

U.S. DEPARTMENT OF EDUCATION

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

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*School Years 2016–2018*



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**U.S. Department of Education**

Miguel Cardona, PhD

*Secretary*

**Office of English Language Acquisition**

Supreet Anand, PhD

*Deputy Director*

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# Biennial Report School Years 2016–18

## Executive Summary

### Overview

This *Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2016–2018* is the eighth report<sup>1</sup> of states’ self-reported data about English learners (ELs)<sup>2</sup> receiving services in Title III–supported language instruction educational programs (LIEPs). 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 ELs make progress in attaining English language proficiency (ELP) and are achieving in the content areas of mathematics, reading/language arts, and science at the same high levels set by the states for all students. Title III of the *Elementary and Secondary Education Act (ESEA)*,<sup>3</sup> which focuses on the specific goals of helping ELs attain English proficiency and develop high levels of academic achievement in English, was implemented in its current form through the reauthorization of the ESEA, as amended by the *No Child Left Behind Act of 2001 (NCLB)*, and later amended by the *Every Student Succeeds Act (ESSA)*. *ESSA* was signed into law in December 2015. The purpose of Title III under *NCLB* and *ESSA* remains essentially the same: to help ensure ELs attain English proficiency and develop high levels of academic achievement.

As the school years (SYs) covered by this report bridge the shift from the reauthorization of the *ESEA*, as amended by the *NCLB*, to the new reauthorization of the *ESEA*, as amended by *ESSA*, some content of the report differs from previous biennial reports. First, there are some changes in key terms. Notably, “English learner” replaces the term “limited English proficient.” Additionally, the phrase “major findings of scientifically based research carried out under this part” in the *ESEA*, as amended by *NCLB*,<sup>4</sup> has been changed to “findings of the most recent evaluation related to English learners carried out under section 8601” in the *ESEA*, as amended by *ESSA*.<sup>5</sup> The major difference between the two laws is in how accountability is measured and reported by subgrantees and state educational agencies (SEAs), as further described in Chapter 1.<sup>6</sup>

Other changes that are particularly relevant to this and future biennial reports include how SEAs and subgrantees are required to track and report the academic achievement of “monitored former ELs.” The *ESEA*, as amended by *NCLB*, required an SEA and its subgrantees to track and report the academic achievement of “monitored former ELs” for two years after exiting EL services. The *ESEA*, as amended by *ESSA*, no longer refers to monitoring and extends the timeframe for which SEAs must report on the number and percentage of former ELs meeting challenging state academic standards to

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<sup>1</sup> Prior versions of *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant* are available at <http://www2.ed.gov/about/offices/list/oela/index.html>.

<sup>2</sup> Title III of the *Elementary and Secondary Education Act (ESEA)*, as amended in 2001 by *No Child Left Behind (NCLB)*, uses the term “limited English proficient” to describe these children. The *ESEA* as amended by the *Every Student Succeeds Act (ESSA)* uses the term “English learner” (EL). Since the second year of this biennial report is under *ESSA*, the term “EL” is used here.

<sup>3</sup> *ESEA* as amended by *NCLB* Section 3102. <https://www.govinfo.gov/content/pkg/COMPS-748/pdf/COMPS-748.pdf> and the *ESEA*, as amended by *ESSA* Section 3102. <https://www.govinfo.gov/content/pkg/COMPS-11851/pdf/COMPS-11851.pdf>

<sup>4</sup> *ESEA*, as amended by *NCLB*, section 3123(b)(6).

<sup>5</sup> *ESEA*, as amended by *ESSA*, section 3122(b)(6). From here on out, all references to the *ESEA* are to the *ESEA* as amended by *ESSA*, unless otherwise noted.

<sup>6</sup> To ensure an orderly transition to the reauthorized *ESEA*, the Secretary did not require SEAs to comply with certain accountability requirements in SY 2016–17 while the SEAs developed and Department reviewed and approved consolidated state plans under the *ESEA*, as amended by *ESSA*.

four years.<sup>7</sup> Additionally, the *ESEA*, as amended by *ESSA*, requires the Department to use data from the American Community Survey, the number of students assessed for English language proficiency for purposes of calculating the Title III grants to states, or a combination of these data.<sup>8</sup>

The *ESEA*, as amended by *ESSA*, also calls for a revised Consolidated State Performance Report (CSPR). As no CSPR was administered for SY 2017–18,<sup>9</sup> the data reported in this biennial report for that school year is from *EDFacts*. Therefore, it is important to note that there are missing data for some reporting elements.

## 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 English language proficiency and meet challenging state academic standards. The overall level of federal funding for Title III decreased slightly (0.5 percent) from SY 2016–17 (\$680,782,000) to SY 2017–18 (\$677,353,090) to cover Title III–related evaluation costs, per section 8601 of the *ESEA*. However, at the SEA level, funding for 20 SEAs increased from SY 2016–17. The three most common activities SEAs conducted to support local educational agencies (LEAs) were:<sup>10</sup>

- helping ELs meet State academic standards (98 percent),
- identifying or implementing measures of English language proficiency (95 percent), and
- increasing parent, family, and community engagement (93 percent).

## The English Learner Population

SEAs identified a total of 4,950,400 ELs in SY 2016–17 with 97 percent (or 4,795,229) of those students participating in LIEPs provided by LEAs receiving Title III subgrants. SEAs in SY 2017–18 identified a total of 5,011,462 ELs, an increase of 61,062 more ELs than in the previous school year. SEAs in SY 2017–2018 reported that 96 percent (or 4,829,313) of all identified ELs participated in LIEPs provided by LEAs that received Title III subgrants.

SEAs are directed under Section 3114(d) of Title III to award subgrants that specifically target the education of immigrant children and youth. The total number of enrolled immigrant children and youth in SY 2016–17 was 951,908. In SY 2017–18, SEAs reported enrolling a total of 994,137 immigrant children and youth in their schools.

In SY 2016–17, the participation of immigrant children and youth in LEAs receiving Title III immigrant children and youth subgrants was 40 percent compared with 97 percent of ELs who participated in LIEPs in LEAs receiving Title III subgrants for ELs. In SY 2017–18, the participation of immigrant children and youth in LEAs receiving Title III subgrants for immigrant children and youth was 43 percent compared with 96 percent of ELs who participated in LIEPs in LEAs receiving Title III subgrants for the education of ELs.

Under the *ESEA*, as amended by *NCLB*, SEAs and their subgrantees were required to monitor the academic achievement of former ELs for two years after they attained English language proficiency as defined by the SEA and were no longer receiving EL services. However, the *ESEA*, as amended by

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<sup>7</sup> *ESEA* section 3121(a)(5).

<sup>8</sup> *ESEA* section 3111(c)(3)(A).

<sup>9</sup> The CSPR was not administered to collect SY 2017–18 data because of the transition from the *ESEA* as amended by *NCLB* to the *ESEA* as amended by *ESSA*.

<sup>10</sup> U.S. Department of Education, *EDFacts SY 2017–18*. Retrieved February 2020.

*ESSA*, extends the timeframe for which SEAs must report on former ELs' progress on statewide reading/language arts and mathematics assessments to four years.<sup>11</sup> In SY 2016–17, the total number of former ELs SEAs reported ranged from a high of 452,172 (California) to a low of 166 (Delaware). Only 42 SEAs reported the number of former ELs in SY 2017–18, with the numbers ranging from 1,450,812 (California) to 44,682 (North Carolina).

