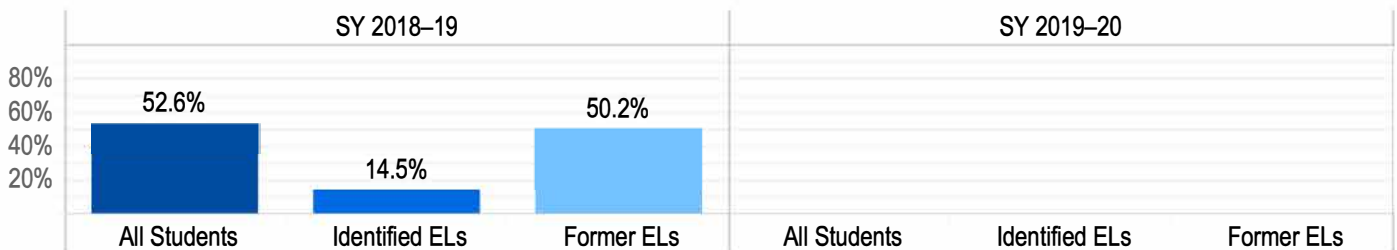
Content Assessment Proficiency Results by Subject

SY 2019-20 content assessment data were not collected due to the COVID-19 pandemic.

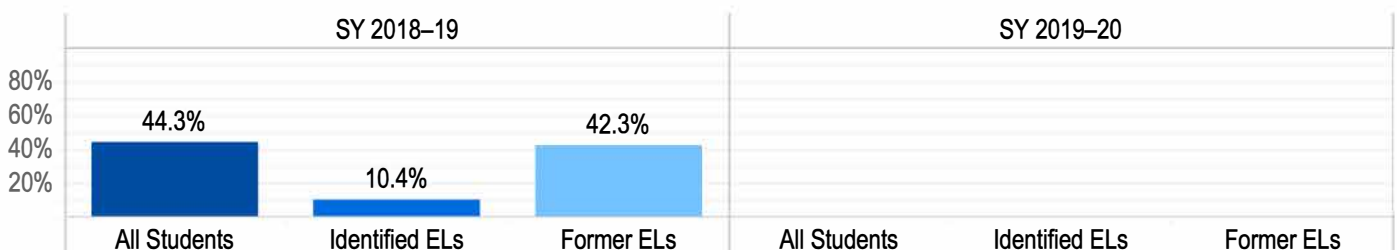
Mathematics



Reading/Language Arts



Science



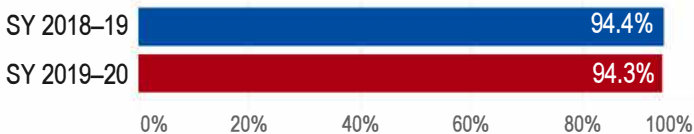
DELAWARE

State Summary

	SY 2018–19	SY 2019–20
Title III Funding	\$1,179,591	\$1,148,426
Total Number of ELs	14,716	15,294
National Rank of EL Population	41	41

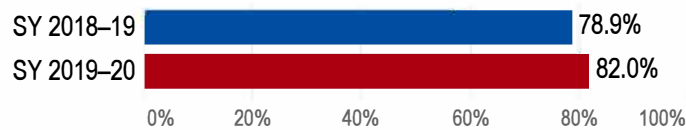
Title III-Served English Learners

(percentage of total state-identified ELs)



Title III-Served Immigrant Children and Youth

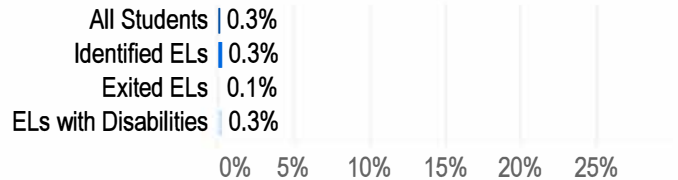
(percentage of total state immigrant children)



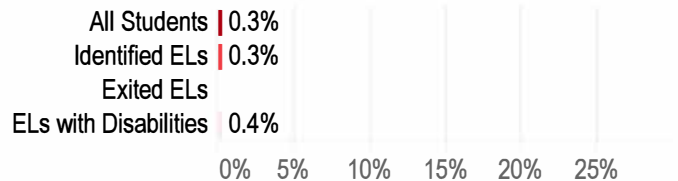
National Comparisons

(percentage of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

SY 2018–19

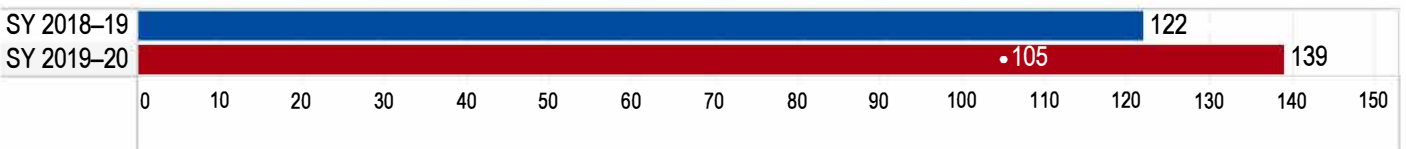


SY 2019–20



Number of Certified/Licensed Teachers Working in Title III Language Instruction Educational Programs (LIEPs)

Point (*) indicates additional teachers needed in the next five years



Top Five Languages Spoken by ELs

(percentage of total state-identified ELs)

SY 2018–19	Number of Speakers	Percent	SY 2019–20	Number of Speakers	Percent
Spanish; Castilian	9,925	67.4%	Spanish; Castilian	11,445	74.8%
Creoles and pidgins, English based (Other)	565	3.8%	Creoles and pidgins, English based (Other)	632	4.1%
Arabic	402	2.7%	Arabic	413	2.7%
Chinese	210	1.4%	Chinese	232	1.5%
Creoles and pidgins (Other)	167	1.1%	Creoles and pidgins (Other)	201	1.3%

Notes:

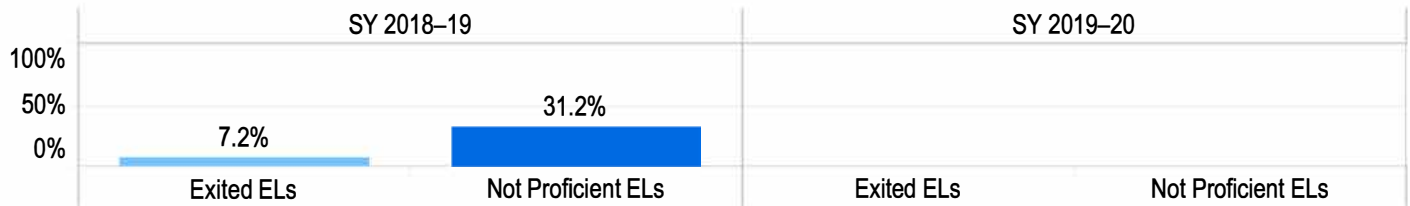
1. *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program: School Years 2018–2020* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs) attain English proficiency and are achieving in mathematics, reading/language arts, and science at the same high levels set by the states for all students. In Puerto Rico, where the language of instruction is Spanish, the effort is to ensure all Spanish learners (SLs) attain proficiency in Spanish. Source: *Consolidated State Performance Report, SY 2018–20*. ED*Facts*, SY 2018–20.

2. Blank charts or table cells indicate that data was not available, not that the value is zero. Values of zero are indicated by data labels.

DELAWARE (Continued)

Exited ELs and ELs Who Were Not Proficient After Five Years

(percentage of total state exited ELs and ELs not proficient after five or more years, respectively)



Title III-Enrolled Student Participation in LIEPs

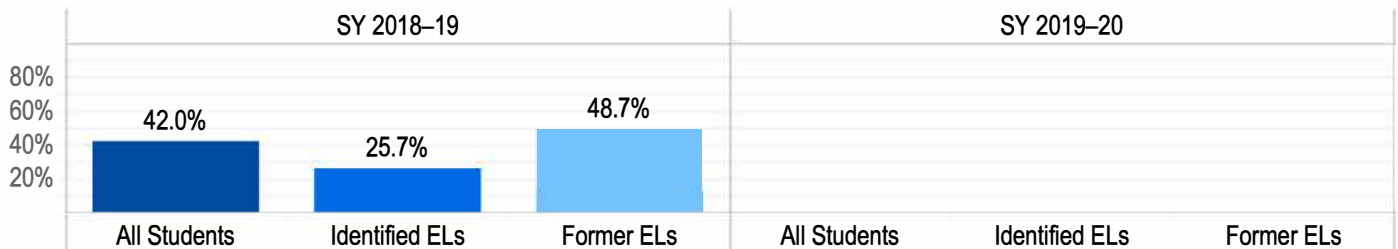
In SY 2018-19, student counts were unduplicated, meaning each student could only be reported as participating in one LIEP. In SY 2019-20, students could be reported as participating in multiple LIEPs, therefore, percentages may exceed 100%.

	SY 2018-19	SY 2019-20
Content classes with integrated ESL support	2.7%	5.4%
Dual language or two-way immersion	8.1%	8.3%
English as a Second Language (ESL) or English language development (ELD)	62.3%	58.5%
Newcomer programs	0.7%	0.5%
Transitional bilingual or early-exit bilingual education	1.1%	0.8%
Other	19.5%	20.9%

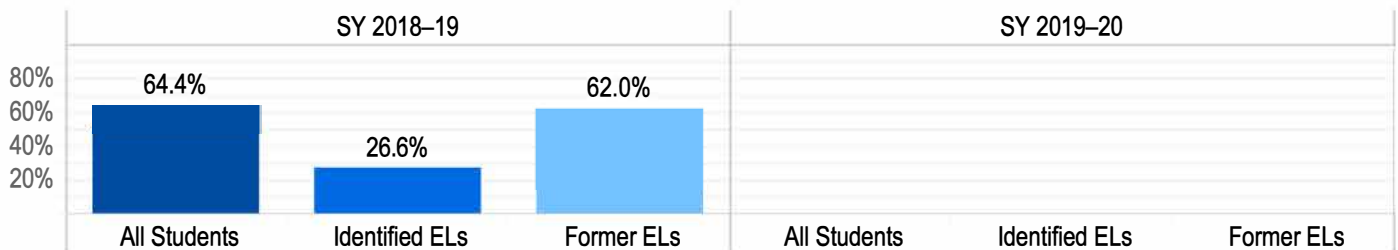
Content Assessment Proficiency Results by Subject

SY 2019-20 content assessment data were not collected due to the COVID-19 pandemic.

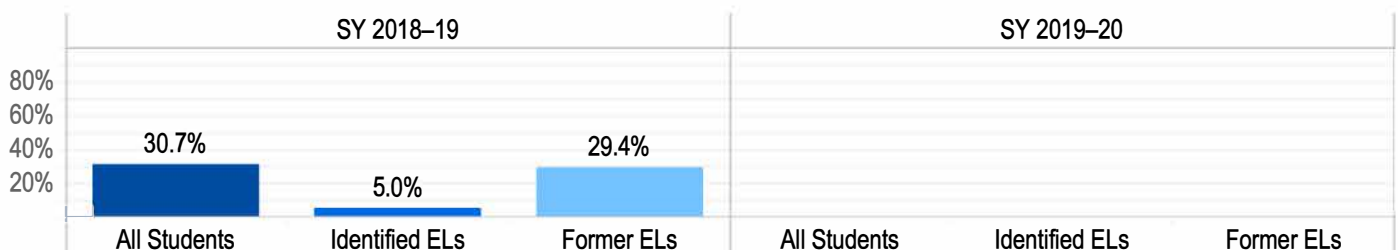
Mathematics



Reading/Language Arts



Science



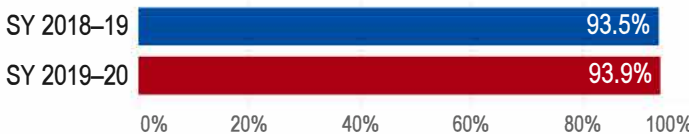
DISTRICT OF COLUMBIA

State Summary

	SY 2018–19	SY 2019–20
Title III Funding	\$1,212,459	\$1,244,713
Total Number of ELs	8,518	9,440
National Rank of EL Population	43	43

Title III-Served English Learners

(percentage of total state-identified ELs)



Title III-Served Immigrant Children and Youth

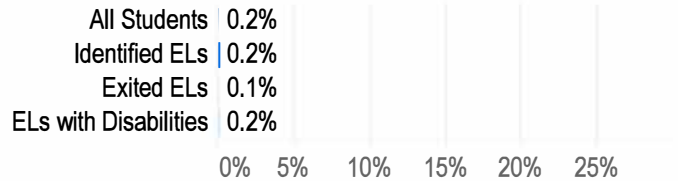
(percentage of total state immigrant children)



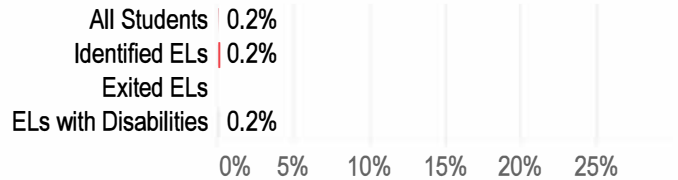
National Comparisons

(percentage of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

SY 2018–19

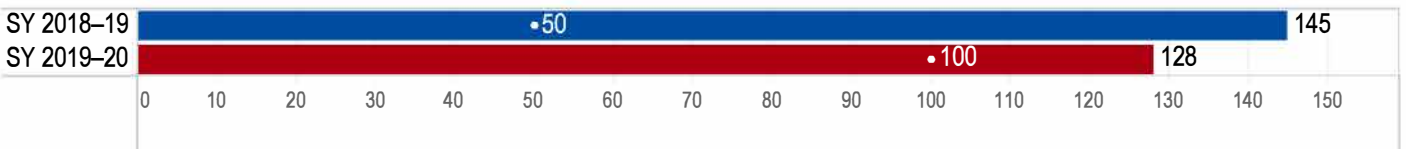


SY 2019–20



Number of Certified/Licensed Teachers Working in Title III Language Instruction Educational Programs (LIEPs)

Point (*) indicates additional teachers needed in the next five years



Top Five Languages Spoken by ELs

(percentage of total state-identified ELs)

SY 2018–19	Number of Speakers	Percent	SY 2019–20	Number of Speakers	Percent
Spanish; Castilian	6,568	77.1%	Spanish; Castilian	7,346	77.8%
Amharic	433	5.1%	Amharic	453	4.8%
French	237	2.8%	French	260	2.8%
Chinese	111	1.3%	Chinese	110	1.2%
Vietnamese	71	0.8%	Russian	79	0.8%

Notes:

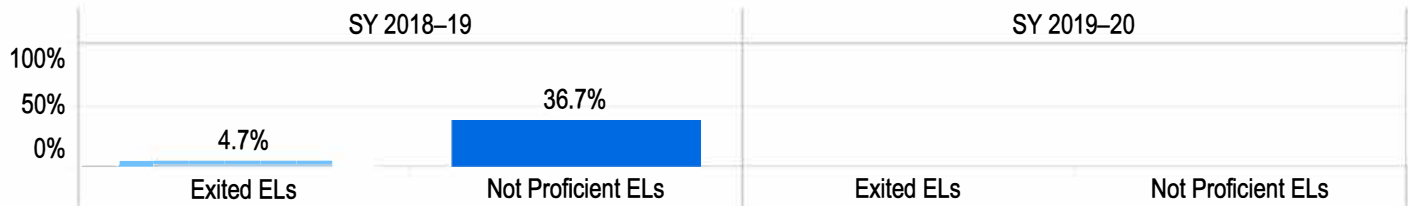
1. *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program: School Years 2018–2020* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs) attain English proficiency and are achieving in mathematics, reading/language arts, and science at the same high levels set by the states for all students. In Puerto Rico, where the language of instruction is Spanish, the effort is to ensure all Spanish learners (SLs) attain proficiency in Spanish. Source: *Consolidated State Performance Report, SY 2018–20*. EDataFacts, SY 2018–20.

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DISTRICT OF COLUMBIA (Continued)

Exited ELs and ELs Who Were Not Proficient After Five Years

(percentage of total state exited ELs and ELs not proficient after five or more years, respectively)



Title III-Enrolled Student Participation in LIEPs

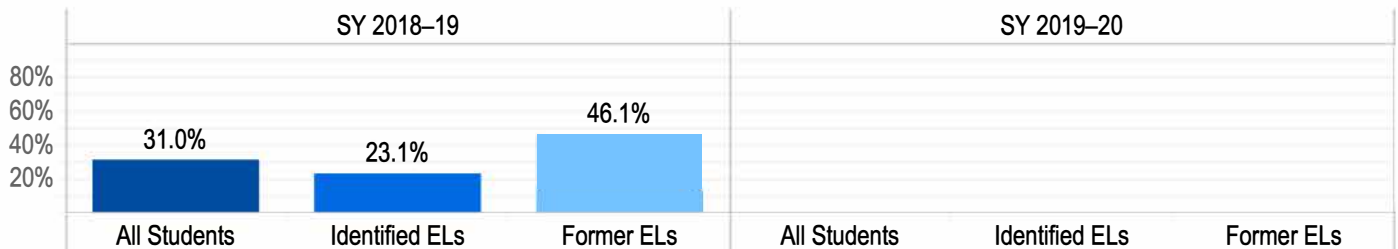
In SY 2018-19, student counts were unduplicated, meaning each student could only be reported as participating in one LIEP. In SY 2019-20, students could be reported as participating in multiple LIEPs, therefore, percentages may exceed 100%.

	SY 2018-19	SY 2019-20
Content classes with integrated ESL support	62.9%	60.0%
Dual language or two-way immersion	25.4%	29.8%
English as a Second Language (ESL) or English language development (ELD)	5.2%	4.0%
Newcomer programs		
Transitional bilingual or early-exit bilingual education		
Other		

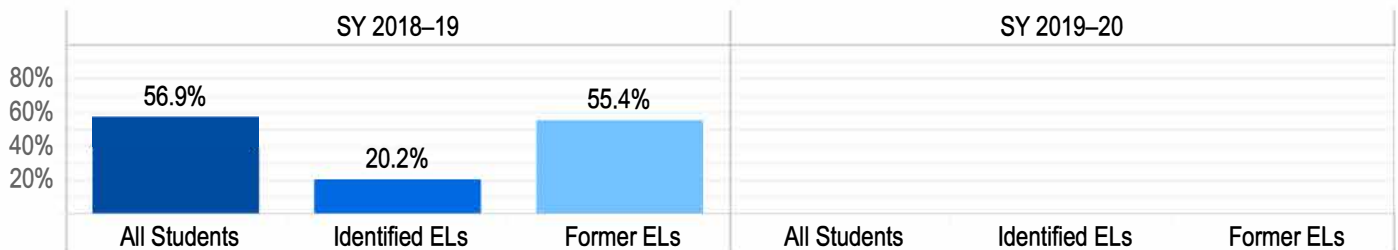
Content Assessment Proficiency Results by Subject

SY 2019-20 content assessment data were not collected due to the COVID-19 pandemic.

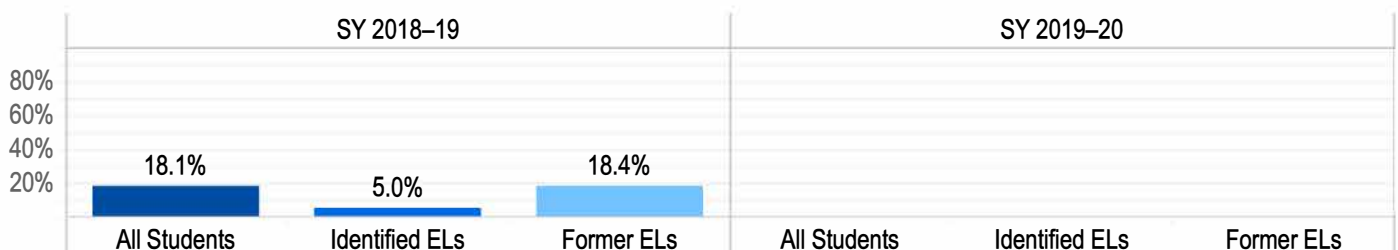
Mathematics



Reading/Language Arts



Science



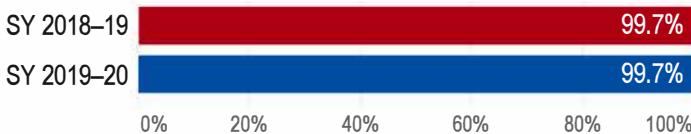
FLORIDA

State Summary

	SY 2018–19	SY 2019–20
Title III Funding	\$43,457,874	\$45,999,445
Total Number of ELs	282,002	278,498
National Rank of EL Population	3	3

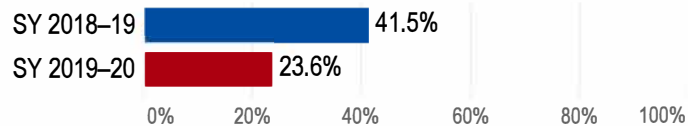
Title III-Served English Learners

(percentage of total state-identified ELs)



Title III-Served Immigrant Children and Youth

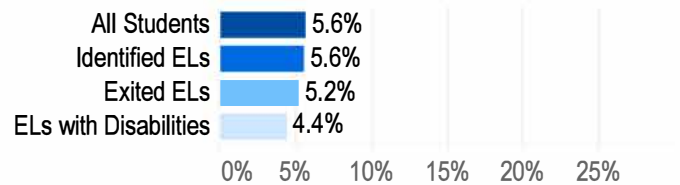
(percentage of total state immigrant children)



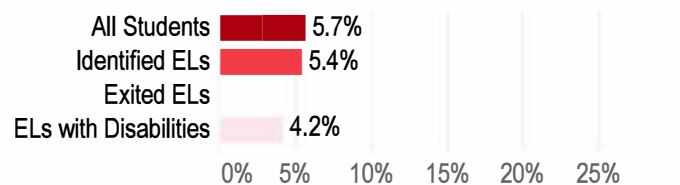
National Comparisons

(percentage of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

SY 2018–19

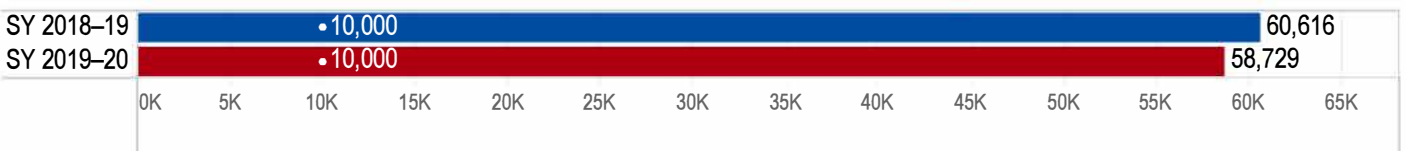


SY 2019–20



Number of Certified/Licensed Teachers Working in Title III Language Instruction Educational Programs (LIEPs)

Point (*) indicates additional teachers needed in the next five years



Top Five Languages Spoken by ELs

(percentage of total state-identified ELs)

SY 2018–19	Number of Speakers	Percent	SY 2019–20	Number of Speakers	Percent
Spanish; Castilian	210,311	74.6%	Spanish; Castilian	208,085	74.7%
Haitian; Haitian Creole	20,936	7.4%	Haitian; Haitian Creole	19,797	7.1%
Portuguese	8,388	3.0%	Portuguese	9,384	3.4%
Arabic	3,346	1.2%	Arabic	3,085	1.1%
Creoles and pidgins (Other)	3,067	1.1%	Mayan languages	3,050	1.1%

Notes:

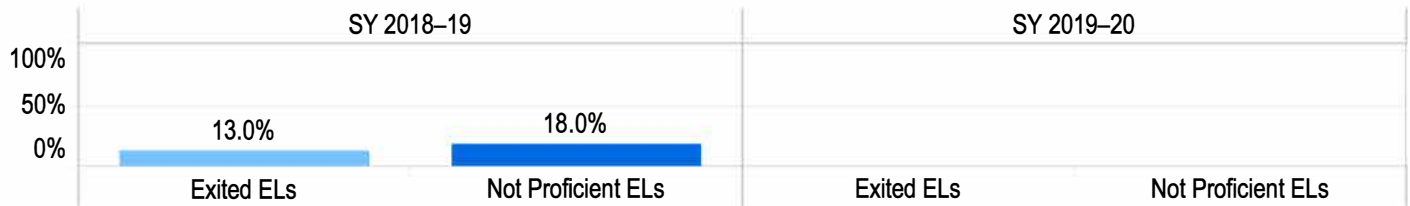
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2. Blank charts or table cells indicate that data was not available, not that the value is zero. Values of zero are indicated by data labels.

FLORIDA (Continued)

Exited ELs and ELs Who Were Not Proficient After Five Years

(percentage of total state exited ELs and ELs not proficient after five or more years, respectively)



Title III-Enrolled Student Participation in LIEPs

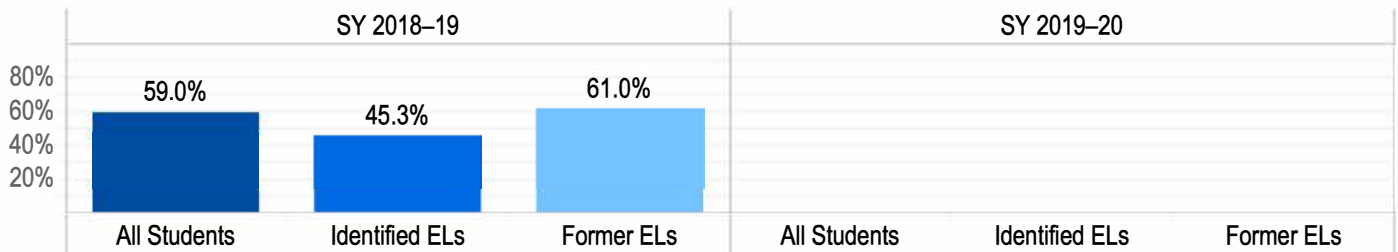
In SY 2018-19, student counts were unduplicated, meaning each student could only be reported as participating in one LIEP. In SY 2019-20, students could be reported as participating in multiple LIEPs, therefore, percentages may exceed 100%.

	SY 2018-19	SY 2019-20
Content classes with integrated ESL support	74.3%	73.8%
Dual language or two-way immersion	2.5%	2.9%
English as a Second Language (ESL) or English language development (ELD)	14.2%	13.7%
Newcomer programs	0.1%	0.1%
Transitional bilingual or early-exit bilingual education	8.4%	9.1%
Other	0.3%	0.2%

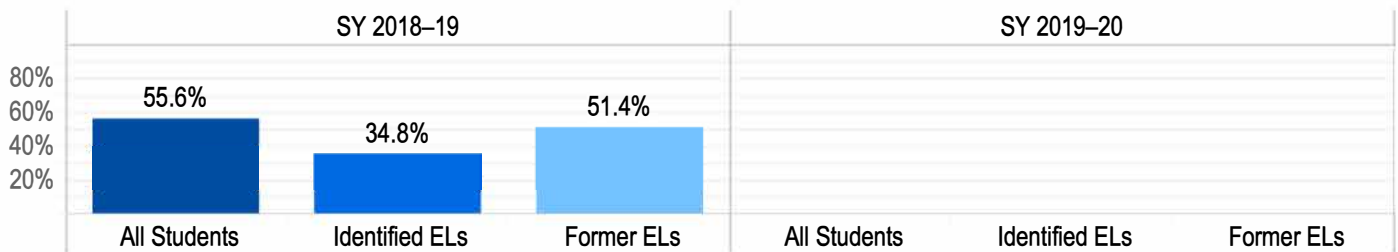
Content Assessment Proficiency Results by Subject

SY 2019-20 content assessment data were not collected due to the COVID-19 pandemic.

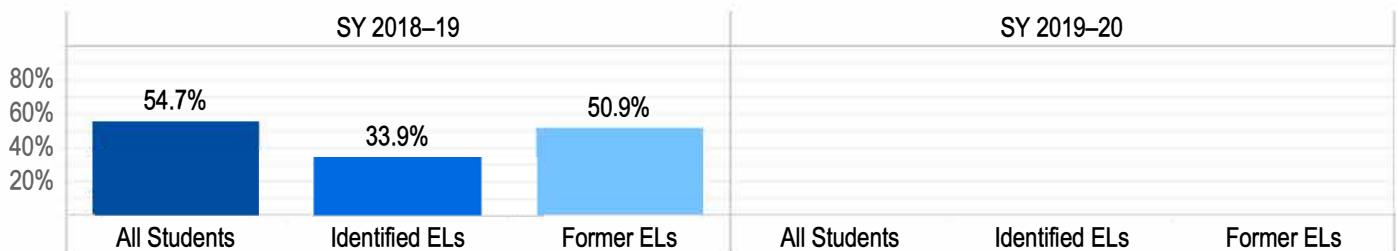
Mathematics



Reading/Language Arts



Science



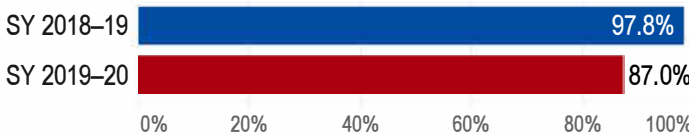
GEORGIA

State Summary

	SY 2018–19	SY 2019–20
Title III Funding	\$15,269,172	\$15,665,457
Total Number of ELs	119,599	128,502
National Rank of EL Population	7	7

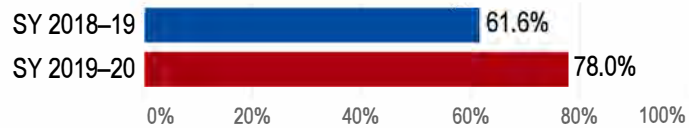
Title III-Served English Learners

(percentage of total state-identified ELs)



Title III-Served Immigrant Children and Youth

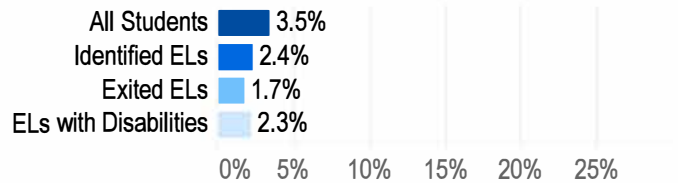
(percentage of total state immigrant children)



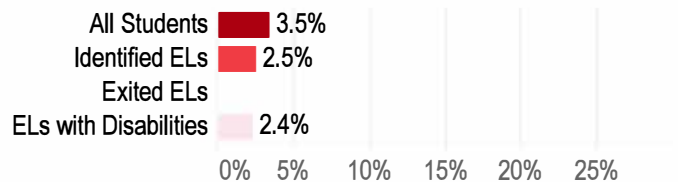
National Comparisons

(percentage of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

SY 2018–19

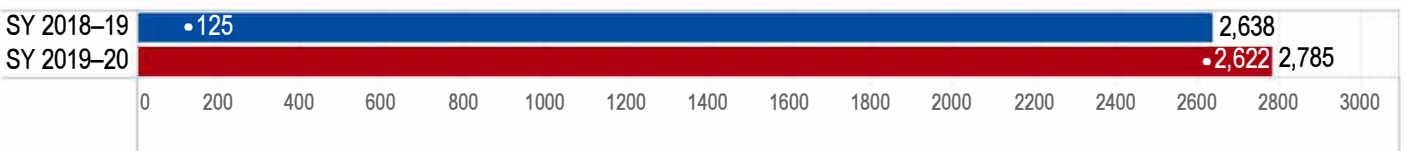


SY 2019–20



Number of Certified/Licensed Teachers Working in Title III Language Instruction Educational Programs (LIEPs)

Point (*) indicates additional teachers needed in the next five years



Top Five Languages Spoken by ELs

(percentage of total state-identified ELs)

SY 2018–19	Number of Speakers	Percent	SY 2019–20	Number of Speakers	Percent
Spanish; Castilian	93,978	78.6%	Spanish; Castilian	101,625	79.1%
Vietnamese	2,510	2.1%	Vietnamese	2,635	2.1%
Arabic	1,479	1.2%	Arabic	1,463	1.1%
Korean	1,350	1.1%	Korean	1,454	1.1%
Chinese	1,265	1.1%	Portuguese	1,367	1.1%

Notes:

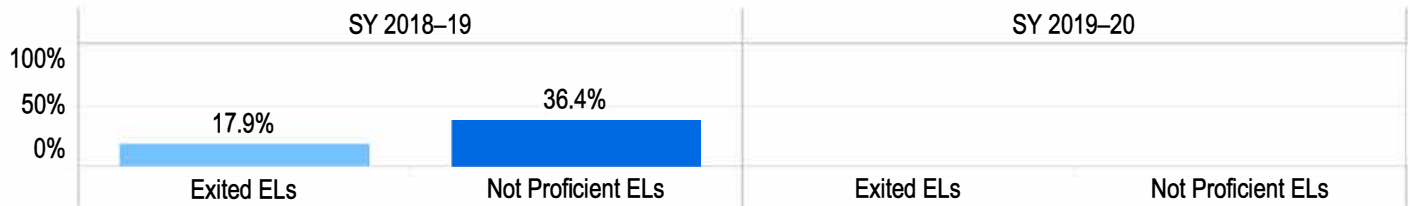
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GEORGIA (Continued)

Exited ELs and ELs Who Were Not Proficient After Five Years

(percentage of total state exited ELs and ELs not proficient after five or more years, respectively)



Title III-Enrolled Student Participation in LIEPs

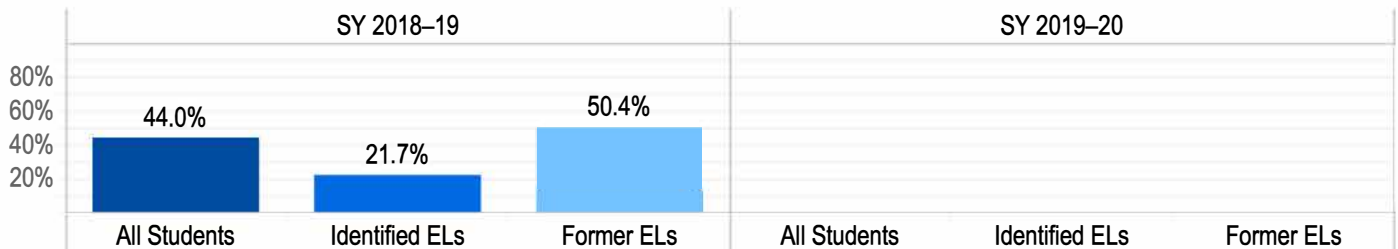
In SY 2018-19, student counts were unduplicated, meaning each student could only be reported as participating in one LIEP. In SY 2019-20, students could be reported as participating in multiple LIEPs, therefore, percentages may exceed 100%.

	SY 2018-19	SY 2019-20
Content classes with integrated ESL support	40.6%	36.5%
Dual language or two-way immersion	1.4%	1.3%
English as a Second Language (ESL) or English language development (ELD)	27.7%	23.2%
Newcomer programs	0.6%	
Transitional bilingual or early-exit bilingual education		
Other	27.5%	26.0%

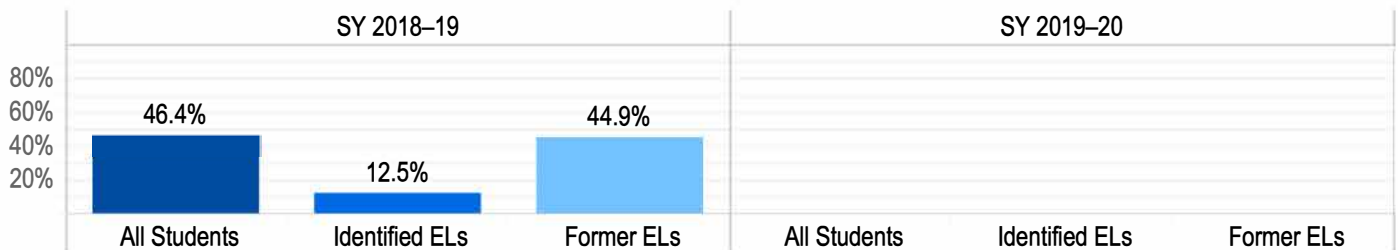
Content Assessment Proficiency Results by Subject

SY 2019-20 content assessment data were not collected due to the COVID-19 pandemic.

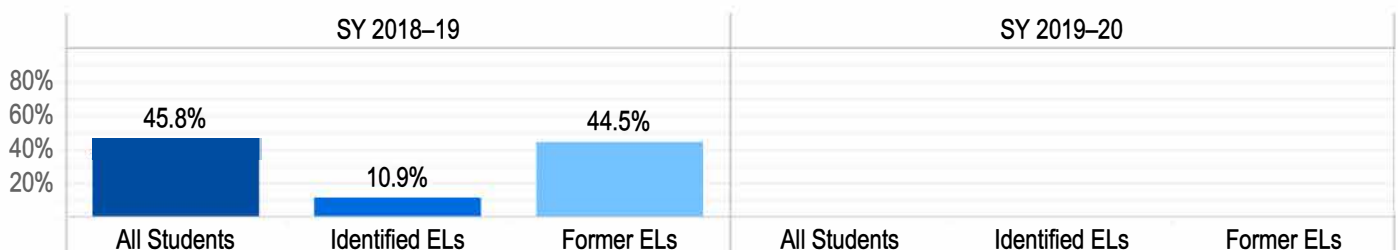
Mathematics



Reading/Language Arts



Science



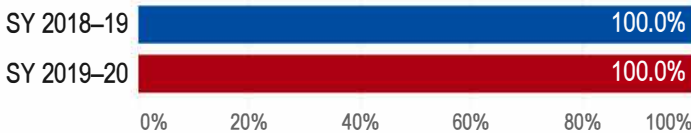
HAWAII

State Summary

	SY 2018–19	SY 2019–20
Title III Funding	\$3,710,377	\$3,516,630
Total Number of ELs	16,579	17,737
National Rank of EL Population	38	38

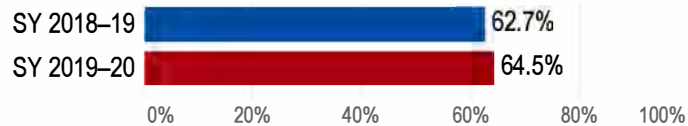
Title III-Served English Learners

(percentage of total state-identified ELs)



Title III-Served Immigrant Children and Youth

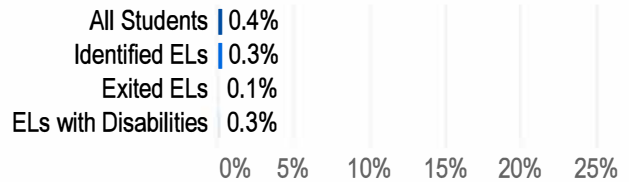
(percentage of total state immigrant children)



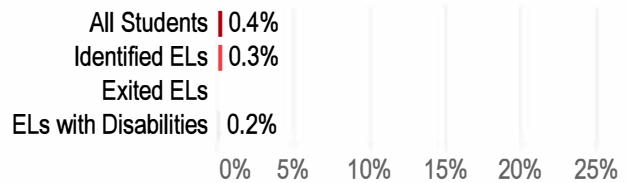
National Comparisons

(percentage of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

SY 2018–19

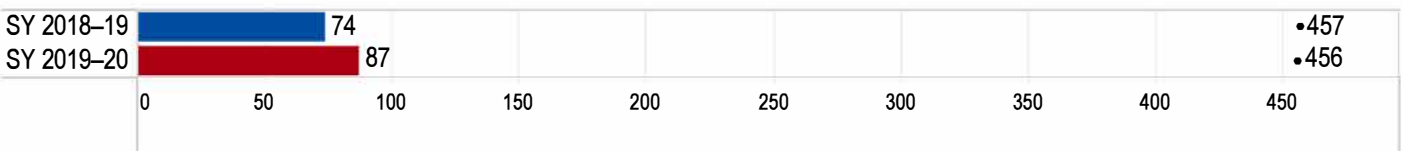


SY 2019–20



Number of Certified/Licensed Teachers Working in Title III Language Instruction Educational Programs (LIEPs)

Point (•) indicates additional teachers needed in the next five years



Top Five Languages Spoken by ELs

(percentage of total state-identified ELs)

SY 2018–19	Number of Speakers	Percent	SY 2019–20	Number of Speakers	Percent
Iloko	3,063	18.5%	Iloko	3,227	18.2%
Chuukese	2,198	13.3%	Chuukese	2,387	13.5%
Marshallese	1,732	10.4%	Marshallese	1,782	10.0%
Tagalog	1,421	8.6%	Tagalog	1,485	8.4%
Spanish; Castilian	943	5.7%	Spanish; Castilian	1,064	6.0%

Notes:

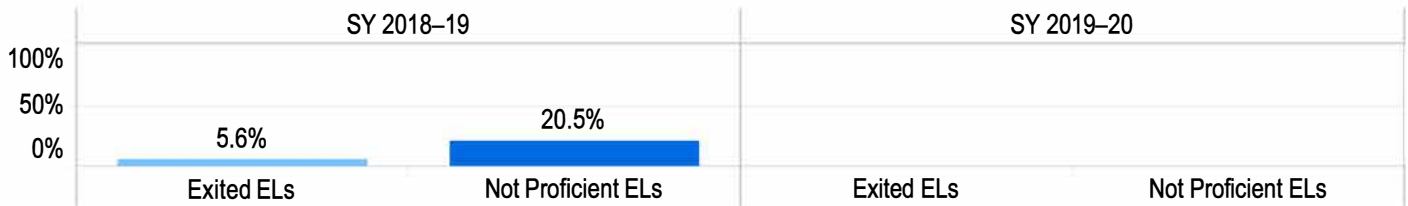
1. *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program: School Years 2018–2020* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs) attain English proficiency and are achieving in mathematics, reading/language arts, and science at the same high levels set by the states for all students. In Puerto Rico, where the language of instruction is Spanish, the effort is to ensure all Spanish learners (SLs) attain proficiency in Spanish. Source: *Consolidated State Performance Report, SY 2018–20*. EDataFacts, SY 2018–20.

2. Blank charts or table cells indicate that data was not available, not that the value is zero. Values of zero are indicated by data labels.

HAWAII (Continued)

Exited ELs and ELs Who Were Not Proficient After Five Years

(percentage of total state exited ELs and ELs not proficient after five or more years, respectively)



Title III-Enrolled Student Participation in LIEPs

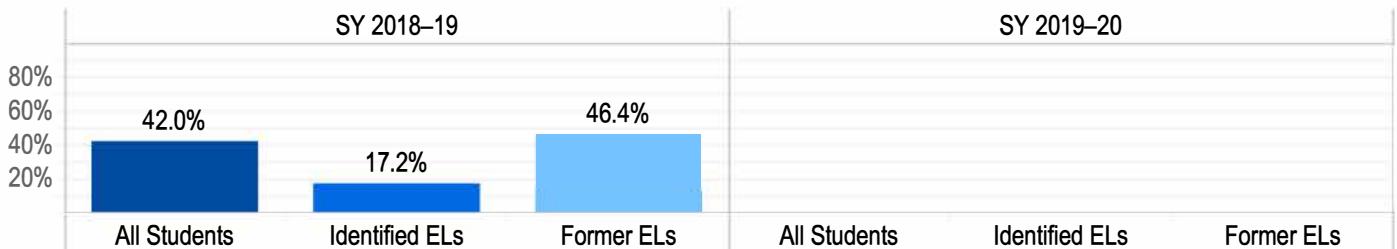
In SY 2018-19, student counts were unduplicated, meaning each student could only be reported as participating in one LIEP. In SY 2019-20, students could be reported as participating in multiple LIEPs, therefore, percentages may exceed 100%.

	SY 2018-19	SY 2019-20
Content classes with integrated ESL support	3.3%	2.6%
Dual language or two-way immersion	0.0%	0.0%
English as a Second Language (ESL) or English language development (ELD)	86.0%	87.0%
Newcomer programs		
Transitional bilingual or early-exit bilingual education	0.0%	0.0%
Other	10.7%	10.4%

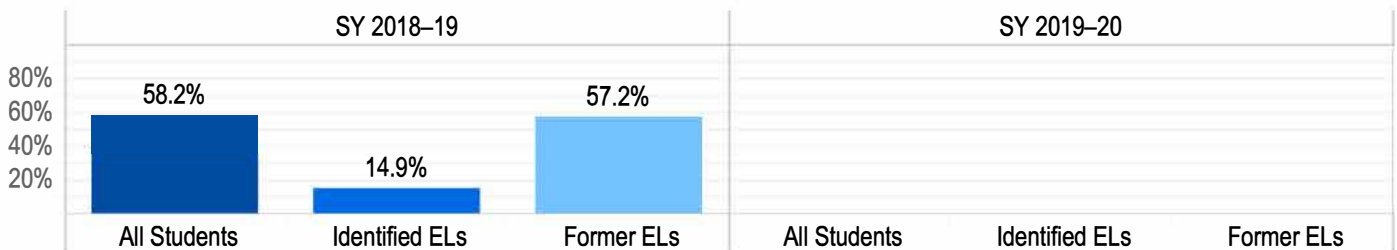
Content Assessment Proficiency Results by Subject

SY 2019-20 content assessment data were not collected due to the COVID-19 pandemic.

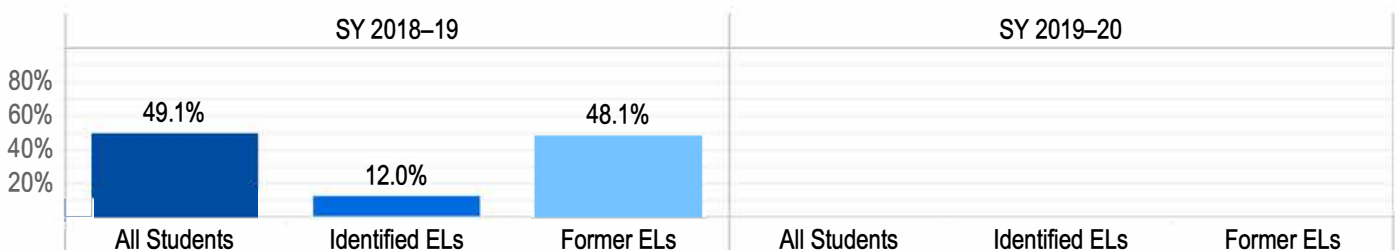
Mathematics



Reading/Language Arts



Science



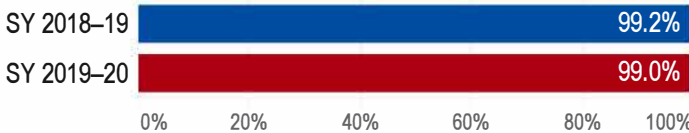
IDAHO

State Summary

	SY 2018–19	SY 2019–20
Title III Funding	\$2,259,189	\$2,368,275
Total Number of ELs	19,216	21,215
National Rank of EL Population	37	37

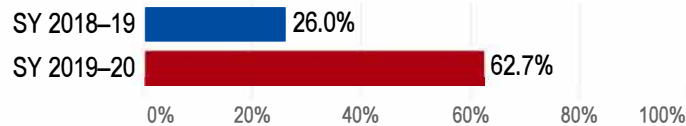
Title III-Served English Learners

(percentage of total state-identified ELs)



Title III-Served Immigrant Children and Youth

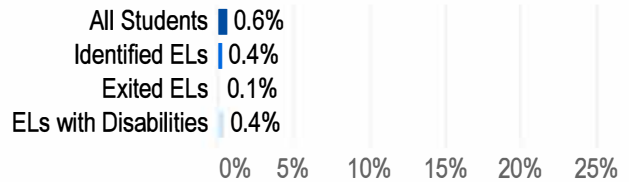
(percentage of total state immigrant children)



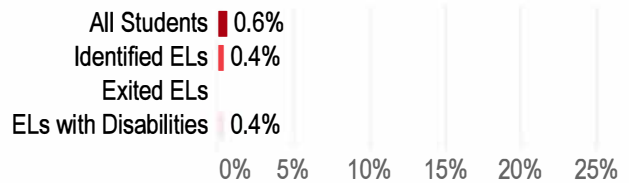
National Comparisons

(percentage of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

SY 2018–19

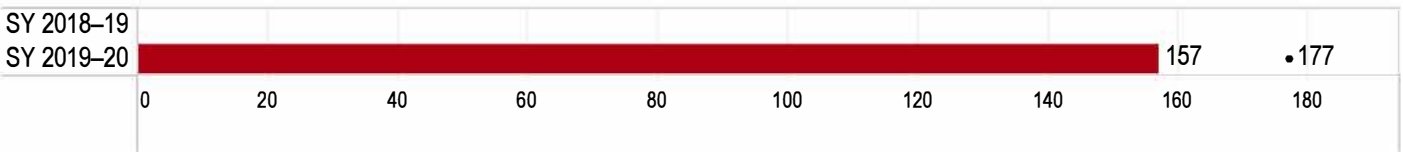


SY 2019–20



Number of Certified/Licensed Teachers Working in Title III Language Instruction Educational Programs (LIEPs)

Point (•) indicates additional teachers needed in the next five years



Top Five Languages Spoken by ELs

(percentage of total state-identified ELs)

SY 2018–19	Number of Speakers	Percent	SY 2019–20	Number of Speakers	Percent
Spanish; Castilian	15,567	81.0%	Spanish; Castilian	17,133	80.8%
Swahili	540	2.8%	Swahili	654	3.1%
Arabic	508	2.6%	Arabic	508	2.4%
Russian	242	1.3%	Russian	295	1.4%
Chinese	192	1.0%	Kinyarwanda	196	0.9%

Notes:

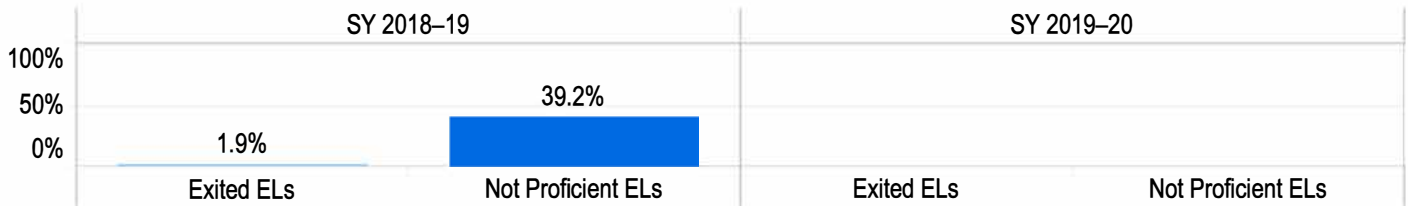
1. *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program: School Years 2018–2020* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs) attain English proficiency and are achieving in mathematics, reading/language arts, and science at the same high levels set by the states for all students. In Puerto Rico, where the language of instruction is Spanish, the effort is to ensure all Spanish learners (SLs) attain proficiency in Spanish. Source: *Consolidated State Performance Report, SY 2018–20*. EDFacts, SY 2018–20.

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IDAHO (Continued)

Exited ELs and ELs Who Were Not Proficient After Five Years

(percentage of total state exited ELs and ELs not proficient after five or more years, respectively)



Title III-Enrolled Student Participation in LIEPs

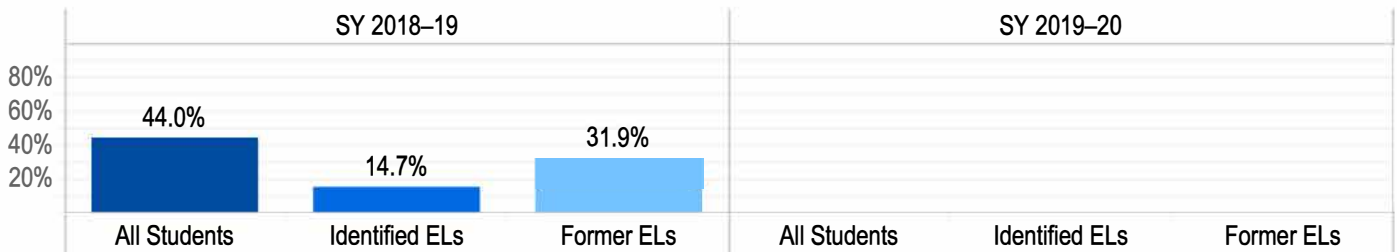
In SY 2018-19, student counts were unduplicated, meaning each student could only be reported as participating in one LIEP. In SY 2019-20, students could be reported as participating in multiple LIEPs, therefore, percentages may exceed 100%.

	SY 2018-19	SY 2019-20
Content classes with integrated ESL support		45.1%
Dual language or two-way immersion		4.5%
English as a Second Language (ESL) or English language development (ELD)		28.1%
Newcomer programs		1.4%
Transitional bilingual or early-exit bilingual education		0.2%
Other		20.2%

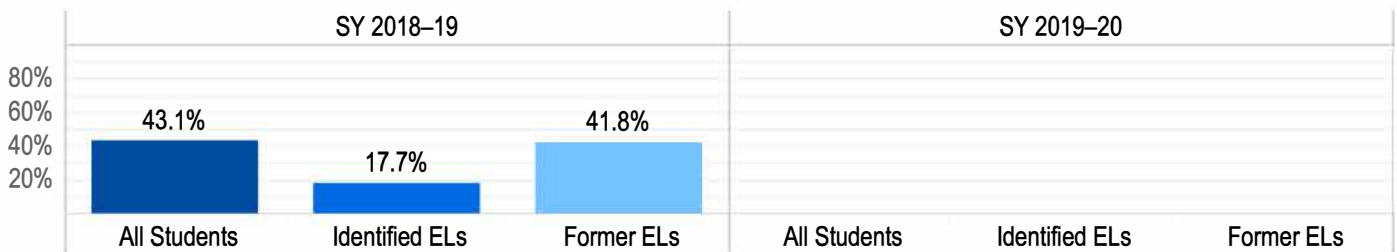
Content Assessment Proficiency Results by Subject

SY 2019-20 content assessment data were not collected due to the COVID-19 pandemic.

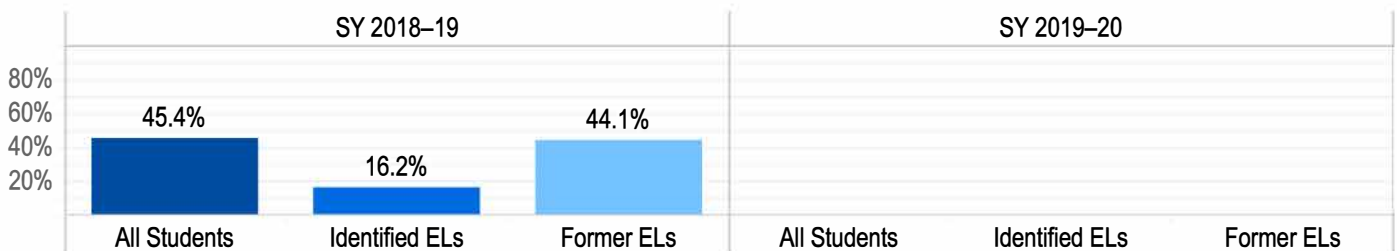
Mathematics



Reading/Language Arts



Science



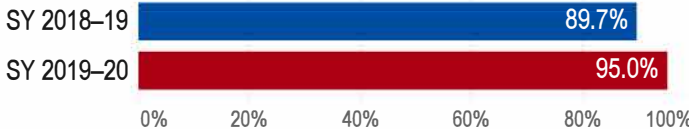
ILLINOIS

State Summary

	SY 2018–19	SY 2019–20
Title III Funding	\$24,944,092	\$24,858,247
Total Number of ELs	226,412	229,180
National Rank of EL Population	5	5

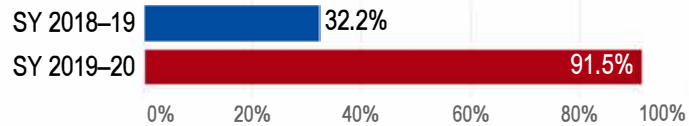
Title III-Served English Learners

(percentage of total state identified ELs)



Title III-Served Immigrant Children and Youth

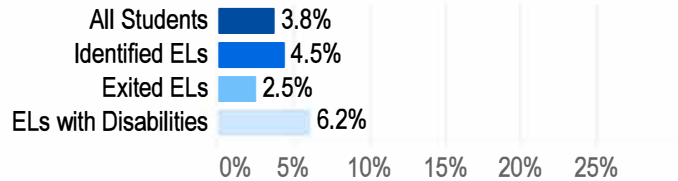
(percentage of total state immigrant children)



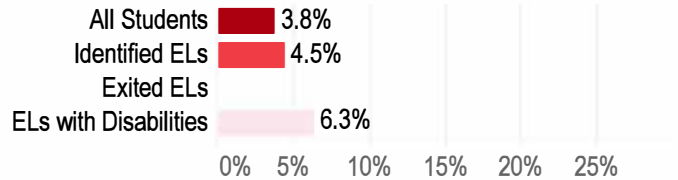
National Comparisons

(percentage of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

SY 2018–19

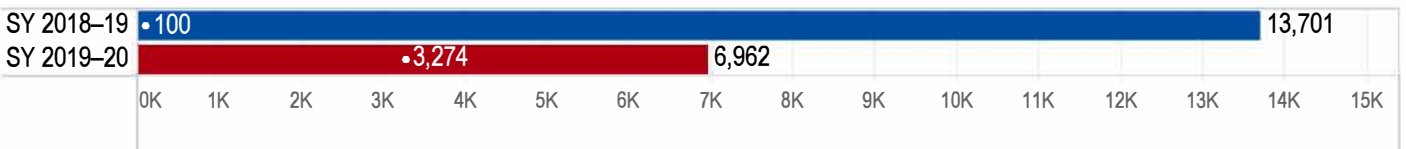


SY 2019–20



Number of Certified/Licensed Teachers Working in Title III Language Instruction Educational Programs (LIEPs)

Point (*) indicates additional teachers needed in the next five years



Top Five Languages Spoken by ELs

(percentage of total state-identified ELs)

SY 2018–19	Number of Speakers	Percent	SY 2019–20	Number of Speakers	Percent
Spanish; Castilian	164,602	72.7%	Spanish; Castilian	171,883	75.0%
Undetermined	13,937	6.2%	Arabic	7,963	3.5%
Arabic	8,227	3.6%	Polish	6,080	2.7%
Polish	6,238	2.8%	Urdu	3,440	1.5%
Urdu	3,369	1.5%	Chinese	2,876	1.3%

Notes:

1. *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program: School Years 2018–2020* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs) attain English proficiency and are achieving in mathematics, reading/language arts, and science at the same high levels set by the states for all students. In Puerto Rico, where the language of instruction is Spanish, the effort is to ensure all Spanish learners (SLs) attain proficiency in Spanish. Source: *Consolidated State Performance Report, SY 2018–20*. ED Facts, SY 2018–20.

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ILLINOIS (Continued)

Exited ELs and ELs Who Were Not Proficient After Five Years

(percentage of total state exited ELs and ELs not proficient after five or more years, respectively)



Title III-Enrolled Student Participation in LIEPs

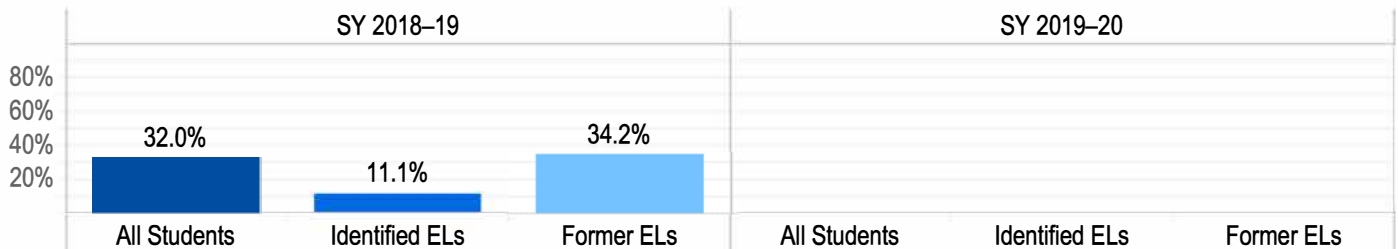
In SY 2018-19, student counts were unduplicated, meaning each student could only be reported as participating in one LIEP. In SY 2019-20, students could be reported as participating in multiple LIEPs, therefore, percentages may exceed 100%.

	SY 2018-19	SY 2019-20
Content classes with integrated ESL support	14.5%	15.5%
Dual language or two-way immersion	12.4%	14.0%
English as a Second Language (ESL) or English language development (ELD)	4.2%	4.3%
Newcomer programs		
Transitional bilingual or early-exit bilingual education	23.1%	21.9%
Other	35.6%	39.3%

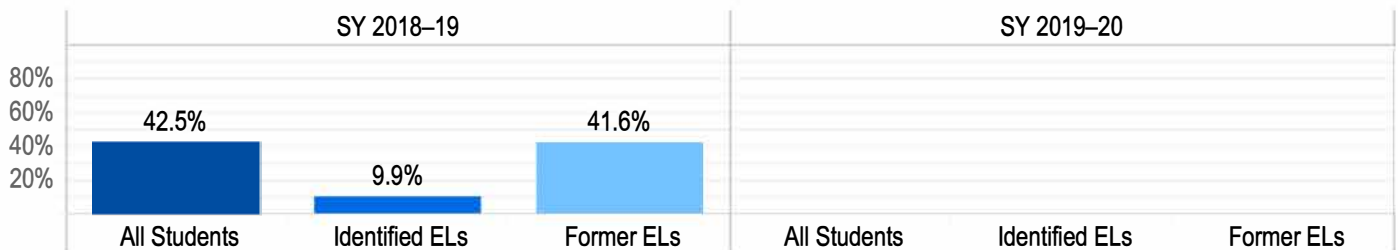
Content Assessment Proficiency Results by Subject

SY 2019-20 content assessment data were not collected due to the COVID-19 pandemic.

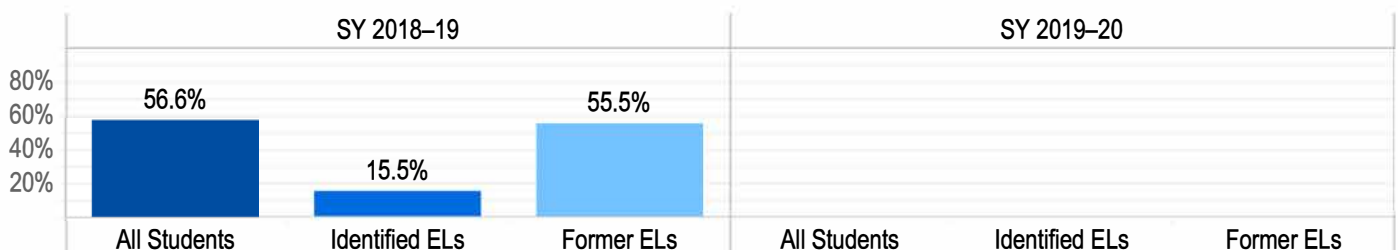
Mathematics



Reading/Language Arts



Science



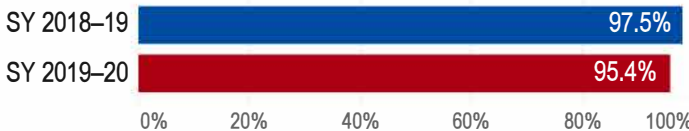
INDIANA

State Summary

	SY 2018–19	SY 2019–20
Title III Funding	\$8,446,619	\$8,504,305
Total Number of ELs	61,460	67,504
National Rank of EL Population	19	19

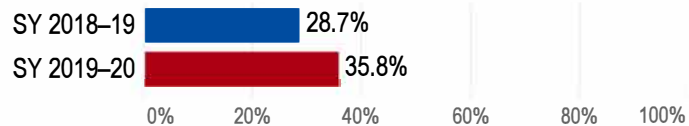
Title III-Served English Learners

(percentage of total state-identified ELs)



Title III-Served Immigrant Children and Youth

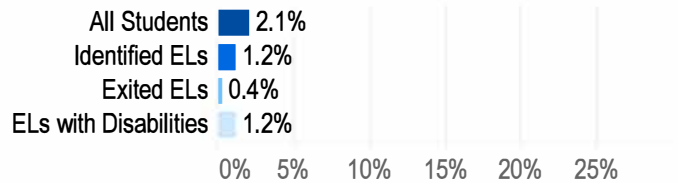
(percentage of total state immigrant children)



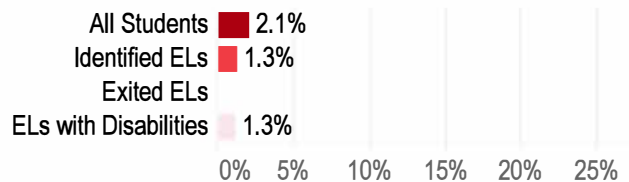
National Comparisons

(percentage of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

SY 2018–19

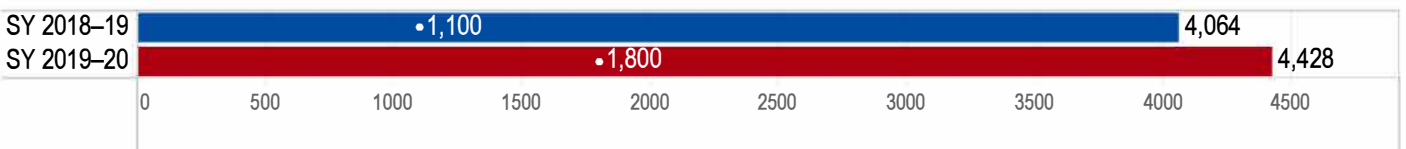


SY 2019–20



Number of Certified/Licensed Teachers Working in Title III Language Instruction Educational Programs (LIEPs)

Point (•) indicates additional teachers needed in the next five years



Top Five Languages Spoken by ELs

(percentage of total state-identified ELs)

SY 2018–19	Number of Speakers	Percent	SY 2019–20	Number of Speakers	Percent
Spanish; Castilian	44,173	71.9%	Spanish; Castilian	48,132	71.3%
Sino-Tibetan (Other)	3,001	4.9%	Sino-Tibetan (Other)	3,230	4.8%
Burmese	1,712	2.8%	Burmese	1,913	2.8%
Arabic	1,555	2.5%	Arabic	1,633	2.4%
German	1,400	2.3%	German	1,493	2.2%

Notes:

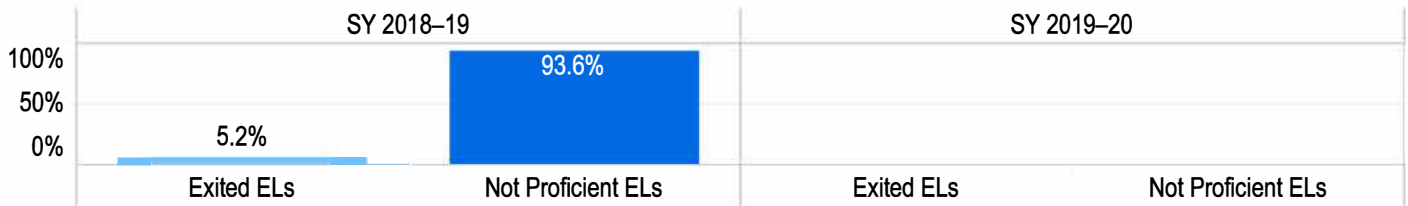
1. *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program: School Years 2018–2020* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs) attain English proficiency and are achieving in mathematics, reading/language arts, and science at the same high levels set by the states for all students. In Puerto Rico, where the language of instruction is Spanish, the effort is to ensure all Spanish learners (SLs) attain proficiency in Spanish. Source: *Consolidated State Performance Report, SY 2018–20*. EDFacts, SY 2018–20.

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INDIANA (Continued)

Exited ELs and ELs Who Were Not Proficient After Five Years

(percentage of total state exited ELs and ELs not proficient after five or more years, respectively)



Title III-Enrolled Student Participation in LIEPs

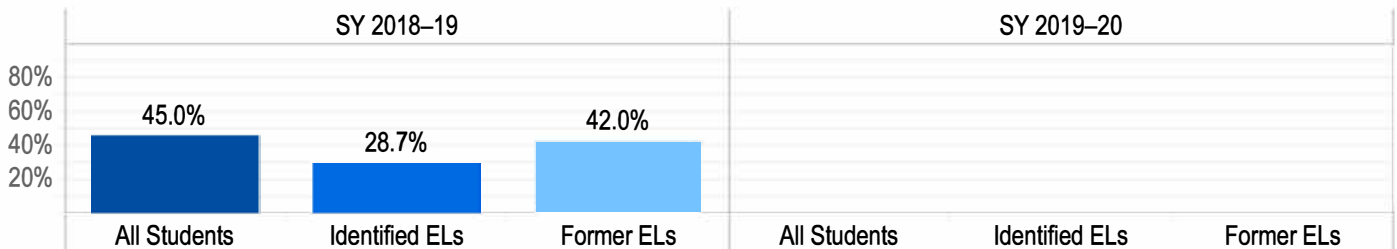
In SY 2018-19, student counts were unduplicated, meaning each student could only be reported as participating in one LIEP. In SY 2019-20, students could be reported as participating in multiple LIEPs, therefore, percentages may exceed 100%.

	SY 2018-19	SY 2019-20
Content classes with integrated ESL support	24.4%	21.6%
Dual language or two-way immersion	0.7%	1.1%
English as a Second Language (ESL) or English language development (ELD)	71.7%	71.7%
Newcomer programs		
Transitional bilingual or early-exit bilingual education	0.6%	1.0%
Other	0.0%	0.0%

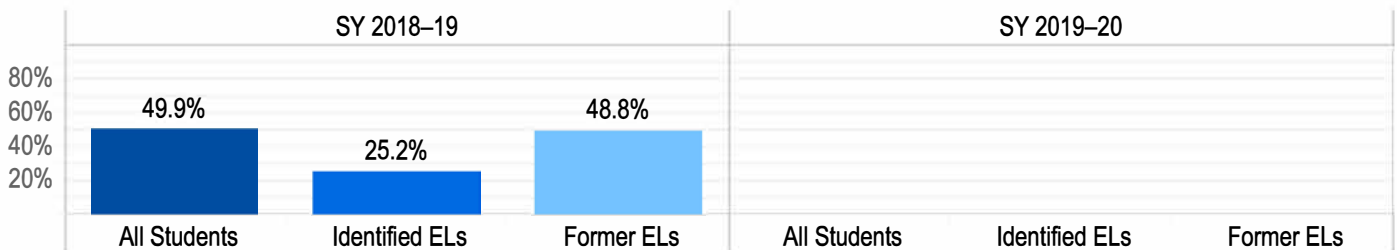
Content Assessment Proficiency Results by Subject

SY 2019-20 content assessment data were not collected due to the COVID-19 pandemic.

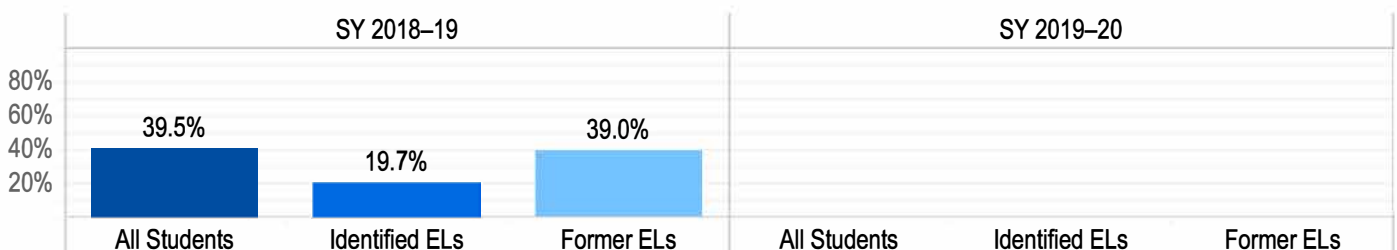
Mathematics



Reading/Language Arts



Science



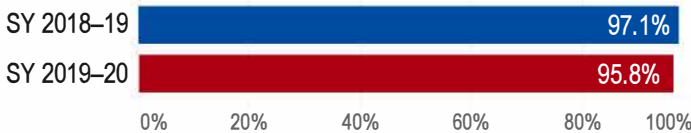
IOWA

State Summary

	SY 2018–19	SY 2019–20
Title III Funding	\$4,167,314	\$4,112,558
Total Number of ELs	31,242	31,509
National Rank of EL Population	32	33

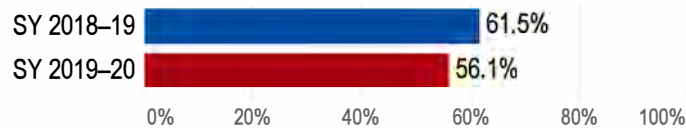
Title III-Served English Learners

(percentage of total state-identified ELs)



Title III-Served Immigrant Children and Youth

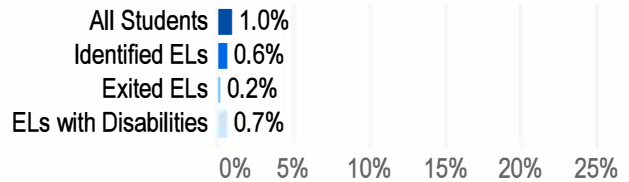
(percentage of total state immigrant children)



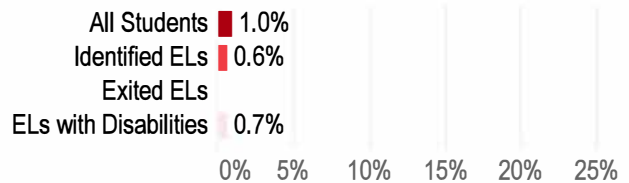
National Comparisons

(percentage of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

SY 2018–19

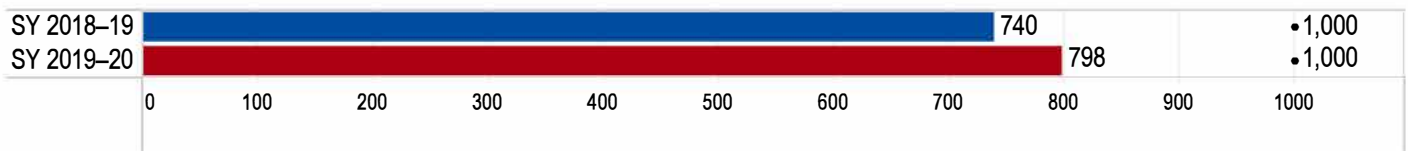


SY 2019–20



Number of Certified/Licensed Teachers Working in Title III Language Instruction Educational Programs (LIEPs)

Point (*) indicates additional teachers needed in the next five years



Top Five Languages Spoken by ELs

(percentage of total state-identified ELs)

SY 2018–19	Number of Speakers	Percent	SY 2019–20	Number of Speakers	Percent
Spanish; Castilian	19,838	63.5%	Spanish; Castilian	19,924	63.2%
Arabic	1,097	3.5%	Arabic	1,100	3.5%
Swahili	1,003	3.2%	Swahili	1,081	3.4%
Karen languages	896	2.9%	Karen languages	900	2.9%
Vietnamese	601	1.9%	French	655	2.1%

Notes:

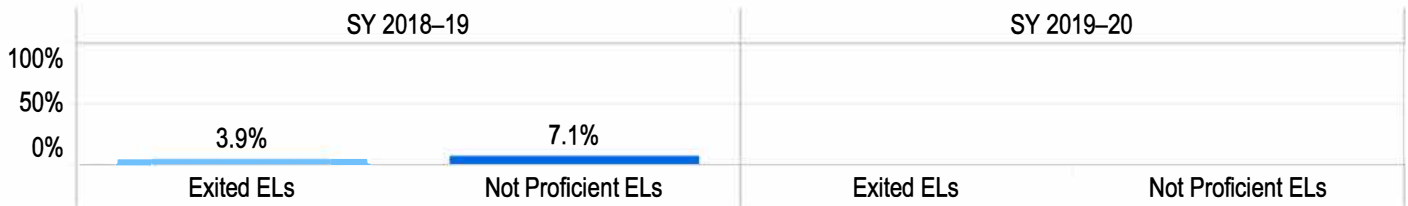
1. *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program: School Years 2018–2020* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs) attain English proficiency and are achieving in mathematics, reading/language arts, and science at the same high levels set by the states for all students. In Puerto Rico, where the language of instruction is Spanish, the effort is to ensure all Spanish learners (SLs) attain proficiency in Spanish. Source: *Consolidated State Performance Report, SY 2018–20*. EDataFacts, SY 2018–20.

2. Blank charts or table cells indicate that data was not available, not that the value is zero. Values of zero are indicated by data labels.

IOWA (Continued)

Exited ELs and ELs Who Were Not Proficient After Five Years

(percentage of total state exited ELs and ELs not proficient after five or more years, respectively)



Title III-Enrolled Student Participation in LIEPs

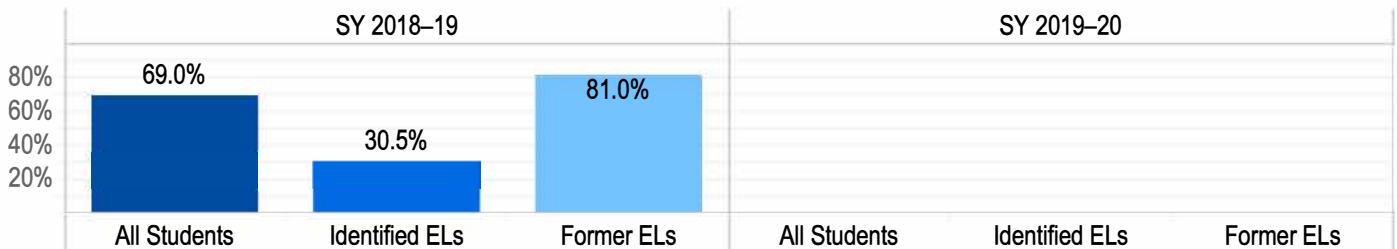
In SY 2018-19, student counts were unduplicated, meaning each student could only be reported as participating in one LIEP. In SY 2019-20, students could be reported as participating in multiple LIEPs, therefore, percentages may exceed 100%.

	SY 2018-19	SY 2019-20
Content classes with integrated ESL support		
Dual language or two-way immersion	3.4%	3.3%
English as a Second Language (ESL) or English language development (ELD)	74.7%	75.6%
Newcomer programs	3.1%	3.3%
Transitional bilingual or early-exit bilingual education	0.3%	0.3%
Other	15.6%	13.3%

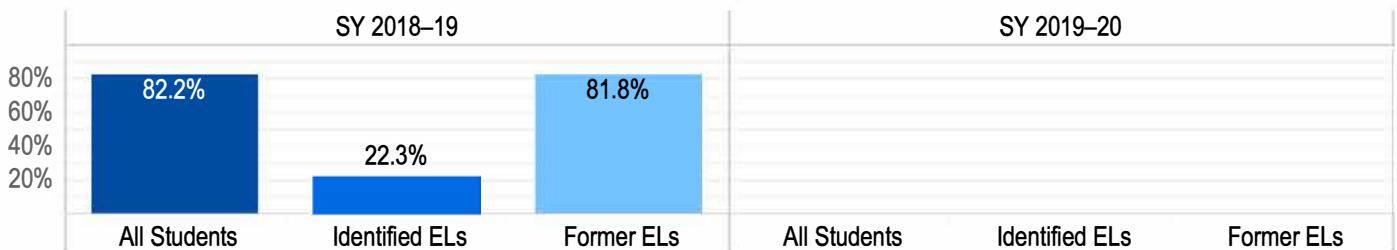
Content Assessment Proficiency Results by Subject

SY 2019-20 content assessment data were not collected due to the COVID-19 pandemic.

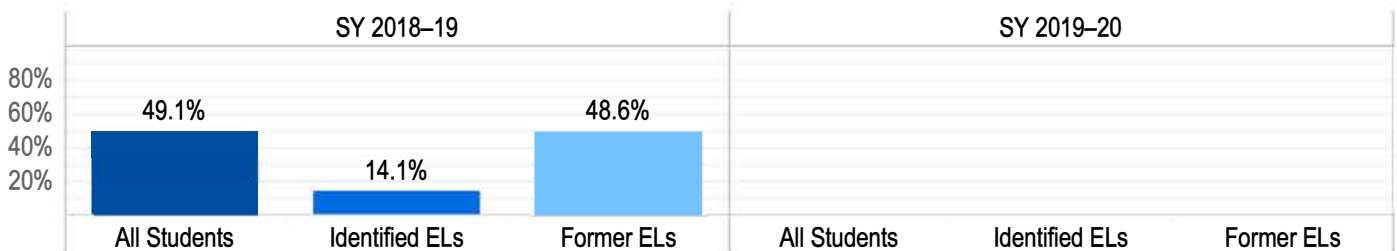
Mathematics



Reading/Language Arts



Science



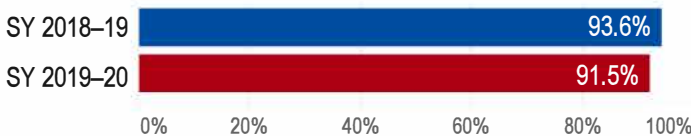
KANSAS

State Summary

	SY 2018–19	SY 2019–20
Title III Funding	\$4,731,037	\$4,677,078
Total Number of ELs	44,105	42,833
National Rank of EL Population	28	28

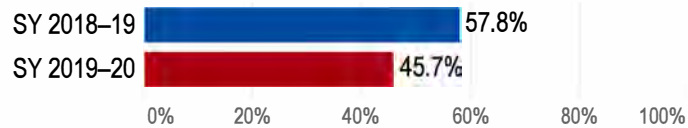
Title III-Served English Learners

(percentage of total state-identified ELs)



Title III-Served Immigrant Children and Youth

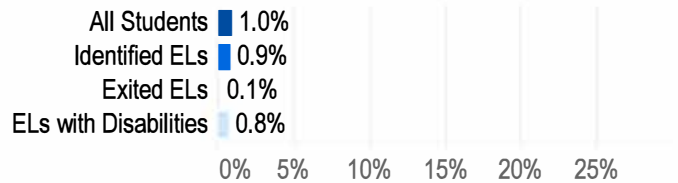
(percentage of total state immigrant children)



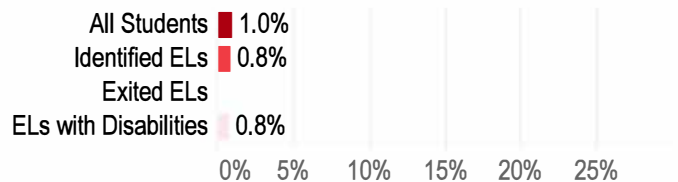
National Comparisons

(percentage of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

SY 2018–19

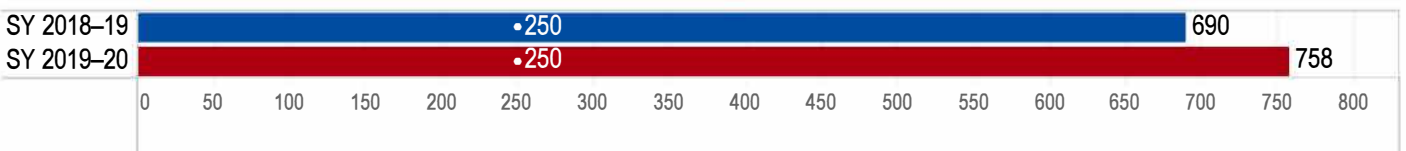


SY 2019–20



Number of Certified/Licensed Teachers Working in Title III Language Instruction Educational Programs (LIEPs)

Point (*) indicates additional teachers needed in the next five years



Top Five Languages Spoken by ELs

(percentage of total state-identified ELs)

SY 2018–19	Number of Speakers	Percent	SY 2019–20	Number of Speakers	Percent
Spanish; Castilian	36,522	82.8%	Spanish; Castilian	35,495	82.9%
Vietnamese	819	1.9%	Vietnamese	765	1.8%
Arabic	622	1.4%	Swahili	617	1.4%
Swahili	510	1.2%	Arabic	562	1.3%
Chinese	384	0.9%	Chinese	385	0.9%

Notes:

1. *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program: School Years 2018–2020* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs) attain English proficiency and are achieving in mathematics, reading/language arts, and science at the same high levels set by the states for all students. In Puerto Rico, where the language of instruction is Spanish, the effort is to ensure all Spanish learners (SLs) attain proficiency in Spanish. Source: *Consolidated State Performance Report, SY 2018–20*. EDFacts, SY 2018–20.

2. Blank charts or table cells indicate that data was not available, not that the value is zero. Values of zero are indicated by data labels.

KANSAS (Continued)

Exited ELs and ELs Who Were Not Proficient After Five Years

(percentage of total state exited ELs and ELs not proficient after five or more years, respectively)



Title III-Enrolled Student Participation in LIEPs

In SY 2018-19, student counts were unduplicated, meaning each student could only be reported as participating in one LIEP. In SY 2019-20, students could be reported as participating in multiple LIEPs, therefore, percentages may exceed 100%.

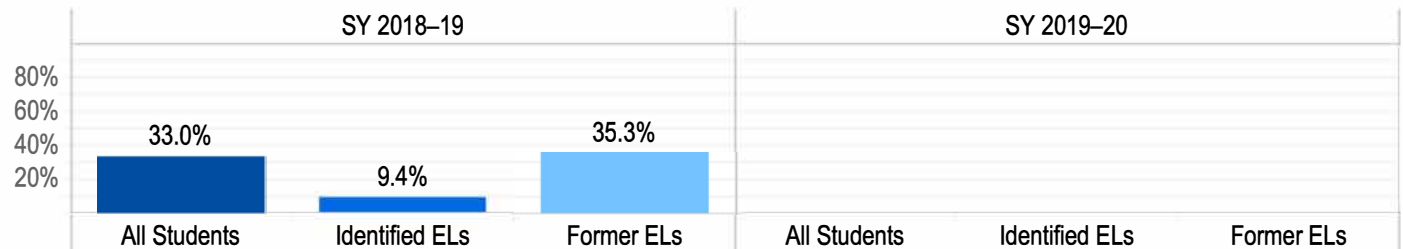
SY 2018-19 SY 2019-20

Content classes with integrated ESL support	
Dual language or two-way immersion	
English as a Second Language (ESL) or English language development (ELD)	
Newcomer programs	
Transitional bilingual or early-exit bilingual education	
Other	

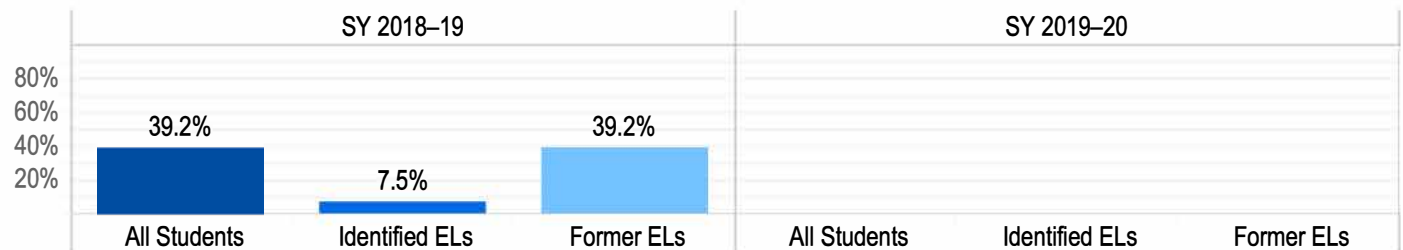
Content Assessment Proficiency Results by Subject

SY 2019-20 content assessment data were not collected due to the COVID-19 pandemic.

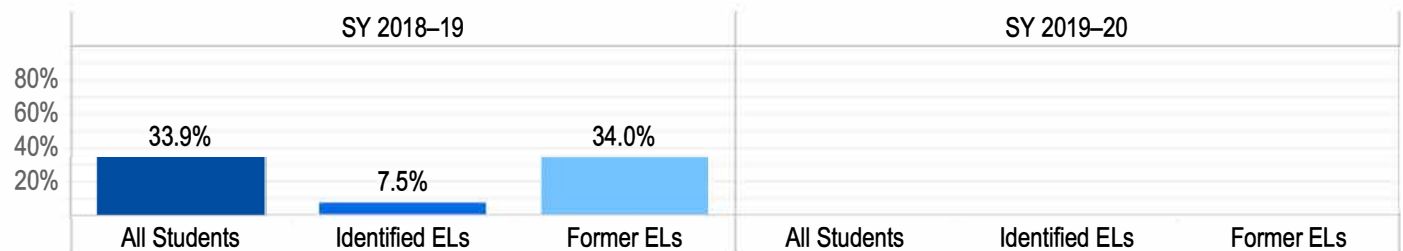
Mathematics



Reading/Language Arts



Science



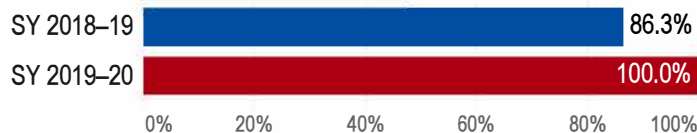
KENTUCKY

State Summary

	SY 2018–19	SY 2019–20
Title III Funding	\$3,826,378	\$3,981,284
Total Number of ELs	27,036	28,351
National Rank of EL Population	34	35

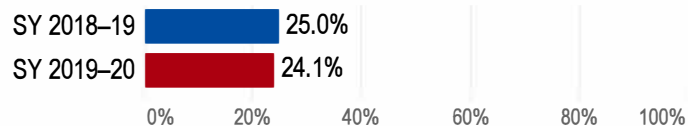
Title III-Served English Learners

(percentage of total state identified ELs)



Title III-Served Immigrant Children and Youth

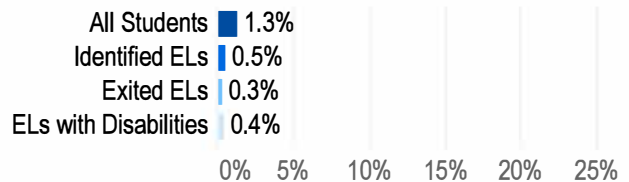
(percentage of total state immigrant children)



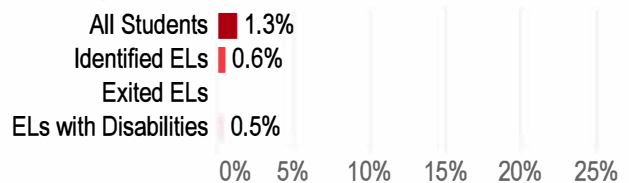
National Comparisons

(percentage of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

SY 2018–19

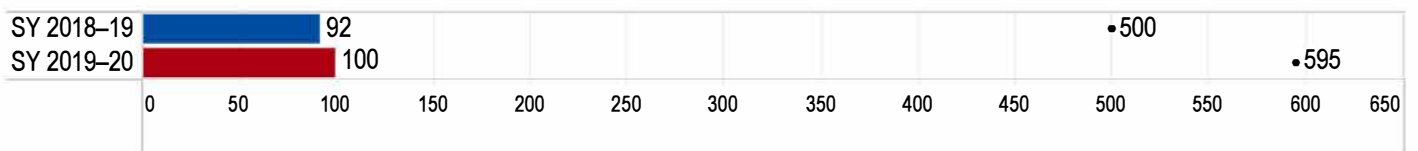


SY 2019–20



Number of Certified/Licensed Teachers Working in Title III Language Instruction Educational Programs (LIEPs)

Point (*) indicates additional teachers needed in the next five years



Top Five Languages Spoken by ELs

(percentage of total state-identified ELs)

SY 2018–19	Number of Speakers	Percent	SY 2019–20	Number of Speakers	Percent
Spanish; Castilian	16,355	60.5%	Spanish; Castilian	17,146	60.5%
Arabic	1,341	5.0%	Swahili	1,582	5.6%
Swahili	1,172	4.3%	Arabic	1,321	4.7%
Somali	871	3.2%	Somali	846	3.0%
Nepali	659	2.4%	Nepali	634	2.2%

Notes:

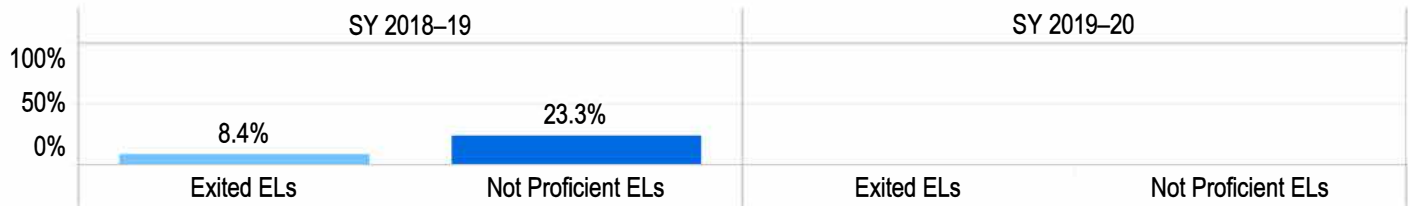
1. *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program: School Years 2018–2020* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs) attain English proficiency and are achieving in mathematics, reading/language arts, and science at the same high levels set by the states for all students. In Puerto Rico, where the language of instruction is Spanish, the effort is to ensure all Spanish learners (SLs) attain proficiency in Spanish. Source: *Consolidated State Performance Report, SY 2018–20*. EDataFacts, SY 2018–20.

2. Blank charts or table cells indicate that data was not available, not that the value is zero. Values of zero are indicated by data labels.

KENTUCKY (Continued)

Exited ELs and ELs Who Were Not Proficient After Five Years

(percentage of total state exited ELs and ELs not proficient after five or more years, respectively)



Title III-Enrolled Student Participation in LIEPs

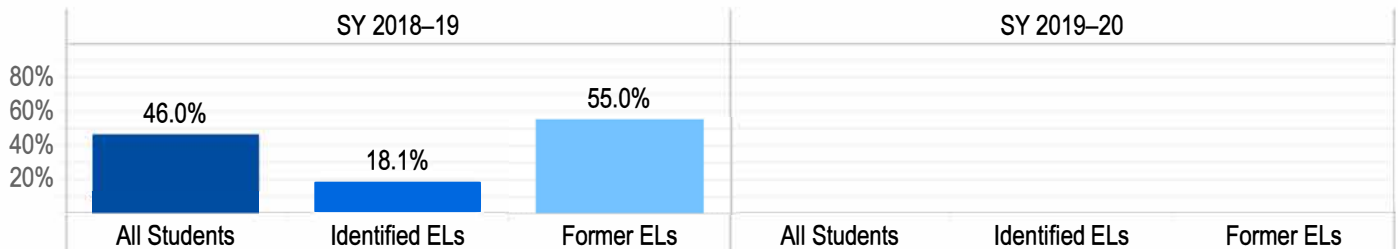
In SY 2018-19, student counts were unduplicated, meaning each student could only be reported as participating in one LIEP. In SY 2019-20, students could be reported as participating in multiple LIEPs, therefore, percentages may exceed 100%.

	SY 2018-19	SY 2019-20
Content classes with integrated ESL support	7.7%	9.4%
Dual language or two-way immersion	0.4%	0.7%
English as a Second Language (ESL) or English language development (ELD)	56.0%	32.5%
Newcomer programs	0.0%	0.3%
Transitional bilingual or early-exit bilingual education	0.7%	1.0%
Other	21.4%	90.0%

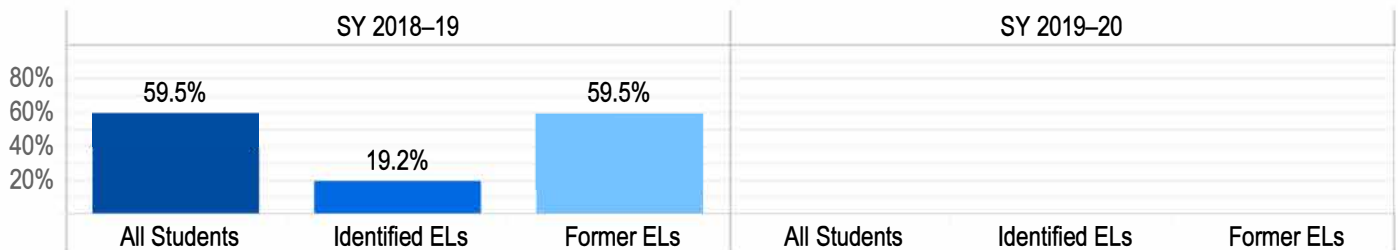
Content Assessment Proficiency Results by Subject

SY 2019-20 content assessment data were not collected due to the COVID-19 pandemic.