Nationally, the top five languages most commonly spoken by ELs in both school years were, in descending order, Spanish,<sup>12</sup> Arabic, Chinese (Mandarin or Cantonese), Vietnamese, and Somali. SEAs reporting languages other than Spanish as the most common native language spoken by ELs in SYs 2016–17 and 2017–18 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 only in English. In SY 2016–17 and SY 2017–18, 80 percent and 71 percent, respectively, of the SEAs reported LEAs implementing LIEP models utilizing English and another language. In SY 2017–18, 88 percent of SEAs reported that LEAs used the English as a Second Language (ESL) or English Language Development (ELD) type of LIEP.

There was a large increase in the number of certified EL instructors (more than 40,000) between SY 2016–17 and SY 2017–18 and a slight corresponding decrease in the projected number of certified instructors needed over the next five years (approximately 4,000).

In addition to supplementing effective LIEPs, Title III of the *ESEA*<sup>13</sup> requires subgrantees to use a portion of their subgrants to provide supplemental professional development activities to various audiences. In SY 2016–17, SEAs reported that the most frequently provided professional development topic was instructional strategies for ELs, and the most common audience of these activities was content teachers.

The type of data SEAs reported on subgrantees' activities changed for SY 2017–18. SEAs reported the number of Title III subgrantees that conducted a specific activity from a list that was provided. Providing professional development to EL instructors and other personnel working directly with ELs was ranked first by SEAs reporting data (63 percent).

## Language Assessment and Accountability

The percentage of ELs who participated in LEAs receiving Title III subgrants and who scored at or above proficient in English as measured by an English language proficiency (ELP) assessment in SY 2016–17 ranged from 33 percent (Wyoming) to less than 1 percent (Maine), with a median of eight percent. The ELP rates SEAs reported for SY 2017–18 for ELs participating in LIEPs in LEAs receiving Title III subgrants ranged from 25 percent in Colorado to a low of 1 percent (Montana); the median was 12 percent.

Additionally, 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

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<sup>11</sup> *ESEA* section 3121(a)(5).

<sup>12</sup> Castilian Spanish.

<sup>13</sup> *ESEA* section 3115(c)(2).

agency.”<sup>14</sup> SEAs began reporting these data for SY 2017–18. That year, SEAs<sup>15</sup> reported a total of 1,055,421 ELs who had not attained English proficiency after five years of being classified as an EL. The percentages the SEAs reported ranged from a low of 3 percent (Puerto Rico)<sup>16</sup> to a high of 83 percent (Louisiana), with a median of 18 percent.<sup>17</sup>

SY 2017–18 was also the first school year SEAs<sup>18</sup> reported data on the number and percentage of ELs who exited LIEPs (i.e., English learner 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. Thirty-eight SEAs reported the percentages of ELs who exited EL status based on meeting the SEA’s exit criteria in SY 2017–18. These percentages ranged from a high of 82 percent (Missouri) to a low of 2 percent (Alabama and Montana).

## Content-Area Assessments and Accountability

Although identified ELs, on average, scored lower than all students on statewide reading/language arts assessments in SY 2016–17 and SY 2017–18, the overall percentage of former ELs who tested at the proficient level or above on statewide reading/language arts assessments was greater than all students in SYs 2016–17 and 2017–18. In SY 2016–17, 58 percent of former ELs scored proficient on statewide reading/language arts, versus 53 percent of all students. In SY 2017–18, 53 percent of former ELs scored proficient, versus 51 percent of all students.

In mathematics, identified ELs scored lower than all students in both SY 2016–17 and SY 2017–18. However, the overall percentage of former ELs who demonstrated proficiency in mathematics in both SYs 2016–17 and 2017–18 was higher than all students, at 54 percent and 46 percent, respectively. For SY 2016–17, 20 SEAs reported that the percentage of students who scored at or above proficient was higher among former ELs than all students. The results of the SY 2017–18 mathematics assessments showed a larger percentage of former ELs scoring proficient or above in 25 SEAs when compared to all students.

SEAs also reported the science assessment results for ELs and former ELs. Due to data quality concerns with the SY 2016–17 data, only the SY 2017–18 science assessment results are included in this report. The SY 2017–18 science assessment results indicate that more than half of all students scored proficient in science. Among identified ELs taking the assessment, fewer than one in seven ELs demonstrated proficiency in science. Former ELs performed nearly three times better than ELs (44 percent vs. 14 percent respectively).

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<sup>14</sup> *ESEA* section 3121(a)(6).

<sup>15</sup> Only data reported by 39 SEAs on the number and percentage of ELs not attaining English proficiency after 5 years could be used. Four SEAs — Maryland, Oklahoma, Utah, and Vermont — did not respond to this data element. The data for nine SEAs (Colorado, Delaware, Iowa, Kansas, Kentucky, Michigan, Oregon, South Dakota, and West Virginia) could not be used because of reporting irregularities.

<sup>16</sup> 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.

<sup>17</sup> The percentages of ELs not scoring proficient on ELP assessments after five years are what SEAs reported in a manual entry file.

<sup>18</sup> Only 38 SEAs reported usable data on the number and percentage of ELs who exited EL status based on meeting statewide exit criteria.

# 1. Introduction

Title III of the *Elementary and Secondary Education Act (ESEA)* provides formula grants to state educational agencies (SEAs)<sup>19</sup> to help support the educational needs of students identified as English learners (ELs).<sup>20</sup> This *Biennial Report to Congress on the Implementation of the Title III Formula Grant Program (Biennial Report)* provides information on the implementation of the Title III grant for school years (SYs) 2016–17 and 2017–18.

The school years covered by this report are significant because they bridge the shift from the reauthorization of the *ESEA*, as amended by the *No Child Left Behind Act of 2001 (NCLB)*, to the new reauthorization of the *ESEA*, as amended by the *Every Student Succeeds Act (ESSA)*. *ESSA* was signed into law in December 2015. To ensure an orderly transition to the reauthorized *ESEA*, the Secretary of Education did not require SEAs to comply with certain accountability requirements in SY 2016–17 while the SEAs developed and the U.S. Department of Education (Department) reviewed and approved consolidated state plans under the *ESEA*, as amended by *ESSA*.

*ESSA* marked several important shifts to the *ESEA* and Title III implementation, which this chapter discusses further in the sections below. These shifts, in turn, led to changes to the Consolidated State Progress Report (CSPR) and the data states reported for accountability results for SY 2017–18. These policy changes also prompted a reconsideration of the *Biennial Report*’s structure and format. Additionally, changes to the exhibits and tables in the report enhanced their clarity, readability, and utility for various audiences. This introductory chapter aims to

- summarize the differences in Title III under the *ESEA*, as amended by *NCLB* and *ESSA*, within the context of the *Biennial Report*;
- provide an overview of the contents of this report; and
- preview the changes made to the report’s tables and graphics.

This chapter also describes the purpose of the *Biennial Report*.

## A Changing Policy Context

The purpose of Title III under *NCLB* and *ESSA* remains essentially the same: to help ensure ELs attain English proficiency and develop high levels of academic achievement in English.<sup>21</sup> However, some aspects of Title III did change. This section summarizes changes that are especially pertinent to this report.