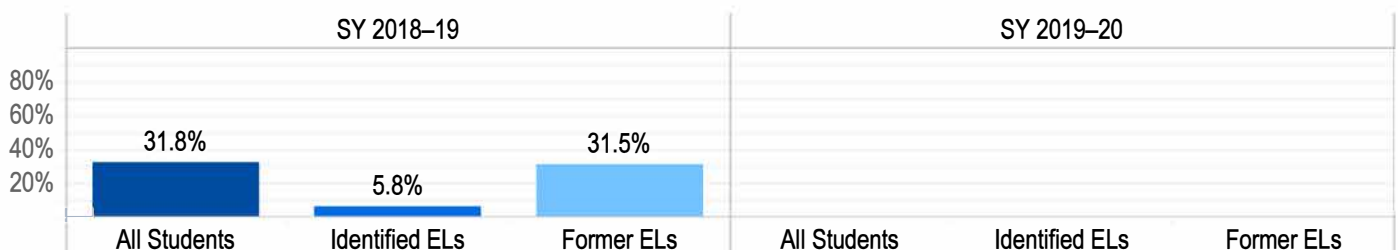
Mathematics



Reading/Language Arts



Science



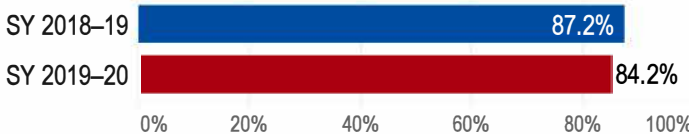
LOUISIANA

State Summary

	SY 2018–19	SY 2019–20
Title III Funding	\$3,449,559	\$3,767,514
Total Number of ELs	25,365	29,081
National Rank of EL Population	35	34

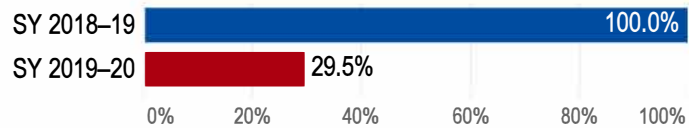
Title III-Served English Learners

(percentage of total state-identified ELs)



Title III-Served Immigrant Children and Youth

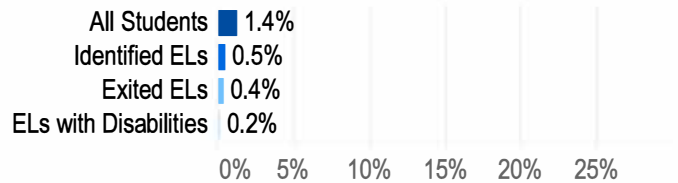
(percentage of total state immigrant children)



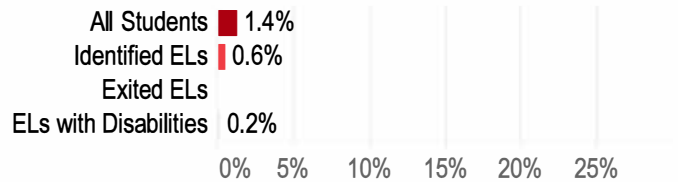
National Comparisons

(percentage of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

SY 2018–19

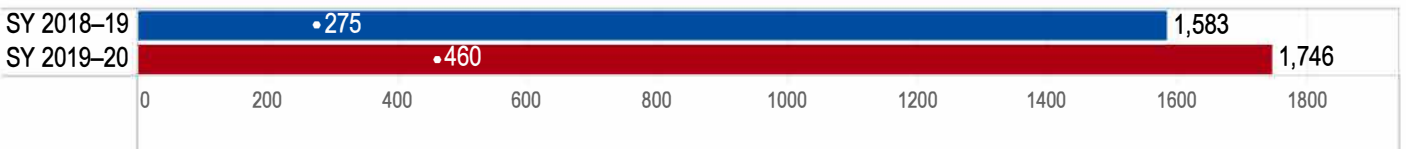


SY 2019–20



Number of Certified/Licensed Teachers Working in Title III Language Instruction Educational Programs (LIEPs)

Point (*) indicates additional teachers needed in the next five years



Top Five Languages Spoken by ELs

(percentage of total state-identified ELs)

SY 2018–19	Number of Speakers	Percent	SY 2019–20	Number of Speakers	Percent
Spanish; Castilian	20,973	82.7%	Spanish; Castilian	24,929	85.7%
Arabic	1,397	5.5%	Arabic	1,338	4.6%
Vietnamese	977	3.9%	Vietnamese	932	3.2%
Chinese	410	1.6%	Chinese	368	1.3%
French	284	1.1%	French	269	0.9%

Notes:

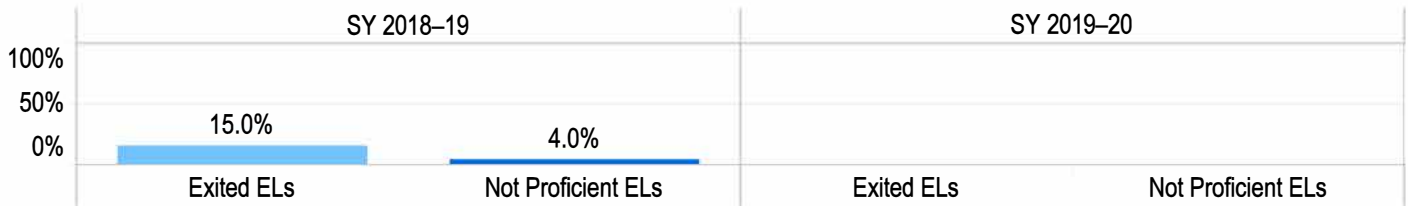
1. *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program: School Years 2018–2020* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs) attain English proficiency and are achieving in mathematics, reading/language arts, and science at the same high levels set by the states for all students. In Puerto Rico, where the language of instruction is Spanish, the effort is to ensure all Spanish learners (SLs) attain proficiency in Spanish. Source: *Consolidated State Performance Report, SY 2018–20*. EDFacts, SY 2018–20.

2. Blank charts or table cells indicate that data was not available, not that the value is zero. Values of zero are indicated by data labels.

LOUISIANA (Continued)

Exited ELs and ELs Who Were Not Proficient After Five Years

(percentage of total state exited ELs and ELs not proficient after five or more years, respectively)



Title III-Enrolled Student Participation in LIEPs

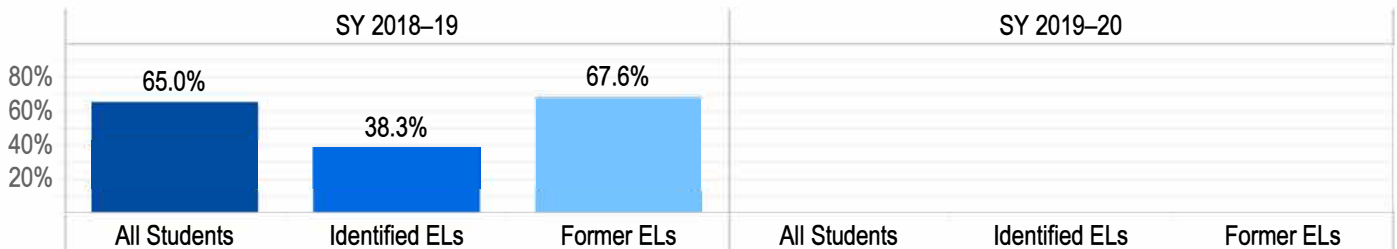
In SY 2018-19, student counts were unduplicated, meaning each student could only be reported as participating in one LIEP. In SY 2019-20, students could be reported as participating in multiple LIEPs, therefore, percentages may exceed 100%.

	SY 2018-19	SY 2019-20
Content classes with integrated ESL support	37.3%	51.9%
Dual language or two-way immersion	1.6%	1.2%
English as a Second Language (ESL) or English language development (ELD)	35.6%	13.9%
Newcomer programs	0.3%	2.4%
Transitional bilingual or early-exit bilingual education	0.3%	
Other	12.1%	14.7%

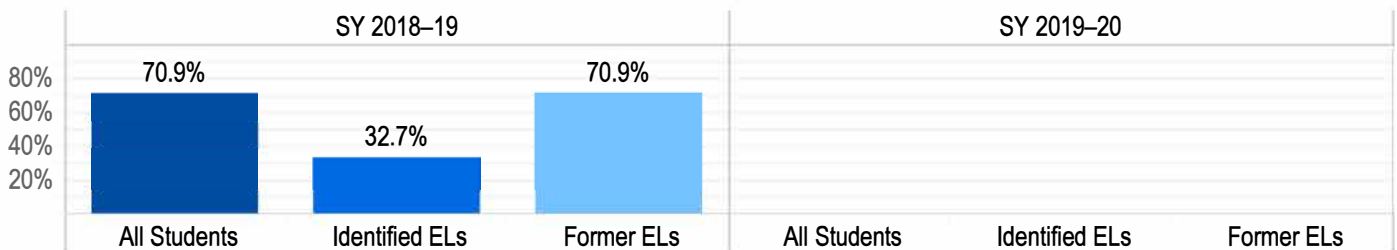
Content Assessment Proficiency Results by Subject

SY 2019-20 content assessment data were not collected due to the COVID-19 pandemic.

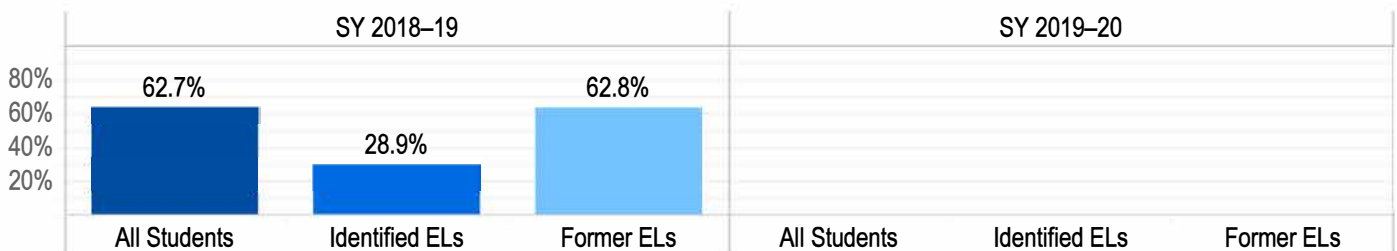
Mathematics



Reading/Language Arts



Science



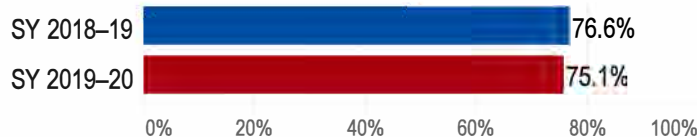
MAINE

State Summary

	SY 2018–19	SY 2019–20
Title III Funding	\$829,501	\$776,929
Total Number of ELs	5,920	5,453
National Rank of EL Population	45	45

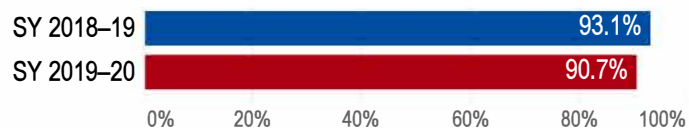
Title III-Served English Learners

(percentage of total state-identified ELs)



Title III-Served Immigrant Children and Youth

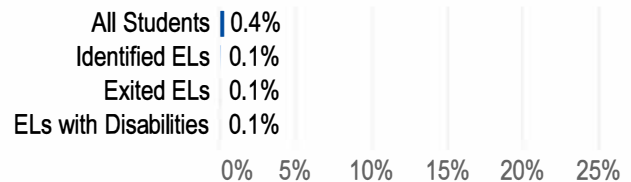
(percentage of total state immigrant children)



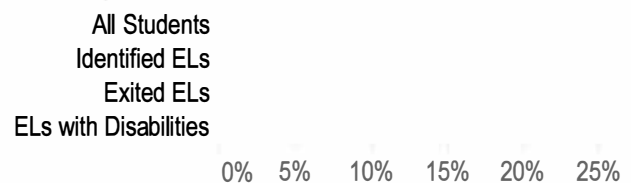
National Comparisons

(percentage of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

SY 2018–19

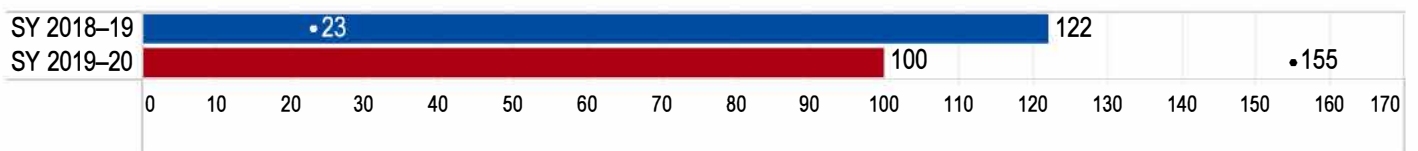


SY 2019–20



Number of Certified/Licensed Teachers Working in Title III Language Instruction Educational Programs (LIEPs)

Point (•) indicates additional teachers needed in the next five years



Top Five Languages Spoken by ELs

(percentage of total state-identified ELs)

SY 2018–19	Number of Speakers	Percent	SY 2019–20	Number of Speakers	Percent
Somali	1,576	26.6%	Somali	1,258	23.1%
Arabic	882	14.9%	Arabic	740	13.6%
French	558	9.4%	Portuguese	710	13.0%
Portuguese	515	8.7%	Spanish; Castilian	529	9.7%
Spanish; Castilian	503	8.5%	French	451	8.3%

Notes:

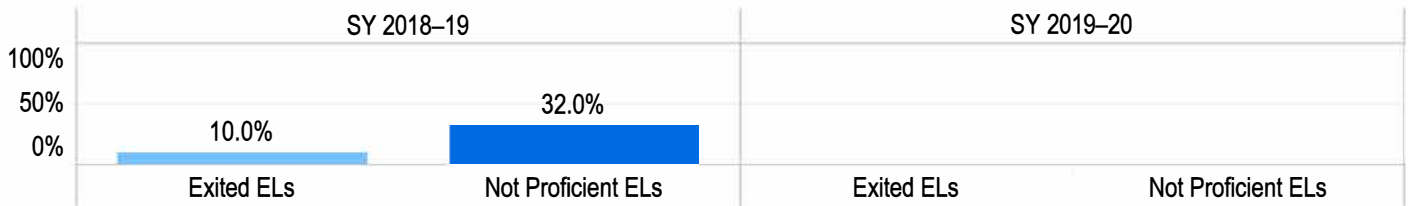
1. *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program: School Years 2018–2020* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs) attain English proficiency and are achieving in mathematics, reading/language arts, and science at the same high levels set by the states for all students. In Puerto Rico, where the language of instruction is Spanish, the effort is to ensure all Spanish learners (SLs) attain proficiency in Spanish. Source: *Consolidated State Performance Report, SY 2018–20*. EDFacts, SY 2018–20.

2. Blank charts or table cells indicate that data was not available, not that the value is zero. Values of zero are indicated by data labels.

MAINE (Continued)

Exited ELs and ELs Who Were Not Proficient After Five Years

(percentage of total state exited ELs and ELs not proficient after five or more years, respectively)



Title III-Enrolled Student Participation in LIEPs

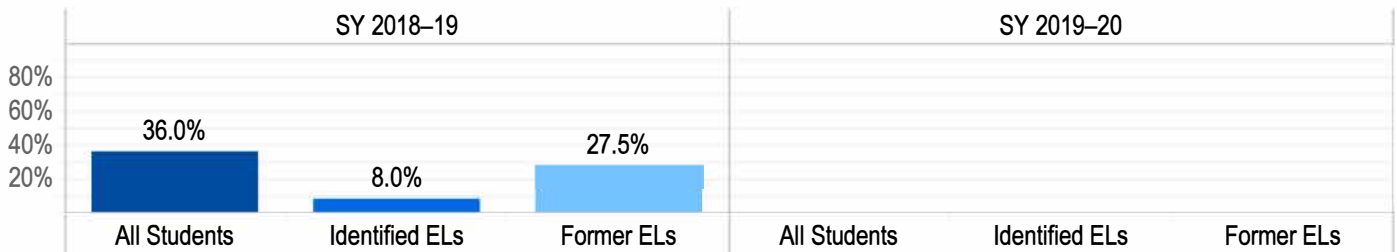
In SY 2018-19, student counts were unduplicated, meaning each student could only be reported as participating in one LIEP. In SY 2019-20, students could be reported as participating in multiple LIEPs, therefore, percentages may exceed 100%.

	SY 2018-19	SY 2019-20
Content classes with integrated ESL support		15.1%
Dual language or two-way immersion		
English as a Second Language (ESL) or English language development (ELD)		29.3%
Newcomer programs		2.1%
Transitional bilingual or early-exit bilingual education		
Other		31.5%

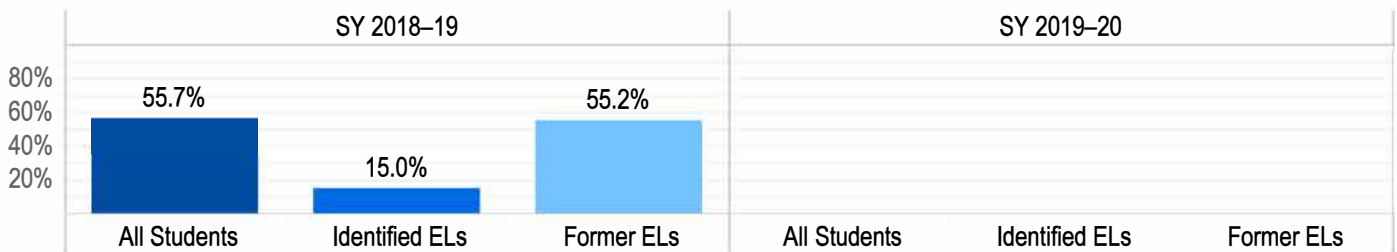
Content Assessment Proficiency Results by Subject

SY 2019-20 content assessment data were not collected due to the COVID-19 pandemic.

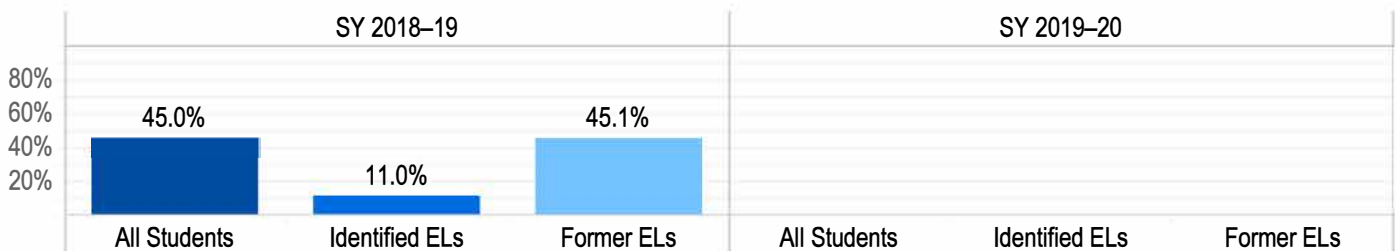
Mathematics



Reading/Language Arts



Science



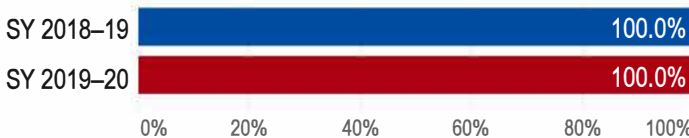
MARYLAND

State Summary

	SY 2018–19	SY 2019–20
Title III Funding	\$10,890,038	\$11,307,990
Total Number of ELs	84,120	93,249
National Rank of EL Population	13	14

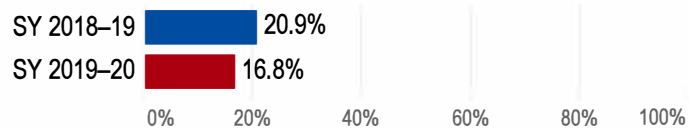
Title III-Served English Learners

(percentage of total state identified ELs)



Title III-Served Immigrant Children and Youth

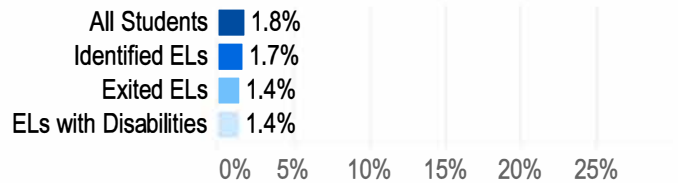
(percentage of total state immigrant children)



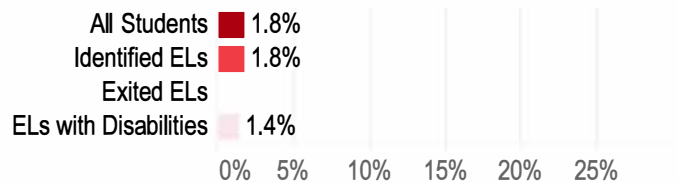
National Comparisons

(percentage of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

SY 2018–19

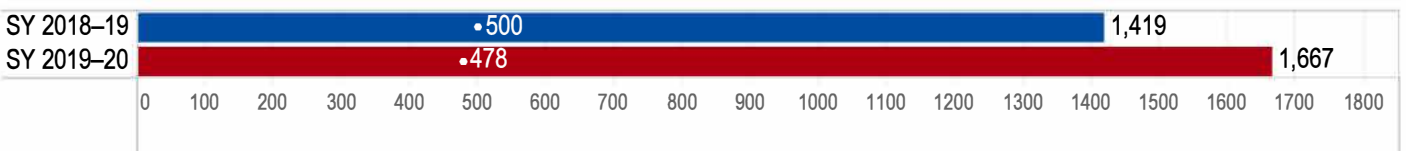


SY 2019–20



Number of Certified/Licensed Teachers Working in Title III Language Instruction Educational Programs (LIEPs)

Point (*) indicates additional teachers needed in the next five years



Top Five Languages Spoken by ELs

(percentage of total state-identified ELs)

SY 2018–19	Number of Speakers	Percent	SY 2019–20	Number of Speakers	Percent
Spanish; Castilian	63,404	75.4%	Spanish; Castilian	72,938	78.2%
French	1,934	2.3%	French	1,846	2.0%
Chinese	1,607	1.9%	Chinese	1,506	1.6%
Amharic	1,468	1.7%	Amharic	1,405	1.5%
Arabic	1,356	1.6%	Arabic	1,334	1.4%

Notes:

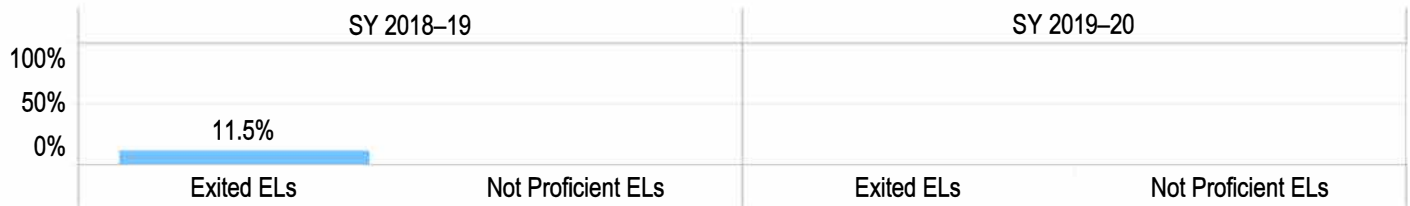
1. *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program: School Years 2018–2020* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs) attain English proficiency and are achieving in mathematics, reading/language arts, and science at the same high levels set by the states for all students. In Puerto Rico, where the language of instruction is Spanish, the effort is to ensure all Spanish learners (SLs) attain proficiency in Spanish. Source: *Consolidated State Performance Report, SY 2018–20*. EDFacts, SY 2018–20.

2. Blank charts or table cells indicate that data was not available, not that the value is zero. Values of zero are indicated by data labels.

MARYLAND (Continued)

Exited ELs and ELs Who Were Not Proficient After Five Years

(percentage of total state exited ELs and ELs not proficient after five or more years, respectively)



Title III-Enrolled Student Participation in LIEPs

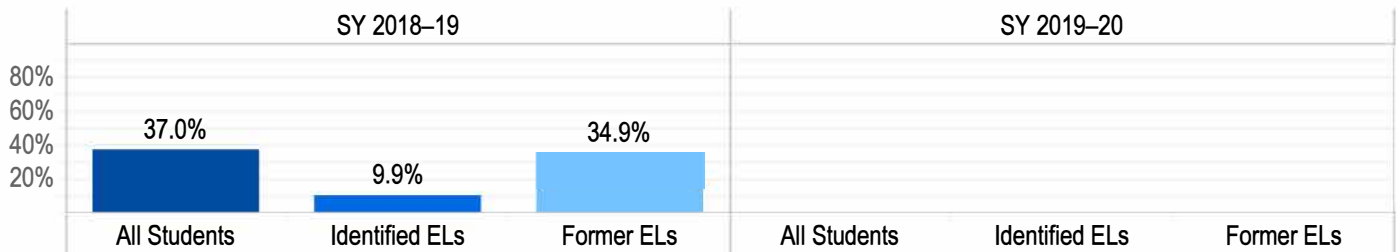
In SY 2018-19, student counts were unduplicated, meaning each student could only be reported as participating in one LIEP. In SY 2019-20, students could be reported as participating in multiple LIEPs, therefore, percentages may exceed 100%.

	SY 2018-19	SY 2019-20
Content classes with integrated ESL support	30.2%	42.7%
Dual language or two-way immersion	0.0%	
English as a Second Language (ESL) or English language development (ELD)	65.1%	52.3%
Newcomer programs		
Transitional bilingual or early-exit bilingual education	0.6%	0.9%
Other	4.0%	4.1%

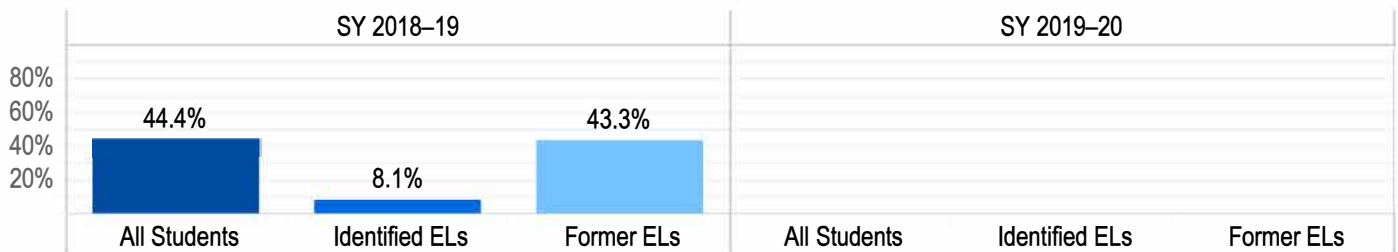
Content Assessment Proficiency Results by Subject

SY 2019-20 content assessment data were not collected due to the COVID-19 pandemic.

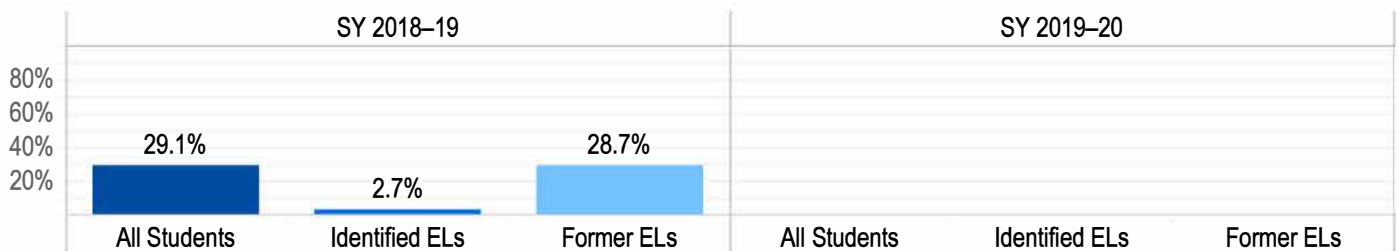
Mathematics



Reading/Language Arts



Science



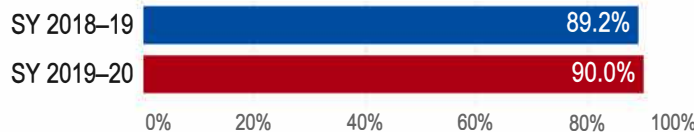
MASSACHUSETTS

State Summary

	SY 2018–19	SY 2019–20
Title III Funding	\$14,887,920	\$15,395,832
Total Number of ELs	95,052	98,055
National Rank of EL Population	12	11

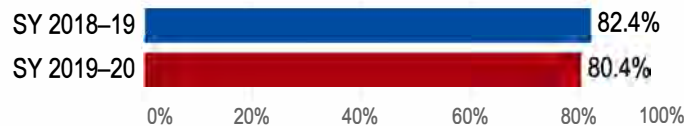
Title III-Served English Learners

(percentage of total state-identified ELs)



Title III-Served Immigrant Children and Youth

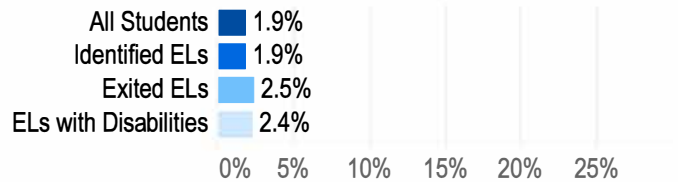
(percentage of total state immigrant children)



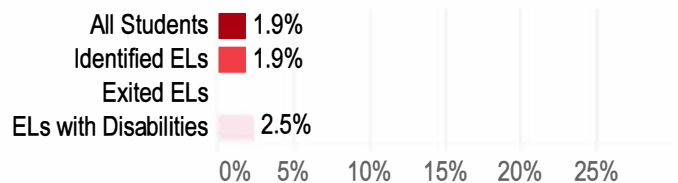
National Comparisons

(percentage of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

SY 2018–19

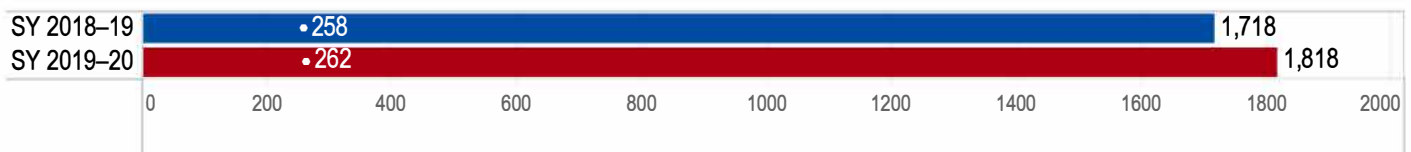


SY 2019–20



Number of Certified/Licensed Teachers Working in Title III Language Instruction Educational Programs (LIEPs)

Point (*) indicates additional teachers needed in the next five years



Top Five Languages Spoken by ELs

(percentage of total state-identified ELs)

SY 2018–19	Number of Speakers	Percent	SY 2019–20	Number of Speakers	Percent
Spanish; Castilian	51,786	54.5%	Spanish; Castilian	53,493	54.6%
Portuguese	10,499	11.0%	Portuguese	12,613	12.9%
Creoles and pidgins, Portuguese-based (Other)	4,148	4.4%	Creoles and pidgins, Portuguese-based (Other)	4,093	4.2%
Haitian; Haitian Creole	3,950	4.2%	Haitian; Haitian Creole	3,818	3.9%
Chinese	3,873	4.1%	Chinese	3,565	3.6%

Notes:

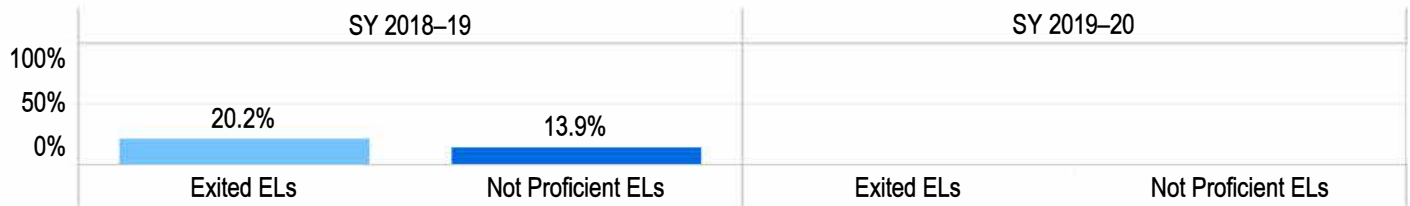
1. *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program: School Years 2018–2020* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs) attain English proficiency and are achieving in mathematics, reading/language arts, and science at the same high levels set by the states for all students. In Puerto Rico, where the language of instruction is Spanish, the effort is to ensure all Spanish learners (SLs) attain proficiency in Spanish. Source: *Consolidated State Performance Report, SY 2018–20*. EDFacts, SY 2018–20.

2. Blank charts or table cells indicate that data was not available, not that the value is zero. Values of zero are indicated by data labels.

MASSACHUSETTS (Continued)

Exited ELs and ELs Who Were Not Proficient After Five Years

(percentage of total state exited ELs and ELs not proficient after five or more years, respectively)



Title III-Enrolled Student Participation in LIEPs

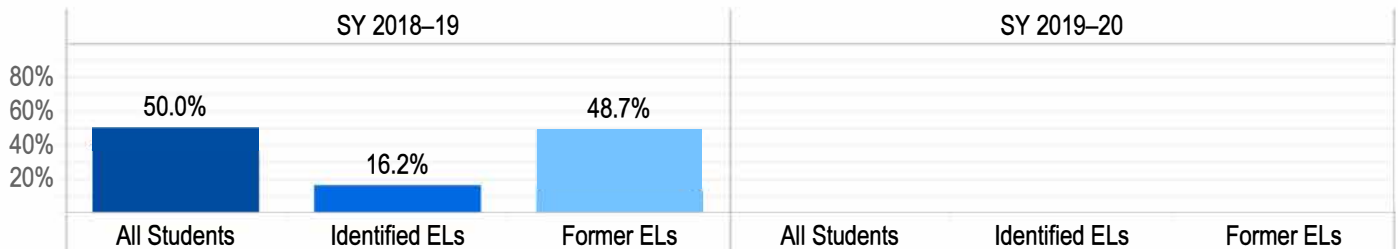
In SY 2018-19, student counts were unduplicated, meaning each student could only be reported as participating in one LIEP. In SY 2019-20, students could be reported as participating in multiple LIEPs, therefore, percentages may exceed 100%.

	SY 2018-19	SY 2019-20
Content classes with integrated ESL support	86.0%	86.9%
Dual language or two-way immersion	2.0%	2.1%
English as a Second Language (ESL) or English language development (ELD)		
Newcomer programs		
Transitional bilingual or early-exit bilingual education	1.1%	1.0%
Other		

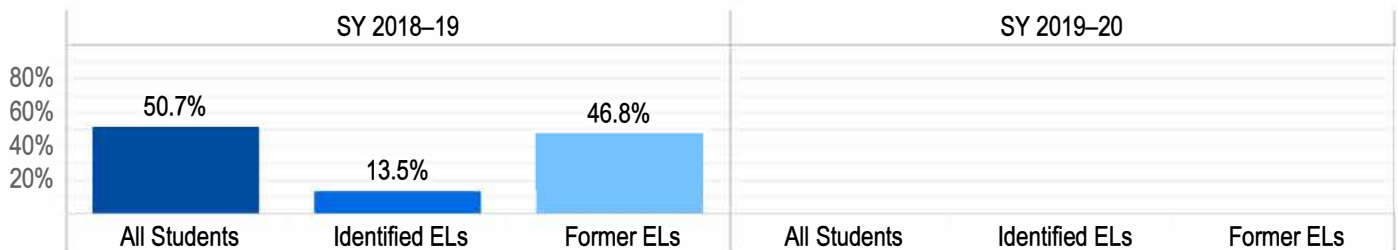
Content Assessment Proficiency Results by Subject

SY 2019-20 content assessment data were not collected due to the COVID-19 pandemic.

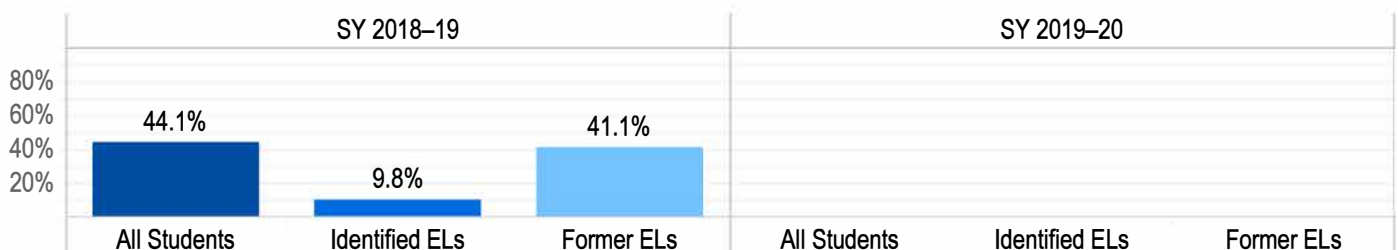
Mathematics



Reading/Language Arts



Science



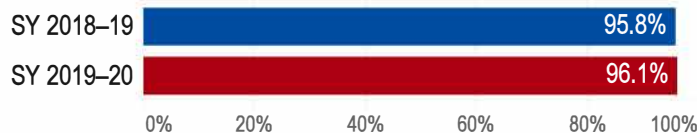
MICHIGAN

State Summary

	SY 2018–19	SY 2019–20
Title III Funding	\$12,289,474	\$12,290,130
Total Number of ELs	96,455	93,889
National Rank of EL Population	11	13

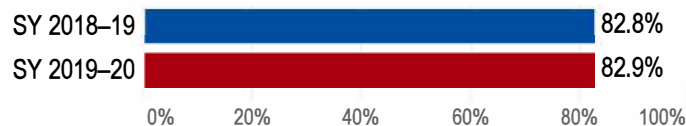
Title III-Served English Learners

(percentage of total state identified ELs)



Title III-Served Immigrant Children and Youth

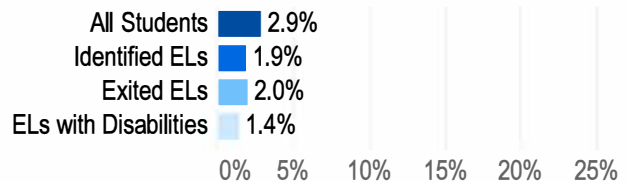
(percentage of total state immigrant children)



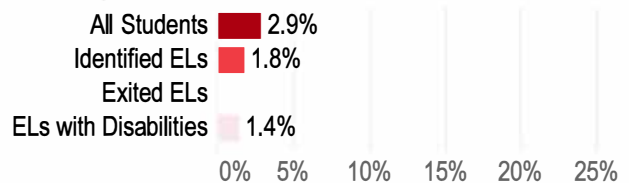
National Comparisons

(percentage of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

SY 2018–19

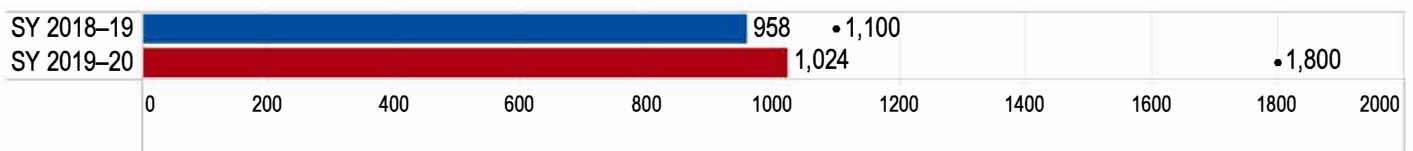


SY 2019–20



Number of Certified/Licensed Teachers Working in Title III Language Instruction Educational Programs (LIEPs)

Point (•) indicates additional teachers needed in the next five years



Top Five Languages Spoken by ELs

(percentage of total state-identified ELs)

SY 2018–19	Number of Speakers	Percent	SY 2019–20	Number of Speakers	Percent
Spanish; Castilian	39,275	40.7%	Spanish; Castilian	38,429	40.9%
Arabic	26,948	27.9%	Arabic	25,678	27.3%
Bengali	3,203	3.3%	Bengali	3,314	3.5%
Aramaic	1,740	1.8%	Syriac	2,418	2.6%
Albanian	1,711	1.8%	Albanian	1,600	1.7%

Notes:

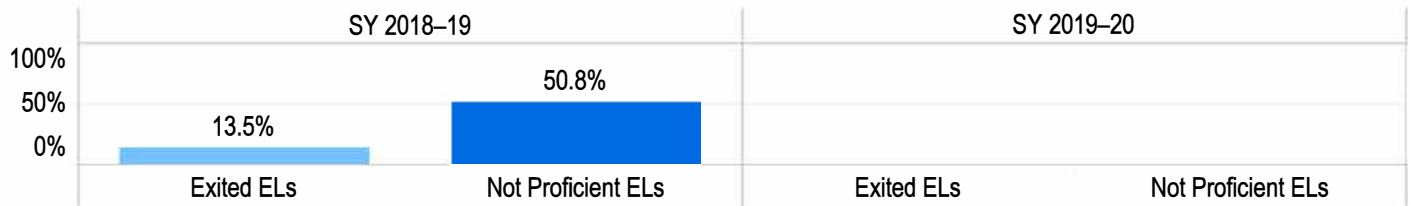
1. *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program: School Years 2018–2020* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs) attain English proficiency and are achieving in mathematics, reading/language arts, and science at the same high levels set by the states for all students. In Puerto Rico, where the language of instruction is Spanish, the effort is to ensure all Spanish learners (SLs) attain proficiency in Spanish. Source: *Consolidated State Performance Report, SY 2018–20*. EDFacts, SY 2018–20.

2. Blank charts or table cells indicate that data was not available, not that the value is zero. Values of zero are indicated by data labels.

MICHIGAN (Continued)

Exited ELs and ELs Who Were Not Proficient After Five Years

(percentage of total state exited ELs and ELs not proficient after five or more years, respectively)



Title III-Enrolled Student Participation in LIEPs

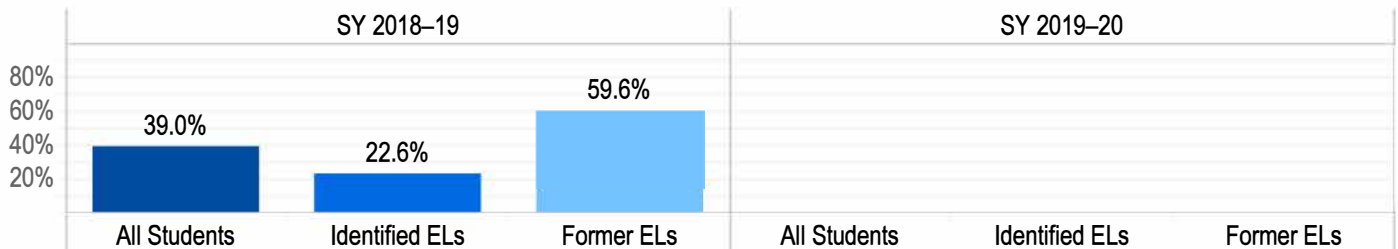
In SY 2018-19, student counts were unduplicated, meaning each student could only be reported as participating in one LIEP. In SY 2019-20, students could be reported as participating in multiple LIEPs, therefore, percentages may exceed 100%.

	SY 2018-19	SY 2019-20
Content classes with integrated ESL support	14.4%	14.3%
Dual language or two-way immersion	2.5%	2.4%
English as a Second Language (ESL) or English language development (ELD)	73.2%	74.0%
Newcomer programs	2.0%	2.1%
Transitional bilingual or early-exit bilingual education	3.8%	3.4%
Other		

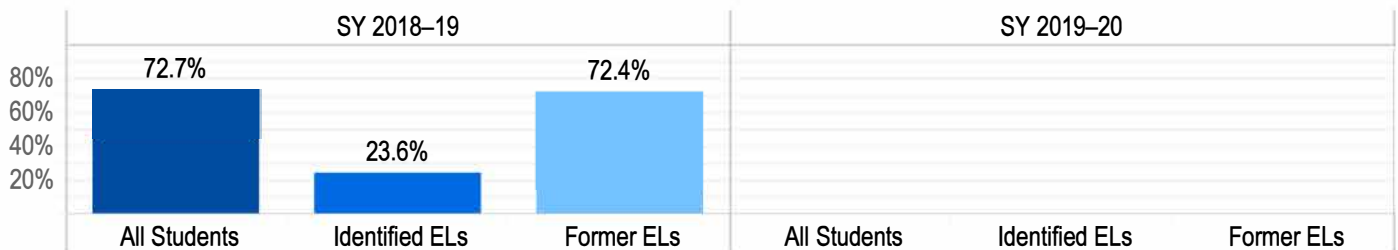
Content Assessment Proficiency Results by Subject

SY 2019-20 content assessment data were not collected due to the COVID-19 pandemic.

Mathematics



Reading/Language Arts



Science



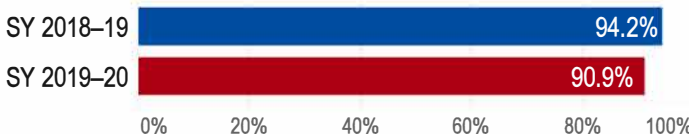
MINNESOTA

State Summary

	SY 2018–19	SY 2019–20
Title III Funding	\$9,551,472	\$9,885,953
Total Number of ELs	73,220	75,018
National Rank of EL Population	16	15

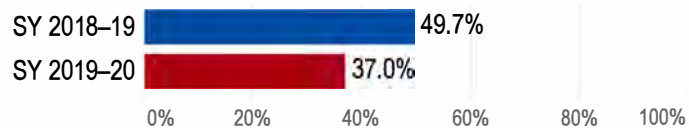
Title III-Served English Learners

(percentage of total state-identified ELs)



Title III-Served Immigrant Children and Youth

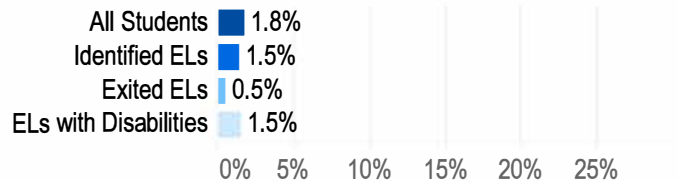
(percentage of total state immigrant children)



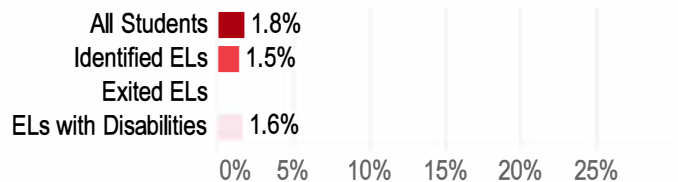
National Comparisons

(percentage of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

SY 2018–19

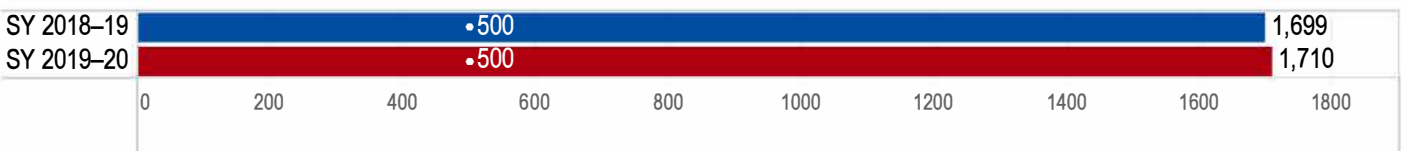


SY 2019–20



Number of Certified/Licensed Teachers Working in Title III Language Instruction Educational Programs (LIEPs)

Point (*) indicates additional teachers needed in the next five years



Top Five Languages Spoken by ELs

(percentage of total state-identified ELs)

SY 2018–19	Number of Speakers	Percent	SY 2019–20	Number of Speakers	Percent
Spanish; Castilian	27,543	37.6%	Spanish; Castilian	28,828	38.4%
Somali	17,013	23.2%	Cushitic (Other)	16,703	22.3%
Hmong	10,403	14.2%	Hmong	10,682	14.2%
Karen languages	3,702	5.1%	Karen languages	3,675	4.9%
Arabic	1,536	2.1%	Arabic	1,568	2.1%

Notes:

1. *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program: School Years 2018–2020* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs) attain English proficiency and are achieving in mathematics, reading/language arts, and science at the same high levels set by the states for all students. In Puerto Rico, where the language of instruction is Spanish, the effort is to ensure all Spanish learners (SLs) attain proficiency in Spanish. Source: *Consolidated State Performance Report, SY 2018–20*. EDFacts, SY 2018–20.

2. Blank charts or table cells indicate that data was not available, not that the value is zero. Values of zero are indicated by data labels.

MINNESOTA (Continued)

Exited ELs and ELs Who Were Not Proficient After Five Years

(percentage of total state exited ELs and ELs not proficient after five or more years, respectively)



Title III-Enrolled Student Participation in LIEPs

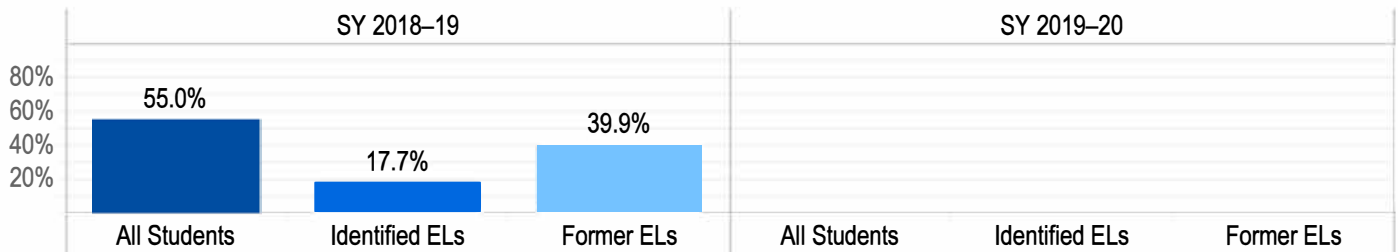
In SY 2018-19, student counts were unduplicated, meaning each student could only be reported as participating in one LIEP. In SY 2019-20, students could be reported as participating in multiple LIEPs, therefore, percentages may exceed 100%.

	SY 2018-19	SY 2019-20
Content classes with integrated ESL support	21.1%	21.1%
Dual language or two-way immersion	6.2%	3.6%
English as a Second Language (ESL) or English language development (ELD)	62.8%	58.4%
Newcomer programs	3.2%	3.1%
Transitional bilingual or early-exit bilingual education	0.2%	0.1%
Other	0.8%	2.0%

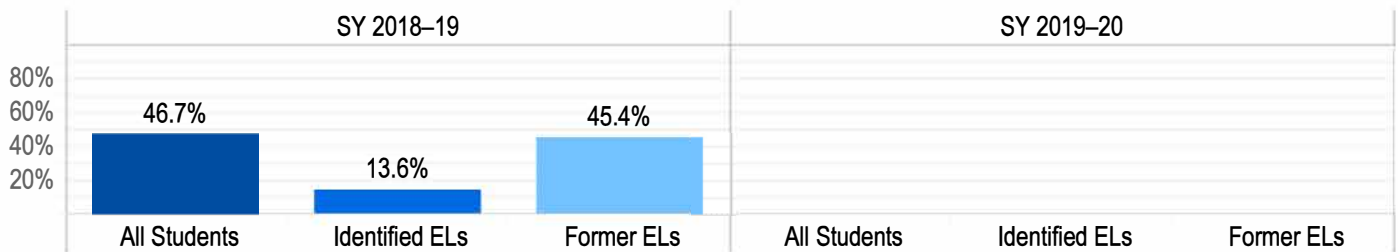
Content Assessment Proficiency Results by Subject

SY 2019-20 content assessment data were not collected due to the COVID-19 pandemic.

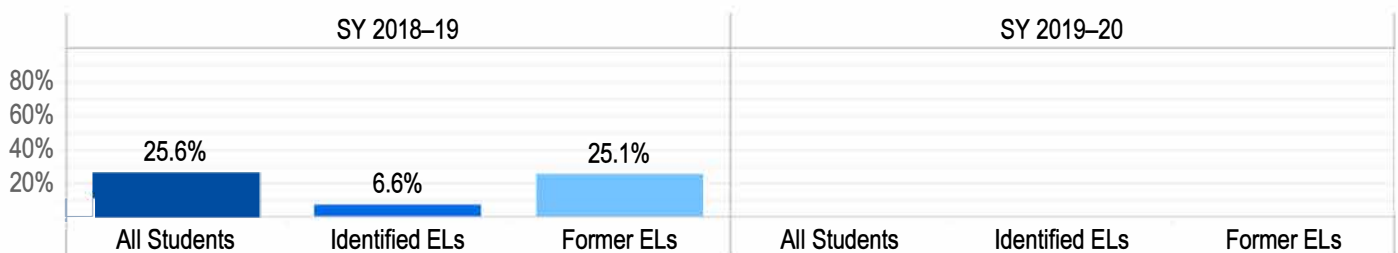
Mathematics



Reading/Language Arts



Science



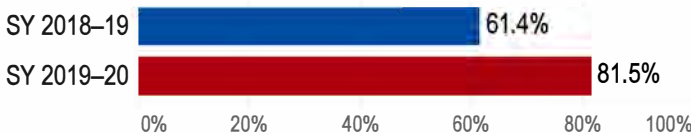
MISSISSIPPI

State Summary

	SY 2018–19	SY 2019–20
Title III Funding	\$1,493,246	\$1,574,753
Total Number of ELs	14,728	11,614
National Rank of EL Population	40	42

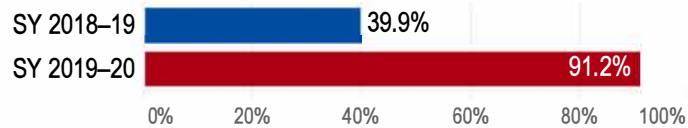
Title III-Served English Learners

(percentage of total state identified ELs)



Title III-Served Immigrant Children and Youth

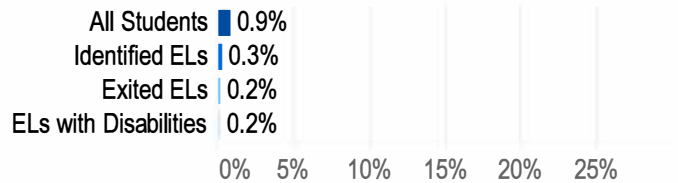
(percentage of total state immigrant children)



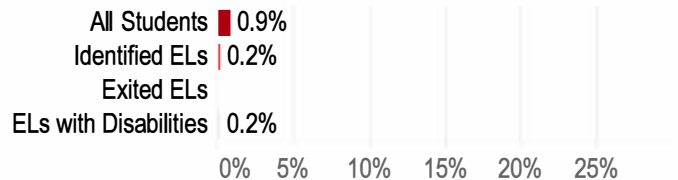
National Comparisons

(percentage of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

SY 2018–19

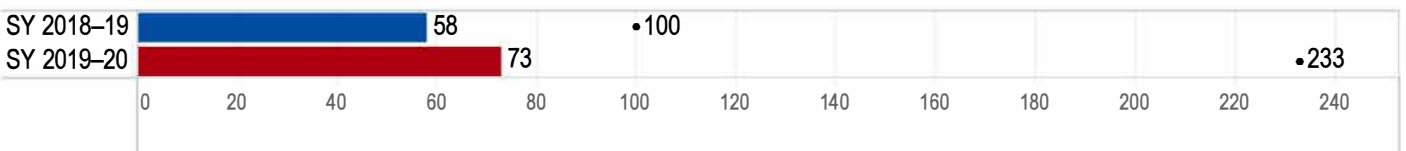


SY 2019–20



Number of Certified/Licensed Teachers Working in Title III Language Instruction Educational Programs (LIEPs)

Point (*) indicates additional teachers needed in the next five years



Top Five Languages Spoken by ELs

(percentage of total state-identified ELs)

SY 2018–19	Number of Speakers	Percent	SY 2019–20	Number of Speakers	Percent
Spanish; Castilian	9,224	62.6%	Spanish; Castilian	9,566	82.4%
Arabic	753	5.1%	Arabic	724	6.2%
Vietnamese	370	2.5%	Vietnamese	334	2.9%
Chinese	301	2.0%	Chinese	251	2.2%
Gujarati	89	0.6%	Gujarati	69	0.6%

Notes:

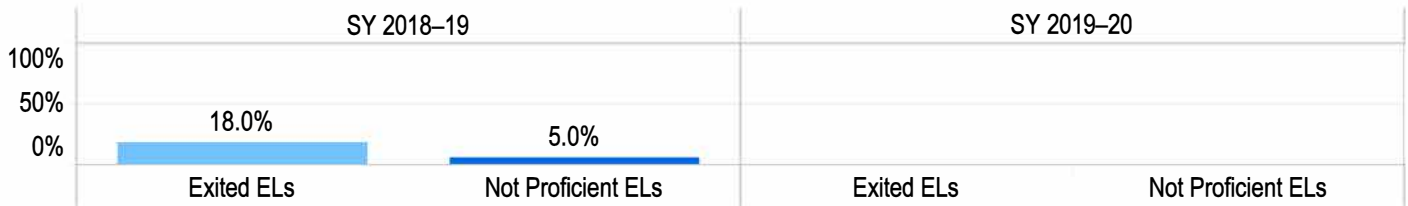
1. *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program: School Years 2018–2020* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs) attain English proficiency and are achieving in mathematics, reading/language arts, and science at the same high levels set by the states for all students. In Puerto Rico, where the language of instruction is Spanish, the effort is to ensure all Spanish learners (SLs) attain proficiency in Spanish. Source: *Consolidated State Performance Report, SY 2018–20*. EDFacts, SY 2018–20.

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MISSISSIPPI (Continued)

Exited ELs and ELs Who Were Not Proficient After Five Years

(percentage of total state exited ELs and ELs not proficient after five or more years, respectively)



Title III-Enrolled Student Participation in LIEPs

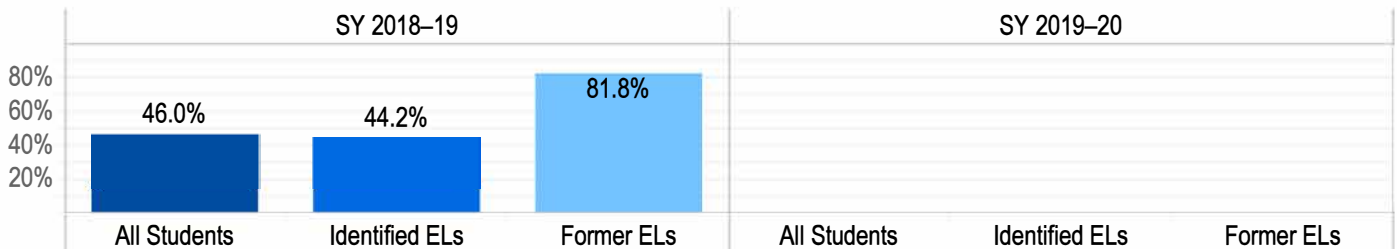
In SY 2018-19, student counts were unduplicated, meaning each student could only be reported as participating in one LIEP. In SY 2019-20, students could be reported as participating in multiple LIEPs, therefore, percentages may exceed 100%.

	SY 2018-19	SY 2019-20
Content classes with integrated ESL support		11.3%
Dual language or two-way immersion		0.1%
English as a Second Language (ESL) or English language development (ELD)	61.4%	70.2%
Newcomer programs		
Transitional bilingual or early-exit bilingual education		
Other		

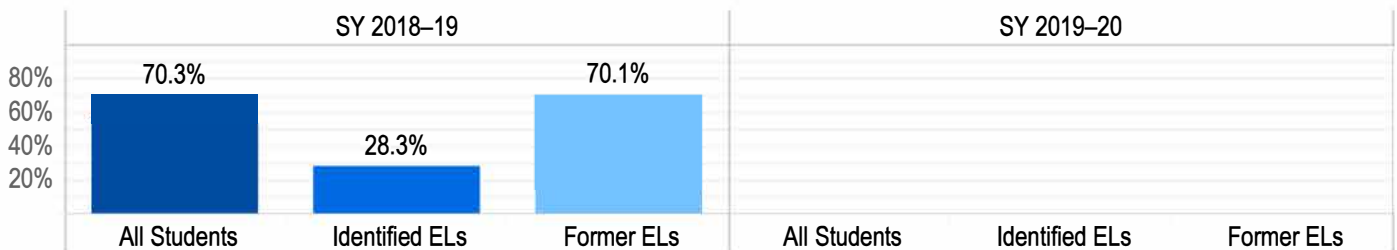
Content Assessment Proficiency Results by Subject

SY 2019-20 content assessment data were not collected due to the COVID-19 pandemic.

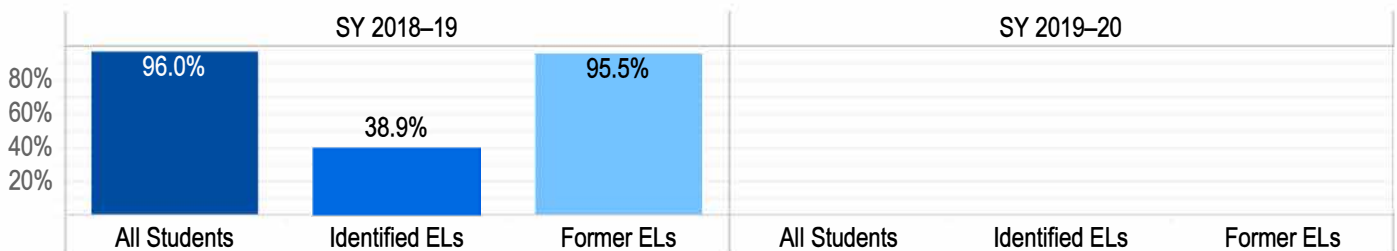
Mathematics



Reading/Language Arts



Science



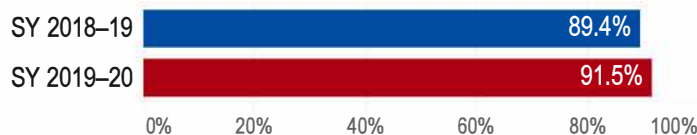
MISSOURI

State Summary

	SY 2018–19	SY 2019–20
Title III Funding	\$4,682,033	\$4,748,866
Total Number of ELs	34,269	34,219
National Rank of EL Population	31	31

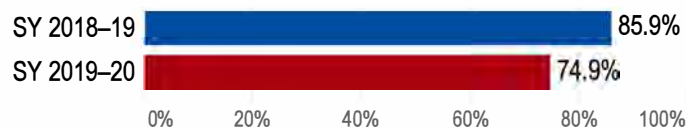
Title III-Served English Learners

(percentage of total state-identified ELs)



Title III-Served Immigrant Children and Youth

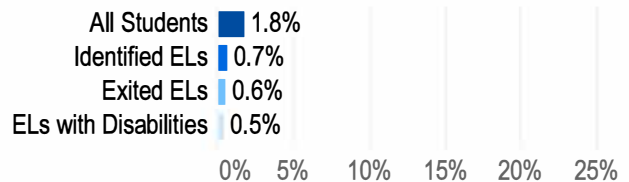
(percentage of total state immigrant children)



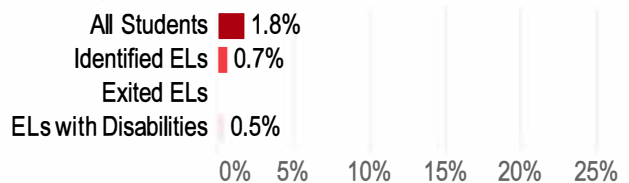
National Comparisons

(percentage of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

SY 2018–19

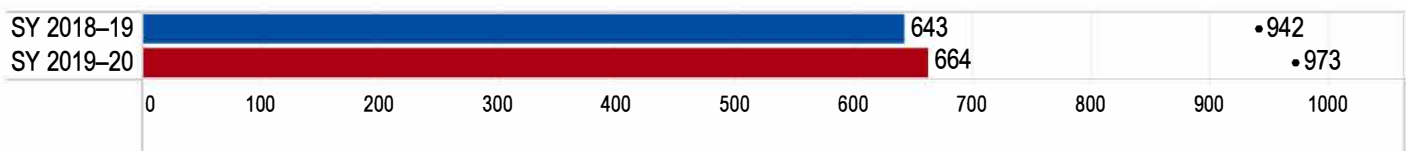


SY 2019–20



Number of Certified/Licensed Teachers Working in Title III Language Instruction Educational Programs (LIEPs)

Point (•) indicates additional teachers needed in the next five years



Top Five Languages Spoken by ELs

(percentage of total state-identified ELs)

SY 2018–19	Number of Speakers	Percent	SY 2019–20	Number of Speakers	Percent
Spanish; Castilian	18,390	53.7%	Spanish; Castilian	18,951	55.4%
Arabic	2,040	6.0%	Arabic	1,736	5.1%
Somali	1,242	3.6%	Somali	1,154	3.4%
Bosnian	1,167	3.4%	Bosnian	1,073	3.1%
Vietnamese	894	2.6%	Swahili	993	2.9%

Notes:

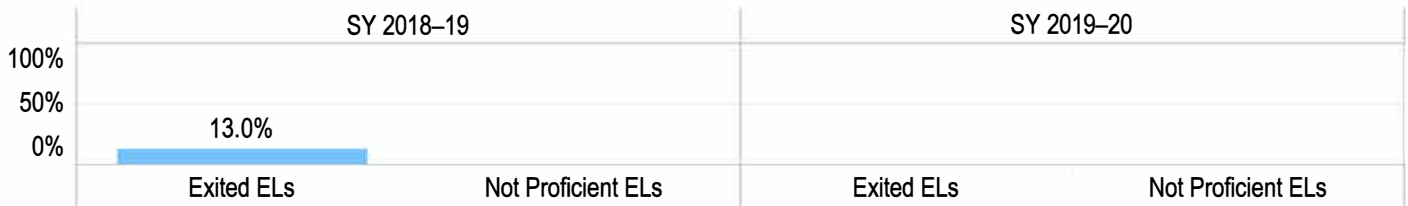
1. *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program: School Years 2018–2020* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs) attain English proficiency and are achieving in mathematics, reading/language arts, and science at the same high levels set by the states for all students. In Puerto Rico, where the language of instruction is Spanish, the effort is to ensure all Spanish learners (SLs) attain proficiency in Spanish. Source: *Consolidated State Performance Report, SY 2018–20*. EDFacts, SY 2018–20.

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MISSOURI (Continued)

Exited ELs and ELs Who Were Not Proficient After Five Years

(percentage of total state exited ELs and ELs not proficient after five or more years, respectively)



Title III-Enrolled Student Participation in LIEPs

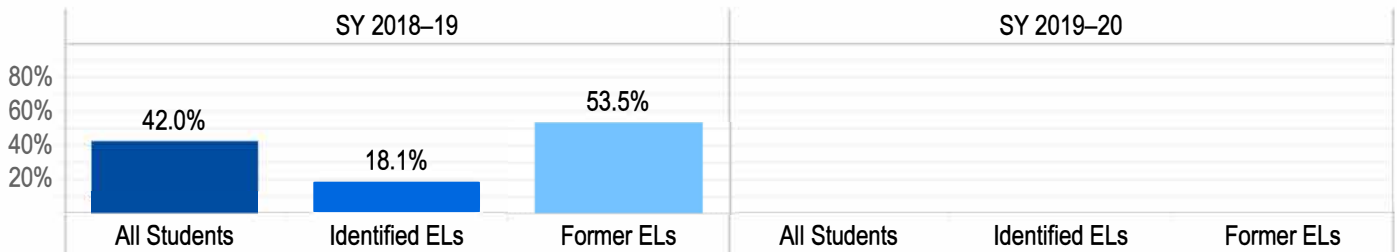
In SY 2018-19, student counts were unduplicated, meaning each student could only be reported as participating in one LIEP. In SY 2019-20, students could be reported as participating in multiple LIEPs, therefore, percentages may exceed 100%.

	SY 2018-19	SY 2019-20
Content classes with integrated ESL support	36.4%	41.4%
Dual language or two-way immersion	1.8%	1.7%
English as a Second Language (ESL) or English language development (ELD)	41.3%	41.4%
Newcomer programs	2.4%	1.6%
Transitional bilingual or early-exit bilingual education	0.0%	0.0%
Other	7.4%	5.4%

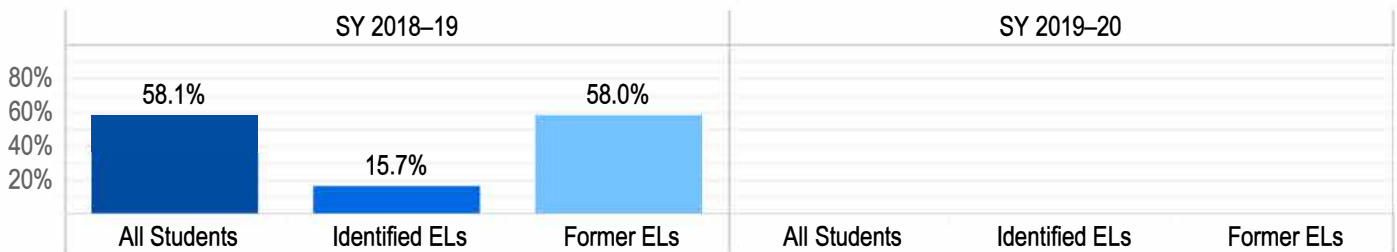
Content Assessment Proficiency Results by Subject

SY 2019-20 content assessment data were not collected due to the COVID-19 pandemic.

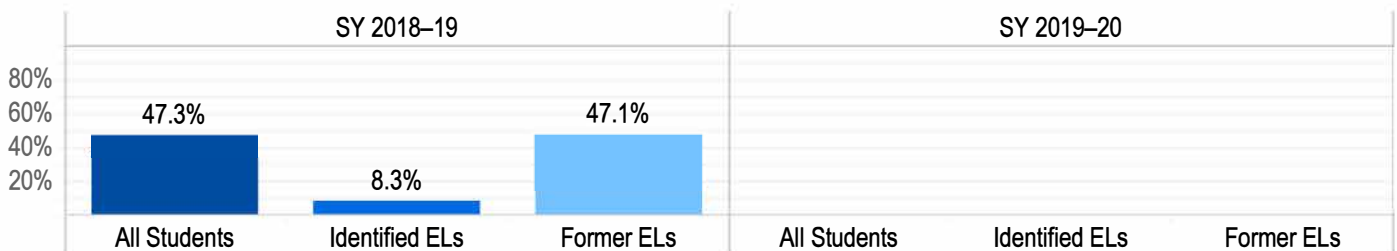
Mathematics



Reading/Language Arts



Science



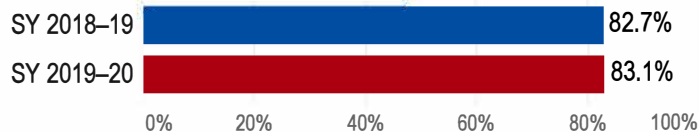
MONTANA

State Summary

	SY 2018–19	SY 2019–20
Title III Funding	\$500,000	\$500,000
Total Number of ELs	3,390	3,555
National Rank of EL Population	48	48

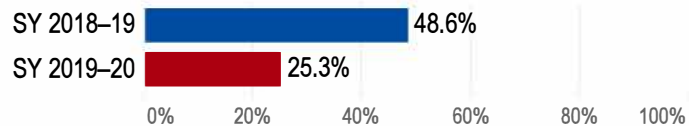
Title III-Served English Learners

(percentage of total state-identified ELs)



Title III-Served Immigrant Children and Youth

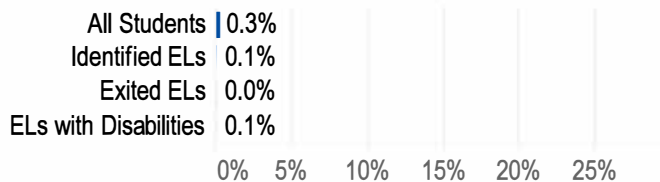
(percentage of total state immigrant children)



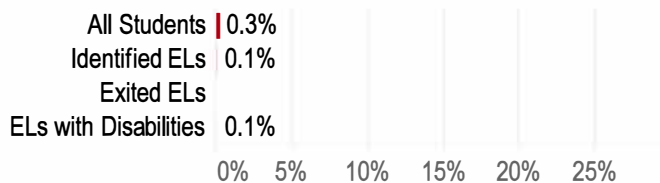
National Comparisons

(percentage of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

SY 2018–19

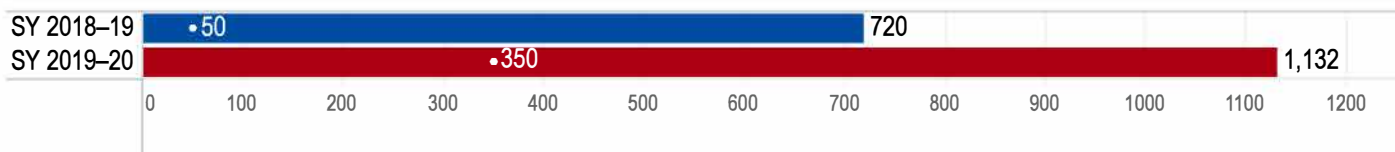


SY 2019–20



Number of Certified/Licensed Teachers Working in Title III Language Instruction Educational Programs (LIEPs)

Point (*) indicates additional teachers needed in the next five years



Top Five Languages Spoken by ELs

(percentage of total state-identified ELs)

SY 2018–19	Number of Speakers	Percent	SY 2019–20	Number of Speakers	Percent
German	384	11.3%	German	431	12.1%
Spanish; Castilian	346	10.2%	Spanish; Castilian	390	11.0%
Uncoded languages	87	2.6%	North American Indian	77	2.2%
North American Indian	65	1.9%	Chinese	58	1.6%
Chinese	42	1.2%	Undetermined	44	1.2%

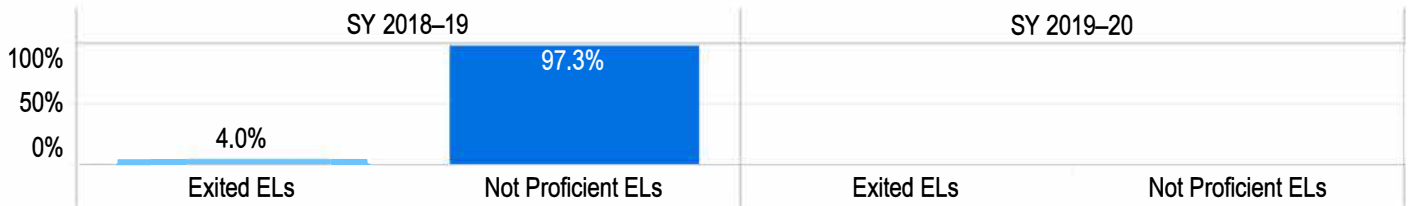
Notes:

- The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program: School Years 2018–2020 provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs) attain English proficiency and are achieving in mathematics, reading/language arts, and science at the same high levels set by the states for all students. In Puerto Rico, where the language of instruction is Spanish, the effort is to ensure all Spanish learners (SLs) attain proficiency in Spanish. Source: Consolidated State Performance Report, SY 2018–20. EDFacts, SY 2018–20.
- Blank charts or table cells indicate that data was not available, not that the value is zero. Values of zero are indicated by data labels.

MONTANA (Continued)

Exited ELs and ELs Who Were Not Proficient After Five Years

(percentage of total state exited ELs and ELs not proficient after five or more years, respectively)



Title III-Enrolled Student Participation in LIEPs

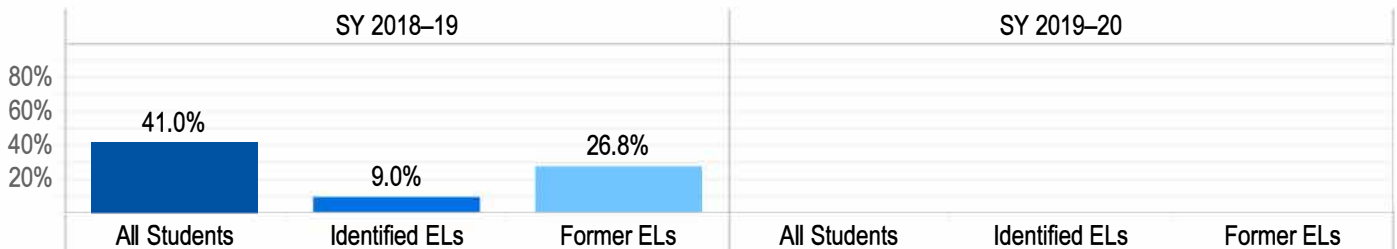
In SY 2018-19, student counts were unduplicated, meaning each student could only be reported as participating in one LIEP. In SY 2019-20, students could be reported as participating in multiple LIEPs, therefore, percentages may exceed 100%.

	SY 2018-19	SY 2019-20
Content classes with integrated ESL support	82.6%	81.5%
Dual language or two-way immersion	0.1%	1.6%
English as a Second Language (ESL) or English language development (ELD)		
Newcomer programs		
Transitional bilingual or early-exit bilingual education		
Other		

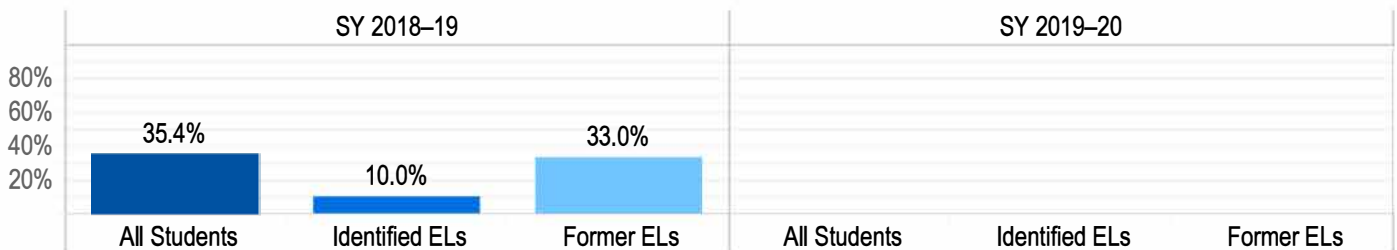
Content Assessment Proficiency Results by Subject

SY 2019-20 content assessment data were not collected due to the COVID-19 pandemic.

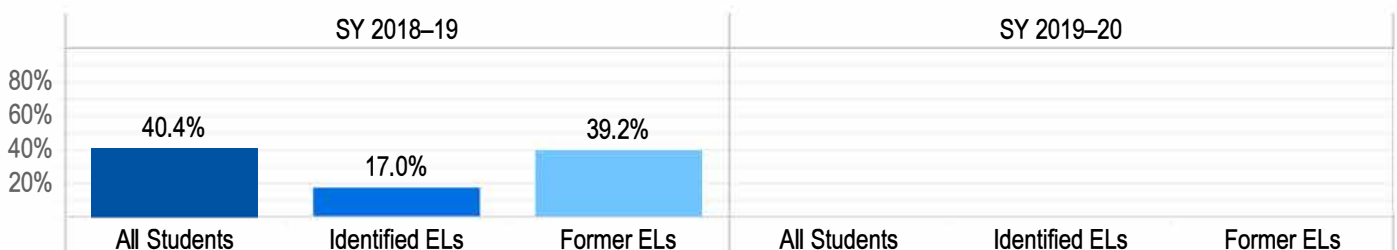
Mathematics



Reading/Language Arts



Science



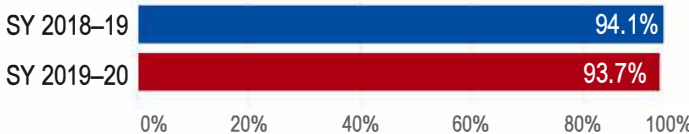
NEBRASKA

State Summary

	SY 2018–19	SY 2019–20
Title III Funding	\$3,402,846	\$3,373,175
Total Number of ELs	23,373	23,035
National Rank of EL Population	36	36

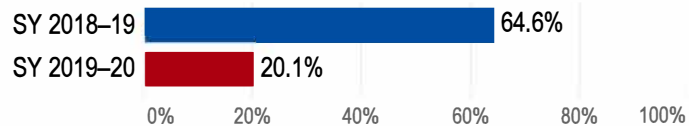
Title III-Served English Learners

(percentage of total state-identified ELs)



Title III-Served Immigrant Children and Youth

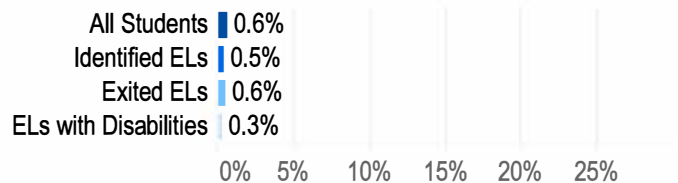
(percentage of total state immigrant children)



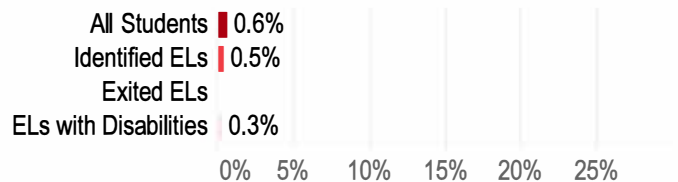
National Comparisons

(percentage of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

SY 2018–19

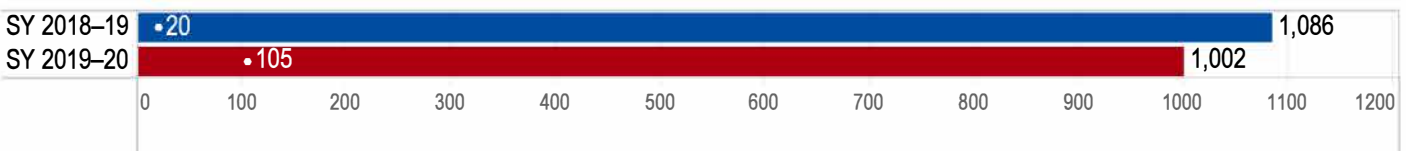


SY 2019–20



Number of Certified/Licensed Teachers Working in Title III Language Instruction Educational Programs (LIEPs)

Point (*) indicates additional teachers needed in the next five years



Top Five Languages Spoken by ELs

(percentage of total state-identified ELs)

SY 2018–19	Number of Speakers	Percent	SY 2019–20	Number of Speakers	Percent
Spanish; Castilian	15,957	68.3%	Spanish; Castilian	16,271	70.6%
Karen languages	1,543	6.6%	Karen languages	1,400	6.1%
Arabic	1,195	5.1%	Arabic	943	4.1%
Somali	831	3.6%	Somali	773	3.4%
Kurdish	607	2.6%	Kurdish	505	2.2%

Notes:

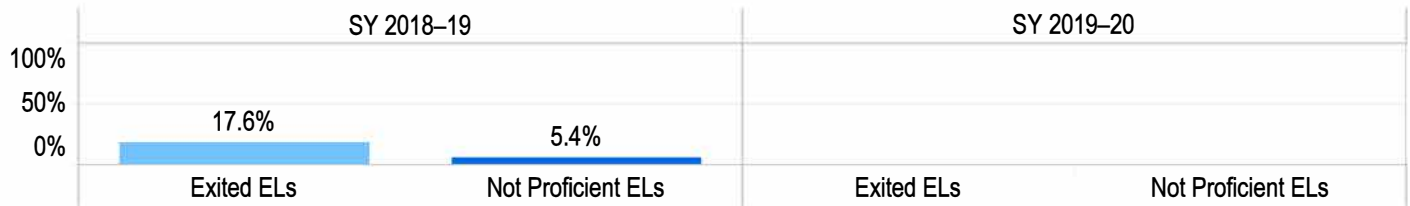
1. *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program: School Years 2018–2020* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs) attain English proficiency and are achieving in mathematics, reading/language arts, and science at the same high levels set by the states for all students. In Puerto Rico, where the language of instruction is Spanish, the effort is to ensure all Spanish learners (SLs) attain proficiency in Spanish. Source: *Consolidated State Performance Report, SY 2018–20*. EDataFacts, SY 2018–20.

2. Blank charts or table cells indicate that data was not available, not that the value is zero. Values of zero are indicated by data labels.

NEBRASKA (Continued)

Exited ELs and ELs Who Were Not Proficient After Five Years

(percentage of total state exited ELs and ELs not proficient after five or more years, respectively)



Title III-Enrolled Student Participation in LIEPs

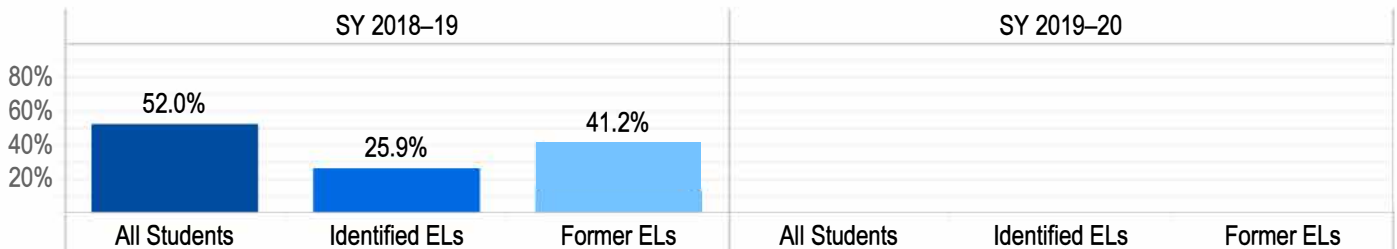
In SY 2018-19, student counts were unduplicated, meaning each student could only be reported as participating in one LIEP. In SY 2019-20, students could be reported as participating in multiple LIEPs, therefore, percentages may exceed 100%.

	SY 2018-19	SY 2019-20
Content classes with integrated ESL support		51.1%
Dual language or two-way immersion		7.7%
English as a Second Language (ESL) or English language development (ELD)		40.3%
Newcomer programs		3.2%
Transitional bilingual or early-exit bilingual education		0.0%
Other		7.6%

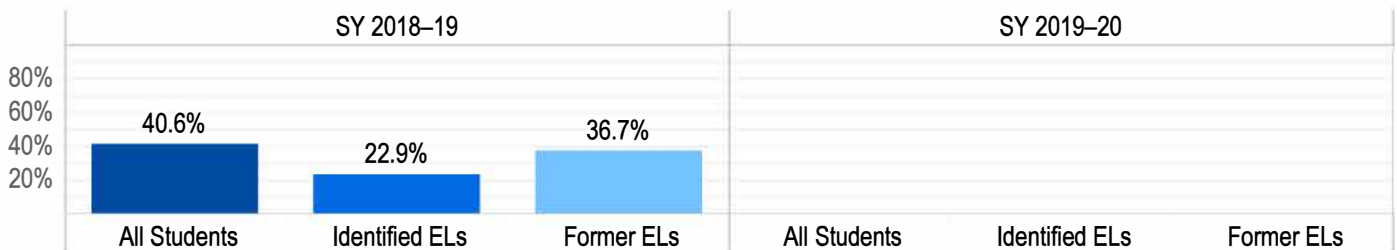
Content Assessment Proficiency Results by Subject

SY 2019-20 content assessment data were not collected due to the COVID-19 pandemic.

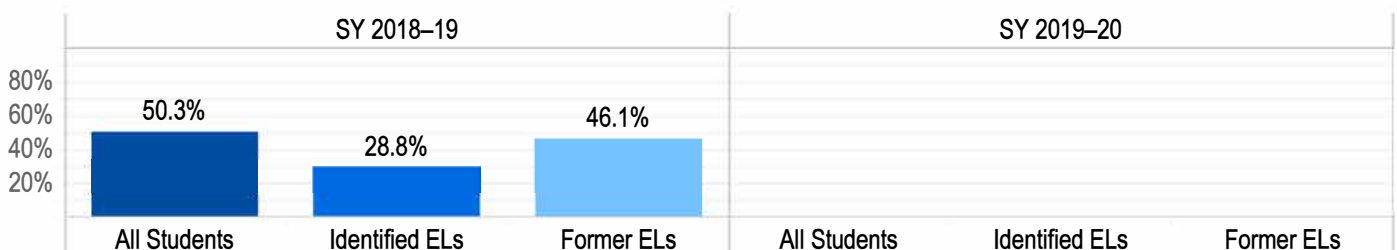
Mathematics



Reading/Language Arts



Science



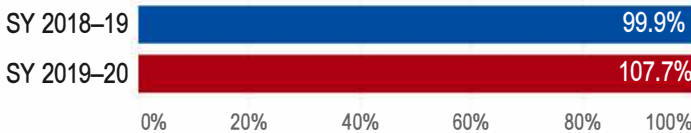
NEVADA

State Summary

	SY 2018–19	SY 2019–20
Title III Funding	\$6,641,518	\$6,688,771
Total Number of ELs	73,016	70,217
National Rank of EL Population	17	18

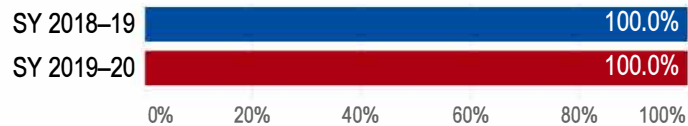
Title III-Served English Learners

(percentage of total state-identified ELs)



Title III-Served Immigrant Children and Youth

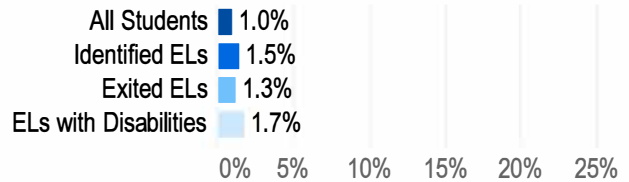
(percentage of total state immigrant children)



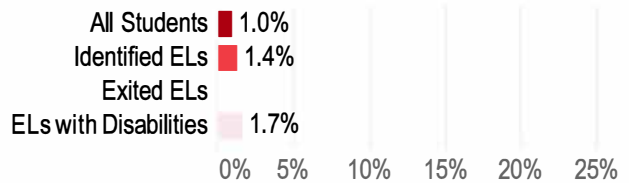
National Comparisons

(percentage of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

SY 2018–19

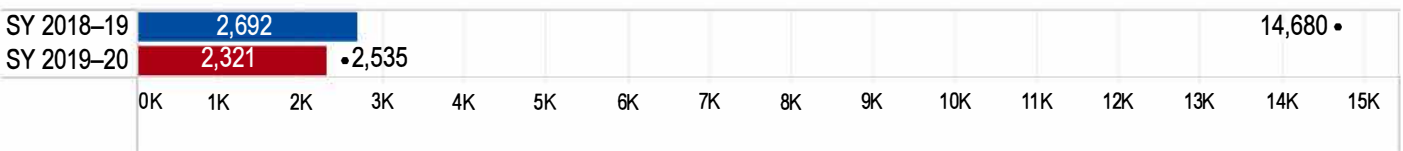


SY 2019–20



Number of Certified/Licensed Teachers Working in Title III Language Instruction Educational Programs (LIEPs)

Point (•) indicates additional teachers needed in the next five years



Top Five Languages Spoken by ELs

(percentage of total state-identified ELs)

SY 2018–19	Number of Speakers	Percent	SY 2019–20	Number of Speakers	Percent
Spanish; Castilian	47,445	65.0%	Spanish; Castilian	46,431	66.1%
Filipino; Pilipino	814	1.1%	Chinese	805	1.1%
Chinese	804	1.1%	Filipino; Pilipino	751	1.1%
Tagalog	476	0.7%	Tagalog	448	0.6%
Vietnamese	337	0.5%	Amharic	340	0.5%

Notes:

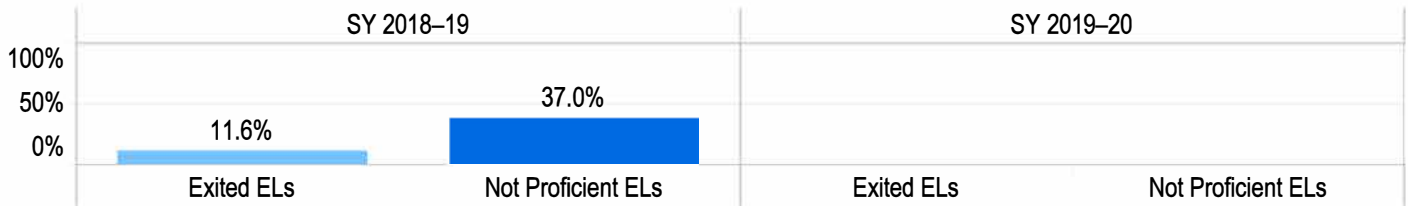
1. *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program: School Years 2018–2020* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs) attain English proficiency and are achieving in mathematics, reading/language arts, and science at the same high levels set by the states for all students. In Puerto Rico, where the language of instruction is Spanish, the effort is to ensure all Spanish learners (SLs) attain proficiency in Spanish. Source: *Consolidated State Performance Report, SY 2018–20*. EDFacts, SY 2018–20.

2. Blank charts or table cells indicate that data was not available, not that the value is zero. Values of zero are indicated by data labels.

NEVADA (Continued)

Exited ELs and ELs Who Were Not Proficient After Five Years

(percentage of total state exited ELs and ELs not proficient after five or more years, respectively)



Title III-Enrolled Student Participation in LIEPs

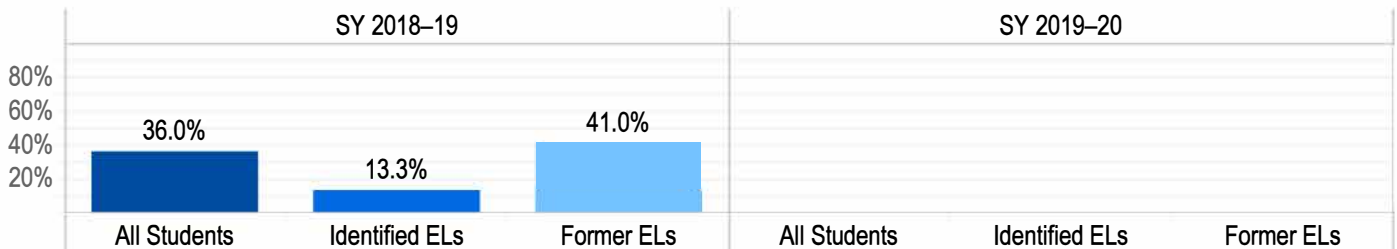
In SY 2018-19, student counts were unduplicated, meaning each student could only be reported as participating in one LIEP. In SY 2019-20, students could be reported as participating in multiple LIEPs, therefore, percentages may exceed 100%.

	SY 2018-19	SY 2019-20
Content classes with integrated ESL support	87.3%	94.2%
Dual language or two-way immersion	0.5%	0.2%
English as a Second Language (ESL) or English language development (ELD)	8.1%	8.8%
Newcomer programs	0.3%	0.3%
Transitional bilingual or early-exit bilingual education		
Other	3.8%	4.2%

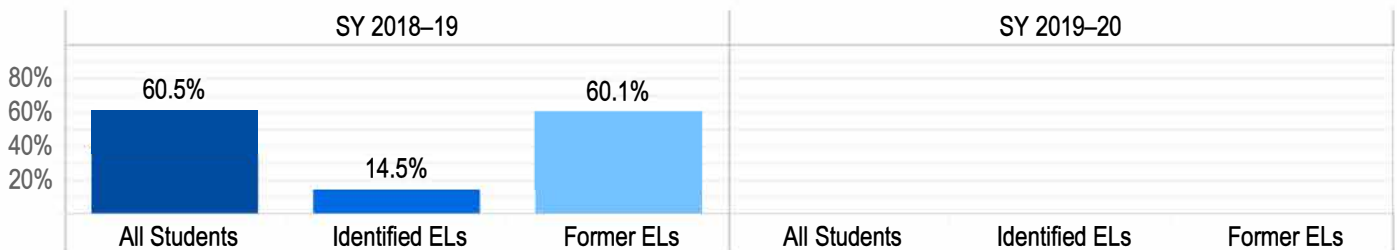
Content Assessment Proficiency Results by Subject

SY 2019-20 content assessment data were not collected due to the COVID-19 pandemic.