### *Biennial Report*

The provision that requires the Department to report to Congress every two years on states’ implementation of Title III remains in the *ESEA*, as amended by *ESSA*, with few changes from its predecessor.

Section 3122 of the *ESEA*, as amended by *NCLB*, describes the process and contents of the Title III *Biennial Report*. It directs SEAs 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

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<sup>19</sup> In this report, the words “state” and “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.

<sup>20</sup> The *ESEA* as amended by the *No Child Left Behind Act of 2001 (NCLB)* used the term “limited English proficient,” but the *ESEA* as amended by the *Every Student Succeeds Act (ESSA)* uses the term “English learner.”

<sup>21</sup> *ESEA*, as amended by *NCLB*, Section 3102, <https://www.govinfo.gov/content/pkg/COMPS-748/pdf/COMPS-748.pdf>; and the *ESEA*, as amended by *ESSA*, section 3102, <https://www.govinfo.gov/content/pkg/COMPS-11851/pdf/COMPS-11851.pdf>.



effectiveness of such programs and activities in improving the education provided to English learners.” Section 3122(b) of the *ESEA*, as amended by *ESSA*, requires the Secretary to submit a biennial report on the implementation of Title III across all states to Congress. As with the SEA reports, the Biennial Report to Congress provides information on the programs and activities implemented for ELs and the effectiveness of these efforts to improve the “academic achievement and English proficiency” of ELs. The Biennial Report must also contain the following information:<sup>22</sup>

- the programs and activities carried out to serve ELs and the effectiveness of these programs and activities to improve ELs’ academic achievement and English proficiency;
- the types of language instruction educational programs (LIEPs) used by local educational agencies (LEAs) receiving Title III funds;
- a synthesis of data LEAs are required to report to states under *ESEA* section 3121;
- a description of the technical assistance and other assistance SEAs provided with state activities funds reserved under Title III and described in section 3111(b)(2)(D). The assistance includes identifying and implementing effective LIEPs and curricula for teaching ELs, helping ELs meet the same challenging state academic standards that all children are expected to meet, identifying or developing and implementing measures of English proficiency, and strengthening and increasing parent, family, and community engagement in programs that serve ELs;
- the estimated number of certified or licensed teachers working in LIEPs and projections of the number needed in the next five years;
- findings of the most recent evaluation of ELs carried out under the *ESEA* section 8601;
- the number of programs or activities terminated, if any, because they did not meet their goals;
- the number of ELs served by LEAs receiving Title III funds who were transitioned out of LIEPs; and
- other information gathered from the evaluations from specially qualified agencies and other reports submitted to the Secretary, as applicable.

The content of the Biennial Report under Title III of the *ESEA*, as amended by *NCLB*, and as later amended by *ESSA*, are similar. Besides replacing “limited English proficient” with “English learner,” one difference between the two is the substitution of “major findings of scientifically based research carried out under this part” in the *ESEA*, as amended by *NCLB*,<sup>23</sup> with “findings of the most recent evaluation related to English learners carried out under section 8601” in the *ESEA*, as amended by *ESSA*.<sup>24</sup> The other major differences are in how accountability is measured and reported by subgrantees and SEAs. These are discussed in the following sections.

### ***Title III Definitions***

According to the *ESEA*, as amended by *ESSA*,<sup>25</sup> 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

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<sup>22</sup> *ESEA*, as amended by *ESSA*, section 3122(b).

<sup>23</sup> *ESEA*, as amended by *NCLB*, section 3123(b)(6).

<sup>24</sup> *ESEA*, as amended by *ESSA*, section 3122(b)(6). From here on out, all references to the *ESEA* are to the *ESEA* as amended by *ESSA*, unless otherwise noted.

<sup>25</sup> *ESEA* section 8101(20).

- other than English;<sup>26</sup>
- (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas;<sup>27</sup> 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.”

This definition is largely the same as that used in the *ESEA*, as amended by *NCLB*, except that the *ESEA*, as amended by *NCLB*, referred to ELs as “limited English proficient” rather than ELs, and it referred to meeting “the state’s proficient level of achievement on state assessments,” instead of “challenging State academic standards” as the *ESEA*, as amended by *ESSA*, states.

### Accountability Changes

Accountability is an area where the differences between the *ESEA*, as amended by *NCLB*, and later amended by *ESSA*, are most evident. A brief summary of the major changes follows.

- The three annual measurable achievement objectives for ELs in the *ESEA*, as amended by *NCLB*,<sup>28</sup> are no longer required under the *ESEA*, as amended by *ESSA*.
- Accountability requirements for ELs have been moved from Title III to Title I. As a result, accountability for EL performance is now measured at the school level, rather than the LEA level.
- There is no requirement that a state hold LEAs or schools accountable for achievement of English language proficiency. Instead, each school is held accountable for an indicator of progress in achieving English language proficiency based on the statewide English language proficiency assessment (*ESEA* section 1111(c)(4)(B)(iv)). Each state defines what “progress” is required for the purposes of holding a school accountable.
- Each school is also held accountable for the EL subgroup’s performance on the other required accountability indicators:<sup>29</sup>
  - “Academic achievement as measured by proficiency on the annual assessments required under subsection (b)(2)(B)(v)(I) [mathematics and reading or language arts];”

<sup>26</sup> In 2007–08, the Commonwealth of Puerto Rico (henceforth referred to as Puerto Rico) modified the methodology for reporting students in Puerto Rico from limited English proficiency to limited Spanish proficiency, as instruction in Puerto Rico schools is in Spanish. Thus, while Title III data overwhelmingly reflect students learning English, it always reflects students needing to achieve proficiency in the language of instruction while also mastering academic content in that language. During the years discussed in this report (SYs 2016–18), Puerto Rico served limited Spanish-proficient students in Title III–supported LIEPs, consistent with *ESEA* Section 3127. All references to Puerto Rico in the text refer to limited Spanish-proficient students, even if the discussion uses the term ELs.

<sup>27</sup> American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, and the U.S. Virgin Islands.

<sup>28</sup> *ESEA*, as amended by *NCLB*, section 3122(a)(3).

<sup>29</sup> *ESEA* section 1111(c)(4)(B). Only excerpts of this section are included here.

- “For public elementary schools and secondary schools that are not high schools . . . a measure of student growth, if determined appropriate by the State; or another valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance:”
- The four-year adjusted cohort graduation rate and, at the state’s discretion, the extended-year adjusted cohort graduation rate; and
- Not less than one indicator of school quality or student success that allows for meaningful differentiation in school performance and is valid, reliable, comparable, and statewide with the same indicator or indicators used for each grade span.

The *ESEA*, as amended by *ESSA*, includes progress in achieving English language proficiency as an indicator in the statewide accountability system required in Title I alongside academic achievement and other key indicators of student progress. This shift reflects the importance ascribed to educating ELs.