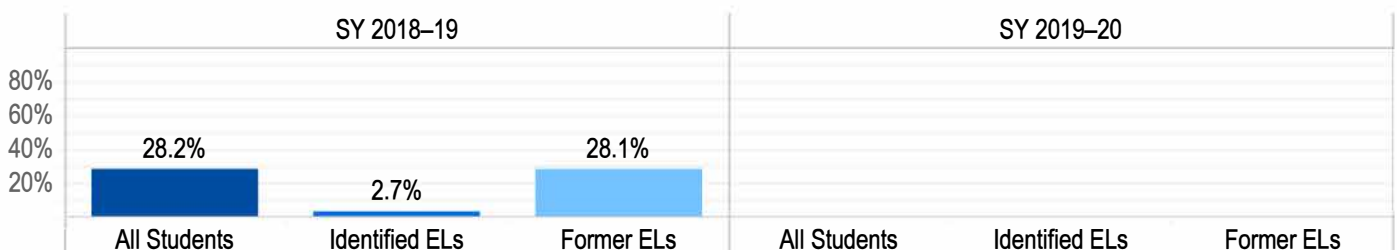
Mathematics



Reading/Language Arts



Science



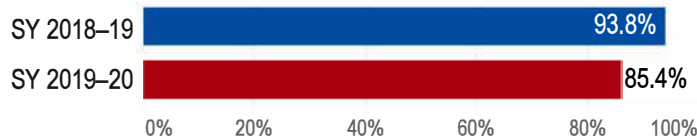
NEW HAMPSHIRE

State Summary

	SY 2018–19	SY 2019–20
Title III Funding	\$985,134	\$1,012,031
Total Number of ELs	4,937	4,911
National Rank of EL Population	46	46

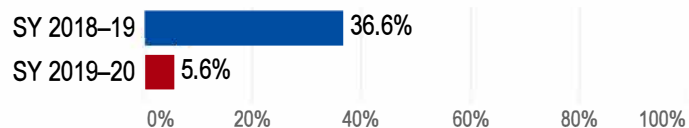
Title III-Served English Learners

(percentage of total state-identified ELs)



Title III-Served Immigrant Children and Youth

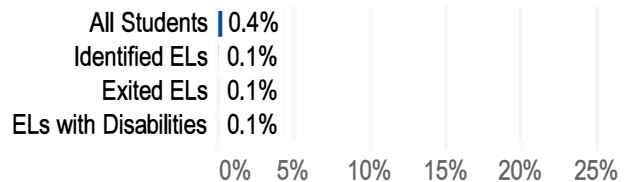
(percentage of total state immigrant children)



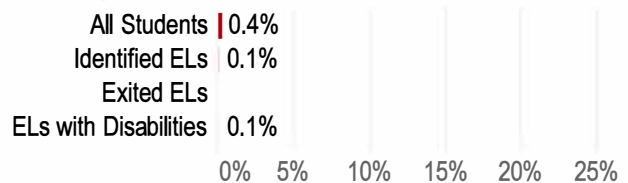
National Comparisons

(percentage of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

SY 2018–19

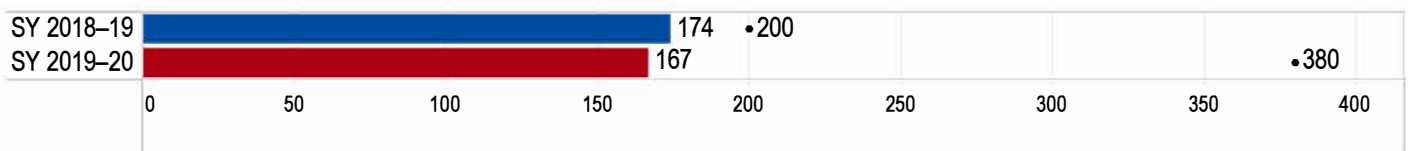


SY 2019–20



Number of Certified/Licensed Teachers Working in Title III Language Instruction Educational Programs (LIEPs)

Point (•) indicates additional teachers needed in the next five years



Top Five Languages Spoken by ELs

(percentage of total state-identified ELs)

SY 2018–19	Number of Speakers	Percent	SY 2019–20	Number of Speakers	Percent
Spanish; Castilian	2,125	43.0%	Spanish; Castilian	2,283	46.5%
Arabic	296	6.0%	Arabic	281	5.7%
Nepali	256	5.2%	Portuguese	277	5.6%
Swahili	242	4.9%	Swahili	272	5.5%
Portuguese	217	4.4%	Nepali	198	4.0%

Notes:

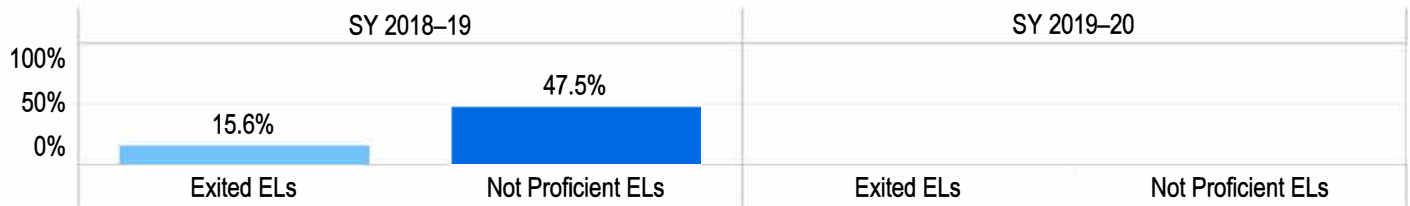
1. *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program: School Years 2018–2020* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs) attain English proficiency and are achieving in mathematics, reading/language arts, and science at the same high levels set by the states for all students. In Puerto Rico, where the language of instruction is Spanish, the effort is to ensure all Spanish learners (SLs) attain proficiency in Spanish. Source: *Consolidated State Performance Report, SY 2018–20*. EDFacts, SY 2018–20.

2. Blank charts or table cells indicate that data was not available, not that the value is zero. Values of zero are indicated by data labels.

NEW HAMPSHIRE (Continued)

Exited ELs and ELs Who Were Not Proficient After Five Years

(percentage of total state exited ELs and ELs not proficient after five or more years, respectively)



Title III-Enrolled Student Participation in LIEPs

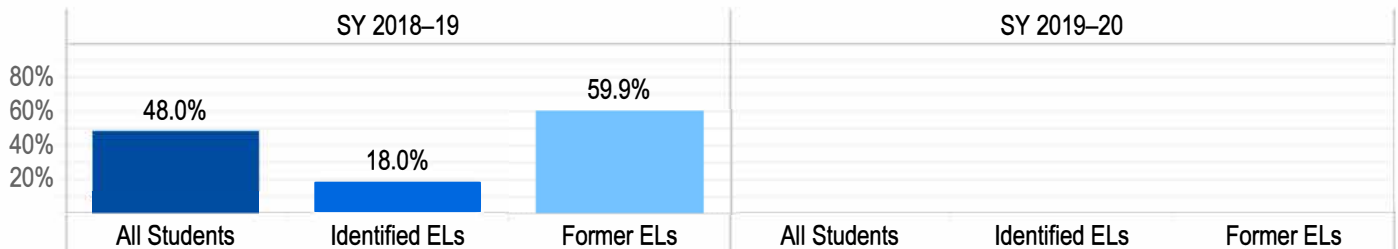
In SY 2018-19, student counts were unduplicated, meaning each student could only be reported as participating in one LIEP. In SY 2019-20, students could be reported as participating in multiple LIEPs, therefore, percentages may exceed 100%.

	SY 2018-19	SY 2019-20
Content classes with integrated ESL support		3.8%
Dual language or two-way immersion		
English as a Second Language (ESL) or English language development (ELD)		47.6%
Newcomer programs		1.1%
Transitional bilingual or early-exit bilingual education		
Other		1.4%

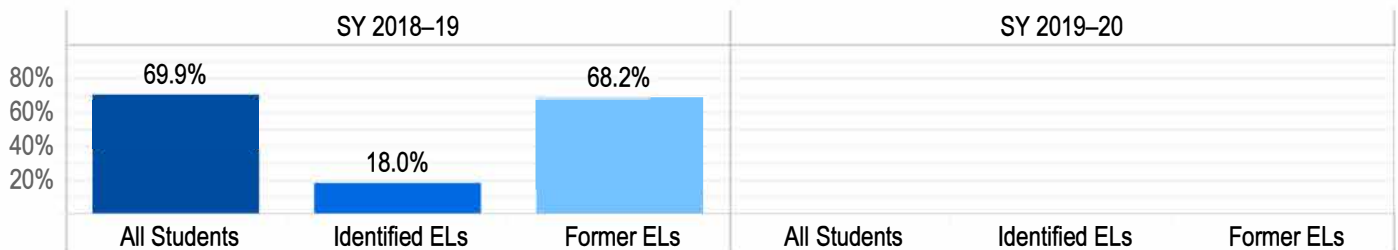
Content Assessment Proficiency Results by Subject

SY 2019-20 content assessment data were not collected due to the COVID-19 pandemic.

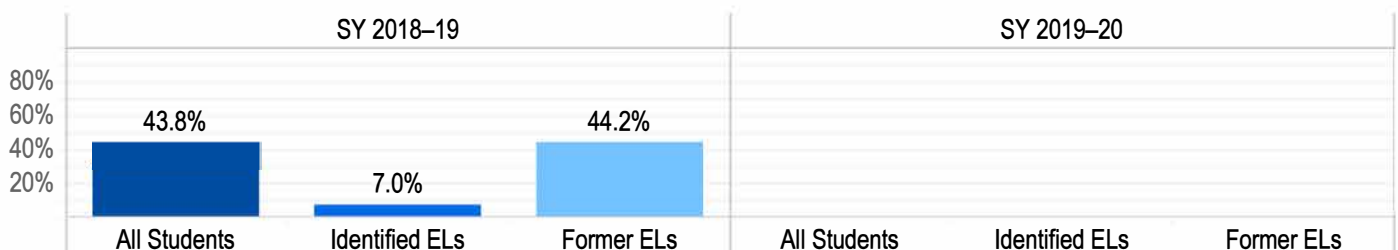
Mathematics



Reading/Language Arts



Science



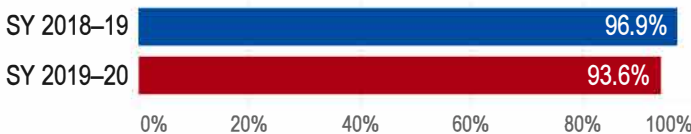
NEW JERSEY

State Summary

	SY 2018–19	SY 2019–20
Title III Funding	\$19,092,346	\$19,233,228
Total Number of ELs	83,475	98,748
National Rank of EL Population	14	10

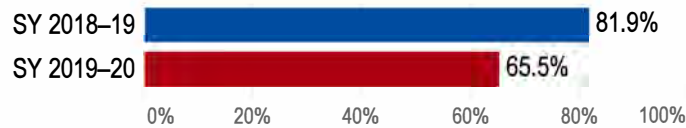
Title III-Served English Learners

(percentage of total state-identified ELs)



Title III-Served Immigrant Children and Youth

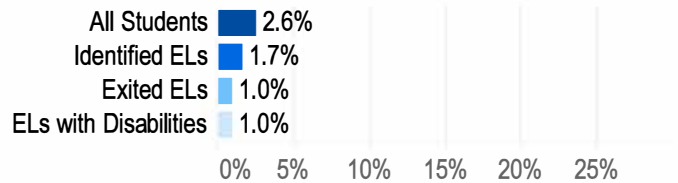
(percentage of total state immigrant children)



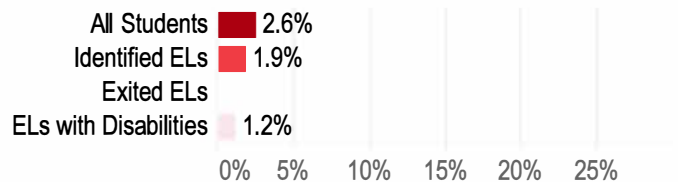
National Comparisons

(percentage of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

SY 2018–19

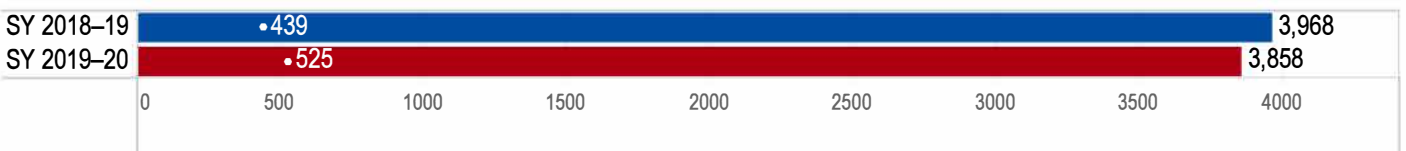


SY 2019–20



Number of Certified/Licensed Teachers Working in Title III Language Instruction Educational Programs (LIEPs)

Point (*) indicates additional teachers needed in the next five years



Top Five Languages Spoken by ELs

(percentage of total state-identified ELs)

SY 2018–19	Number of Speakers	Percent	SY 2019–20	Number of Speakers	Percent
Spanish; Castilian	59,730	71.6%	Spanish; Castilian	71,885	72.8%
Arabic	2,930	3.5%	Portuguese	3,383	3.4%
Portuguese	2,106	2.5%	Arabic	3,209	3.2%
Haitian; Haitian Creole	1,690	2.0%	Haitian; Haitian Creole	1,775	1.8%
Chinese	1,210	1.4%	Chinese	1,206	1.2%

Notes:

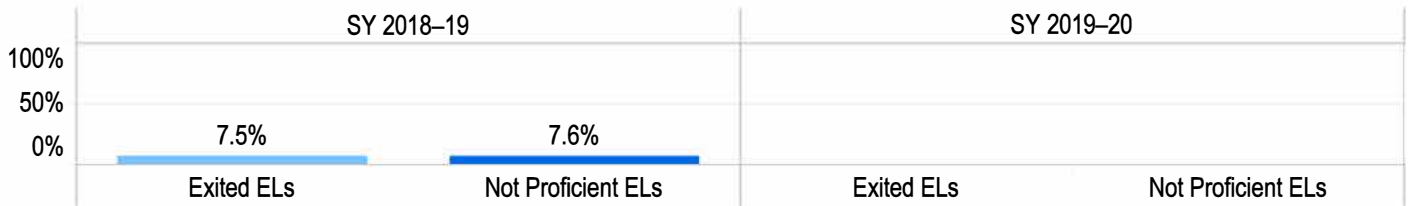
1. *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program: School Years 2018–2020* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs) attain English proficiency and are achieving in mathematics, reading/language arts, and science at the same high levels set by the states for all students. In Puerto Rico, where the language of instruction is Spanish, the effort is to ensure all Spanish learners (SLs) attain proficiency in Spanish. Source: *Consolidated State Performance Report, SY 2018–20*. EDFacts, SY 2018–20.

2. Blank charts or table cells indicate that data was not available, not that the value is zero. Values of zero are indicated by data labels.

NEW JERSEY (Continued)

Exited ELs and ELs Who Were Not Proficient After Five Years

(percentage of total state exited ELs and ELs not proficient after five or more years, respectively)



Title III-Enrolled Student Participation in LIEPs

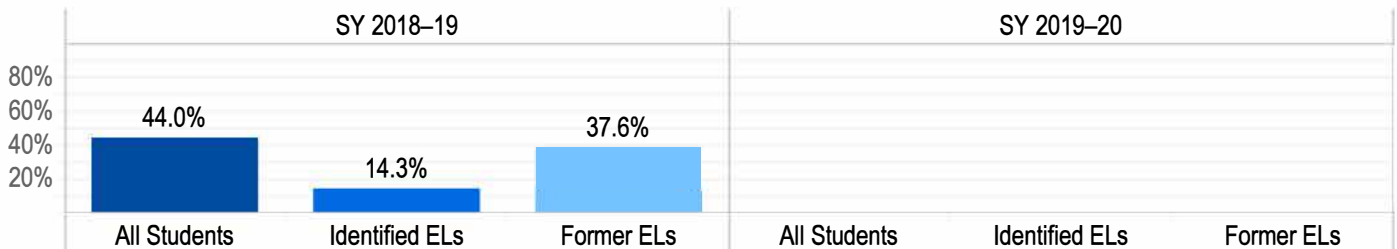
In SY 2018-19, student counts were unduplicated, meaning each student could only be reported as participating in one LIEP. In SY 2019-20, students could be reported as participating in multiple LIEPs, therefore, percentages may exceed 100%.

	SY 2018-19	SY 2019-20
Content classes with integrated ESL support		21.8%
Dual language or two-way immersion		8.8%
English as a Second Language (ESL) or English language development (ELD)		31.7%
Newcomer programs		
Transitional bilingual or early-exit bilingual education		24.5%
Other		5.5%

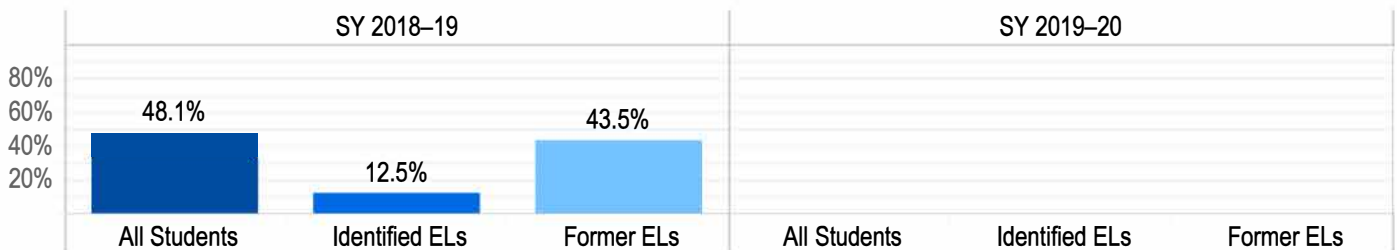
Content Assessment Proficiency Results by Subject

SY 2019-20 content assessment data were not collected due to the COVID-19 pandemic.

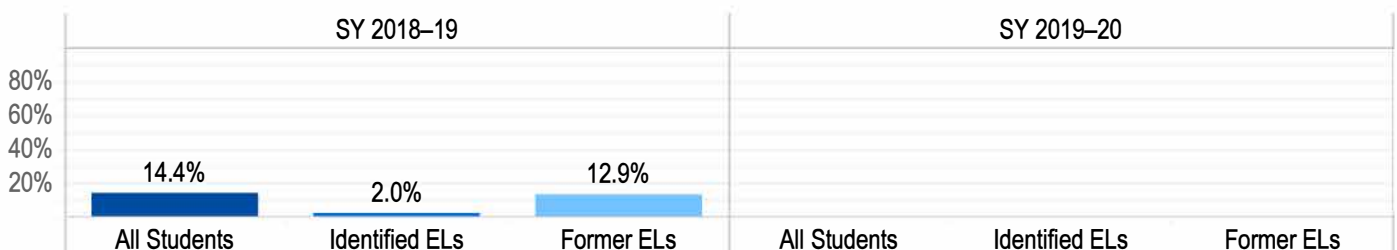
Mathematics



Reading/Language Arts



Science



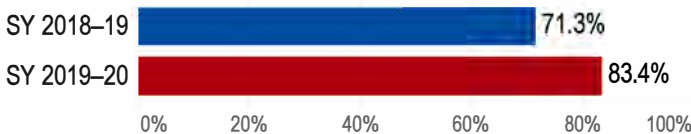
NEW MEXICO

State Summary

	SY 2018–19	SY 2019–20
Title III Funding	\$4,496,472	\$4,644,572
Total Number of ELs	51,107	52,898
National Rank of EL Population	22	24

Title III-Served English Learners

(percentage of total state-identified ELs)



Title III-Served Immigrant Children and Youth

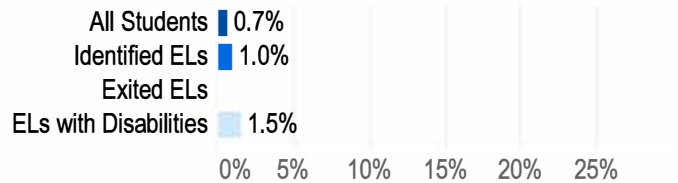
(percentage of total state immigrant children)



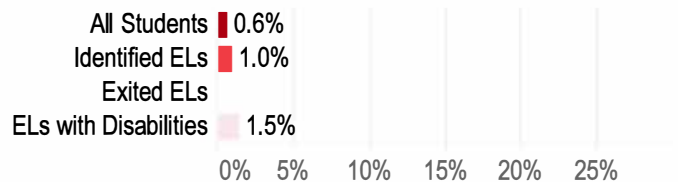
National Comparisons

(percentage of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

SY 2018–19

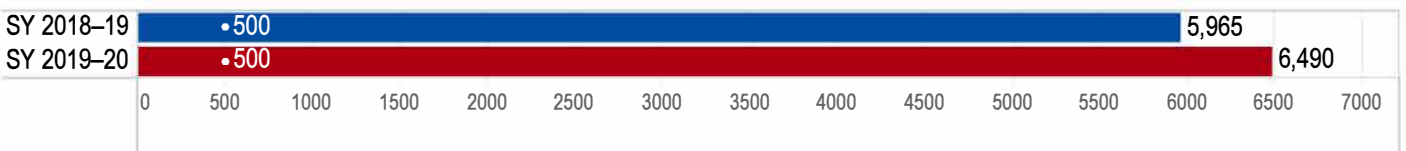


SY 2019–20



Number of Certified/Licensed Teachers Working in Title III Language Instruction Educational Programs (LIEPs)

Point (*) indicates additional teachers needed in the next five years



Top Five Languages Spoken by ELs

(percentage of total state-identified ELs)

SY 2018–19	Number of Speakers	Percent	SY 2019–20	Number of Speakers	Percent
Spanish; Castilian	32,886	64.3%	Spanish; Castilian	32,637	61.7%
Navajo; Navaho	5,880	11.5%	Navajo; Navaho	5,591	10.6%
Nias	833	1.6%	Nias	921	1.7%
Zuni	491	1.0%	Zuni	462	0.9%
Arabic	268	0.5%	Arabic	289	0.5%

Notes:

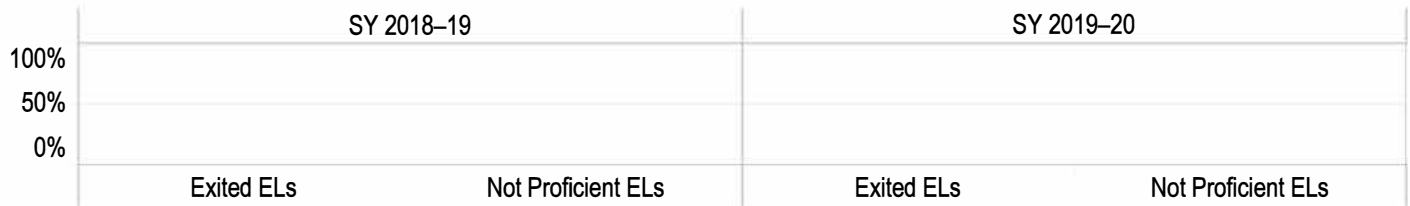
1. *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program: School Years 2018–2020* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs) attain English proficiency and are achieving in mathematics, reading/language arts, and science at the same high levels set by the states for all students. In Puerto Rico, where the language of instruction is Spanish, the effort is to ensure all Spanish learners (SLs) attain proficiency in Spanish. Source: *Consolidated State Performance Report, SY 2018–20*. EDFacts, SY 2018–20.

2. Blank charts or table cells indicate that data was not available, not that the value is zero. Values of zero are indicated by data labels.

NEW MEXICO (Continued)

Exited ELs and ELs Who Were Not Proficient After Five Years

(percentage of total state exited ELs and ELs not proficient after five or more years, respectively)



Title III-Enrolled Student Participation in LIEPs

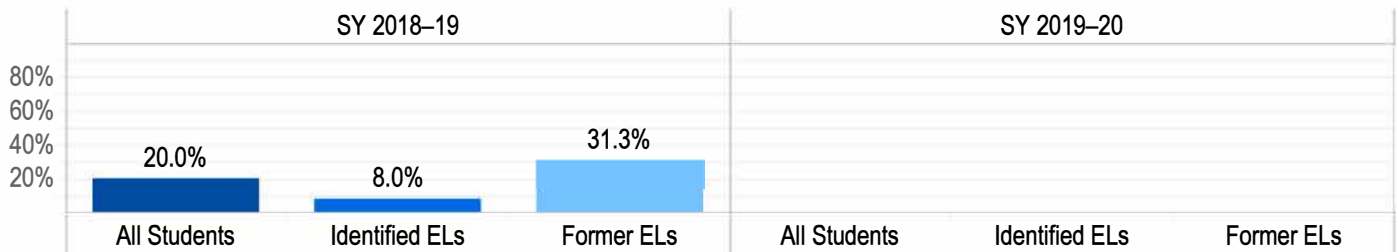
In SY 2018-19, student counts were unduplicated, meaning each student could only be reported as participating in one LIEP. In SY 2019-20, students could be reported as participating in multiple LIEPs, therefore, percentages may exceed 100%.

	SY 2018-19	SY 2019-20
Content classes with integrated ESL support	19.8%	26.7%
Dual language or two-way immersion		0.0%
English as a Second Language (ESL) or English language development (ELD)	51.4%	56.7%
Newcomer programs		
Transitional bilingual or early-exit bilingual education		0.0%
Other	0.0%	0.0%

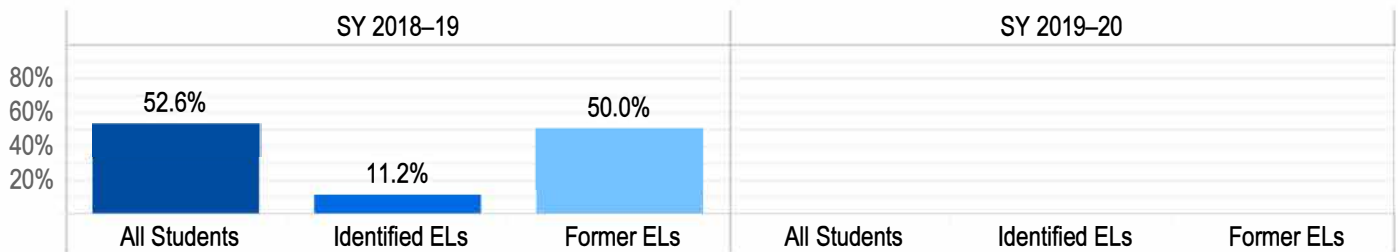
Content Assessment Proficiency Results by Subject

SY 2019-20 content assessment data were not collected due to the COVID-19 pandemic.

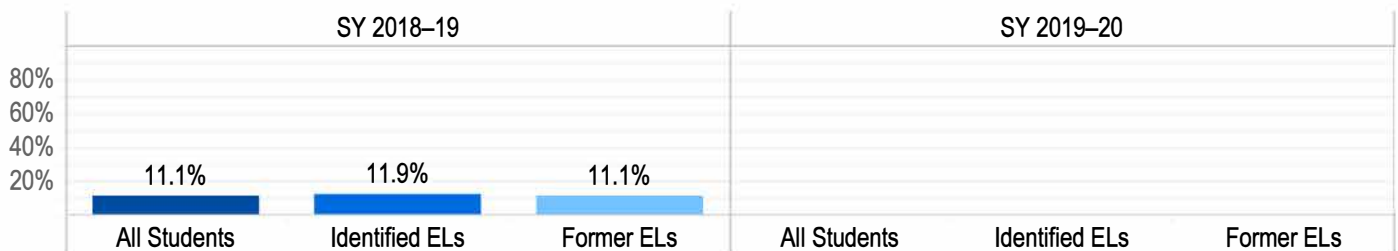
Mathematics



Reading/Language Arts



Science



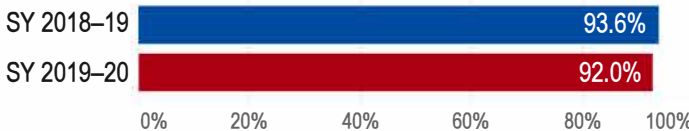
NEW YORK

State Summary

	SY 2018–19	SY 2019–20
Title III Funding	\$56,816,372	\$55,187,368
Total Number of ELs	238,762	233,627
National Rank of EL Population	4	4

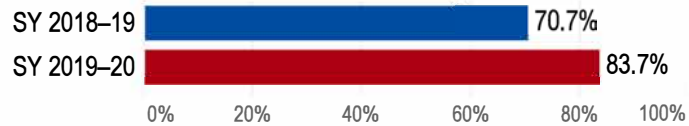
Title III-Served English Learners

(percentage of total state identified ELs)



Title III-Served Immigrant Children and Youth

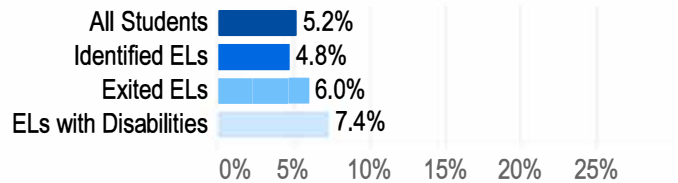
(percentage of total state immigrant children)



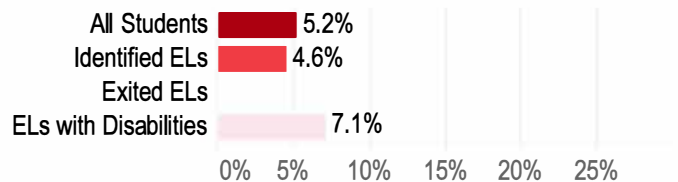
National Comparisons

(percentage of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

SY 2018–19

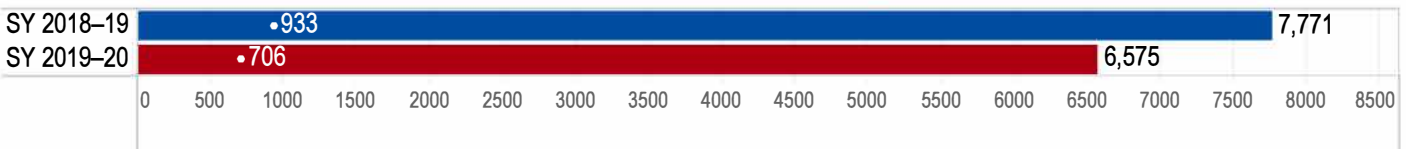


SY 2019–20



Number of Certified/Licensed Teachers Working in Title III Language Instruction Educational Programs (LIEPs)

Point (*) indicates additional teachers needed in the next five years



Top Five Languages Spoken by ELs

(percentage of total state-identified ELs)

SY 2018–19	Number of Speakers	Percent	SY 2019–20	Number of Speakers	Percent
Spanish; Castilian	152,758	64.0%	Spanish; Castilian	152,847	65.4%
Chinese	19,957	8.4%	Chinese	18,392	7.9%
Arabic	12,724	5.3%	Arabic	11,638	5.0%
Bengali	6,206	2.6%	Bengali	5,977	2.6%
Russian	4,175	1.7%	Russian	4,165	1.8%

Notes:

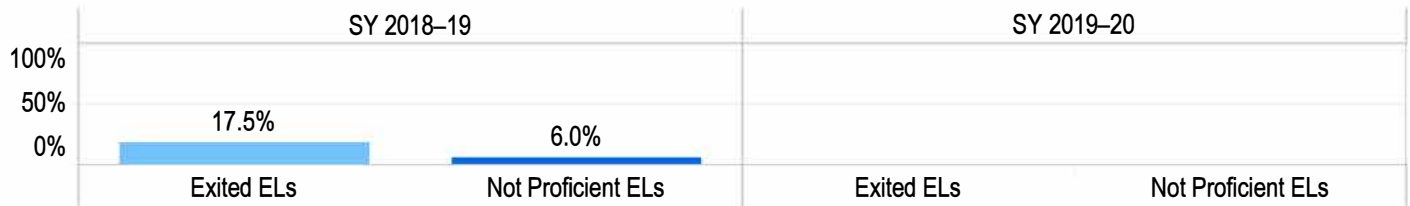
1. *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program: School Years 2018–2020* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs) attain English proficiency and are achieving in mathematics, reading/language arts, and science at the same high levels set by the states for all students. In Puerto Rico, where the language of instruction is Spanish, the effort is to ensure all Spanish learners (SLs) attain proficiency in Spanish. Source: *Consolidated State Performance Report, SY 2018–20*. EDFacts, SY 2018–20.

2. Blank charts or table cells indicate that data was not available, not that the value is zero. Values of zero are indicated by data labels.

NEW YORK (Continued)

Exited ELs and ELs Who Were Not Proficient After Five Years

(percentage of total state exited ELs and ELs not proficient after five or more years, respectively)



Title III-Enrolled Student Participation in LIEPs

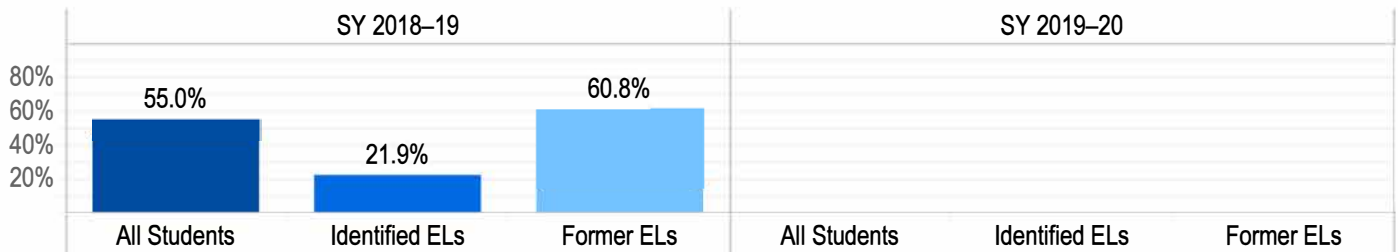
In SY 2018-19, student counts were unduplicated, meaning each student could only be reported as participating in one LIEP. In SY 2019-20, students could be reported as participating in multiple LIEPs, therefore, percentages may exceed 100%.

	SY 2018-19	SY 2019-20
Content classes with integrated ESL support		
Dual language or two-way immersion	5.8%	6.7%
English as a Second Language (ESL) or English language development (ELD)	74.0%	72.2%
Newcomer programs		
Transitional bilingual or early-exit bilingual education	13.8%	13.1%
Other		

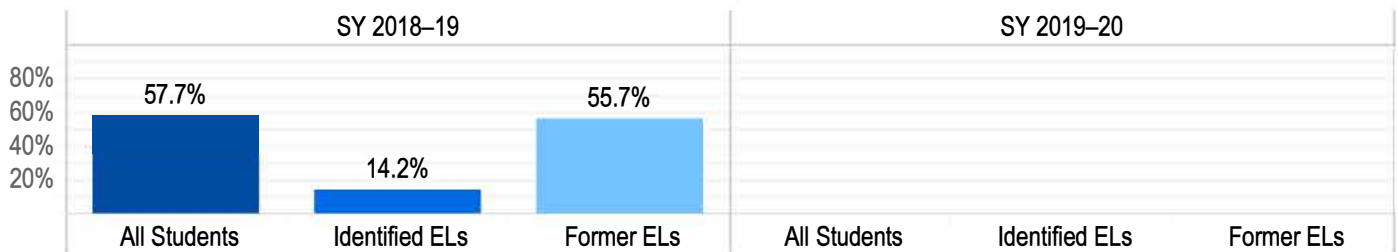
Content Assessment Proficiency Results by Subject

SY 2019-20 content assessment data were not collected due to the COVID-19 pandemic.

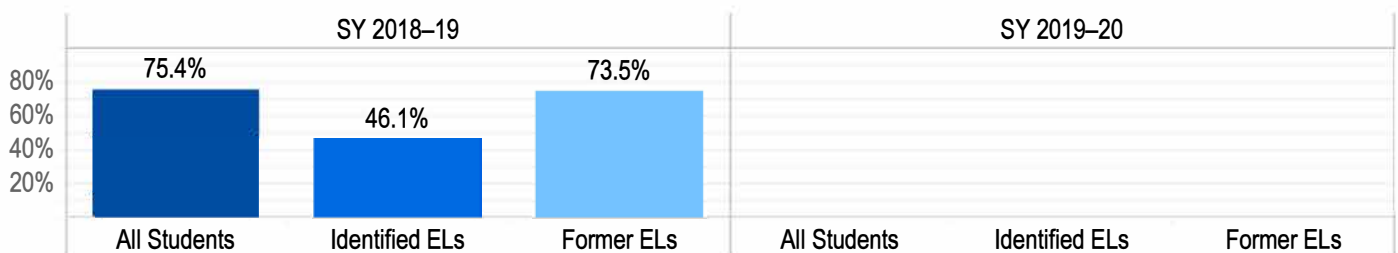
Mathematics



Reading/Language Arts



Science



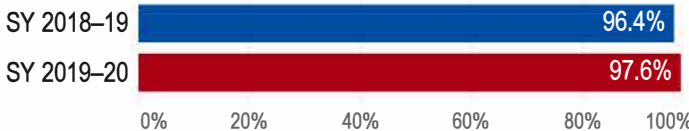
NORTH CAROLINA

State Summary

	SY 2018–19	SY 2019–20
Title III Funding	\$14,467,817	\$14,437,134
Total Number of ELs	114,010	122,599
National Rank of EL Population	8	8

Title III-Served English Learners

(percentage of total state-identified ELs)



Title III-Served Immigrant Children and Youth

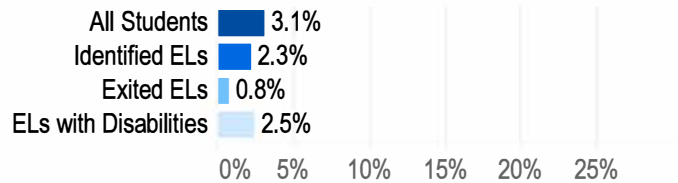
(percentage of total state immigrant children)



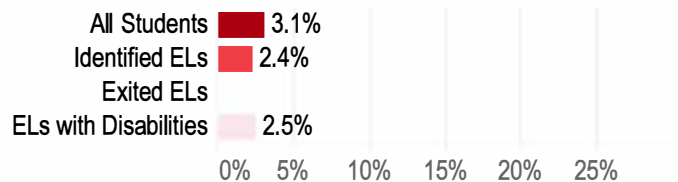
National Comparisons

(percentage of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

SY 2018–19

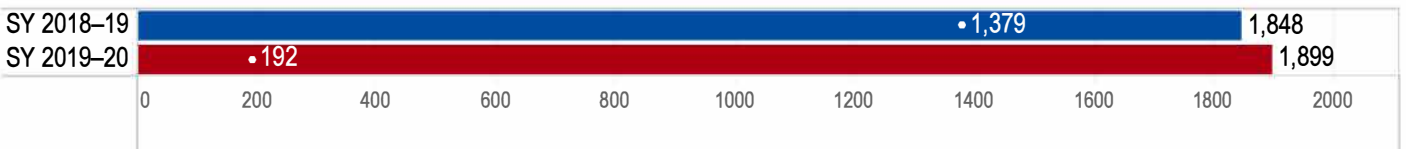


SY 2019–20



Number of Certified/Licensed Teachers Working in Title III Language Instruction Educational Programs (LIEPs)

Point (*) indicates additional teachers needed in the next five years



Top Five Languages Spoken by ELs

(percentage of total state-identified ELs)

SY 2018–19	Number of Speakers	Percent	SY 2019–20	Number of Speakers	Percent
Spanish; Castilian	89,181	78.2%	Spanish; Castilian	97,077	79.2%
Arabic	3,056	2.7%	Arabic	3,073	2.5%
Chinese	1,424	1.2%	Chinese	1,389	1.1%
Vietnamese	1,205	1.1%	Vietnamese	1,251	1.0%
Hindi	874	0.8%	Hindi	869	0.7%

Notes:

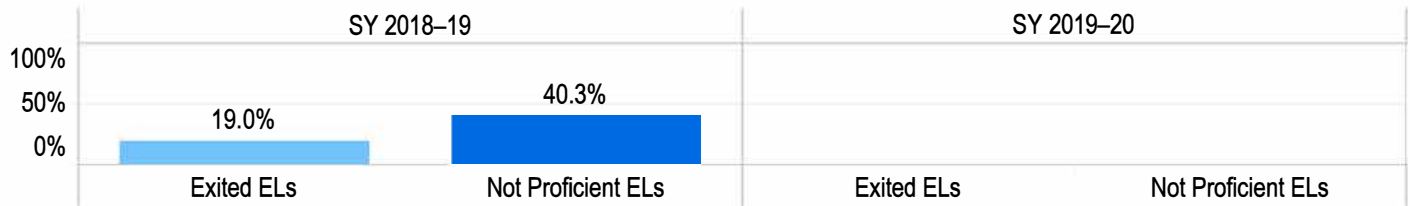
1. *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program: School Years 2018–2020* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs) attain English proficiency and are achieving in mathematics, reading/language arts, and science at the same high levels set by the states for all students. In Puerto Rico, where the language of instruction is Spanish, the effort is to ensure all Spanish learners (SLs) attain proficiency in Spanish. Source: *Consolidated State Performance Report, SY 2018–20*. EDFacts, SY 2018–20.

2. Blank charts or table cells indicate that data was not available, not that the value is zero. Values of zero are indicated by data labels.

NORTH CAROLINA (Continued)

Exited ELs and ELs Who Were Not Proficient After Five Years

(percentage of total state exited ELs and ELs not proficient after five or more years, respectively)



Title III-Enrolled Student Participation in LIEPs

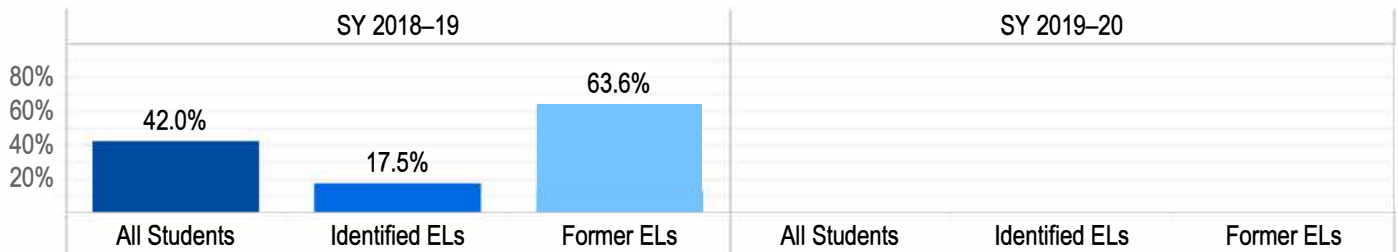
In SY 2018-19, student counts were unduplicated, meaning each student could only be reported as participating in one LIEP. In SY 2019-20, students could be reported as participating in multiple LIEPs, therefore, percentages may exceed 100%.

	SY 2018-19	SY 2019-20
Content classes with integrated ESL support		
Dual language or two-way immersion		
English as a Second Language (ESL) or English language development (ELD)	96.4%	97.6%
Newcomer programs		
Transitional bilingual or early-exit bilingual education		
Other		

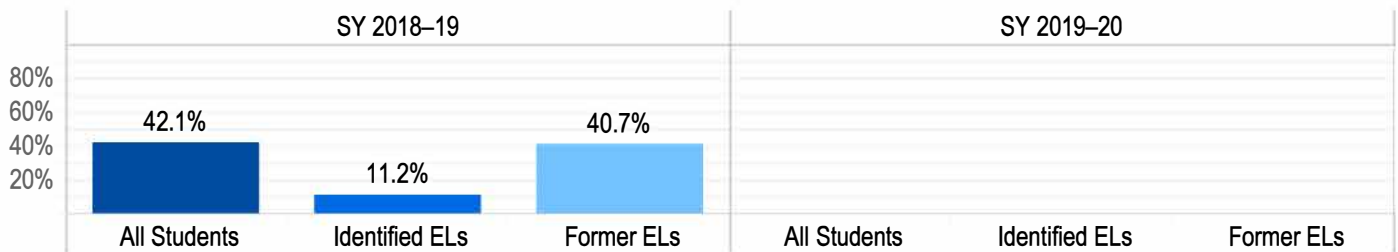
Content Assessment Proficiency Results by Subject

SY 2019-20 content assessment data were not collected due to the COVID-19 pandemic.

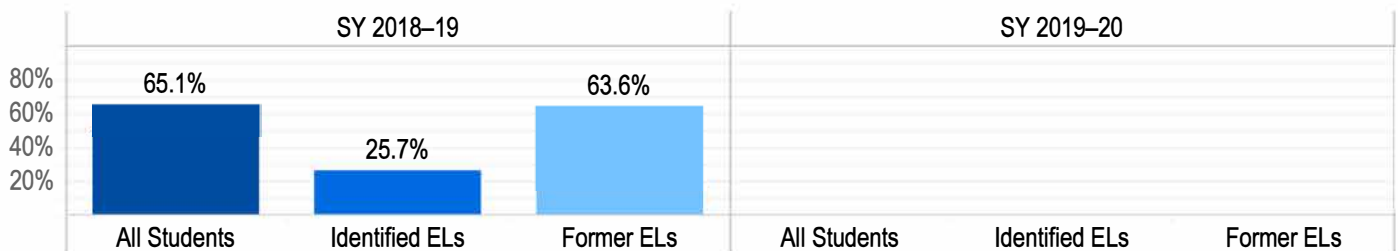
Mathematics



Reading/Language Arts



Science



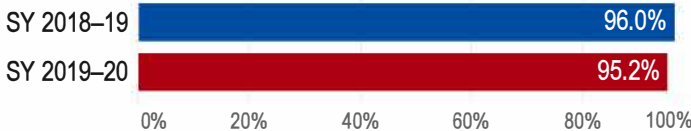
NORTH DAKOTA

State Summary

	SY 2018–19	SY 2019–20
Title III Funding	\$530,394	\$511,173
Total Number of ELs	3,997	4,212
National Rank of EL Population	47	47

Title III-Served English Learners

(percentage of total state-identified ELs)



Title III-Served Immigrant Children and Youth

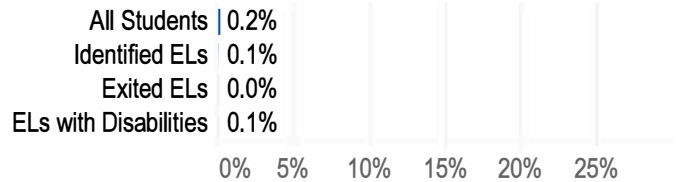
(percentage of total state immigrant children)



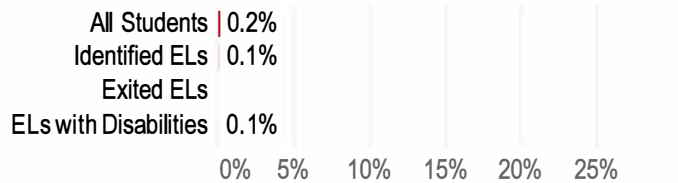
National Comparisons

(percentage of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

SY 2018–19

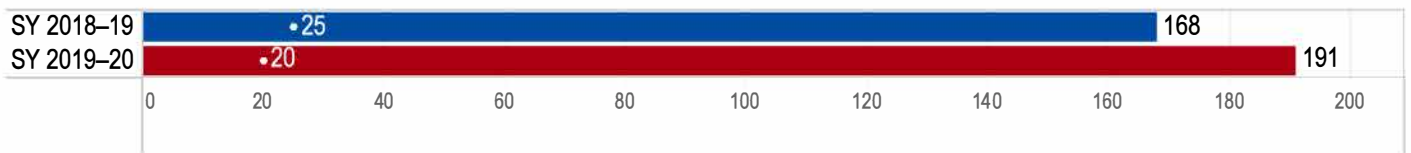


SY 2019–20



Number of Certified/Licensed Teachers Working in Title III Language Instruction Educational Programs (LIEPs)

Point (*) indicates additional teachers needed in the next five years



Top Five Languages Spoken by ELs

(percentage of total state-identified ELs)

SY 2018–19	Number of Speakers	Percent	SY 2019–20	Number of Speakers	Percent
Spanish; Castilian	1,282	32.1%	Spanish; Castilian	1,454	34.5%
Somali	486	12.2%	Nepali	436	10.4%
Nepali	460	11.5%	Somali	404	9.6%
Creoles and pidgins, English based (Other)	269	6.7%	Creoles and pidgins, English based (Other)	305	7.2%
Arabic	191	4.8%	Arabic	183	4.3%

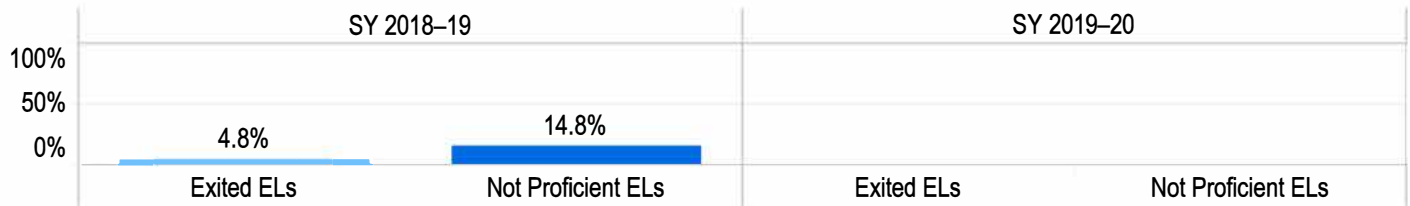
Notes:

- The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program: School Years 2018–2020 provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs) attain English proficiency and are achieving in mathematics, reading/language arts, and science at the same high levels set by the states for all students. In Puerto Rico, where the language of instruction is Spanish, the effort is to ensure all Spanish learners (SLs) attain proficiency in Spanish. Source: Consolidated State Performance Report, SY 2018–20. EDFacts, SY 2018–20.
- Blank charts or table cells indicate that data was not available, not that the value is zero. Values of zero are indicated by data labels.

NORTH DAKOTA (Continued)

Exited ELs and ELs Who Were Not Proficient After Five Years

(percentage of total state exited ELs and ELs not proficient after five or more years, respectively)



Title III-Enrolled Student Participation in LIEPs

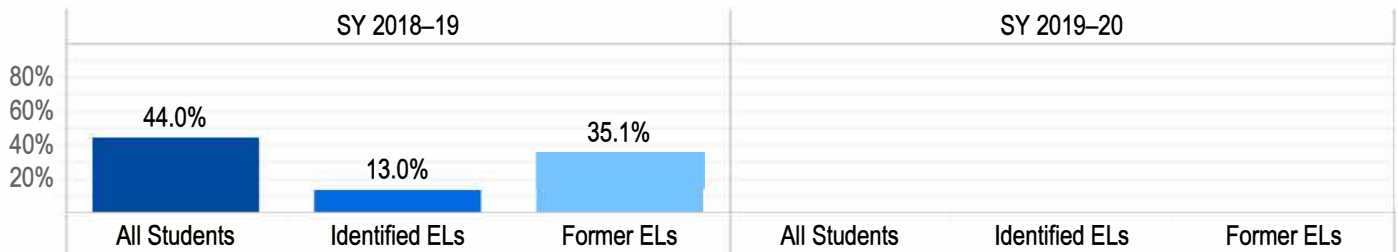
In SY 2018-19, student counts were unduplicated, meaning each student could only be reported as participating in one LIEP. In SY 2019-20, students could be reported as participating in multiple LIEPs, therefore, percentages may exceed 100%.

	SY 2018-19	SY 2019-20
Content classes with integrated ESL support	26.6%	26.7%
Dual language or two-way immersion		
English as a Second Language (ESL) or English language development (ELD)	67.7%	67.9%
Newcomer programs		0.5%
Transitional bilingual or early-exit bilingual education		
Other	1.8%	

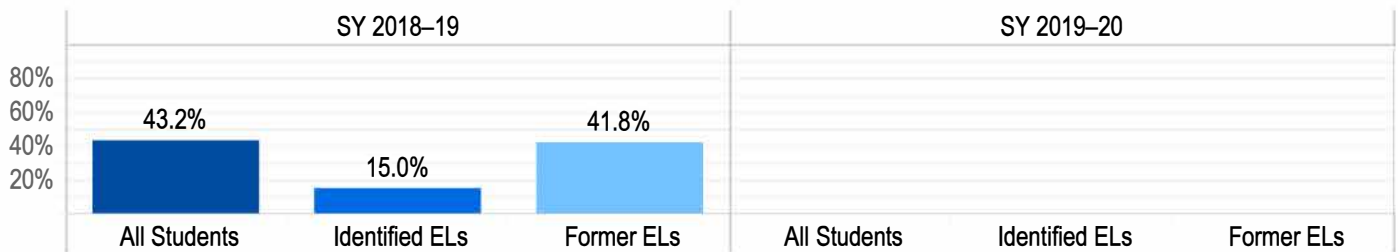
Content Assessment Proficiency Results by Subject

SY 2019-20 content assessment data were not collected due to the COVID-19 pandemic.

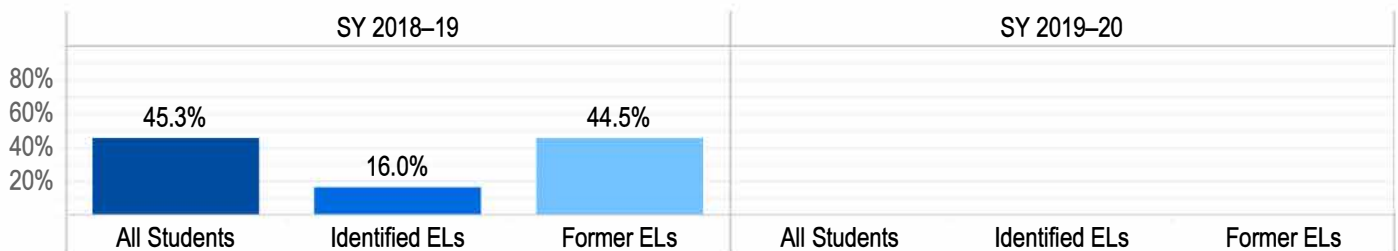
Mathematics



Reading/Language Arts



Science



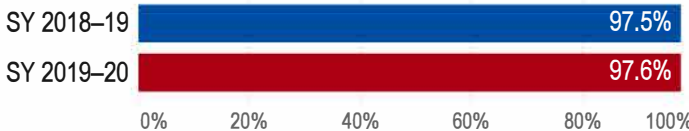
OHIO

State Summary

	SY 2018–19	SY 2019–20
Title III Funding	\$10,150,789	\$10,386,926
Total Number of ELs	56,108	60,049
National Rank of EL Population	20	20

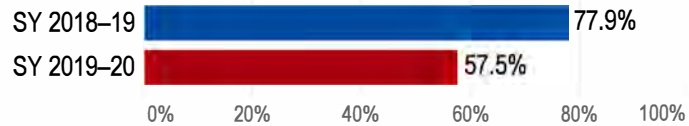
Title III-Served English Learners

(percentage of total state identified ELs)



Title III-Served Immigrant Children and Youth

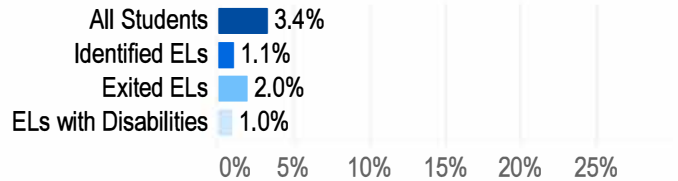
(percentage of total state immigrant children)



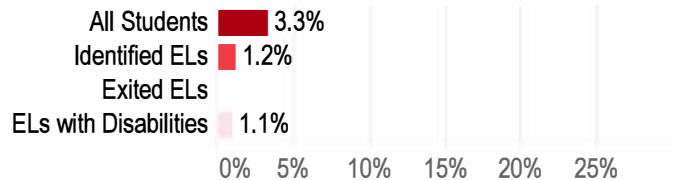
National Comparisons

(percentage of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

SY 2018–19

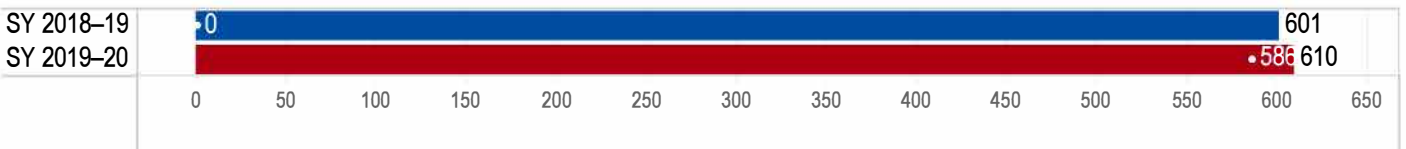


SY 2019–20



Number of Certified/Licensed Teachers Working in Title III Language Instruction Educational Programs (LIEPs)

Point (*) indicates additional teachers needed in the next five years



Top Five Languages Spoken by ELs

(percentage of total state-identified ELs)

SY 2018–19	Number of Speakers	Percent	SY 2019–20	Number of Speakers	Percent
Spanish; Castilian	21,193	37.8%	Spanish; Castilian	22,727	37.8%
Somali	3,925	7.0%	Somali	3,667	6.1%
Arabic	3,561	6.3%	Arabic	3,408	5.7%
Chinese	859	1.5%	Swahili	1,044	1.7%
Swahili	812	1.4%	Chinese	846	1.4%

Notes:

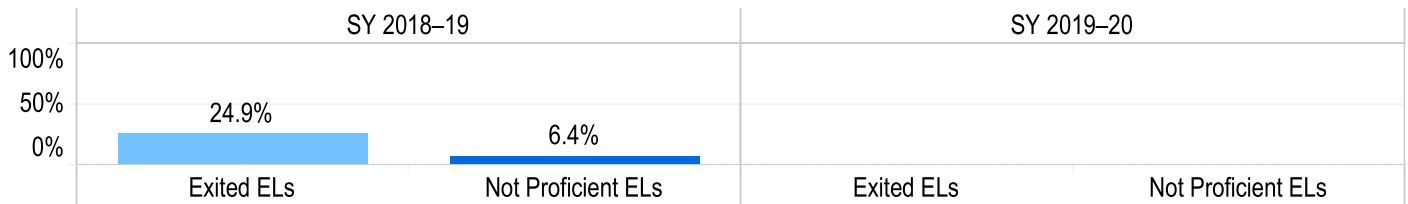
1. *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program: School Years 2018–2020* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs) attain English proficiency and are achieving in mathematics, reading/language arts, and science at the same high levels set by the states for all students. In Puerto Rico, where the language of instruction is Spanish, the effort is to ensure all Spanish learners (SLs) attain proficiency in Spanish. Source: *Consolidated State Performance Report, SY 2018–20*. ED Facts, SY 2018–20.

2. Blank charts or table cells indicate that data was not available, not that the value is zero. Values of zero are indicated by data labels.

OHIO (Continued)

Exited ELs and ELs Who Were Not Proficient After Five Years

(percentage of total state exited ELs and ELs not proficient after five or more years, respectively)



Title III-Enrolled Student Participation in LIEPs

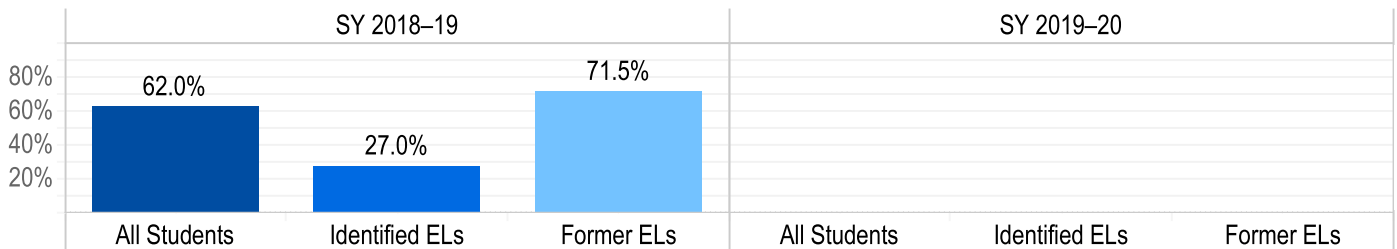
In SY 2018-19, student counts were unduplicated, meaning each student could only be reported as participating in one LIEP. In SY 2019-20, students could be reported as participating in multiple LIEPs, therefore, percentages may exceed 100%.

	SY 2018-19	SY 2019-20
Content classes with integrated ESL support		5.0%
Dual language or two-way immersion		0.6%
English as a Second Language (ESL) or English language development (ELD)	62.0%	68.4%
Newcomer programs		1.3%
Transitional bilingual or early-exit bilingual education	1.4%	0.5%
Other	34.0%	21.9%

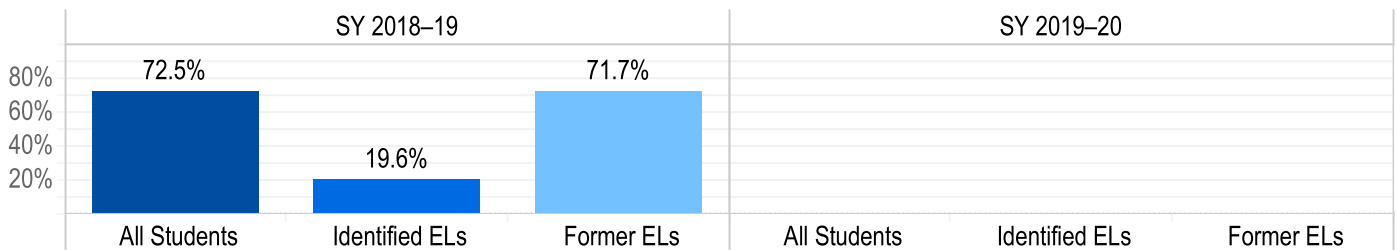
Content Assessment Proficiency Results by Subject

SY 2019-20 content assessment data were not collected due to the COVID-19 pandemic.

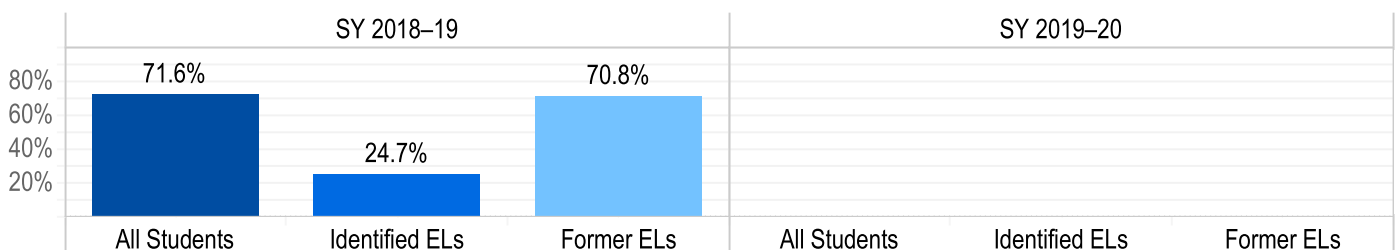
Mathematics



Reading/Language Arts



Science



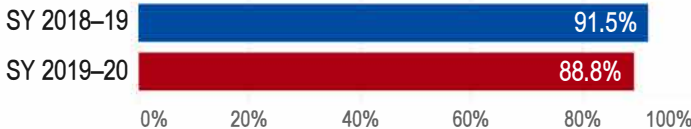
OKLAHOMA

State Summary

	SY 2018–19	SY 2019–20
Title III Funding	\$5,350,095	\$5,505,405
Total Number of ELs	54,977	59,952
National Rank of EL Population	21	21

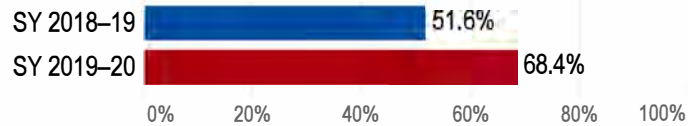
Title III-Served English Learners

(percentage of total state-identified ELs)



Title III-Served Immigrant Children and Youth

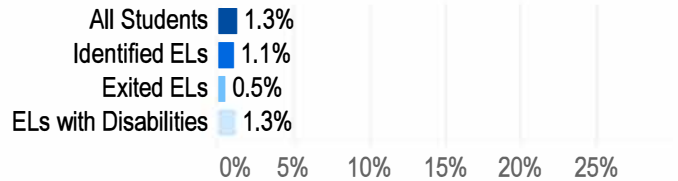
(percentage of total state immigrant children)



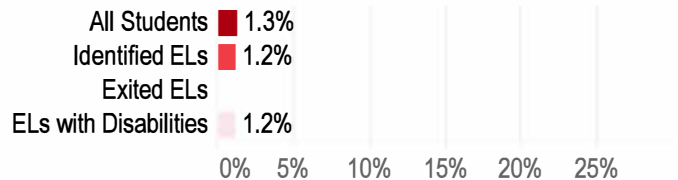
National Comparisons

(percentage of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

SY 2018–19

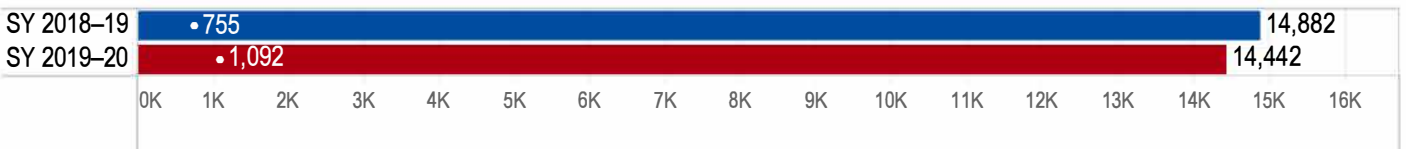


SY 2019–20



Number of Certified/Licensed Teachers Working in Title III Language Instruction Educational Programs (LIEPs)

Point (*) indicates additional teachers needed in the next five years



Top Five Languages Spoken by ELs

(percentage of total state-identified ELs)

SY 2018–19	Number of Speakers	Percent	SY 2019–20	Number of Speakers	Percent
Spanish; Castilian	46,023	83.7%	Spanish; Castilian	49,816	83.1%
Vietnamese	1,007	1.8%	Vietnamese	1,110	1.9%
Marshallese	865	1.6%	Marshallese	979	1.6%
Uncoded languages	853	1.6%	Sino-Tibetan (Other)	836	1.4%
Hmong	615	1.1%	Hmong	684	1.1%

Notes:

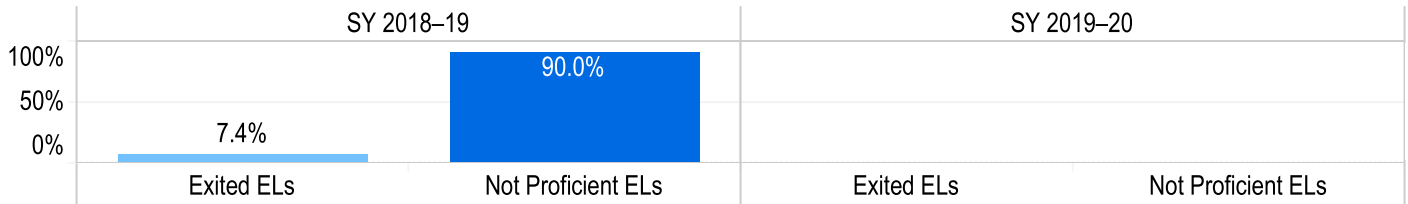
1. *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program: School Years 2018–2020* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs) attain English proficiency and are achieving in mathematics, reading/language arts, and science at the same high levels set by the states for all students. In Puerto Rico, where the language of instruction is Spanish, the effort is to ensure all Spanish learners (SLs) attain proficiency in Spanish. Source: *Consolidated State Performance Report, SY 2018–20*. EDFacts, SY 2018–20.

2. Blank charts or table cells indicate that data was not available, not that the value is zero. Values of zero are indicated by data labels.

OKLAHOMA (Continued)

Exited ELs and ELs Who Were Not Proficient After Five Years

(percentage of total state exited ELs and ELs not proficient after five or more years, respectively)



Title III-Enrolled Student Participation in LIEPs

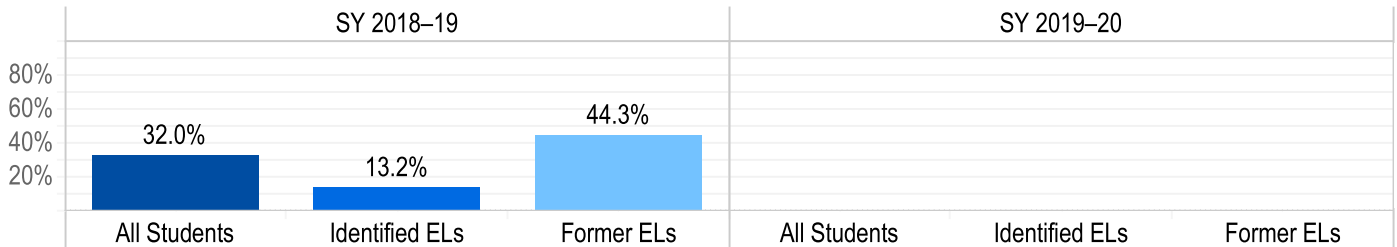
In SY 2018-19, student counts were unduplicated, meaning each student could only be reported as participating in one LIEP. In SY 2019-20, students could be reported as participating in multiple LIEPs, therefore, percentages may exceed 100%.

	SY 2018-19	SY 2019-20
Content classes with integrated ESL support	55.9%	33.9%
Dual language or two-way immersion	1.6%	1.0%
English as a Second Language (ESL) or English language development (ELD)	29.6%	50.0%
Newcomer programs	1.9%	1.8%
Transitional bilingual or early-exit bilingual education	0.4%	0.3%
Other	2.0%	1.7%

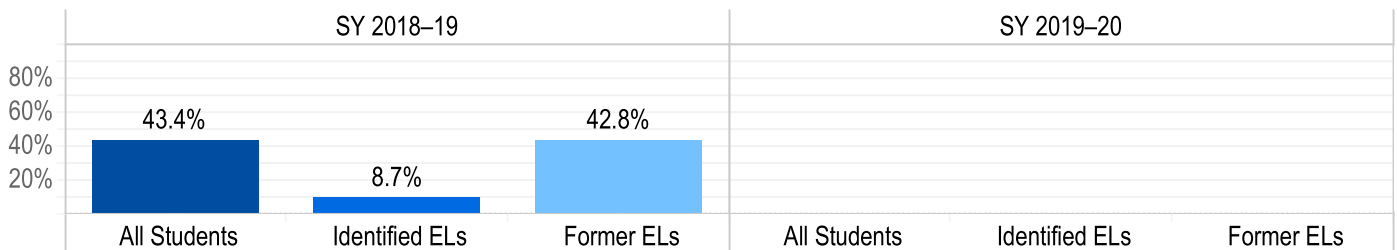
Content Assessment Proficiency Results by Subject

SY 2019-20 content assessment data were not collected due to the COVID-19 pandemic.

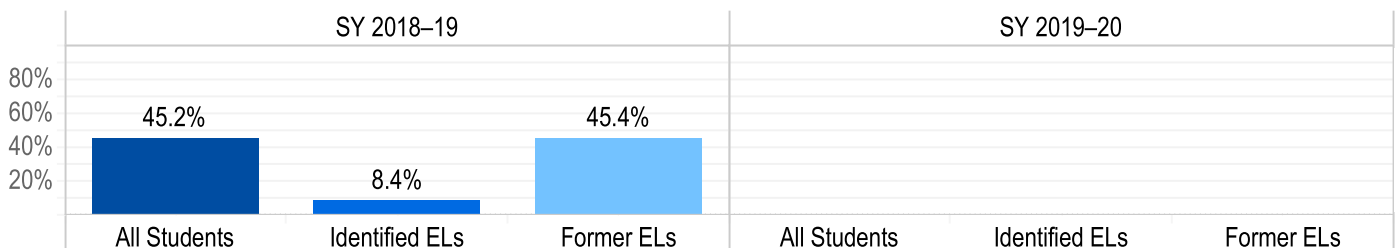
Mathematics



Reading/Language Arts



Science



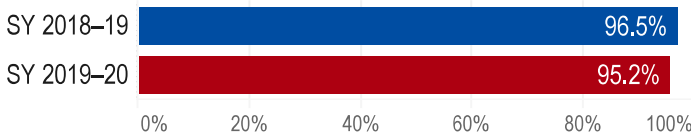
OREGON

State Summary

	SY 2018–19	SY 2019–20
Title III Funding	\$7,058,225	\$6,850,658
Total Number of ELs	50,027	53,127
National Rank of EL Population	25	23

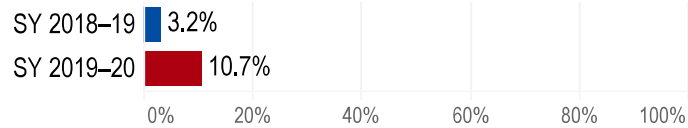
Title III-Served English Learners

(percentage of total state identified ELs)



Title III-Served Immigrant Children and Youth

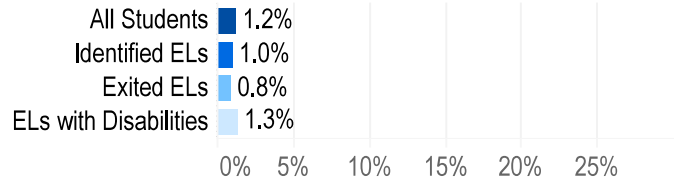
(percentage of total state immigrant children)



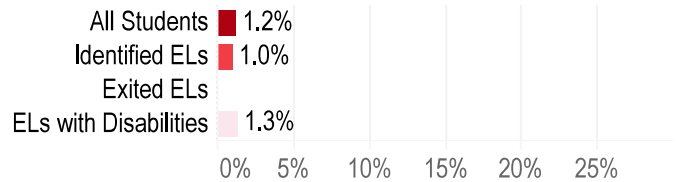
National Comparisons

(percentage of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

SY 2018–19

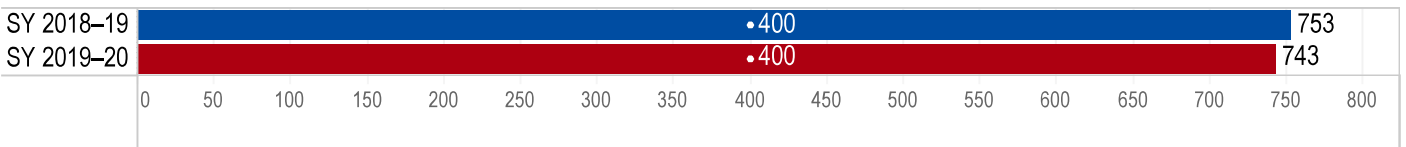


SY 2019–20



Number of Certified/Licensed Teachers Working in Title III Language Instruction Educational Programs (LIEPs)

Point (*) indicates additional teachers needed in the next five years



Top Five Languages Spoken by ELs

(percentage of total state-identified ELs)

SY 2018–19	Number of Speakers	Percent	SY 2019–20	Number of Speakers	Percent
Spanish; Castilian	38,127	76.2%	Spanish; Castilian	40,234	75.7%
Russian	1,458	2.9%	Russian	1,577	3.0%
Vietnamese	1,013	2.0%	Vietnamese	1,151	2.2%
Chinese	959	1.9%	Chinese	1,089	2.0%
Arabic	869	1.7%	Arabic	856	1.6%

Notes:

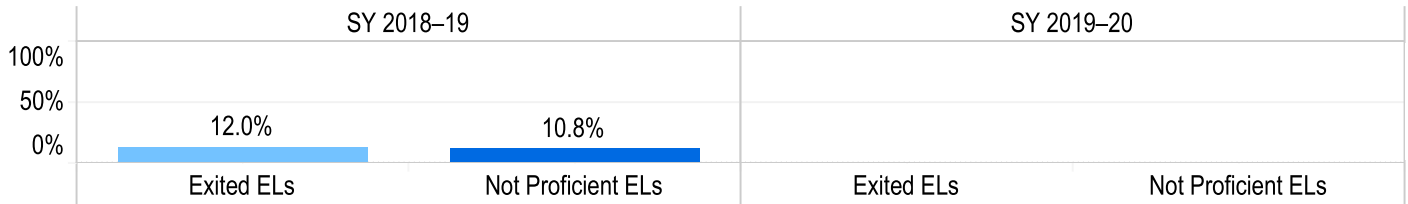
1. *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program: School Years 2018–2020* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs) attain English proficiency and are achieving in mathematics, reading/language arts, and science at the same high levels set by the states for all students. In Puerto Rico, where the language of instruction is Spanish, the effort is to ensure all Spanish learners (SLs) attain proficiency in Spanish. Source: *Consolidated State Performance Report, SY 2018–20*. ED*Facts*, SY 2018–20.

2. Blank charts or table cells indicate that data was not available, not that the value is zero. Values of zero are indicated by data labels.

OREGON (Continued)

Exited ELs and ELs Who Were Not Proficient After Five Years

(percentage of total state exited ELs and ELs not proficient after five or more years, respectively)



Title III-Enrolled Student Participation in LIEPs

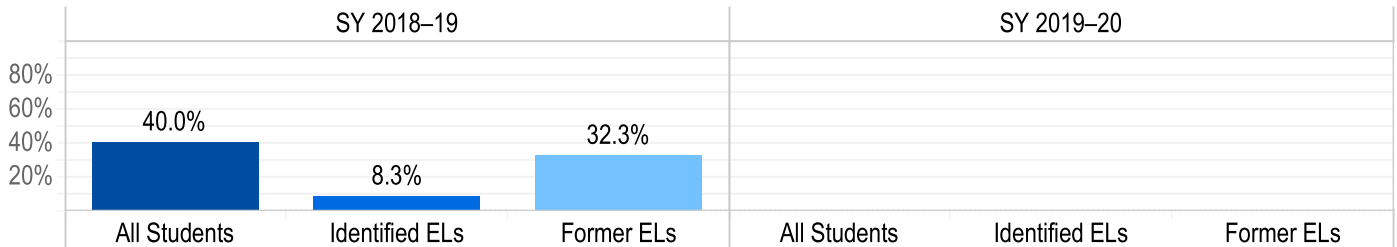
In SY 2018–19, student counts were unduplicated, meaning each student could only be reported as participating in one LIEP. In SY 2019–20, students could be reported as participating in multiple LIEPs, therefore, percentages may exceed 100%.

	SY 2018–19	SY 2019–20
Content classes with integrated ESL support		
Dual language or two-way immersion		
English as a Second Language (ESL) or English language development (ELD)	95.8%	94.1%
Newcomer programs	0.7%	1.1%
Transitional bilingual or early-exit bilingual education		
Other		

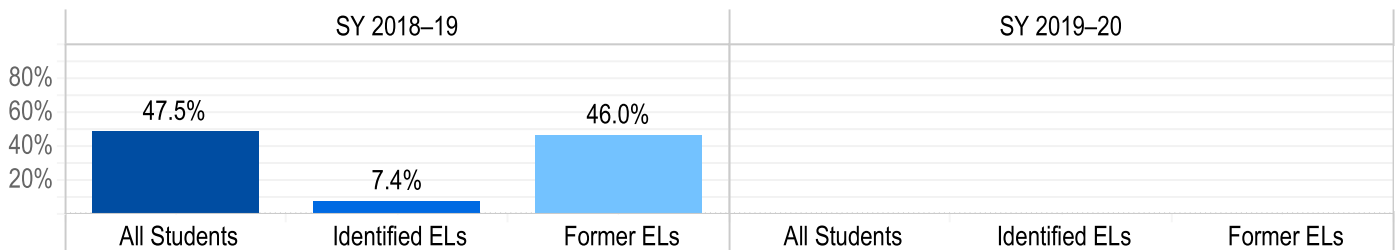
Content Assessment Proficiency Results by Subject

SY 2019–20 content assessment data were not collected due to the COVID-19 pandemic.

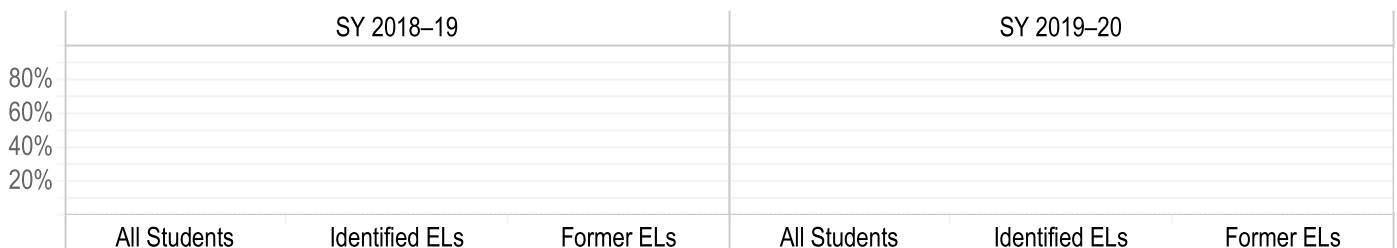
Mathematics



Reading/Language Arts



Science



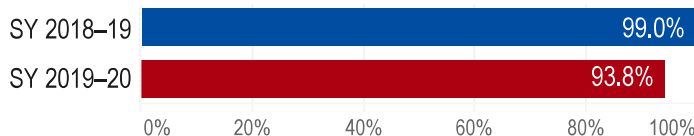
PENNSYLVANIA

State Summary

	SY 2018–19	SY 2019–20
Title III Funding	\$14,975,784	\$14,925,012
Total Number of ELs	68,379	72,200
National Rank of EL Population	18	17

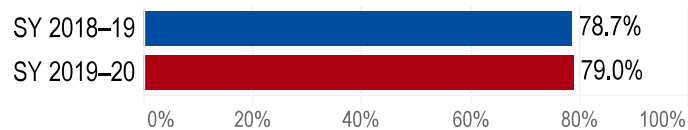
Title III-Served English Learners

(percentage of total state-identified ELs)



Title III-Served Immigrant Children and Youth

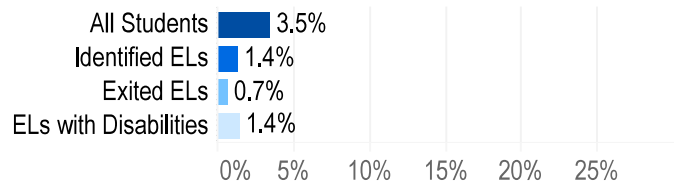
(percentage of total state immigrant children)



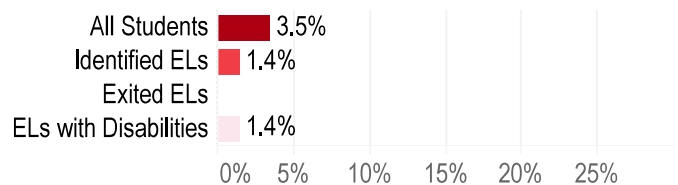
National Comparisons

(percentage of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

SY 2018–19

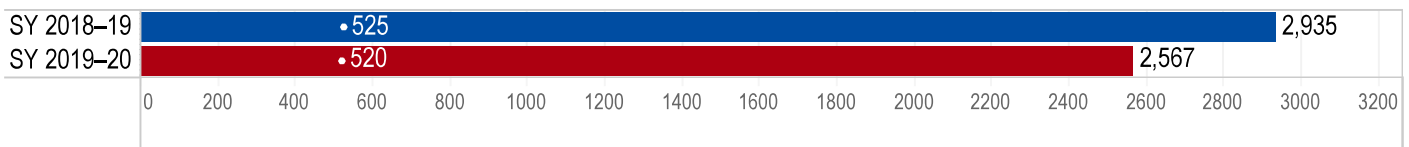


SY 2019–20



Number of Certified/Licensed Teachers Working in Title III Language Instruction Educational Programs (LIEPs)

Point (*) indicates additional teachers needed in the next five years



Top Five Languages Spoken by ELs

(percentage of total state-identified ELs)

SY 2018–19	Number of Speakers	Percent	SY 2019–20	Number of Speakers	Percent
Spanish; Castilian	43,166	63.1%	Spanish; Castilian	45,574	63.1%
Arabic	3,227	4.7%	Arabic	3,219	4.5%
Chinese	2,971	4.3%	Chinese	3,038	4.2%
Nepali	1,840	2.7%	Nepali	1,975	2.7%
Russian	1,474	2.2%	Russian	1,625	2.3%

Notes:

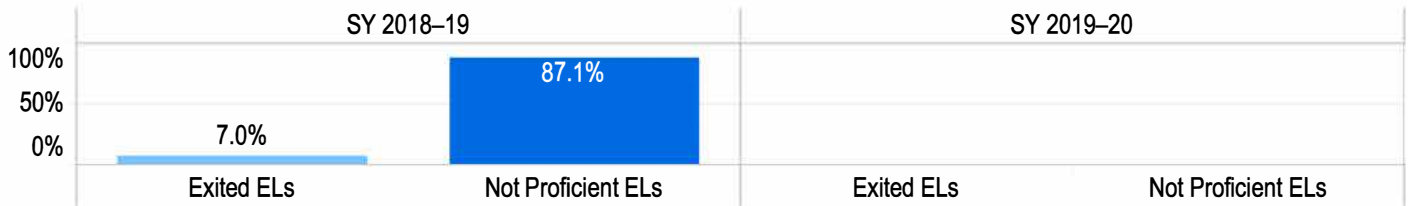
1. *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program: School Years 2018–2020* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs) attain English proficiency and are achieving in mathematics, reading/language arts, and science at the same high levels set by the states for all students. In Puerto Rico, where the language of instruction is Spanish, the effort is to ensure all Spanish learners (SLs) attain proficiency in Spanish. Source: *Consolidated State Performance Report, SY 2018–20*. EDataFacts, SY 2018–20.

2. Blank charts or table cells indicate that data was not available, not that the value is zero. Values of zero are indicated by data labels.

PENNSYLVANIA (Continued)

Exited ELs and ELs Who Were Not Proficient After Five Years

(percentage of total state exited ELs and ELs not proficient after five or more years, respectively)



Title III-Enrolled Student Participation in LIEPs

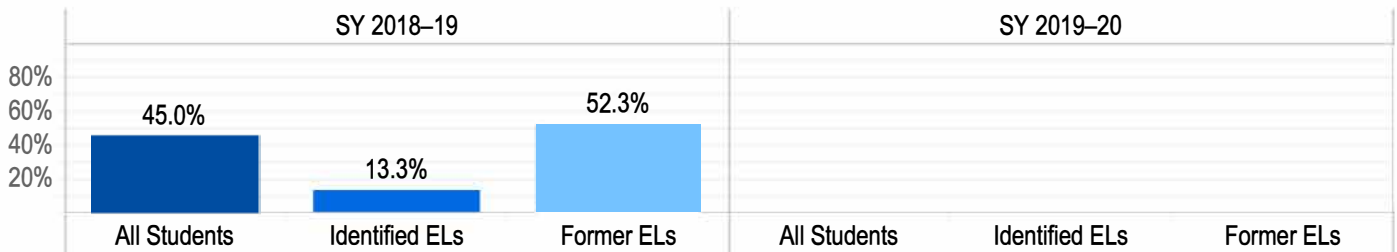
In SY 2018-19, student counts were unduplicated, meaning each student could only be reported as participating in one LIEP. In SY 2019-20, students could be reported as participating in multiple LIEPs, therefore, percentages may exceed 100%.

	SY 2018-19	SY 2019-20
Content classes with integrated ESL support	96.3%	91.5%
Dual language or two-way immersion	0.8%	0.5%
English as a Second Language (ESL) or English language development (ELD)		
Newcomer programs		
Transitional bilingual or early-exit bilingual education	1.9%	1.8%
Other		

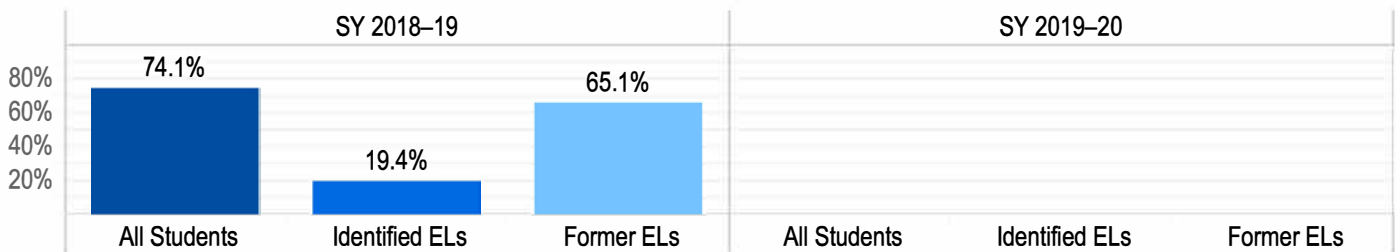
Content Assessment Proficiency Results by Subject

SY 2019-20 content assessment data were not collected due to the COVID-19 pandemic.

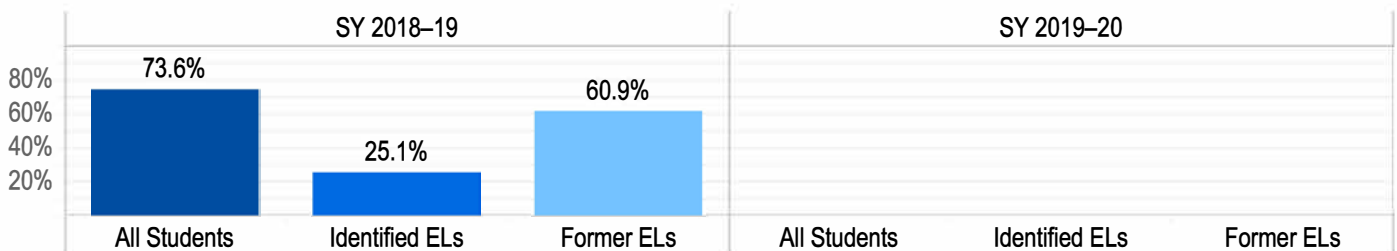
Mathematics



Reading/Language Arts



Science



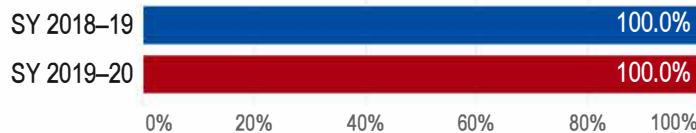
PUERTO RICO

State Summary

	SY 2018–19	SY 2019–20
Title III Funding	\$3,386,765	\$3,386,765
Total Number of SLs	753	582
National Rank of EL Population	51	52

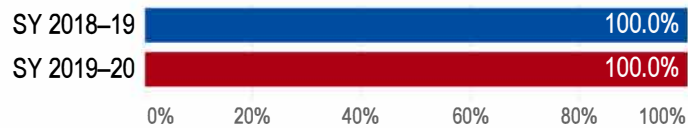
Title III-Served Spanish Learners

(percentage of total state identified SLs)



Title III-Served Immigrant Children and Youth

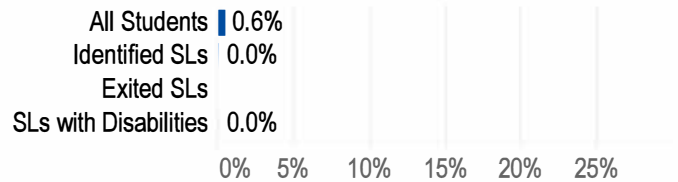
(percentage of total state Immigrant children)



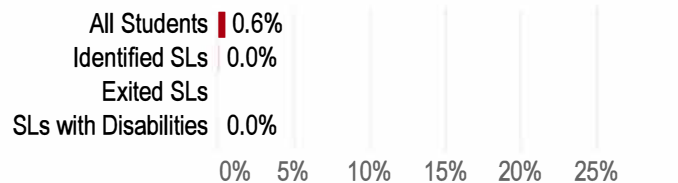
National Comparisons

(percentage of total U.S. student subgroups: all students, identified SLs, exited SLs, and SLs with disabilities, respectively)

SY 2018–19

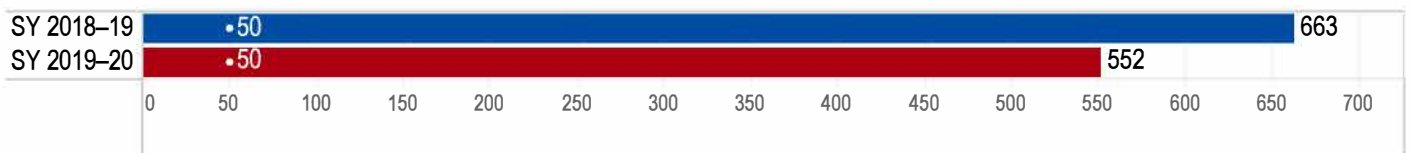


SY 2019–20



Number of Certified/Licensed Teachers Working in Title III Language Instruction Educational Programs (LIEPs)

Point (*) Indicates Additional Teachers Needed in the Next Five Years



Top 5 Languages Spoken by SLs

(percentage of total state-identified SLs)

SY 2018–19	Number of Speakers	Percent	SY 2019–20	Number of Speakers	Percent
English	718	95.4%	English	552	94.8%
Haitian; Haitian Creole	14	1.9%	Haitian; Haitian Creole	14	2.4%
Chinese	7	0.9%	Chinese	3	0.5%
Arabic	3	0.4%	Arabic	3	0.5%
Mandingo	2	0.3%	Mandingo	2	0.3%

Notes:

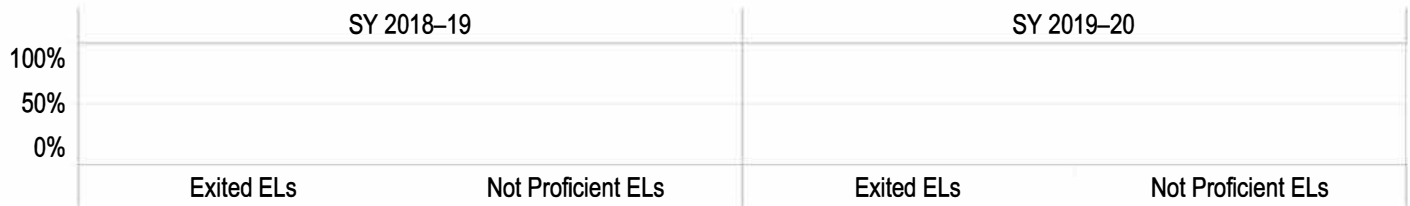
1. *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program: School Years 2018–2020* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs) attain English proficiency and are achieving in mathematics, reading/language arts, and science at the same high levels set by the states for all students. In Puerto Rico (PR), where the language of instruction is Spanish, the effort is to ensure all Spanish learners (SLs) attain proficiency in Spanish. Source: *Consolidated State Performance Report, SY 2018–20*. ED*Facts*, SY 2018–20.

2. Blank charts or table cells indicate that data was not available, not that the value is zero. Values of zero are indicated by data labels.

PUERTO RICO (Continued)

Exited ELs and ELs Who Were Not Proficient After Five Years

(percentage of total state exited ELs and ELs not proficient after five or more years, respectively)



Title III-Enrolled Student Participation in LIEPs

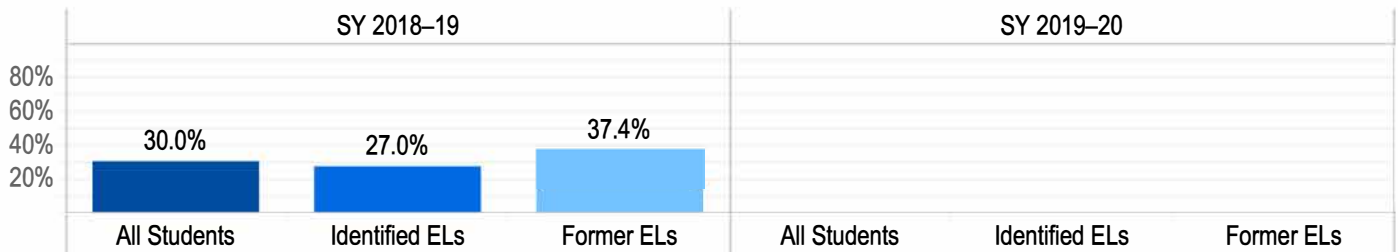
In SY 2018-19, student counts were unduplicated, meaning each student could only be reported as participating in one LIEP. In SY 2019-20, students could be reported as participating in multiple LIEPs, therefore, percentages may exceed 100%.

	SY 2018-19	SY 2019-20
Content classes with integrated ESL support		
Dual language or two-way immersion		
English as a Second Language (ESL) or English language development (ELD)		
Newcomer programs		
Transitional bilingual or early-exit bilingual education		
Other	100.0%	100.0%

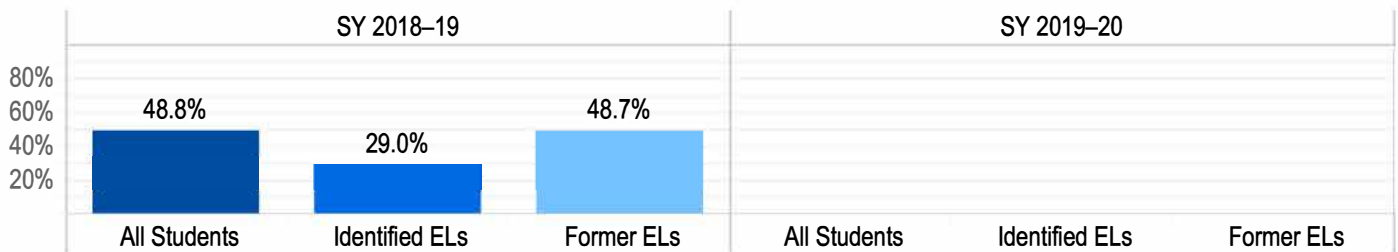
Content Assessment Proficiency Results by Subject

SY 2019-20 content assessment data were not collected due to the COVID-19 pandemic.