### **Other Changes**

In addition to the areas described above, the following changes are particularly relevant to this and future biennial reports:

- The *ESEA*, as amended by *NCLB*, required an SEA and its subgrantees to track and report the academic achievement of “monitored former ELs” for two years after exiting EL services. The *ESEA*, as amended by *ESSA*, refers to ELs who have attained English language proficiency and exited an LIEP<sup>30</sup> as “former ELs” and extends the timeframe an SEA must report on former ELs’ progress to four years. Additionally, an SEA may include these former ELs in the EL subgroup for purposes of calculating the academic achievement indicator.<sup>31</sup>
- In contrast to the *ESEA*, as amended by *NCLB*, the *ESEA*, as amended by *ESSA*, requires the Department to use data from the American Community Survey, the number of students assessed for English language proficiency for purposes of calculating the Title III grants to SEAs, or a combination of these data, to determine each SEA’s Title III allocation.<sup>32</sup>

### **Changes to CSPR Data Collection**

The CSPR is the required annual reporting tool for each state, the Bureau of Indian Education, District of Columbia, and Puerto Rico, as authorized under section 8303 of the *ESEA*. The CSPR is administered by the Department’s Office of Elementary and Secondary Education. The CSPR collects data on programs authorized by Title I, Parts A, C, and D; Title II, Part A; Title III, Part A; Title V, Parts A and B (Subparts 1 and 2); and the *McKinney-Vento Act*. In response to *ESSA*-related changes in reporting requirements, the CSPR was also updated. A revised CSPR package incorporating these significant changes was released for public comment in February 2018<sup>33</sup> and was implemented starting with data from SY 2018–19. As discussed further below, since no CSPR was administered for SY 2017–18, the data reported in this Biennial Report for that school year are from *EDFacts*.

The new CSPR data collection, which SEAs began using in SY 2018–19, forms part of the rationale for the redesign of this and future Title III biennial reports. In response to the changes in the *ESEA*, as

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<sup>30</sup> *ESEA* section 3121(a)(5).

<sup>31</sup> *ESEA* section 1111(c)(3)(B).

<sup>32</sup> *ESEA* section 3111(c)(3)(A).

<sup>33</sup> Agency Information Activities, Department of Education, <https://www.regulations.gov/document?D=ED-2017-ICCD-0133-0017>.



amended by *ESSA*, the CSPR was updated to include revised and new data points. For example, the items related to ELs' academic achievement and participation on assessments are now part of the reporting on achievement for the general population of students in Title I. An example of a data point added to the CSPR as the result of the new reporting requirements in the *ESSA* law is the number of ELs in LEAs receiving Title III funds who have not attained English language proficiency within five years.

## Report Structure and Content

This *Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2016–18* is the eighth report<sup>34</sup> of SEAs' self-reported data on ELs in LEAs receiving Title III funds. 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 and the reference list.

Each chapter of the *Biennial Report* focuses on a specific topic and includes relevant data summaries. In contrast to previous Title III biennial reports, this report consists of six chapters, rather than seven. The topics addressed in these chapters have been reorganized to more closely align with the *ESSA* amendments to the *ESEA*. A brief synopsis of the content included in each chapter is presented in the table below.

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<sup>34</sup> Prior versions of *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program* are available at <https://www2.ed.gov/about/offices/list/oela/resources.html>.

Chapter	Title	Contents
1	Introduction	This chapter summarizes changes to the Biennial Report due to the transition from <i>NCLB</i> to <i>ESSA</i> and the revisions to the CSPR that ensued. It includes an overview of the report's chapters and describes the limitations of the report.
2	SEA Funding and Support Activities for English Learners	This chapter focuses on the Title III funding SEAs receive and subgrant to eligible LEAs. It describes the processes SEAs employ to make Title III subgrants and the assistance SEAs provide to subgrantees.
3	The English Learner Population	A snapshot of the EL population in SYs 2016–18 is presented in this chapter. The data include <ul style="list-style-type: none"> <li>the number of ELs in elementary and secondary schools in the state as a whole and in LEAs receiving Title III funds,</li> <li>the number of ELs identified as having a disability,</li> <li>the most commonly spoken languages in states, and</li> <li>the number of exited ELs.</li> </ul> It also reports on immigrant children and youth enrolled in LEAs receiving Title III subgrants designated to support this group of students.
4	Educators and Instructional Programs for English Learners	This chapter presents information about the implementation and instruction in LIEPs offered by LEAs receiving Title III subgrants. It includes data on the number of ELs enrolled in different types of LIEPs as well as the number of certified or licensed teachers serving ELs in LIEPs. It also reports on professional learning activities offered by Title III subgrantees and the types of assistance offered by SEAs in this area.
5	Language Assessment and Accountability	The major focus of this chapter is on English language proficiency (ELP) assessments and performance. Specifically, it includes data on the participation and achievement of all identified ELs in the SEA and of ELs in LEAs receiving Title III subgrants. The chapter provides data on ELs who attained English proficiency and were reclassified and those who did not attain proficiency within five years.
6	Content 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. It includes the achievement of ELs who participated in these assessments using native-language forms, if offered.
Appendix A	Detailed Information and Data Tables	Appendix A contains detailed information referenced in the report's chapters and detailed data tables.
Appendix B	State Reports	Appendix B contains individualized reports of key data points for each state, the District of Columbia, and Puerto Rico.

## Changes to Improve the Report's Clarity, Readability, and Utility

There are several instances in this *Biennial Report* in which the data are presented and visualized/represented differently when compared with previous reports. Some of these changes are informed by the evolution of best practices in data visualization that did not exist when the first Title III Biennial Report for SYs 2002–03 and 2003–04 was designed. The graphic changes intended to enhance clarity and readability include

- the use of statistics that describe the range and spread of data; and
- the use of callout boxes within figures to highlight key findings or trends.

Other changes reflected in this *Biennial Report* streamline the report. For example, summary data are reported in the body of the report whereas the complete, state-specific data are included in the appendices.

Additional changes were implemented to improve the interpretability or utility of the *Biennial Report*. For example, the *Biennial Report* now includes consistent, relevant categories for dividing data into quartiles and uses percentages rather than raw numbers to summarize data on ELs whenever possible. Also, when appropriate, data on ELs and former ELs are presented side by side to facilitate comparisons.

## Data Limitations and Reporting

The *Biennial Report* presents self-reported data from the 50 states, the District of Columbia, and Puerto Rico. For SY 2016–17, SEAs submitted data related to the education of ELs using the prior iteration of the CSPR, which was still aligned with *NCLB* reporting requirements. As noted earlier in this introduction, the CSPR was revised in SY 2017–18 to reflect changes under *ESSA*. Because of the timing of these changes, the CSPR was not used to collect SY 2017–18 data; instead, the data in this report for that school year are drawn from *EDFacts*.

*EDFacts* and CSPR data are similar, but not identical in terms of their content or when they are submitted. First, the timing of submission differs between the two. *EDFacts* collects data on various elements for a specific school year over a period of two-and-a-half years during which SEAs can make updates. Second, *EDFacts* includes unduplicated student counts, whereas the CSPR data that are collected at the LEA level may include duplicated student counts if a student attended school in more than one LEA in the state. Finally, although *EDFacts* data generally correspond to the elements collected by the new CSPR form, it was not possible to create an exact match between *EDFacts* and the new CSPR elements.

Due to this third consideration, it is important to note that there are missing data for some reporting elements included in this report. For the 2016–17 data, not all SEAs provided data for every item in the CSPR. For the 2017–18 data, as noted above, it was not possible to recreate every element of the revised CSPR using data available in *EDFacts*. As a result, this report identifies the number of SEAs providing data for each data element. When an SEA did not provide information, the report uses “NR” to signify that an SEA did not report the data in a given category. Based on these realities, the data presented should be regarded as a snapshot of SEA data as of a particular date.

It is important to note that while there is a definition of an EL in statute, 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 content assessments. Additionally, not all SEAs offer EL students the option of a native language assessment. The unique nature of states’ EL identification and exit criteria, and the variations of states’ assessment systems, may make it impractical to make cross-state comparisons, as the data may not be comparable.

## 2. SEA Funding and Support Activities for English Learners

Title III of the *ESEA*, as amended by *ESSA*,<sup>35</sup> provides funding for SEAs to advance the major goals of supporting ELs to attain English language proficiency and meet challenging state academic standards. This chapter discusses the Title III grants, the Department’s process for allocating Title III funds to SEAs, grant amounts awarded in SYs 2016–17 and 2017–18, 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. Also included in this chapter is information related to the technical and other assistance SEAs provided LEAs receiving Title III subgrants in SY 2017–18.<sup>36</sup>

### Title III Funding to SEAs

ESEA section 3111(c) authorized 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<sup>37</sup> 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.<sup>38</sup> Beginning in SY 2017–18, an additional 0.5 percent was reserved for an evaluation of Title III as permitted by section 8601 of the *ESEA*.

For the 2016–17 school year, each SEA’s Title III allocation was based on a formula described in section 3111(c)(3) of the *ESEA*, as amended by *NCLB*. For the 2017–18 school year, each SEA’s Title III allocation was based on a formula described in section 3111(c)(2) of the *ESEA*, as amended by the *ESSA*. This formula considers 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. Eighty percent of each SEA’s allocation is based on its number of ELs (as determined by the American Community Survey [ACS]) and the number of ELs assessed on the ELP assessment), and 20 percent is based on its number of immigrant children and youth. Section 3111(c)(2)(B) of the *ESEA*<sup>39</sup> 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<sup>40</sup> in SY 2016–17 was \$680,782,000. This was the same amount allocated to these SEAs in SY 2015–16. In SY 2017–18, the amount allocated to the 52 SEAs was \$677,353,090. This amount reflects a decrease of 0.5 percent (\$3,428,910) from the previous school year. The difference is the amount that was reserved for Title III–related evaluation activities per section 8601 of the *ESEA*.<sup>41</sup>

The Title III allocations each SEA received for SY 2016–17 and SY 2017–18 are listed in Table A.1 in Appendix A. Exhibit 2.1 below presents the maximum, minimum, and average SEA allocations for SYs 2016–17 and 2017–18.

<sup>35</sup> All references to the *SEA* are to the *ESEA*, as amended by *ESSA*, unless otherwise noted.

<sup>36</sup> Data on the assistance SEAs provided to LEAs who received Title III subgrants in SY 2016–17 are not available since the CSPR for that school year did not collect those specific data.

<sup>37</sup> For 2017–18, the amount reserved as per *ESEA* section 3111(c)(1) is 7.5 percent of the Title III appropriation.

<sup>38</sup> *ESEA* section 3111(c)(1).

<sup>39</sup> For SY 2016–17, *ESEA*, as amended by *NCLB*, section 3111(c)(3)(B) guaranteed a minimum allocation of \$500,000.

<sup>40</sup> Includes the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico.

<sup>41</sup> *ESEA* section 8601.

## Exhibit 2.1. Maximum, Minimum, and Average Amounts of Title III State Educational Agencies Allocations: School Years 2016–17 and 2017–18

	SY 2016–17		SY 2017–18	
	Amount	SEA	Amount	SEA
Maximum SEA Allocation	\$149,996,375	California	\$150,624,531	California
Minimum SEA Allocation	\$500,000	Montana, Vermont, Wyoming	\$500,000	Montana, Vermont, Wyoming
Average Allocation	\$13,091,962		\$13,026,021	

Note: Vermont, Wyoming, and Montana received the guaranteed minimum allocation of \$500,000 regardless of their number of ELs and immigrant children and youth (*ESEA* section 3111(c)(2)(B)).

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

The Department calculates Title III allocations based on the relative size of SEAs' EL and immigrant child and youth populations. In SY 2016–17, the number of ELs per SEA was based only on data from the ACS as required in the *ESEA*, as amended by *NCLB*.<sup>42</sup> However, starting in SY 2017–18, under the *ESEA*, as amended by *ESSA*, SEA allocations are determined by a combination of data from the ACS survey and the number of students assessed for English language proficiency in each SEA.<sup>43</sup> Since allocations are based on the number of ELs, the SEAs receiving the largest grants have the largest EL and immigrant children and youth populations.

Given that the numbers of ELs and immigrant children and youth an SEA enrolls each school year fluctuates, SEAs often see increases or decreases in their Title III allocations from year to year. The exceptions are the three SEAs (Vermont, Wyoming, and Montana<sup>44</sup>) that receive 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 top quartile of SEAs that received the largest percentage increases to their allocations from the prior year.

<sup>42</sup> *ESEA*, as amended by *NCLB*, section 3111(c)(4).

<sup>43</sup> *ESEA* section 3111(c)(3).

<sup>44</sup> In SY 2016–17, Montana's Title III allocation was decreased by 2.8 percent from the prior year, resulting in it receiving the SEA minimum of \$500,000. In SY 2017–18, Montana was also allocated the SEA minimum.

### Exhibit 2.2. Quartile of State Educational Agencies Receiving the Largest Percentage Increase in Title III Funding Compared With the Prior Year: School Years 2016–17 and 2017–18

SY 2016–17			SY 2017–18		
Top-Ranked SEAs by Percentage of Increased Title III Funding	Percentage Increase in Funding From SY 2015–16	Amount of Title III Funding SY 2016–17	Top-Ranked SEAs by Percentage of Increased Title III Funding	Percentage Increase in Funding From SY 2016–17	Amount of Title III Funding SY 2017–18
Tennessee	14.3%	\$5,974,748	Maine	11.5%	\$829,501
South Carolina	14.1%	\$4,252,671	Idaho	5.8%	\$2,259,189
District of Columbia	13.9%	\$1,166,141	Nebraska	5.4%	\$3,402,846
Alaska	10.4%	\$1,276,186	Kansas	5.3%	\$4,731,037
Louisiana	9.2%	\$3,367,647	Maryland	5.2%	\$10,890,038
Oklahoma	8.0%	\$5,340,226	Michigan	5.1%	\$12,289,474
Kentucky	7.3%	\$3,806,710	Colorado	4.0%	\$9,779,417
Maine	6.6%	\$743,960	District of Columbia	4.0%	\$1,212,459
Kansas	6.2%	\$4,490,898	Virginia	3.8%	\$13,232,377
Minnesota	5.9%	\$9,433,542	Tennessee	3.1%	\$6,157,837
Colorado	5.1%	\$9,401,943	South Carolina	2.9%	\$4,376,064
Mississippi	4.9%	\$1,514,344	Louisiana	2.4%	\$3,449,559
Virginia	4.0%	\$12,743,264	Utah	2.0%	\$4,313,805

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

Title III allocations to the SEAs in the above quartile increased approximately 10 percentage points both school years. The increases ranged from 14.3 to 4 percent in SY 2016–17 and from 11.5 percent to 2 percent in SY 2017–18.