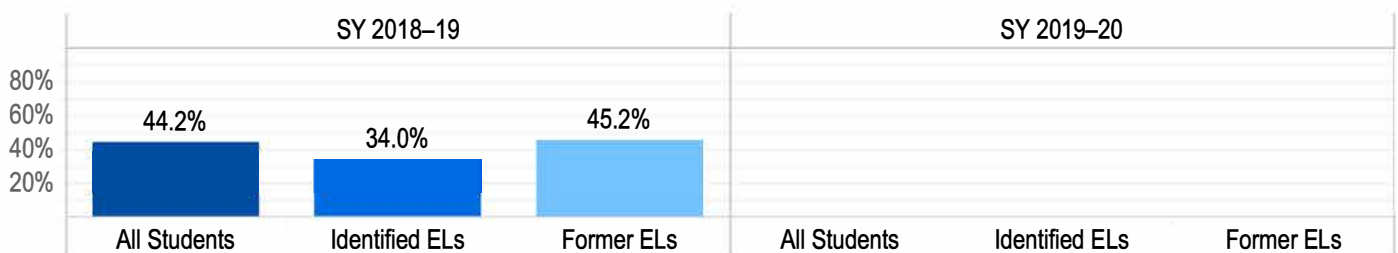
Mathematics



Reading/Language Arts



Science



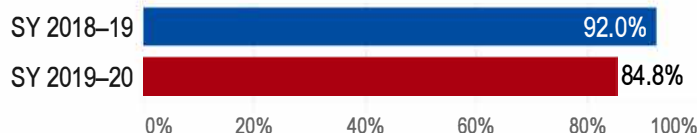
RHODE ISLAND

State Summary

	SY 2018–19	SY 2019–20
Title III Funding	\$1,903,554	\$1,875,722
Total Number of ELs	14,126	17,116
National Rank of EL Population	42	39

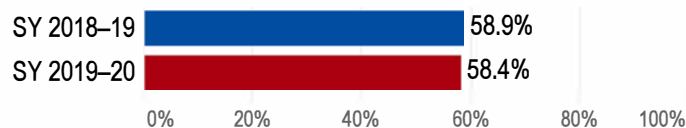
Title III-Served English Learners

(percentage of total state-identified ELs)



Title III-Served Immigrant Children and Youth

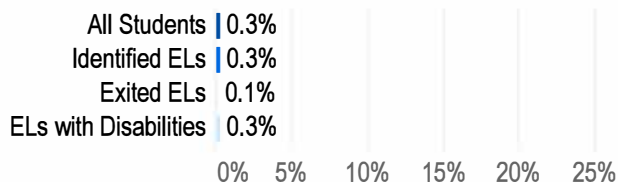
(percentage of total state immigrant children)



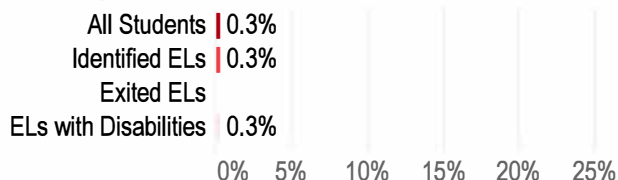
National Comparisons

(percentage of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

SY 2018–19

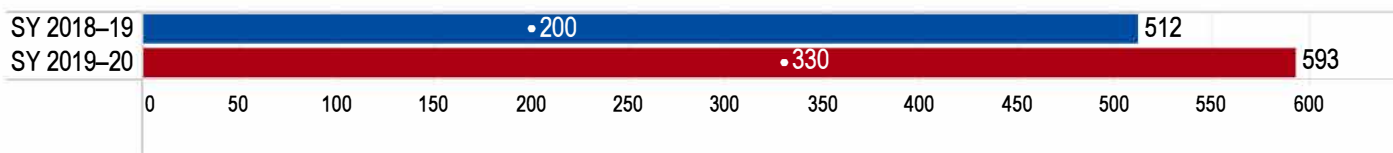


SY 2019–20



Number of Certified/Licensed Teachers Working in Title III Language Instruction Educational Programs (LIEPs)

Point (*) indicates additional teachers needed in the next five years



Top Five Languages Spoken by ELs

(percentage of total state-identified ELs)

SY 2018–19	Number of Speakers	Percent	SY 2019–20	Number of Speakers	Percent
Spanish; Castilian	9,197	65.1%	Spanish; Castilian	11,293	66.0%
Creoles and pidgins, Portuguese-based (Other)	473	3.3%	Creoles and pidgins, Portuguese-based (Other)	618	3.6%
Portuguese	243	1.7%	Portuguese	312	1.8%
Arabic	180	1.3%	Chinese	211	1.2%
Chinese	162	1.1%	Arabic	192	1.1%

Notes:

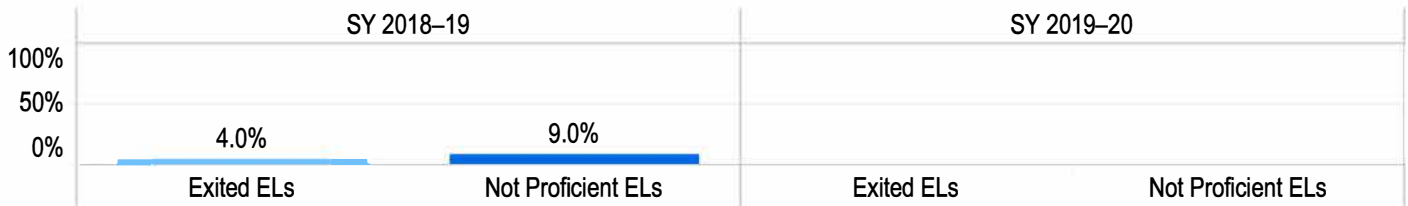
1. *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program: School Years 2018–2020* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs) attain English proficiency and are achieving in mathematics, reading/language arts, and science at the same high levels set by the states for all students. In Puerto Rico, where the language of instruction is Spanish, the effort is to ensure all Spanish learners (SLs) attain proficiency in Spanish. Source: *Consolidated State Performance Report, SY 2018–20*. EDataFacts, SY 2018–20.

2. Blank charts or table cells indicate that data was not available, not that the value is zero. Values of zero are indicated by data labels.

RHODE ISLAND (Continued)

Exited ELs and ELs Who Were Not Proficient After Five Years

(percentage of total state exited ELs and ELs not proficient after five or more years, respectively)



Title III-Enrolled Student Participation in LIEPs

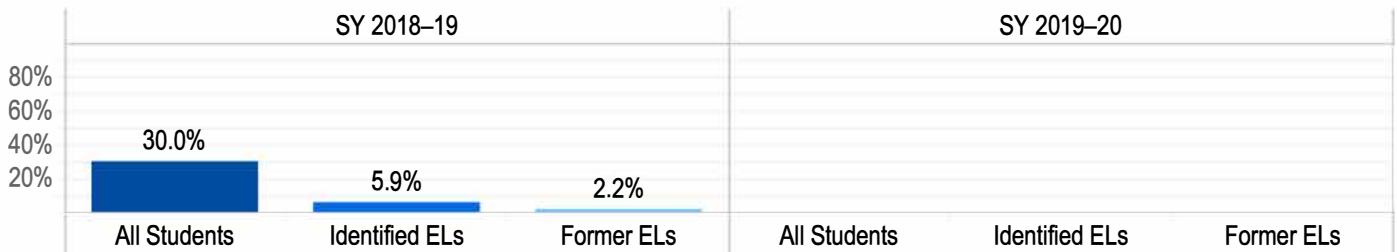
In SY 2018-19, student counts were unduplicated, meaning each student could only be reported as participating in one LIEP. In SY 2019-20, students could be reported as participating in multiple LIEPs, therefore, percentages may exceed 100%.

	SY 2018-19	SY 2019-20
Content classes with integrated ESL support	27.4%	34.3%
Dual language or two-way immersion	3.1%	4.1%
English as a Second Language (ESL) or English language development (ELD)	15.8%	12.7%
Newcomer programs	0.8%	1.7%
Transitional bilingual or early-exit bilingual education	4.4%	2.5%
Other	40.5%	29.4%

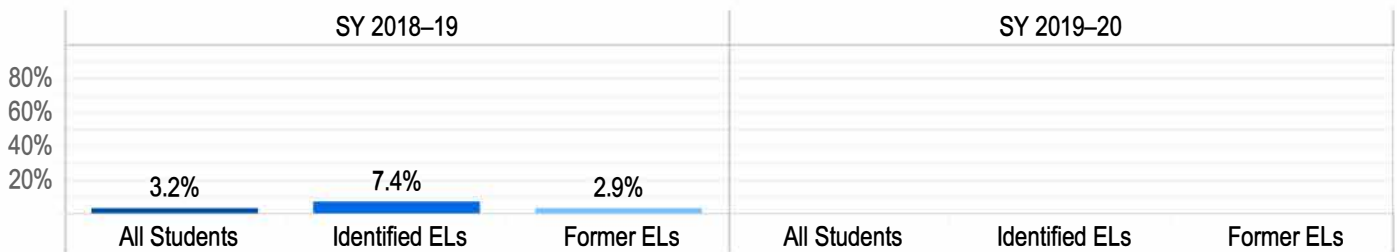
Content Assessment Proficiency Results by Subject

SY 2019-20 content assessment data were not collected due to the COVID-19 pandemic.

Mathematics



Reading/Language Arts



Science



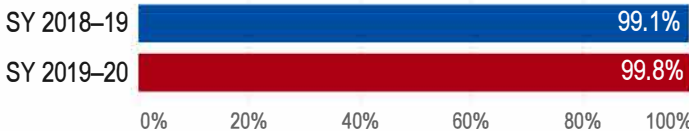
SOUTH CAROLINA

State Summary

	SY 2018–19	SY 2019–20
Title III Funding	\$4,376,064	\$4,625,031
Total Number of ELs	45,410	45,871
National Rank of EL Population	26	27

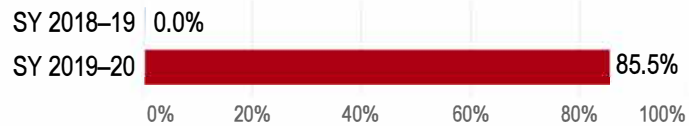
Title III-Served English Learners

(percentage of total state-identified ELs)



Title III-Served Immigrant Children and Youth

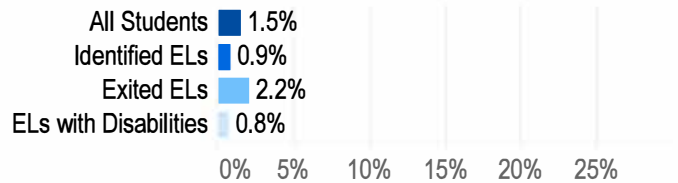
(percentage of total state immigrant children)



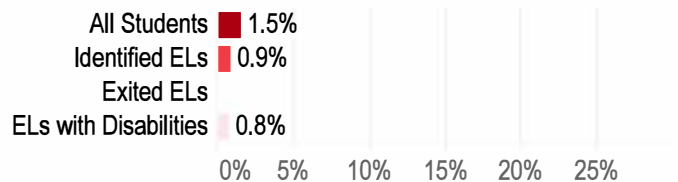
National Comparisons

(percentage of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

SY 2018–19

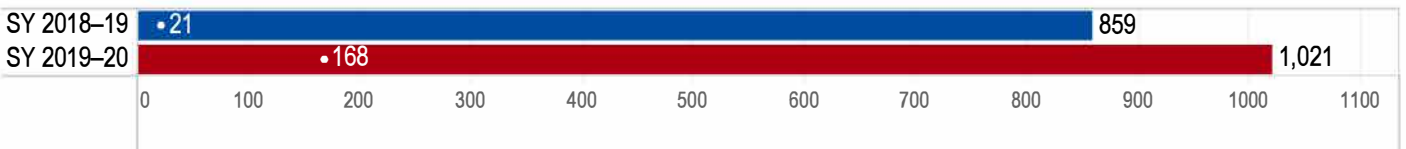


SY 2019–20



Number of Certified/Licensed Teachers Working in Title III Language Instruction Educational Programs (LIEPs)

Point (*) indicates additional teachers needed in the next five years



Top Five Languages Spoken by ELs

(percentage of total state-identified ELs)

SY 2018–19	Number of Speakers	Percent	SY 2019–20	Number of Speakers	Percent
Spanish; Castilian	37,485	82.5%	Spanish; Castilian	37,905	82.6%
Russian	1,061	2.3%	Undetermined	1,121	2.4%
Undetermined	930	2.0%	Russian	1,020	2.2%
Chinese	745	1.6%	Portuguese	710	1.5%
Vietnamese	660	1.5%	Chinese	633	1.4%

Notes:

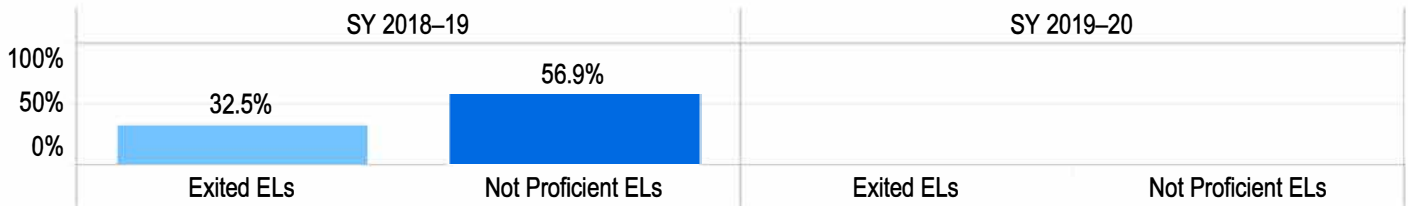
1. *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program: School Years 2018–2020* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs) attain English proficiency and are achieving in mathematics, reading/language arts, and science at the same high levels set by the states for all students. In Puerto Rico, where the language of instruction is Spanish, the effort is to ensure all Spanish learners (SLs) attain proficiency in Spanish. Source: *Consolidated State Performance Report, SY 2018–20*. ED Facts, SY 2018–20.

2. Blank charts or table cells indicate that data was not available, not that the value is zero. Values of zero are indicated by data labels.

SOUTH CAROLINA (Continued)

Exited ELs and ELs Who Were Not Proficient After Five Years

(percentage of total state exited ELs and ELs not proficient after five or more years, respectively)



Title III-Enrolled Student Participation in LIEPs

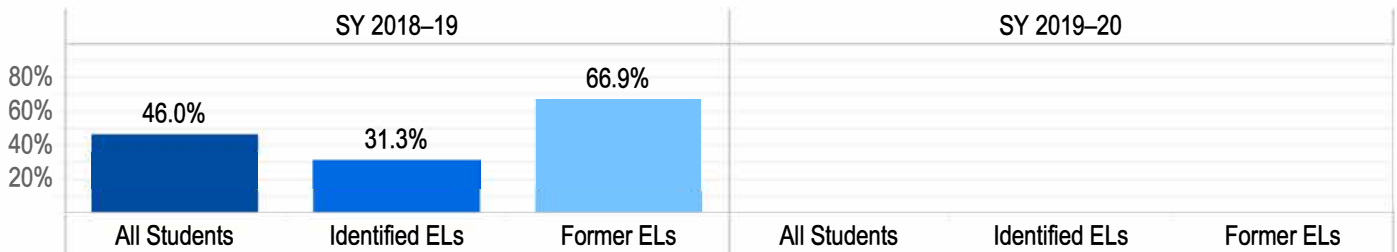
In SY 2018-19, student counts were unduplicated, meaning each student could only be reported as participating in one LIEP. In SY 2019-20, students could be reported as participating in multiple LIEPs, therefore, percentages may exceed 100%.

	SY 2018-19	SY 2019-20
Content classes with integrated ESL support	36.6%	29.5%
Dual language or two-way immersion		
English as a Second Language (ESL) or English language development (ELD)	40.3%	42.0%
Newcomer programs	0.3%	0.4%
Transitional bilingual or early-exit bilingual education		
Other	21.9%	27.9%

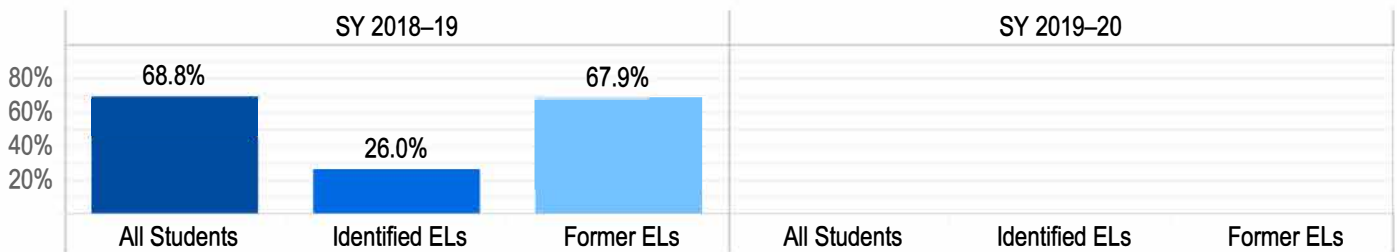
Content Assessment Proficiency Results by Subject

SY 2019-20 content assessment data were not collected due to the COVID-19 pandemic.

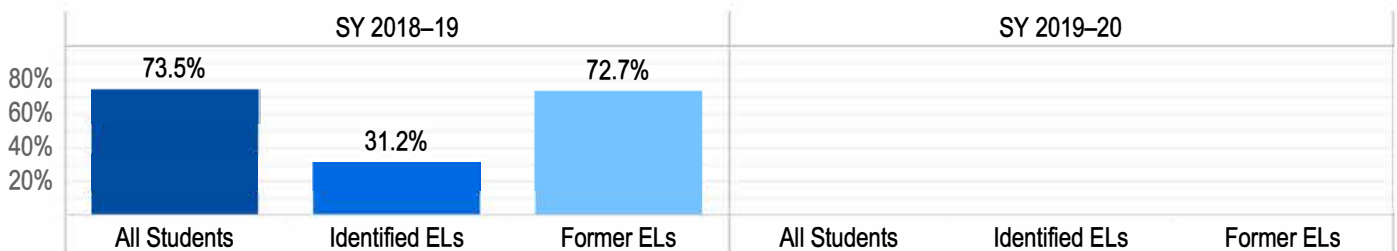
Mathematics



Reading/Language Arts



Science



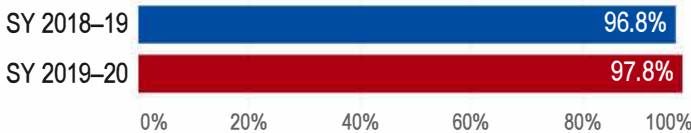
SOUTH DAKOTA

State Summary

	SY 2018–19	SY 2019–20
Title III Funding	\$893,605	\$910,448
Total Number of ELs	5,946	6,579
National Rank of EL Population	44	44

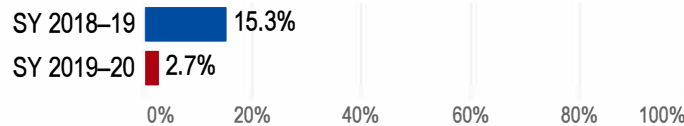
Title III-Served English Learners

(percentage of total state-identified ELs)



Title III-Served Immigrant Children and Youth

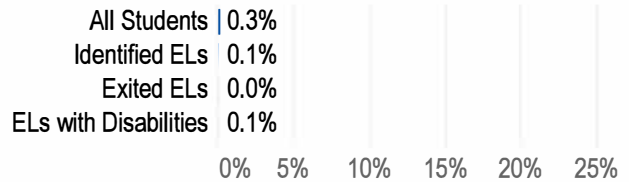
(percentage of total state immigrant children)



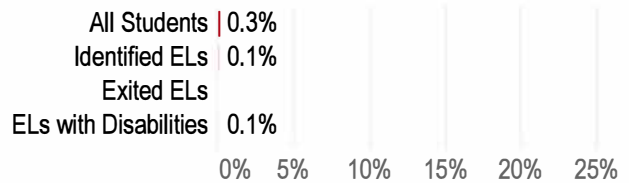
National Comparisons

(percentage of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

SY 2018–19

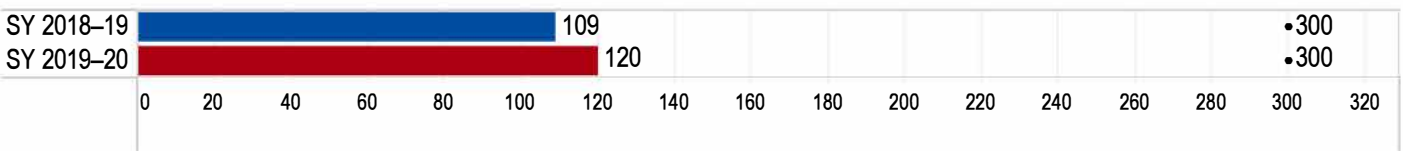


SY 2019–20



Number of Certified/Licensed Teachers Working in Title III Language Instruction Educational Programs (LIEPs)

Point (*) indicates additional teachers needed in the next five years



Top Five Languages Spoken by ELs

(percentage of total state-identified ELs)

SY 2018–19	Number of Speakers	Percent	SY 2019–20	Number of Speakers	Percent
Spanish; Castilian	2,265	38.1%	Spanish; Castilian	2,754	41.9%
German	956	16.1%	German	1,019	15.5%
Karen languages	451	7.6%	Karen languages	480	7.3%
Nepali	289	4.9%	Nepali	291	4.4%
Swahili	228	3.8%	Swahili	245	3.7%

Notes:

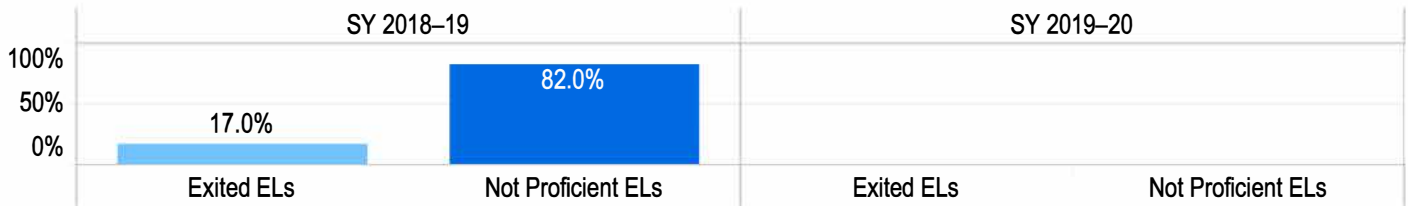
1. *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program: School Years 2018–2020* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs) attain English proficiency and are achieving in mathematics, reading/language arts, and science at the same high levels set by the states for all students. In Puerto Rico, where the language of instruction is Spanish, the effort is to ensure all Spanish learners (SLs) attain proficiency in Spanish. Source: *Consolidated State Performance Report, SY 2018–20*. EDFacts, SY 2018–20.

2. Blank charts or table cells indicate that data was not available, not that the value is zero. Values of zero are indicated by data labels.

SOUTH DAKOTA (Continued)

Exited ELs and ELs Who Were Not Proficient After Five Years

(percentage of total state exited ELs and ELs not proficient after five or more years, respectively)



Title III-Enrolled Student Participation in LIEPs

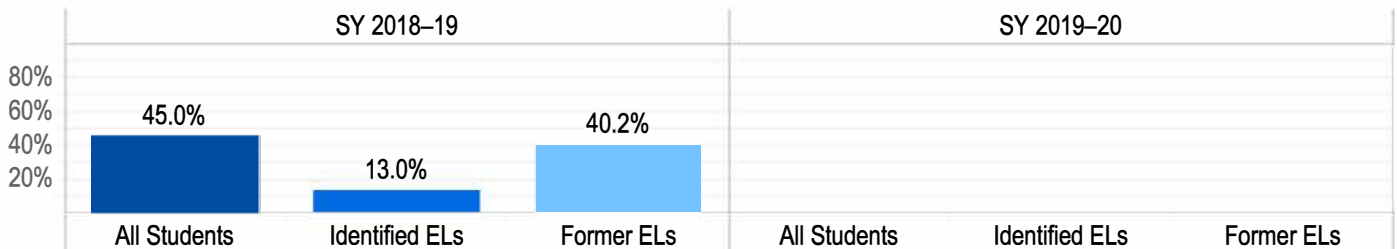
In SY 2018-19, student counts were unduplicated, meaning each student could only be reported as participating in one LIEP. In SY 2019-20, students could be reported as participating in multiple LIEPs, therefore, percentages may exceed 100%.

	SY 2018-19	SY 2019-20
Content classes with integrated ESL support	10.7%	16.5%
Dual language or two-way immersion		
English as a Second Language (ESL) or English language development (ELD)	75.2%	65.2%
Newcomer programs	0.9%	14.3%
Transitional bilingual or early-exit bilingual education		
Other	9.9%	1.7%

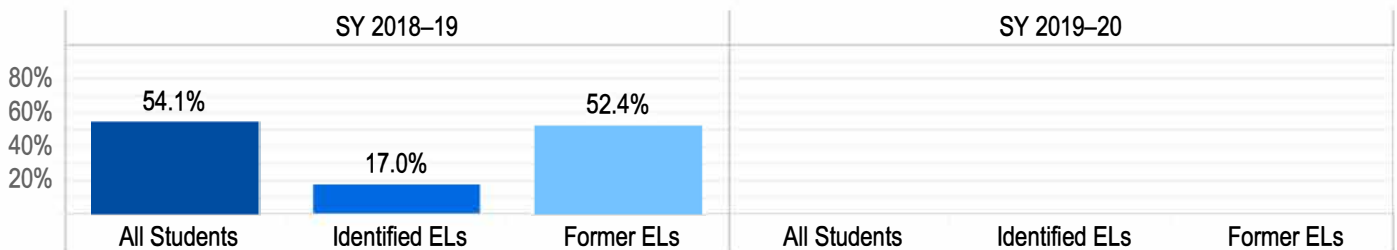
Content Assessment Proficiency Results by Subject

SY 2019-20 content assessment data were not collected due to the COVID-19 pandemic.

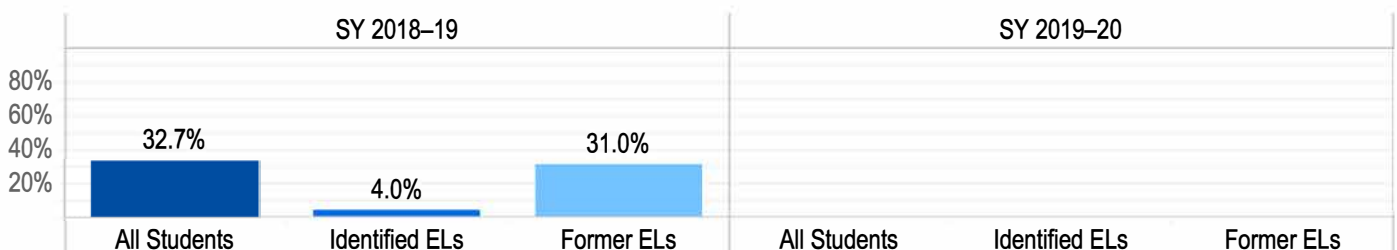
Mathematics



Reading/Language Arts



Science



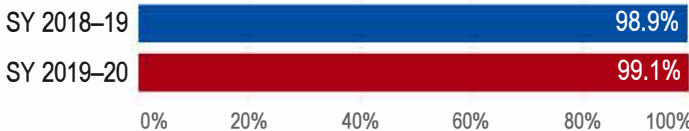
TENNESSEE

State Summary

	SY 2018–19	SY 2019–20
Title III Funding	\$6,157,837	\$6,625,406
Total Number of ELs	45,254	50,037
National Rank of EL Population	27	26

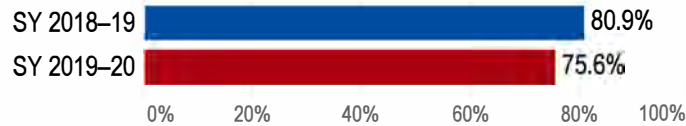
Title III-Served English Learners

(percentage of total state-identified ELs)



Title III-Served Immigrant Children and Youth

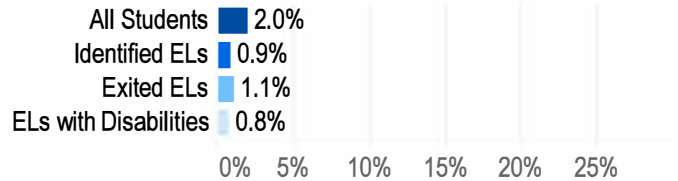
(percentage of total state immigrant children)



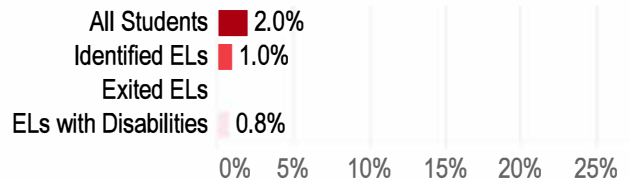
National Comparisons

(percentage of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

SY 2018–19

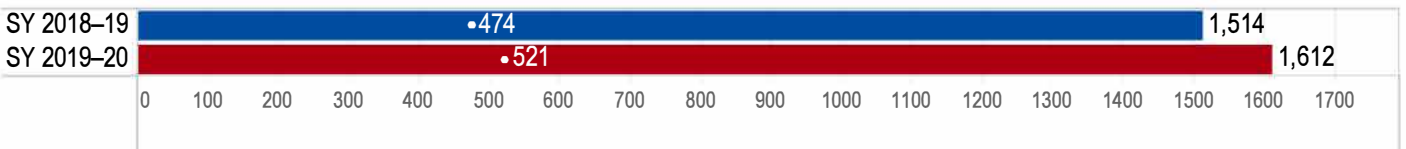


SY 2019–20



Number of Certified/Licensed Teachers Working in Title III Language Instruction Educational Programs (LIEPs)

Point (*) indicates additional teachers needed in the next five years



Top Five Languages Spoken by ELs

(percentage of total state-identified ELs)

SY 2018–19	Number of Speakers	Percent	SY 2019–20	Number of Speakers	Percent
Spanish; Castilian	35,161	77.7%	Spanish; Castilian	39,854	79.6%
Arabic	3,084	6.8%	Arabic	2,964	5.9%
Swahili	578	1.3%	Swahili	719	1.4%
Somali	459	1.0%	Vietnamese	447	0.9%
Chinese	441	1.0%	Somali	433	0.9%

Notes:

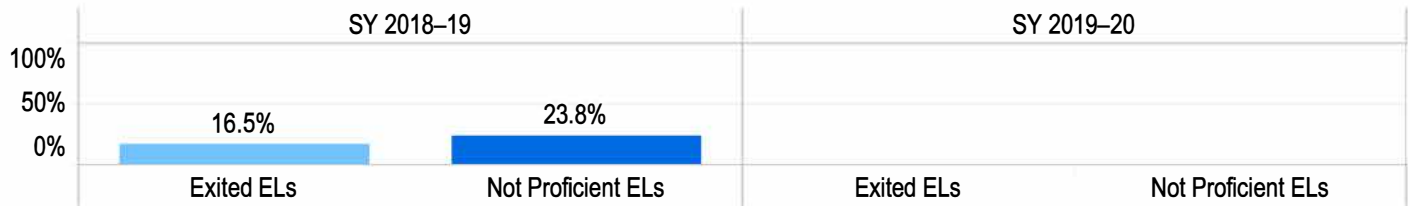
1. *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program: School Years 2018–2020* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs) attain English proficiency and are achieving in mathematics, reading/language arts, and science at the same high levels set by the states for all students. In Puerto Rico, where the language of instruction is Spanish, the effort is to ensure all Spanish learners (SLs) attain proficiency in Spanish. Source: *Consolidated State Performance Report, SY 2018–20*. EDFacts, SY 2018–20.

2. Blank charts or table cells indicate that data was not available, not that the value is zero. Values of zero are indicated by data labels.

TENNESSEE (Continued)

Exited ELs and ELs Who Were Not Proficient After Five Years

(percentage of total state exited ELs and ELs not proficient after five or more years, respectively)



Title III-Enrolled Student Participation in LIEPs

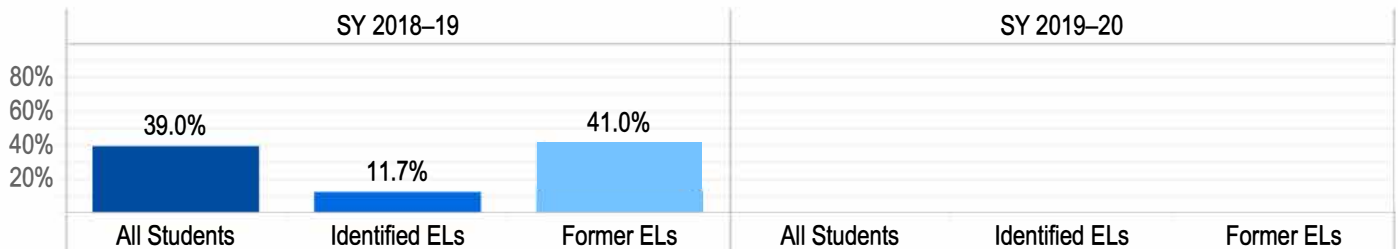
In SY 2018-19, student counts were unduplicated, meaning each student could only be reported as participating in one LIEP. In SY 2019-20, students could be reported as participating in multiple LIEPs, therefore, percentages may exceed 100%.

	SY 2018-19	SY 2019-20
Content classes with integrated ESL support	36.7%	41.9%
Dual language or two-way immersion		
English as a Second Language (ESL) or English language development (ELD)	57.8%	47.6%
Newcomer programs	3.7%	2.7%
Transitional bilingual or early-exit bilingual education		
Other	0.6%	6.9%

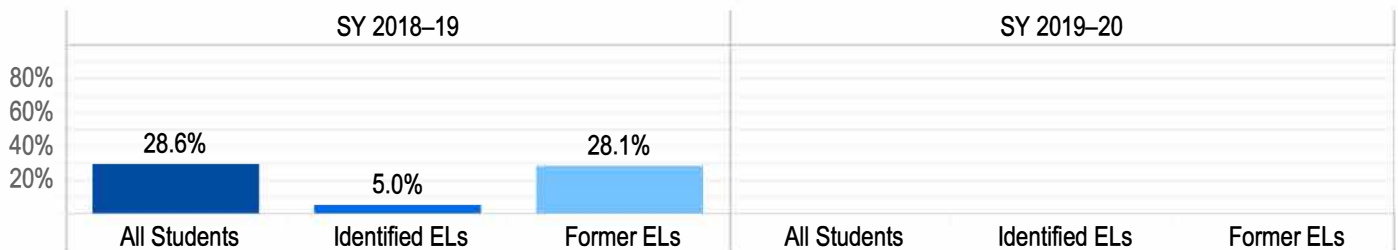
Content Assessment Proficiency Results by Subject

SY 2019-20 content assessment data were not collected due to the COVID-19 pandemic.

Mathematics



Reading/Language Arts



Science



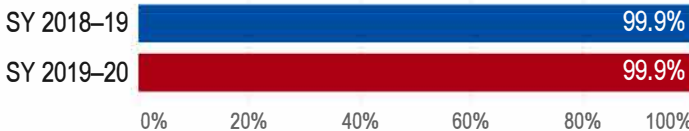
TEXAS

State Summary

	SY 2018–19	SY 2019–20
Title III Funding	\$113,236,866	\$115,599,390
Total Number of ELs	966,522	1,021,540
National Rank of EL Population	2	2

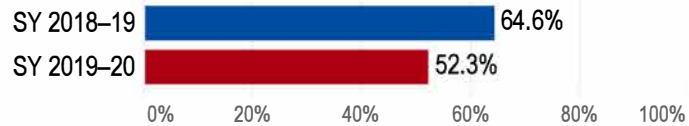
Title III-Served English Learners

(percentage of total state-identified ELs)



Title III-Served Immigrant Children and Youth

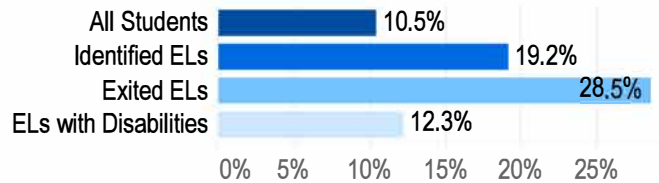
(percentage of total state immigrant children)



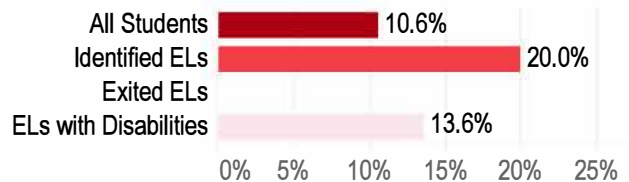
National Comparisons

(percentage of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

SY 2018–19

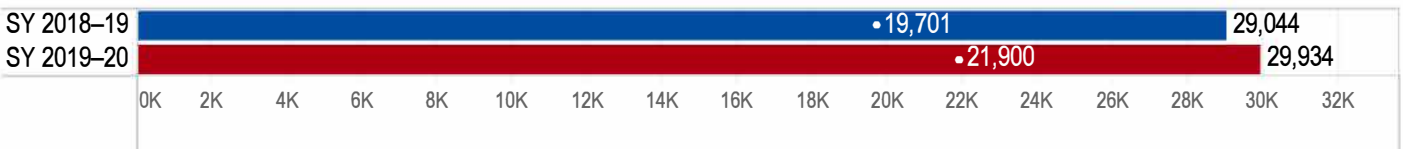


SY 2019–20



Number of Certified/Licensed Teachers Working in Title III Language Instruction Educational Programs (LIEPs)

Point (•) indicates additional teachers needed in the next five years



Top Five Languages Spoken by ELs

(percentage of total state-identified ELs)

SY 2018–19	Number of Speakers	Percent	SY 2019–20	Number of Speakers	Percent
Spanish; Castilian	862,400	89.2%	Spanish; Castilian	909,481	89.0%
Vietnamese	14,979	1.5%	Vietnamese	15,493	1.5%
Arabic	11,590	1.2%	Arabic	12,201	1.2%
Chinese	6,437	0.7%	Chinese	6,678	0.7%
Urdu	4,897	0.5%	Urdu	5,171	0.5%

Notes:

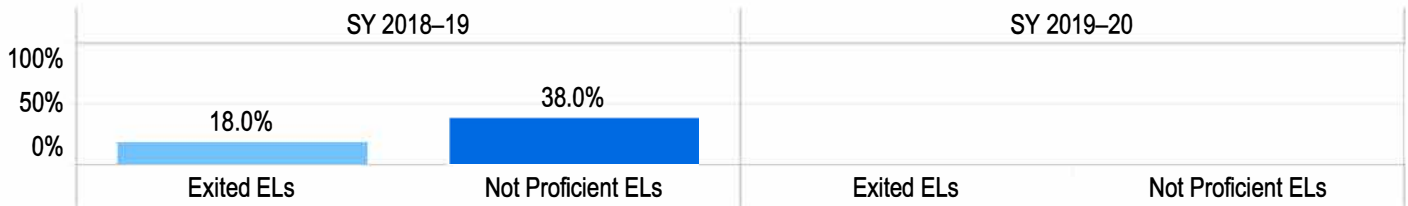
1. *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program: School Years 2018–2020* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs) attain English proficiency and are achieving in mathematics, reading/language arts, and science at the same high levels set by the states for all students. In Puerto Rico, where the language of instruction is Spanish, the effort is to ensure all Spanish learners (SLs) attain proficiency in Spanish. Source: *Consolidated State Performance Report, SY 2018–20*. EDFacts, SY 2018–20.

2. Blank charts or table cells indicate that data was not available, not that the value is zero. Values of zero are indicated by data labels.

TEXAS (Continued)

Exited ELs and ELs Who Were Not Proficient After Five Years

(percentage of total state exited ELs and ELs not proficient after five or more years, respectively)



Title III-Enrolled Student Participation in LIEPs

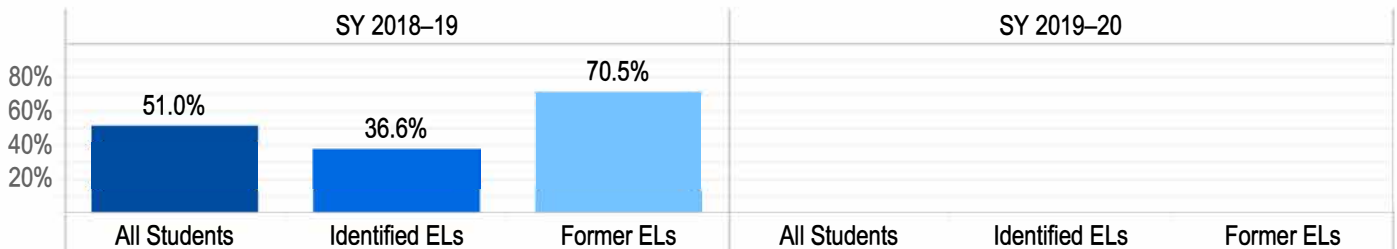
In SY 2018-19, student counts were unduplicated, meaning each student could only be reported as participating in one LIEP. In SY 2019-20, students could be reported as participating in multiple LIEPs, therefore, percentages may exceed 100%.

	SY 2018-19	SY 2019-20
Content classes with integrated ESL support	18.7%	14.1%
Dual language or two-way immersion	20.4%	19.6%
English as a Second Language (ESL) or English language development (ELD)	35.4%	33.5%
Newcomer programs		
Transitional bilingual or early-exit bilingual education	21.0%	17.1%
Other	4.4%	15.6%

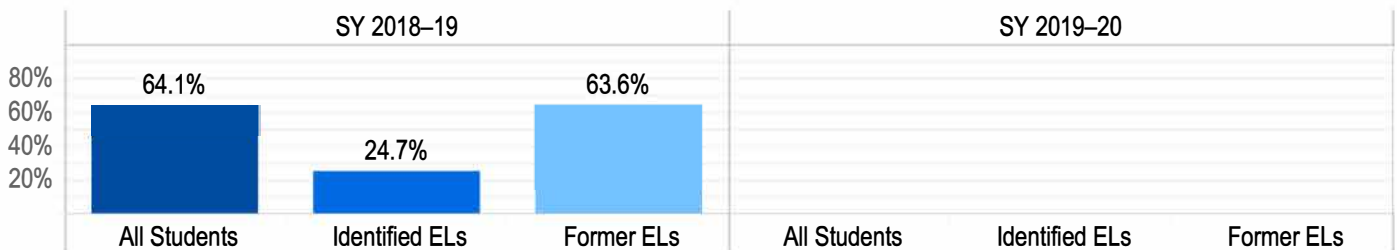
Content Assessment Proficiency Results by Subject

SY 2019-20 content assessment data were not collected due to the COVID-19 pandemic.

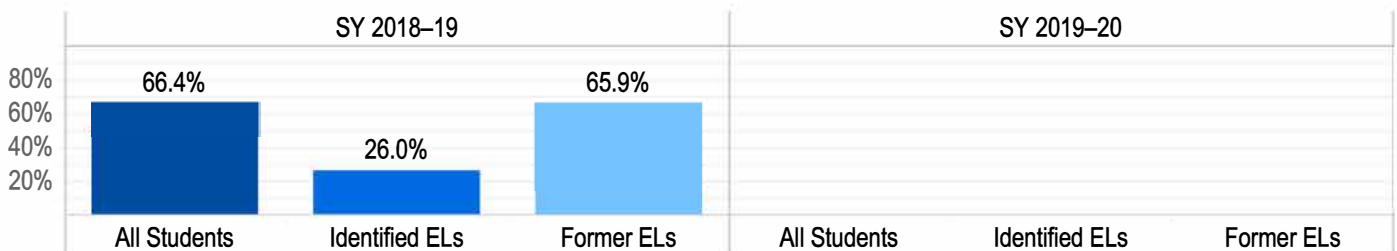
Mathematics



Reading/Language Arts



Science



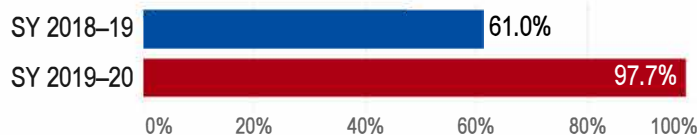
UTAH

State Summary

	SY 2018–19	SY 2019–20
Title III Funding	\$4,313,805	\$4,509,586
Total Number of ELs	50,631	54,357
National Rank of EL Population	24	22

Title III-Served English Learners

(percentage of total state identified ELs)



Title III-Served Immigrant Children and Youth

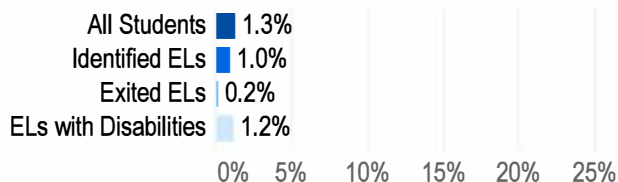
(percentage of total state immigrant children)



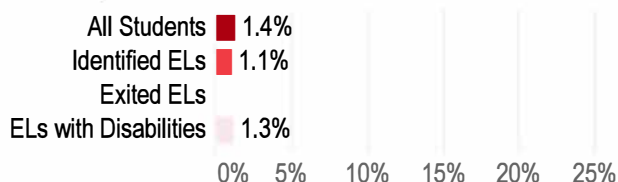
National Comparisons

(percentage of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

SY 2018–19

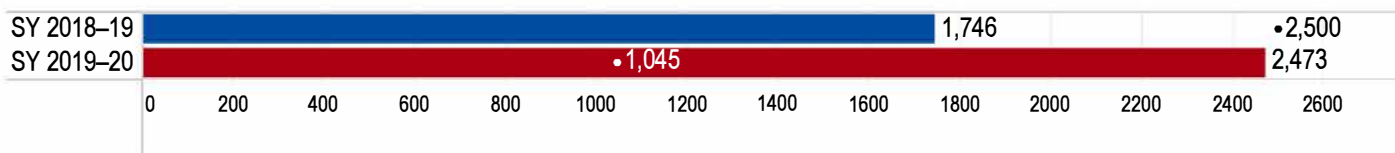


SY 2019–20



Number of Certified/Licensed Teachers Working in Title III Language Instruction Educational Programs (LIEPs)

Point (•) indicates additional teachers needed in the next five years



Top Five Languages Spoken by ELs

(percentage of total state-identified ELs)

SY 2018–19	Number of Speakers	Percent	SY 2019–20	Number of Speakers	Percent
Spanish; Castilian	38,361	75.8%	Spanish; Castilian	40,658	74.8%
Navajo; Navaho	854	1.7%	Portuguese	865	1.6%
Arabic	823	1.6%	Arabic	806	1.5%
Portuguese	727	1.4%	Navajo; Navaho	793	1.5%
Somali	632	1.2%	Somali	620	1.1%

Notes:

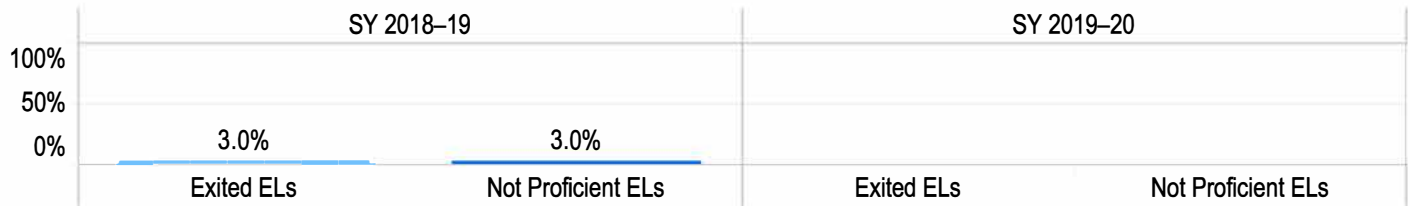
1. *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program: School Years 2018–2020* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs) attain English proficiency and are achieving in mathematics, reading/language arts, and science at the same high levels set by the states for all students. In Puerto Rico, where the language of instruction is Spanish, the effort is to ensure all Spanish learners (SLs) attain proficiency in Spanish. Source: *Consolidated State Performance Report, SY 2018–20*. EDataFacts, SY 2018–20.

2. Blank charts or table cells indicate that data was not available, not that the value is zero. Values of zero are indicated by data labels.

UTAH (Continued)

Exited ELs and ELs Who Were Not Proficient After Five Years

(percentage of total state exited ELs and ELs not proficient after five or more years, respectively)



Title III-Enrolled Student Participation in LIEPs

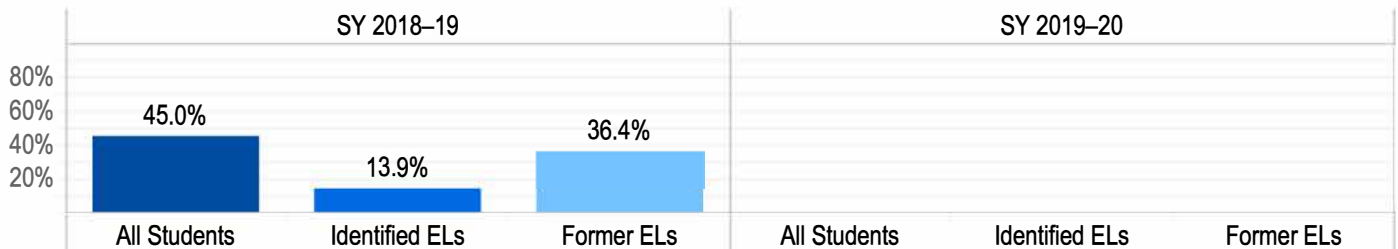
In SY 2018-19, student counts were unduplicated, meaning each student could only be reported as participating in one LIEP. In SY 2019-20, students could be reported as participating in multiple LIEPs, therefore, percentages may exceed 100%.

	SY 2018-19	SY 2019-20
Content classes with integrated ESL support		
Dual language or two-way immersion		
English as a Second Language (ESL) or English language development (ELD)		
Newcomer programs		
Transitional bilingual or early-exit bilingual education		
Other	61.0%	97.7%

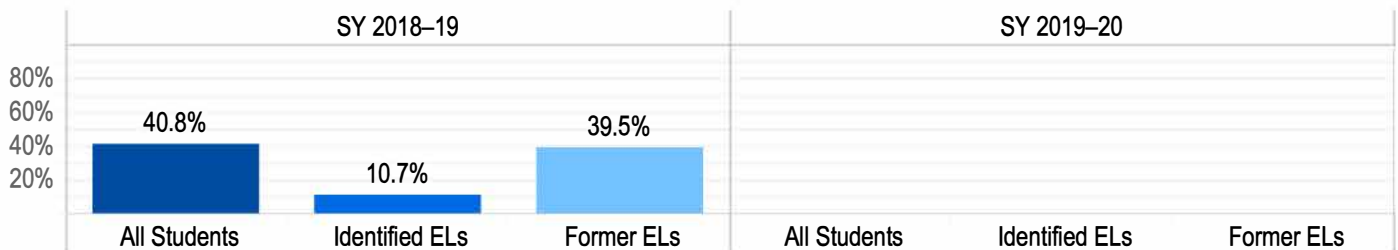
Content Assessment Proficiency Results by Subject

SY 2019-20 content assessment data were not collected due to the COVID-19 pandemic.