- In SY 2016–17, the Title III allocations of 24 of the 50 SEAs<sup>45</sup> increased between 0.01 percent (California) to 14.3 percent (Tennessee).
- Twenty-three SEAs saw their Title III allocations increase in SY 2017–18. The increases ranged from 0.2 percent (Oklahoma) to 11.5 percent (Maine).
- The Title III allocations of eight SEAs (Maine, Kansas, Colorado, South Carolina, Tennessee, Virginia, Louisiana, and the District of Columbia) increased in SY 2016–17 and again in SY 2017–18. The range of the percentage increases were 5.1 percent to 14.1 percent in SY 2016–17 and 2.9 percent to 11.5 percent in SY 2017–18.
- 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.<sup>46</sup> Since there were no changes to total Title III allocations between SY 2015–16 and SY 2016–17, Puerto Rico's allocation for SY 2016–17 stayed the same. In SY 2017–18, Puerto Rico's allocation was 0.5 percent lower than the previous year since total Title III allocations for that fiscal year were 0.5 percent lower.

<sup>45</sup> Excludes Vermont and Wyoming, which received the minimum of \$500,000 in SY 2015–16 and SY 2016–17. The 50 SEAs mentioned includes Puerto Rico.

<sup>46</sup> For SY 2016–17, the *ESEA*, as amended by *NCLB*, section 3111(c)(3)(D). For 2017–18, the *ESEA*, as amended by *ESSA*, section 3111(c)(2)(D).



SEAs' Title III allocations may decline because of decreases in their 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.

**Exhibit 2.3. Quartile of State Education Agencies With the Largest Percentage Decreases in Title III Funding From the Prior Year: School Years 2016–17 and 2017–18**

SY 2016–17			SY 2017–18		
SEAs Ranked by Percentage of Decreased Title III Funding	Percentage Decrease in Funding From SY 2015–16	Amount of Title III Funding SY 2016–17	SEAs Ranked by Percentage of Decreased Title III Funding	Percentage Decrease in Funding From SY 2016–17	Amount of Title III Funding SY 2017–18
West Virginia	-12.2%	\$613,232	West Virginia	-11.0%	\$545,644
Hawaii	-8.0%	\$3,827,640	North Dakota	-10.4%	\$530,394
South Dakota	-6.4%	\$901,320	Arizona	-6.9%	\$13,281,914
New Jersey	-6.1%	\$19,661,602	Missouri	-6.2%	\$4,682,033
Pennsylvania	-5.9%	\$15,407,005	New York	-4.8%	\$56,816,372
North Dakota	-5.8%	\$592,193	Ohio	-4.5%	\$10,150,789
Connecticut	-5.5%	\$6,474,632	Alabama	-4.1%	\$3,727,880
Illinois	-5.5%	\$25,938,399	Illinois	-3.8%	\$24,944,092
New Mexico	-4.3%	\$4,672,916	New Mexico	-3.8%	\$4,496,472
New York	-4.1%	\$59,664,679	New Hampshire	-3.4%	\$985,134
Missouri	-4.1%	\$4,993,456	Hawaii	-3.1%	\$3,710,377
Indiana	-3.8%	\$8,621,846	Rhode Island	-2.9%	\$1,903,554
Rhode Island	-3.3%	\$1,961,293	New Jersey	-2.9%	\$19,092,346

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

- In SY 2016–17, the Title III allocations of 25 of the 49 SEAs<sup>47</sup> saw decreases from 0.1 percent (Oregon) to 12.2 percent (West Virginia). In the following school year, 26 of these SEAs experienced reductions in their Title III allocations ranging in size from 0.5 percent to 11 percent.
- The Title III allocations of nine SEAs—West Virginia, North Dakota, Missouri, New York, Illinois, New Mexico, Hawaii, Rhode Island, and New Jersey—were reduced in both SY 2016–17 and in SY 2017–18.
- West Virginia experienced the largest decrease of any SEA in SY 2016–17 and in SY 2017–18 (12.2 percent and 11 percent, respectively).

### ***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. Each SEA submitted and received approval for a consolidated state plan<sup>48</sup> under *ESEA* section 8302, which included each state's plan for administering its Title III funds. 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.<sup>49</sup>

<sup>47</sup> Excludes Montana, Vermont, and Wyoming which received the minimum award of \$500,000 in SYs 2016–17 and 2017–18.

<sup>48</sup> *ESEA* sections 3113 and 8302. The underlying requirement is unchanged from the *ESEA*, as amended by *NCLB*. Unless indicated otherwise, a requirement in the *ESEA*, as amended by *ESSA*, is unchanged from the *ESEA* as amended by *NCLB*.

<sup>49</sup> *ESEA* section 8304.

In accepting a Title III grant, the SEA agrees to expend at least 95 percent of the allocation it receives to award subgrants to eligible LEAs or consortia of LEAs for them to carry out activities outlined in the *ESEA* section 3115. An SEA must reserve up to 15 percent of total grant funds to make subgrants to LEAs that have experienced a significant increase in the number of immigrant children and youth.<sup>50</sup>

The SEA may reserve up to 5 percent of its total allocation to carry out state-level activities and cover direct administrative expenses.<sup>51</sup> The types of activities for which an SEA may expend Title III funds to implement include

- establishing and implementing, in consultation with LEAs, standardized entrance and exit procedures,
- offering professional development opportunities,
- planning and implementing 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.

SEAs may use up to 50 percent or \$175,000 (whichever is greater) of the reserved 5 percent to pay for planning and direct administrative costs related to Title III.<sup>52</sup> The remaining Title III funds must be used for subgrants to LEAs for ELs. 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.<sup>53</sup> LEAs that do not, on their own, have a sufficient number of ELs to meet the minimum subgrant amount, may form a consortium with one or more other LEAs.<sup>54</sup>

## Title III Subgrants to Eligible LEAs

An SEA awards subgrants to eligible entities (i.e., LEAs, consortia of LEAs) within the SEA for each fiscal year. To be eligible to receive a subgrant, the LEA must have a local Title III plan<sup>55</sup> approved by the SEA that contains specific information and assurances. When the SEA has a consolidated state plan, as all SEAs do, the SEA must allow LEAs to submit a consolidated local plan;<sup>56</sup> therefore, most LEAs do not have separate Title III local plans. In addition, eligible LEAs must agree to expend their Title III funds to improve the education of ELs and, if applicable, the education of immigrant children and youth.<sup>57</sup> An LEA that receives a subgrant for ELs may use up to 2 percent of its subgrant for direct administrative costs.<sup>58</sup>

### *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

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<sup>50</sup> *ESEA* section 3114(d).

<sup>51</sup> *ESEA* section 3111(b)(2) and (b)(3).

<sup>52</sup> *ESEA* section 3111(b)(3).

<sup>53</sup> *ESEA* section 3114(b).

<sup>54</sup> *ESEA* sections 3114(b) and 3201(3).

<sup>55</sup> *ESEA* section 3116.

<sup>56</sup> *ESEA* section 8305.

<sup>57</sup> *ESEA* section 3115(a).

<sup>58</sup> *ESEA* section 3115(b).



- providing effective LIEPs that increase the English language proficiency and academic achievement of ELs;
- offering effective professional development opportunities to educators and school or community-based organizational personnel; and
- using effective strategies, which must include family and community engagement activities, to enhance or supplement LIEPs.

The *ESEA* also presents a set of activities subgrantees are authorized to use their Title III funds to support.<sup>59</sup> 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.<sup>60</sup>

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.<sup>61</sup>

## SEA Assistance to LEAs Receiving Title III Subgrants

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

SEAs reported the types of technical assistance they provided to LEAs during SY 2017–18 in accordance with section 3122(b)(4) of the *ESEA*.<sup>62</sup> To report this information, SEAs were provided with these four categories and asked to indicate if they had offered technical assistance activities under each category:

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 English language proficiency; and
4. strengthening and increasing parent, family, and community engagement in programs that serve ELs.

For SY 2017–18, 43 SEAs<sup>63</sup> reported the type of assistance they provided LEAs that was funded with Title III grant funds.<sup>64</sup> The data<sup>65</sup> generally indicate that a high percentage of SEAs provided technical assistance to LEAs across all four categories. The specific percentages by category are as follows:

- identifying and implementing effective LIEPs and curricula: 86 percent;
- helping ELs meet state academic standards: 98 percent;

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<sup>59</sup> *ESEA*, section 3115(d).

<sup>60</sup> *ESEA*, section 3115(a).

<sup>61</sup> *ESEA* section 3115(g).

<sup>62</sup> *ESEA* as amended by *NCLB*, did not require SEAs to report the types of technical assistance they provided in SY 2016–17.

<sup>63</sup> Nine SEAs did not report data on their assistance to subgrantees for SY 2017–18. These SEAs were Alaska, Connecticut, the District of Columbia, Hawaii, Illinois, Nevada, Puerto Rico, Texas, and Utah.

<sup>64</sup> The activities listed here are those SEAs report using Title III funds to provide. They do not include all the activities conducted by SEAs funded with other funding sources.

<sup>65</sup> Source: U.S. Department of Education, *EDFacts SY 2017–18*. Retrieved February 2020.

- identifying or implementing measures of English language proficiency: 95 percent; and
- increasing parent, family, and community engagement: 93 percent.

Additionally, 12 of the 43 SEAs (28) reported providing technical assistance to LEAs in the “other” category, since the type of assistance they provided did not fit any of the four categories above.

### 3. The English Learner Population

This chapter provides an overview of the EL population across all 50 states, the District of Columbia, and Puerto Rico<sup>66</sup> during SYs 2016–17 and 2017–18. 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 ELs who exited from EL status by their achieving English language proficiency and meeting the SEA’s exit criteria; and
- the five languages most commonly spoken by ELs.

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

SEAs report the number of students identified<sup>67</sup> as ELs during each school year and the number and percentage of ELs who participated in LIEPs<sup>68</sup> offered by LEAs receiving Title III subgrants. 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 a number of reasons for this increase, including changes to EL identification practices and EL reclassification criteria. Additionally, total K–12 enrollment has increased by more than 2 million students over this same time span.<sup>69</sup> Despite these considerations, there has been a disproportionately larger increase in the numbers of identified ELs over the past 18 years.

Exhibit 3.1 presents longitudinal data for each of the school years from 2002 to 2018. It depicts the year-by-year fluctuations in the number of ELs identified and the ELs participating in LIEPs over this 16-year period.<sup>70</sup> Since SY 2002–03, SEAs have generally been identifying more ELs. Since SY 2003–

#### Transition from *NCLB* to *ESSA*

SYs 2016–17 and 2017–18 mark the transition from Title III reporting under the *ESEA* as amended by *NCLB* to reporting as required by the *ESEA* as amended by *ESSA*. Several of the data points presented in this chapter reflect this policy shift. Under the *ESEA* as amended by *NCLB*, SEAs were not required to disaggregate and report on the subgroup of ELs with disabilities. However, the *ESEA*, as amended by *ESSA*, requires reporting the number and percentage of ELs identified as having disabilities. Additionally, it extends the number of years SEAs need to report on exited or former ELs from two years to four years. This change accounts, in part, for the larger numbers of former ELs reported in SY 2017–18. Throughout this chapter, the policy implications of the transition from *NCLB* to *ESSA* are highlighted, as warranted.

<sup>66</sup> In Puerto Rico, limited Spanish-proficient students participate in an LIEP that uses Title III funds.

<sup>67</sup> 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 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 the *ESEA* section 1112(e)(3)(A)(viii), parents have the right to opt out or remove their children from LIEPs.

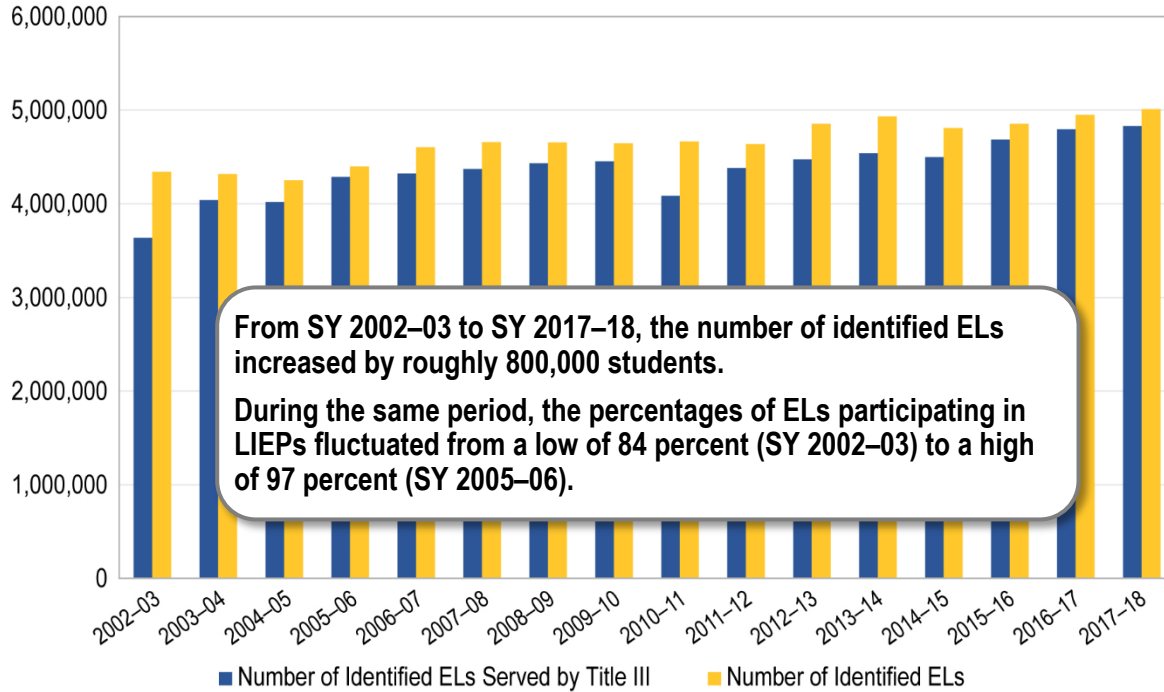
<sup>68</sup> The LIEPs discussed throughout this chapter are LIEPs provided by LEAs receiving Title III subgrants for supplementing the education of ELs. Any exceptions will be noted.

<sup>69</sup> National Center for Educational Statistics, *Elementary/Secondary Information System*. Data retrieved September 2020. <https://nces.ed.gov/ipeds/data/elsi/>

<sup>70</sup> *NCLB* was passed in 2001. With the exception of SY 2017–18, these data were collected through a CSPR aligned with *NCLB*.