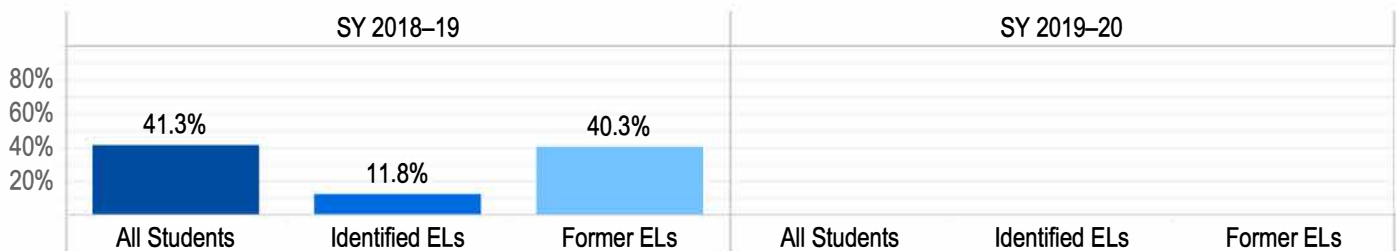
Mathematics



Reading/Language Arts



Science



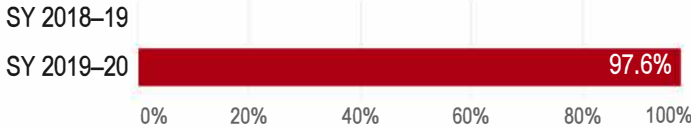
VERMONT

State Summary

	SY 2018–19	SY 2019–20
Title III Funding	\$500,000	\$500,000
Total Number of ELs		1,683
National Rank of EL Population		51

Title III-Served English Learners

(percentage of total state-identified ELs)



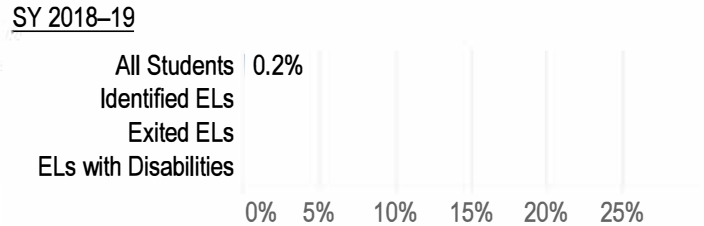
Title III-Served Immigrant Children and Youth

(percentage of total state immigrant children)

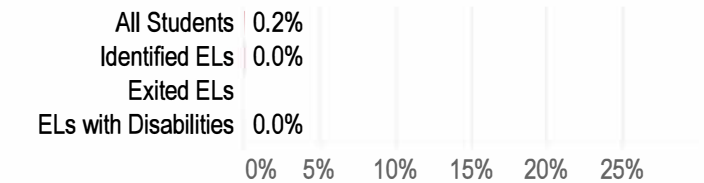


National Comparisons

(percentage of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

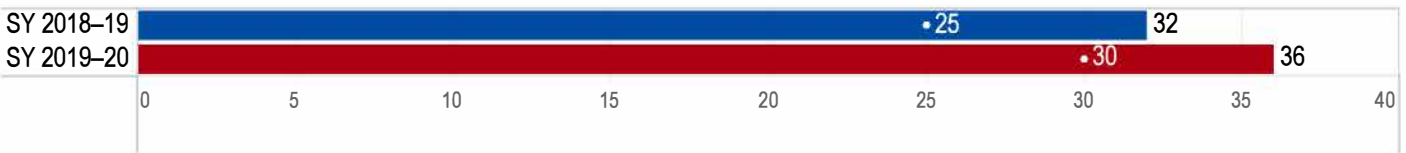


SY 2019–20



Number of Certified/Licensed Teachers Working in Title III Language Instruction Educational Programs (LIEPs)

Point (*) indicates additional teachers needed in the next five years



Top Five Languages Spoken by ELs

(percentage of total state-identified ELs)

SY 2018–19	Number of Speakers	Percent	SY 2019–20	Number of Speakers	Percent
			Nepali	356	21.2%
			Spanish; Castilian	165	9.8%
			Swahili	130	7.7%
			Cushitic (Other)	126	7.5%
			Somali	101	6.0%

Notes:

- The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program: School Years 2018–2020 provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs) attain English proficiency and are achieving in mathematics, reading/language arts, and science at the same high levels set by the states for all students. In Puerto Rico, where the language of instruction is Spanish, the effort is to ensure all Spanish learners (SLs) attain proficiency in Spanish. Source: Consolidated State Performance Report, SY 2018–20. EDFacts, SY 2018–20.
- Blank charts or table cells indicate that data was not available, not that the value is zero. Values of zero are indicated by data labels.

VERMONT (Continued)

Exited ELs and ELs Who Were Not Proficient After Five Years

(percentage of total state exited ELs and ELs not proficient after five or more years, respectively)

	SY 2018–19		SY 2019–20	
100%				
50%				
0%				
	Exited ELs	Not Proficient ELs	Exited ELs	Not Proficient ELs

Title III-Enrolled Student Participation in LIEPs

In SY 2018–19, student counts were unduplicated, meaning each student could only be reported as participating in one LIEP. In SY 2019–20, students could be reported as participating in multiple LIEPs, therefore, percentages may exceed 100%.

	SY 2018–19	SY 2019–20
Content classes with integrated ESL support		
Dual language or two-way immersion		
English as a Second Language (ESL) or English language development (ELD)		
Newcomer programs		
Transitional bilingual or early-exit bilingual education		
Other		

Content Assessment Proficiency Results by Subject

SY 2019–20 content assessment data were not collected due to the COVID-19 pandemic.

Mathematics

	SY 2018–19			SY 2019–20		
80%						
60%						
40%						
20%						
	All Students	Identified ELs	Former ELs	All Students	Identified ELs	Former ELs

Reading/Language Arts

	SY 2018–19			SY 2019–20		
80%						
60%						
40%						
20%						
	All Students	Identified ELs	Former ELs	All Students	Identified ELs	Former ELs

Science

	SY 2018–19			SY 2019–20		
80%						
60%						
40%						
20%						
	All Students	Identified ELs	Former ELs	All Students	Identified ELs	Former ELs

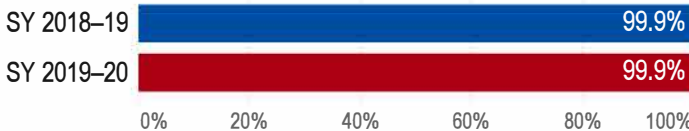
VIRGINIA

State Summary

	SY 2018–19	SY 2019–20
Title III Funding	\$13,232,377	\$13,437,574
Total Number of ELs	107,166	115,803
National Rank of EL Population	9	9

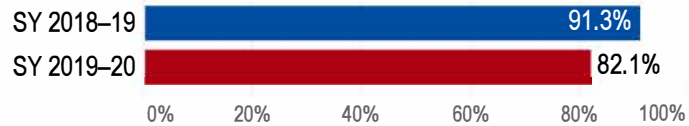
Title III-Served English Learners

(percentage of total state-identified ELs)



Title III-Served Immigrant Children and Youth

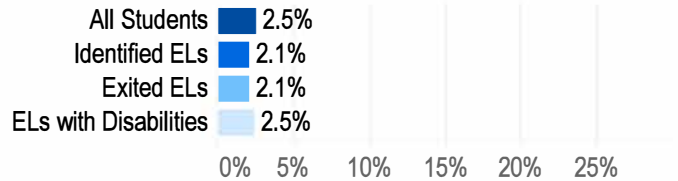
(percentage of total state immigrant children)



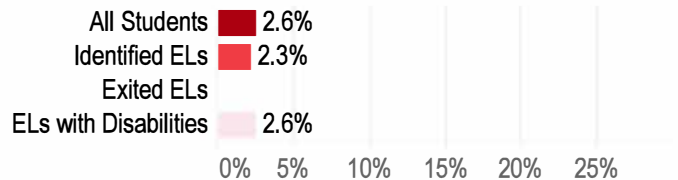
National Comparisons

(percentage of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

SY 2018–19

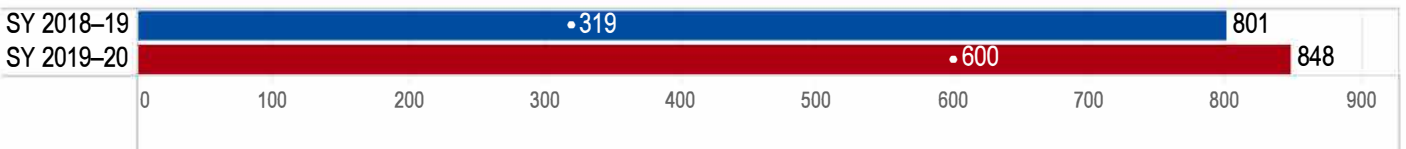


SY 2019–20



Number of Certified/Licensed Teachers Working in Title III Language Instruction Educational Programs (LIEPs)

Point (*) indicates additional teachers needed in the next five years



Top Five Languages Spoken by ELs

(percentage of total state-identified ELs)

SY 2018–19	Number of Speakers	Percent	SY 2019–20	Number of Speakers	Percent
Spanish; Castilian	73,061	68.2%	Spanish; Castilian	80,638	69.6%
Arabic	5,534	5.2%	Arabic	5,573	4.8%
Urdu	2,468	2.3%	Urdu	2,479	2.1%
Vietnamese	2,235	2.1%	Vietnamese	2,196	1.9%
Amharic	1,935	1.8%	Amharic	1,888	1.6%

Notes:

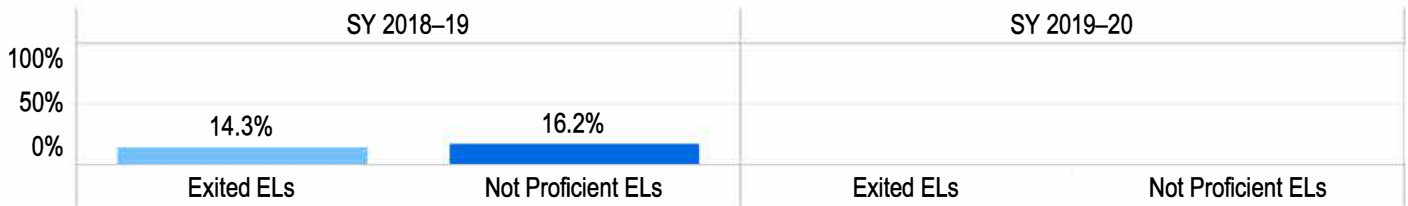
1. *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program: School Years 2018–2020* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs) attain English proficiency and are achieving in mathematics, reading/language arts, and science at the same high levels set by the states for all students. In Puerto Rico, where the language of instruction is Spanish, the effort is to ensure all Spanish learners (SLs) attain proficiency in Spanish. Source: *Consolidated State Performance Report, SY 2018–20*. EDFacts, SY 2018–20.

2. Blank charts or table cells indicate that data was not available, not that the value is zero. Values of zero are indicated by data labels.

VIRGINIA (Continued)

Exited ELs and ELs Who Were Not Proficient After Five Years

(percentage of total state exited ELs and ELs not proficient after five or more years, respectively)



Title III-Enrolled Student Participation in LIEPs

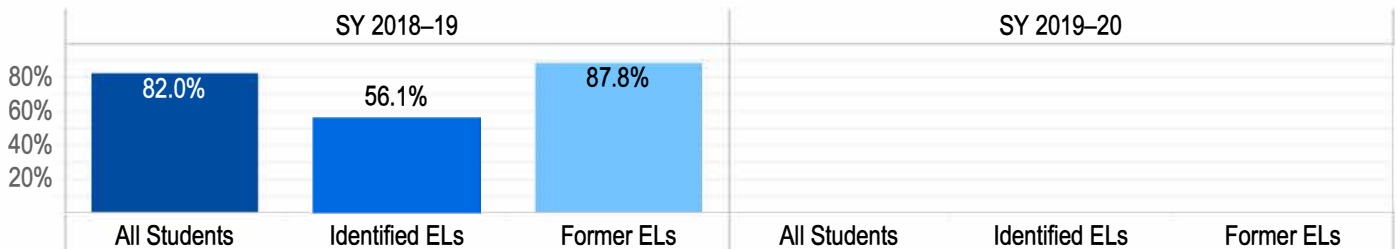
In SY 2018-19, student counts were unduplicated, meaning each student could only be reported as participating in one LIEP. In SY 2019-20, students could be reported as participating in multiple LIEPs, therefore, percentages may exceed 100%.

	SY 2018-19	SY 2019-20
Content classes with integrated ESL support	25.3%	27.5%
Dual language or two-way immersion	1.8%	1.9%
English as a Second Language (ESL) or English language development (ELD)	71.2%	66.4%
Newcomer programs	1.6%	2.9%
Transitional bilingual or early-exit bilingual education	0.0%	0.0%
Other		

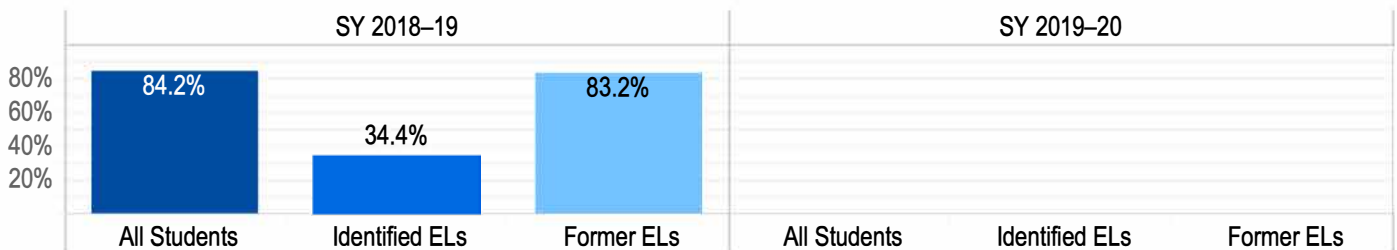
Content Assessment Proficiency Results by Subject

SY 2019-20 content assessment data were not collected due to the COVID-19 pandemic.

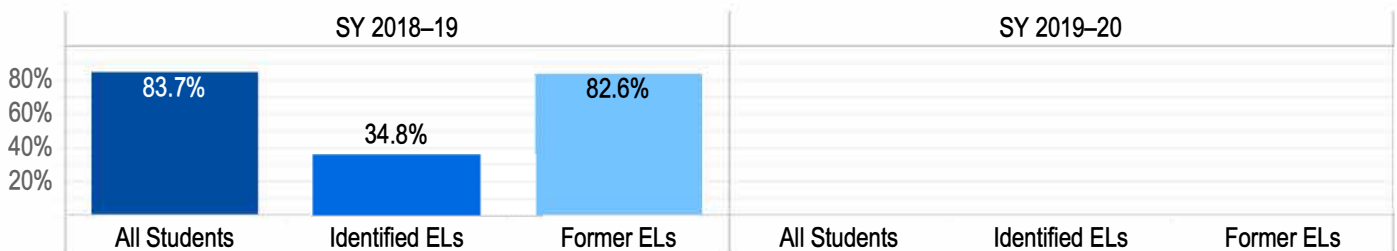
Mathematics



Reading/Language Arts



Science



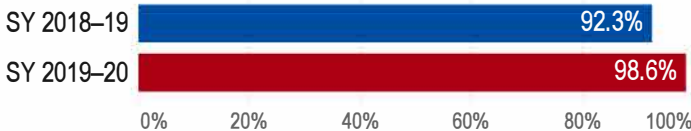
WASHINGTON

State Summary

	SY 2018–19	SY 2019–20
Title III Funding	\$16,707,785	\$16,921,183
Total Number of ELs	128,774	129,564
National Rank of EL Population	6	6

Title III-Served English Learners

(percentage of total state-identified ELs)



Title III-Served Immigrant Children and Youth

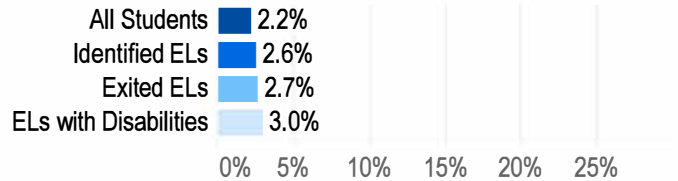
(percentage of total state immigrant children)



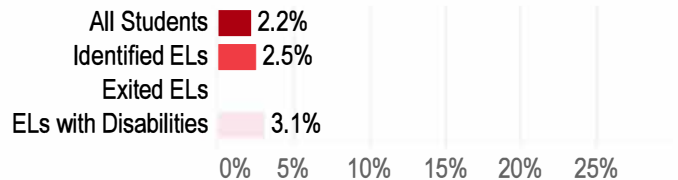
National Comparisons

(percentage of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

SY 2018–19

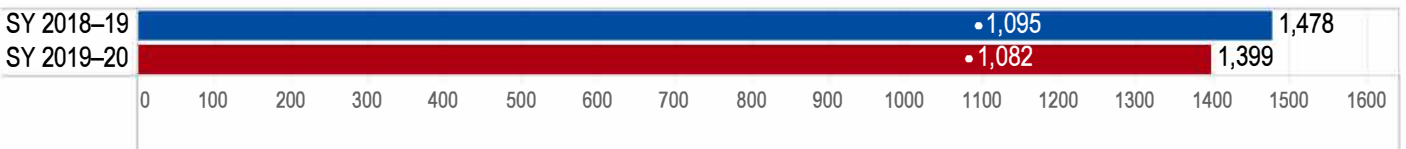


SY 2019–20



Number of Certified/Licensed Teachers Working in Title III Language Instruction Educational Programs (LIEPs)

Point (*) indicates additional teachers needed in the next five years



Top Five Languages Spoken by ELs

(percentage of total state-identified ELs)

SY 2018–19	Number of Speakers	Percent	SY 2019–20	Number of Speakers	Percent
Spanish; Castilian	81,020	62.9%	Spanish; Castilian	81,506	62.9%
Russian	5,238	4.1%	Russian	5,135	4.0%
Vietnamese	3,632	2.8%	Vietnamese	3,581	2.8%
Chinese	3,508	2.7%	Chinese	3,241	2.5%
Somali	2,778	2.2%	Somali	2,634	2.0%

Notes:

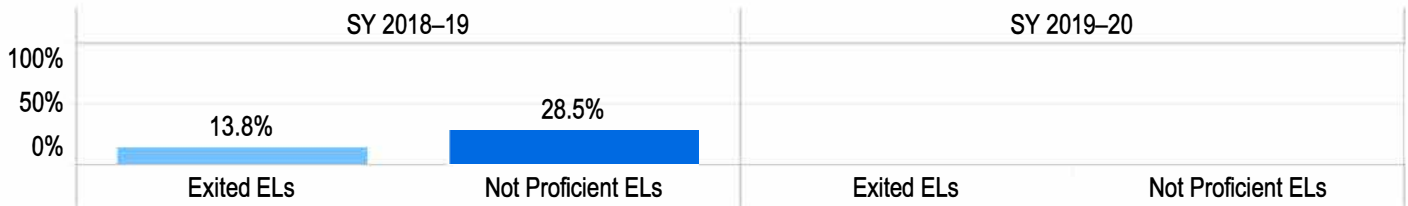
1. *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program: School Years 2018–2020* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs) attain English proficiency and are achieving in mathematics, reading/language arts, and science at the same high levels set by the states for all students. In Puerto Rico, where the language of instruction is Spanish, the effort is to ensure all Spanish learners (SLs) attain proficiency in Spanish. Source: *Consolidated State Performance Report, SY 2018–20*. EDataFacts, SY 2018–20.

2. Blank charts or table cells indicate that data was not available, not that the value is zero. Values of zero are indicated by data labels.

WASHINGTON (Continued)

Exited ELs and ELs Who Were Not Proficient After Five Years

(percentage of total state exited ELs and ELs not proficient after five or more years, respectively)



Title III-Enrolled Student Participation in LIEPs

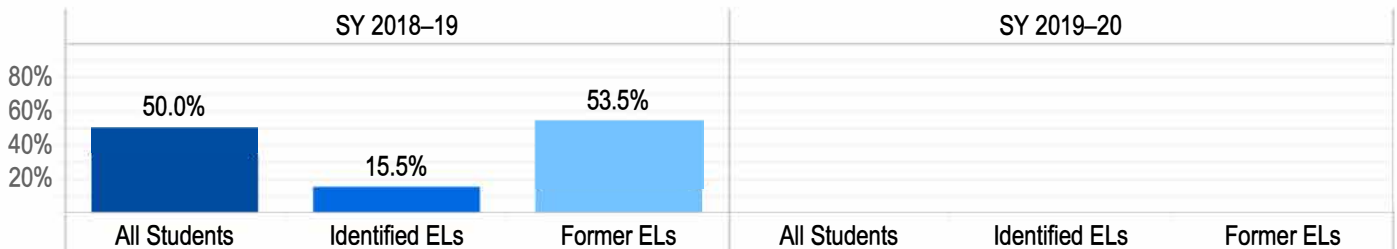
In SY 2018-19, student counts were unduplicated, meaning each student could only be reported as participating in one LIEP. In SY 2019-20, students could be reported as participating in multiple LIEPs, therefore, percentages may exceed 100%.

	SY 2018-19	SY 2019-20
Content classes with integrated ESL support	47.0%	50.6%
Dual language or two-way immersion	3.5%	4.3%
English as a Second Language (ESL) or English language development (ELD)	27.9%	34.8%
Newcomer programs	0.8%	1.0%
Transitional bilingual or early-exit bilingual education	1.4%	1.3%
Other	11.6%	6.7%

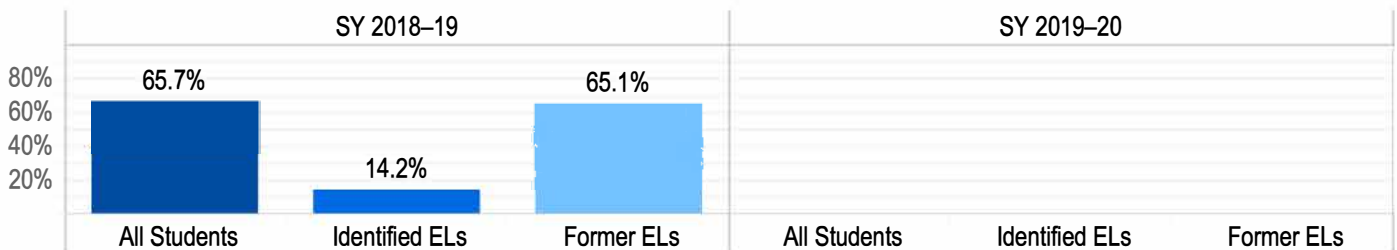
Content Assessment Proficiency Results by Subject

SY 2019-20 content assessment data were not collected due to the COVID-19 pandemic.

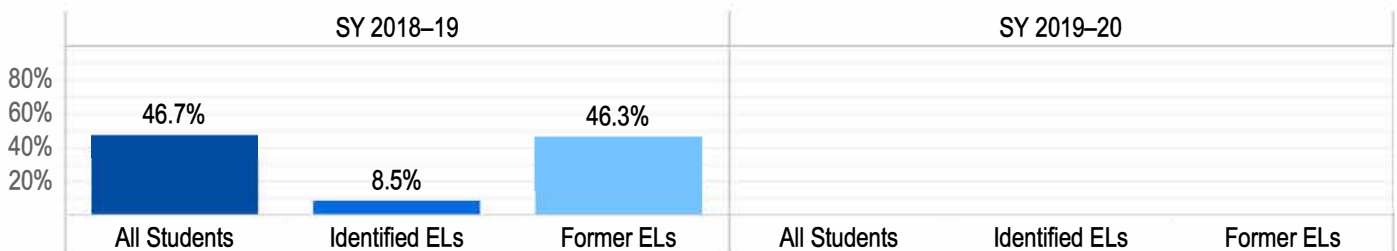
Mathematics



Reading/Language Arts



Science



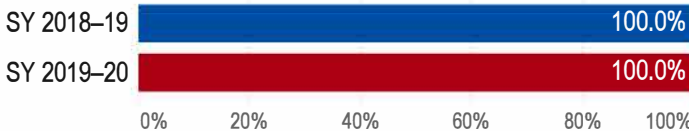
WEST VIRGINIA

State Summary

	SY 2018–19	SY 2019–20
Title III Funding	\$545,644	\$521,120
Total Number of ELs	1,992	2,040
National Rank of EL Population	50	50

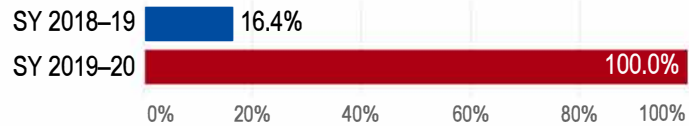
Title III-Served English Learners

(percentage of total state-identified ELs)



Title III-Served Immigrant Children and Youth

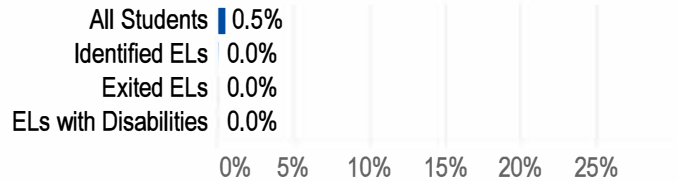
(percentage of total state immigrant children)



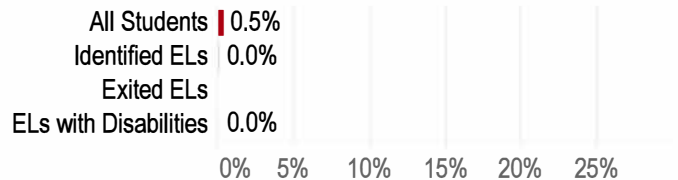
National Comparisons

(percentage of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

SY 2018–19

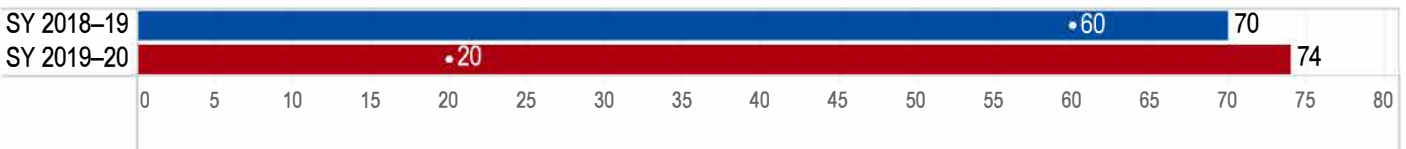


SY 2019–20



Number of Certified/Licensed Teachers Working in Title III Language Instruction Educational Programs (LIEPs)

Point (*) indicates additional teachers needed in the next five years



Top Five Languages Spoken by ELs

(percentage of total state-identified ELs)

SY 2018–19	Number of Speakers	Percent	SY 2019–20	Number of Speakers	Percent
Spanish; Castilian	1,070	53.7%	Spanish; Castilian	1,117	54.8%
Chinese	171	8.6%	Arabic	141	6.9%
Arabic	165	8.3%	Chinese	123	6.0%
Vietnamese	48	2.4%	Vietnamese	58	2.8%
Amharic	24	1.2%	Amharic	30	1.5%

Notes:

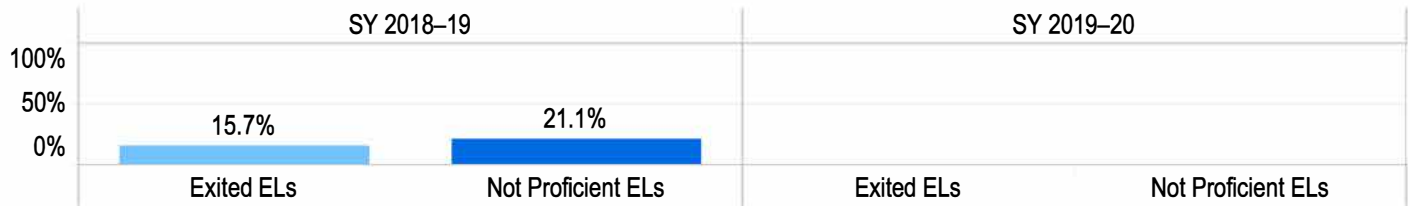
1. *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program: School Years 2018–2020* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs) attain English proficiency and are achieving in mathematics, reading/language arts, and science at the same high levels set by the states for all students. In Puerto Rico, where the language of instruction is Spanish, the effort is to ensure all Spanish learners (SLs) attain proficiency in Spanish. Source: *Consolidated State Performance Report, SY 2018–20*. EDFacts, SY 2018–20.

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WEST VIRGINIA (Continued)

Exited ELs and ELs Who Were Not Proficient After Five Years

(percentage of total state exited ELs and ELs not proficient after five or more years, respectively)



Title III-Enrolled Student Participation in LIEPs

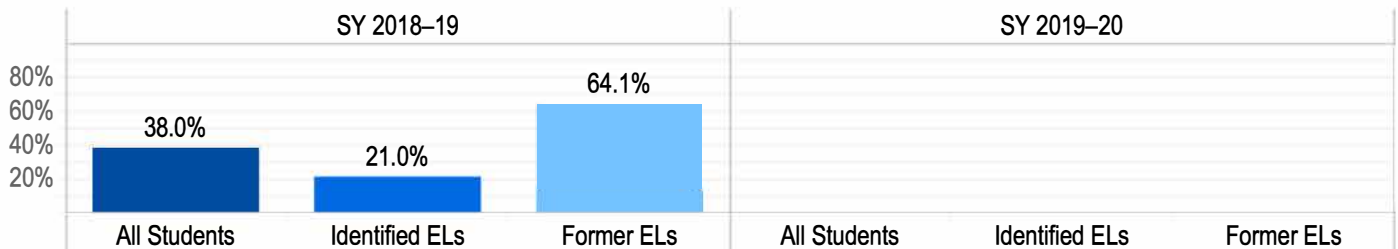
In SY 2018-19, student counts were unduplicated, meaning each student could only be reported as participating in one LIEP. In SY 2019-20, students could be reported as participating in multiple LIEPs, therefore, percentages may exceed 100%.

	SY 2018-19	SY 2019-20
Content classes with integrated ESL support	32.3%	100.0%
Dual language or two-way immersion		
English as a Second Language (ESL) or English language development (ELD)	67.7%	
Newcomer programs		
Transitional bilingual or early-exit bilingual education		
Other		

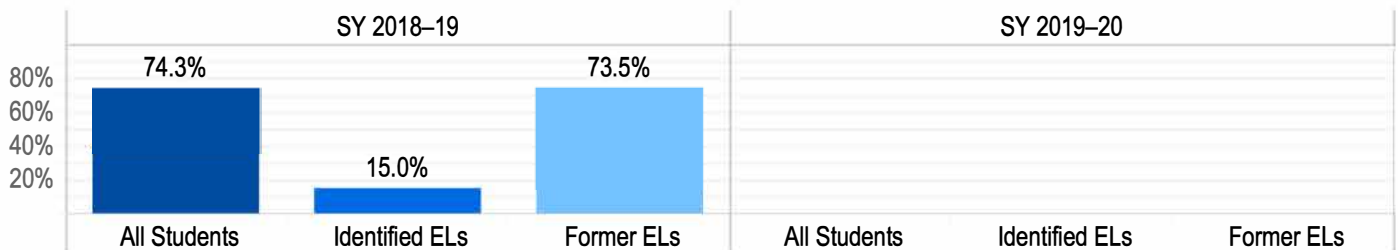
Content Assessment Proficiency Results by Subject

SY 2019-20 content assessment data were not collected due to the COVID-19 pandemic.

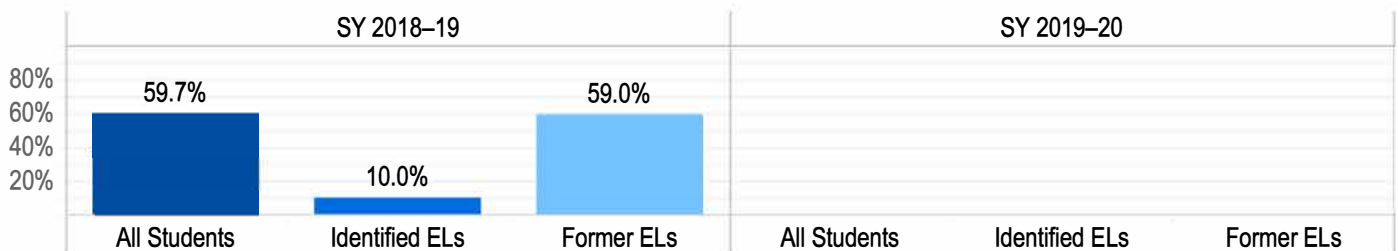
Mathematics



Reading/Language Arts



Science



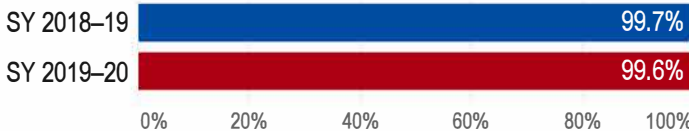
WISCONSIN

State Summary

	SY 2018–19	SY 2019–20
Title III Funding	\$7,143,973	\$6,956,470
Total Number of ELs	51,022	50,902
National Rank of EL Population	23	25

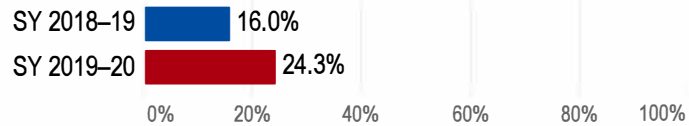
Title III-Served English Learners

(percentage of total state-identified ELs)



Title III-Served Immigrant Children and Youth

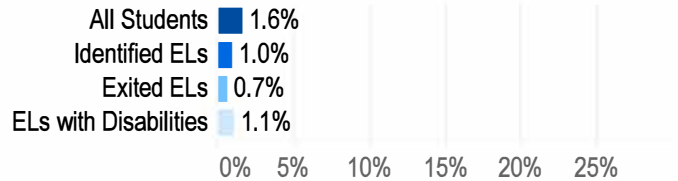
(percentage of total state immigrant children)



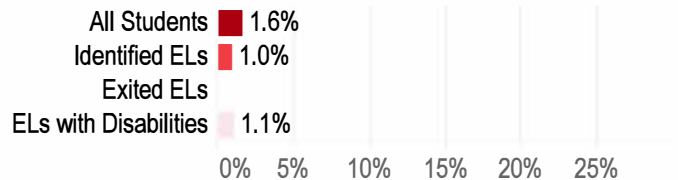
National Comparisons

(percentage of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

SY 2018–19

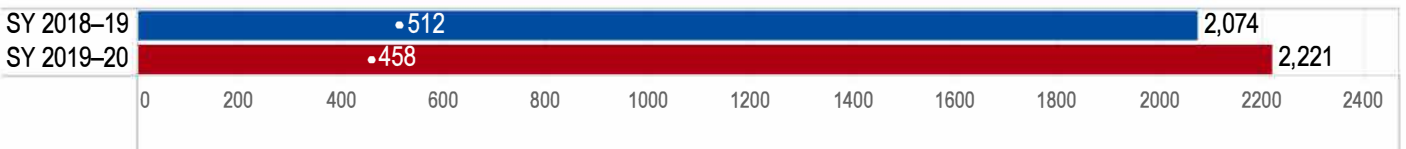


SY 2019–20



Number of Certified/Licensed Teachers Working in Title III Language Instruction Educational Programs (LIEPs)

Point (*) indicates additional teachers needed in the next five years



Top Five Languages Spoken by ELs

(percentage of total state-identified ELs)

SY 2018–19	Number of Speakers	Percent	SY 2019–20	Number of Speakers	Percent
Spanish; Castilian	33,463	65.6%	Spanish; Castilian	33,820	66.4%
Hmong	7,229	14.2%	Hmong	7,104	14.0%
Arabic	1,128	2.2%	Arabic	1,110	2.2%
Somali	799	1.6%	Chinese	758	1.5%
Chinese	777	1.5%	Somali	710	1.4%

Notes:

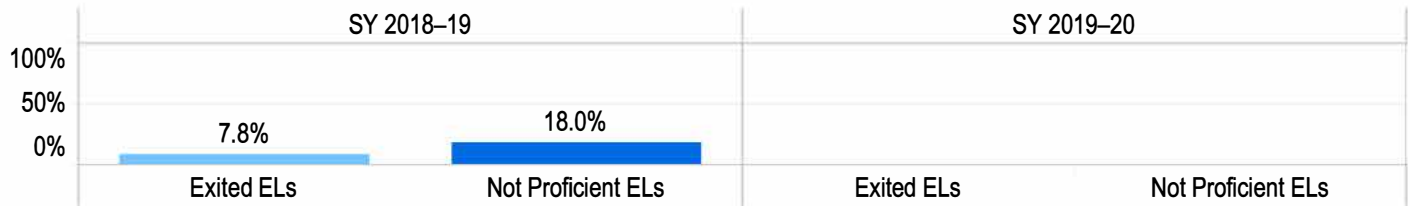
1. *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program: School Years 2018–2020* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs) attain English proficiency and are achieving in mathematics, reading/language arts, and science at the same high levels set by the states for all students. In Puerto Rico, where the language of instruction is Spanish, the effort is to ensure all Spanish learners (SLs) attain proficiency in Spanish. Source: *Consolidated State Performance Report, SY 2018–20*. ED Facts, SY 2018–20.

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WISCONSIN (Continued)

Exited ELs and ELs Who Were Not Proficient After Five Years

(percentage of total state exited ELs and ELs not proficient after five or more years, respectively)



Title III-Enrolled Student Participation in LIEPs

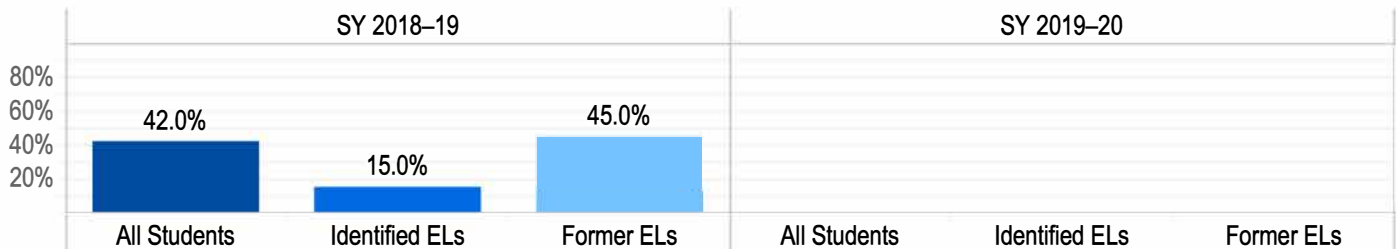
In SY 2018-19, student counts were unduplicated, meaning each student could only be reported as participating in one LIEP. In SY 2019-20, students could be reported as participating in multiple LIEPs, therefore, percentages may exceed 100%.

	SY 2018-19	SY 2019-20
Content classes with integrated ESL support		24.7%
Dual language or two-way immersion		14.1%
English as a Second Language (ESL) or English language development (ELD)		26.4%
Newcomer programs		10.0%
Transitional bilingual or early-exit bilingual education		41.8%
Other		4.5%

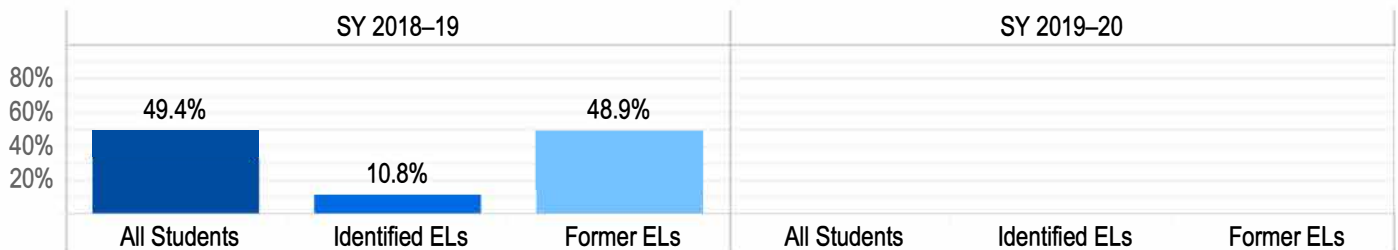
Content Assessment Proficiency Results by Subject

SY 2019-20 content assessment data were not collected due to the COVID-19 pandemic.

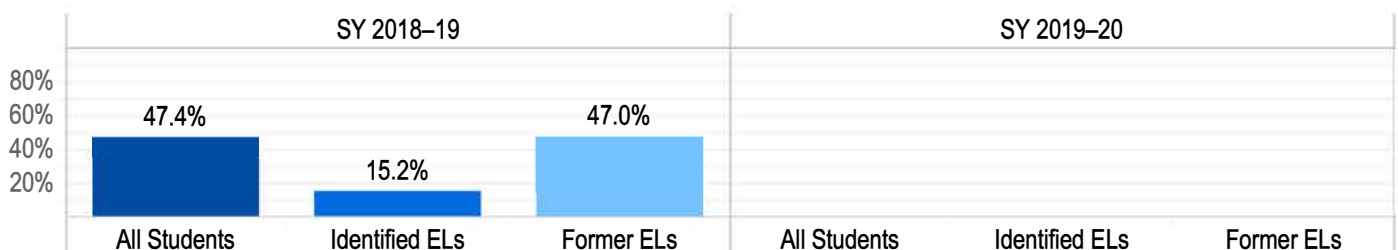
Mathematics



Reading/Language Arts



Science



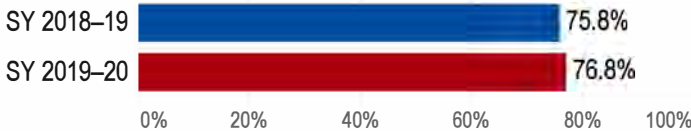
WYOMING

State Summary

	SY 2018–19	SY 2019–20
Title III Funding	\$500,000	\$500,000
Total Number of ELs	2,694	2,736
National Rank of EL Population	49	49

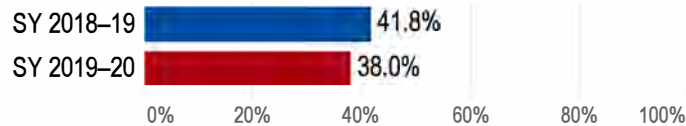
Title III-Served English Learners

(percentage of total state-identified ELs)



Title III-Served Immigrant Children and Youth

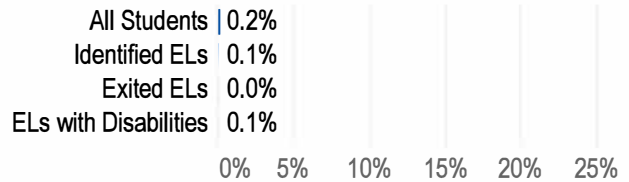
(percentage of total state immigrant children)



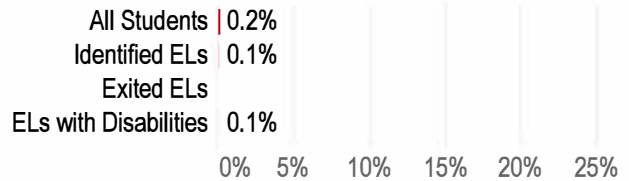
National Comparisons

(percentage of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

SY 2018–19

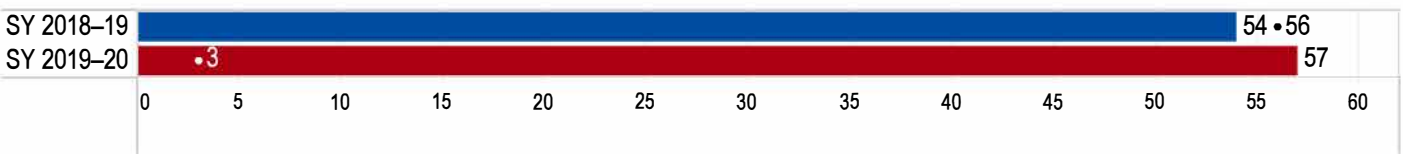


SY 2019–20



Number of Certified/Licensed Teachers Working in Title III Language Instruction Educational Programs (LIEPs)

Point (•) indicates additional teachers needed in the next five years



Top Five Languages Spoken by ELs

(percentage of total state-identified ELs)

SY 2018–19	Number of Speakers	Percent	SY 2019–20	Number of Speakers	Percent
Spanish; Castilian	1,972	73.2%	Spanish; Castilian	2,033	74.3%
Chinese	31	1.2%	Chinese	35	1.3%
Tagalog	18	0.7%	Tagalog	18	0.7%
Vietnamese	13	0.5%	Vietnamese	13	0.5%
Thai	12	0.4%	Russian	9	0.3%

Notes:

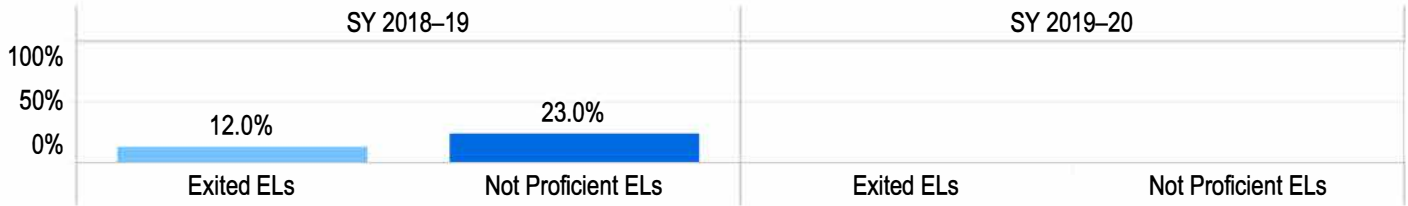
1. *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program: School Years 2018–2020* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs) attain English proficiency and are achieving in mathematics, reading/language arts, and science at the same high levels set by the states for all students. In Puerto Rico, where the language of instruction is Spanish, the effort is to ensure all Spanish learners (SLs) attain proficiency in Spanish. Source: *Consolidated State Performance Report, SY 2018–20*. ED Facts, SY 2018–20.

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WYOMING (Continued)

Exited ELs and ELs Who Were Not Proficient After Five Years

(percentage of total state exited ELs and ELs not proficient after five or more years, respectively)



Title III-Enrolled Student Participation in LIEPs

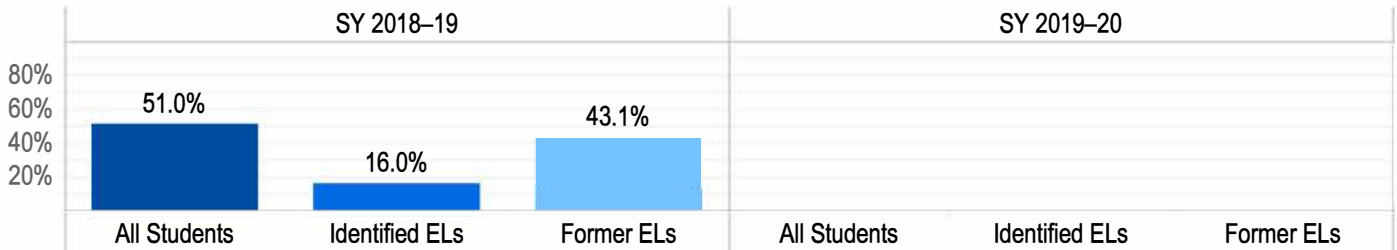
In SY 2018-19, student counts were unduplicated, meaning each student could only be reported as participating in one LIEP. In SY 2019-20, students could be reported as participating in multiple LIEPs, therefore, percentages may exceed 100%.

	SY 2018-19	SY 2019-20
Content classes with integrated ESL support		
Dual language or two-way immersion		
English as a Second Language (ESL) or English language development (ELD)	75.8%	76.8%
Newcomer programs		
Transitional bilingual or early-exit bilingual education		
Other		

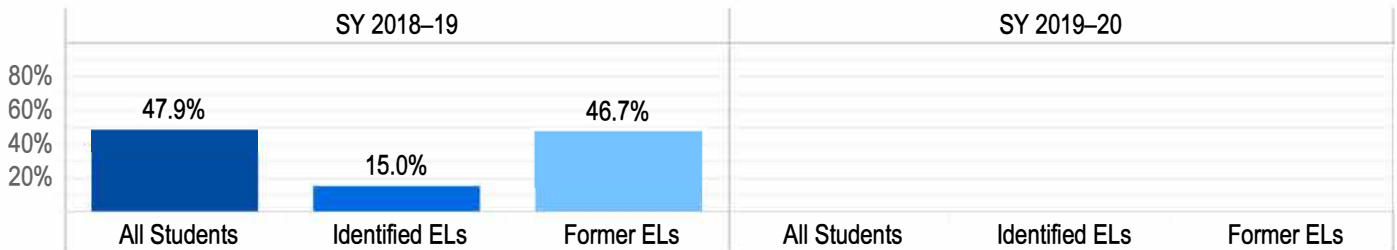
Content Assessment Proficiency Results by Subject

SY 2019-20 content assessment data were not collected due to the COVID-19 pandemic.

Mathematics



Reading/Language Arts



Science