04, more than nine in 10 identified ELs have been participating in LIEPs provided by LEAs receiving Title III funds.

**Exhibit 3.1. Number of Identified English Learners and 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 School Years 2017–18**



**SOURCES:** 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. U.S. Department of Education, *The Biennial Report to Congress on the Implementation of Title III State Formula Grant Program: School Years 2012–2014*.

- In SY 2002–03, SEAs reported identifying 4,340,006 ELs; by SY 2017–18, the number of identified ELs totaled 5,011,462, an increase of 15.5 percent, or 671,456 students. By comparison, over the same 15-year period, the entire K–12 population increased by 4.5 percent (2,192,630 students).
- 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 of 10 identified ELs (83.8 percent) participated in LIEPs provided by LEAs receiving Title III funds. In SY 2016–17, more than nine of every 10 ELs (96.9 percent) participated. In SY 2017–18, 96.4 percent of ELs participated in LIEPs.<sup>71</sup>

### ***A Closer Look at SY 2016–17 and SY 2017–18***

SEAs identified a total of 4,950,400 ELs in SY 2016–17. Of these, 96.9 percent (or 4,795,229) participated in LIEPs provided by LEAs receiving Title III subgrants. In SY 2017–18, the number of students identified as ELs was 5,011,462. The number of ELs in SY 2017–18 participating in LIEPs was roughly the same as in the previous year, with SEAs reporting that 96.4 percent (or 4,829,313) of

<sup>71</sup> The SY 2017–18 data are from *EDFacts*. Unless otherwise stated, LIEPs refers to programs provided by LEAs that received a Title III subgrant.

all identified ELs participated in LIEPs. In SY 2017–18, about one in seven identified ELs (14.3 percent, or 718,722) had a disability.

Exhibit 3.2 summarizes the upper and lower limits of the number of identified ELs, the percentage of ELs with disabilities, and the percentage of ELs participating in LIEPs provided by LEAs receiving Title III subgrants across all SEAs for SYs 2016–17 and 2017–18. Individual SEA data on the number of ELs identified, 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, 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 Across All State Educational Agencies: School Years 2016–17 and 2017–18**

	SY 2016–17			SY 2017–18		
	Highest	Lowest	Average Number or Median Percentage	Highest	Lowest	Average Number or Median Percentage
<b>Number of Identified ELs</b>	1,332,405 California	1,429 Vermont	95,200	1,271,150 California	1,687 Vermont	96,374
<b>Percentage of Identified ELs With Disabilities</b>				23.8% New York	6.01% Louisiana	15.02%
<b>Percentage of Identified ELs Participating in LIEPs in LEAs Receiving Title III Subgrants</b>	100% Delaware, Louisiana, Puerto Rico	64.4% Mississippi	95.9%	100% Connecticut, Illinois, West Virginia, Hawaii, Delaware, Illinois	46.1% Mississippi	96.7%

**NOTES:** Puerto Rico is not included in the above since in Puerto Rico Title III supports students with limited Spanish proficiency or “Spanish learners,” not ELs. In SY 2016–17, Puerto Rico identified 977 Spanish learners. In SY 2017–18, Puerto Rico identified 957 Spanish learners, of which 38.35% were also identified as having disabilities.

Data on the percentage of ELs with disabilities were not available for SY 2016–17.

**SOURCES:** 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 SEAs reporting the largest and the smallest numbers of identified ELs in SYs 2016–17 and 2017–18 were the same. California had the highest number of identified ELs for SYs 2016–17 and 2017–18 (1,332,405 and 1,271,150, respectively). Vermont had the smallest number of students identified as ELs (1,429 and 1,687, respectively).
- 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.
- The five SEAs reporting the smallest numbers of identified ELs also remained constant in SYs 2016–17 and 2017–18. They were, in ascending order, Vermont, West Virginia, Wyoming, Montana, and North Dakota.

### *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 2016–17 and 2017–18 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<sup>72</sup> of all SEAs based on their percentage of enrolled elementary and secondary students identified as ELs, the number of ELs identified, 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 2016–17 and 2017–18**

SY 2016–17				SY 2017–18			
SEAs Ranked 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 2016	SEAs Ranked 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 2017
California	21.4%	1,332,405	1	California	20.4%	1,271,150	1
Texas	17.2%	921,937	2	Texas	17.2%	926,236	2
Nevada	15.9%	75,430	35	Nevada	16.8%	81,635	35
New Mexico	14.7%	49,538	37	New Mexico	15.7%	52,590	37
Colorado	11.7%	105,785	19	Alaska	11.8%	15,616	48
Washington	11.1%	122,600	14	Washington	11.5%	127,759	14
Kansas	11.1%	54,619	32	Colorado	11.5%	104,276	19
Alaska	11.0%	14,655	48	Illinois	10.2%	204,923	5
Florida	10.3%	288,809	3	Florida	9.9%	280,509	3
Illinois	10.2%	205,729	5	Kansas	9.9%	49,197	32
Oregon	9.8%	56,568	29	Massachusetts	9.8%	93,358	17
Massachusetts	9.0%	86,624	17	District of Columbia	9.3%	8,131	52
Virginia	8.7%	112,127	12	Delaware	9.3%	12,673	46

**NOTE:** Estimated percentages were calculated by dividing the number of identified ELs by the total elementary and secondary enrollment of each SEA.

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

In SY 2016–17, the total number of elementary and secondary students enrolled in all 52 SEAs was 50,860,604.<sup>73</sup> That same year, SEAs identified a total of 4,950,400<sup>74</sup> ELs, or an estimated 9.8 percent of all elementary and secondary students as ELs (nearly one in 10 students).

- Exhibit 3.3 indicates that more than one in five students (21.4 percent) in California were identified as an EL. It also shows that California had both the largest elementary and secondary school enrollment and number of identified ELs in the nation.

<sup>72</sup> Quartiles are four equal-sized groupings based on the overall ranking of all SEAs on a particular feature. In this case, by their elementary and secondary enrollments, from largest to smallest.

<sup>73</sup> Includes Puerto Rico and the District of Columbia. Data Source: National Center for Educational Statistics, *Elementary/Secondary Information System*. Data retrieved September 2020. <https://nces.ed.gov/ccd/elsi/>

<sup>74</sup> U.S. Department of Education, *Consolidated State Performance Report: Part I: SY 2016–17*. (OMB #1810-0724). Retrieved May 2019.



- Texas had the second-largest total enrollment and percentage of K–12 students identified as ELs. Nearly three out of 20 students enrolled in Texas were identified as ELs.
- In Nevada, about one out of 7 students was identified as an EL (75,430 or 15.9 percent of all students). In New Mexico, nearly 15 percent of its elementary and secondary enrollment was identified as ELs. Nevada and New Mexico are ranked 35th and 37th, respectively, in terms of the size of their total student enrollments.
- The remaining SEAs in the top quartile based on the percentage of students identified as ELs included some states with relatively large student populations (e.g., Florida is ranked third, Illinois ranked fifth). However, most of the SEAs in the quartile have medium to small total student enrollments (e.g., Colorado is ranked 19th, Kansas is ranked 32nd, Alaska is ranked 48th).

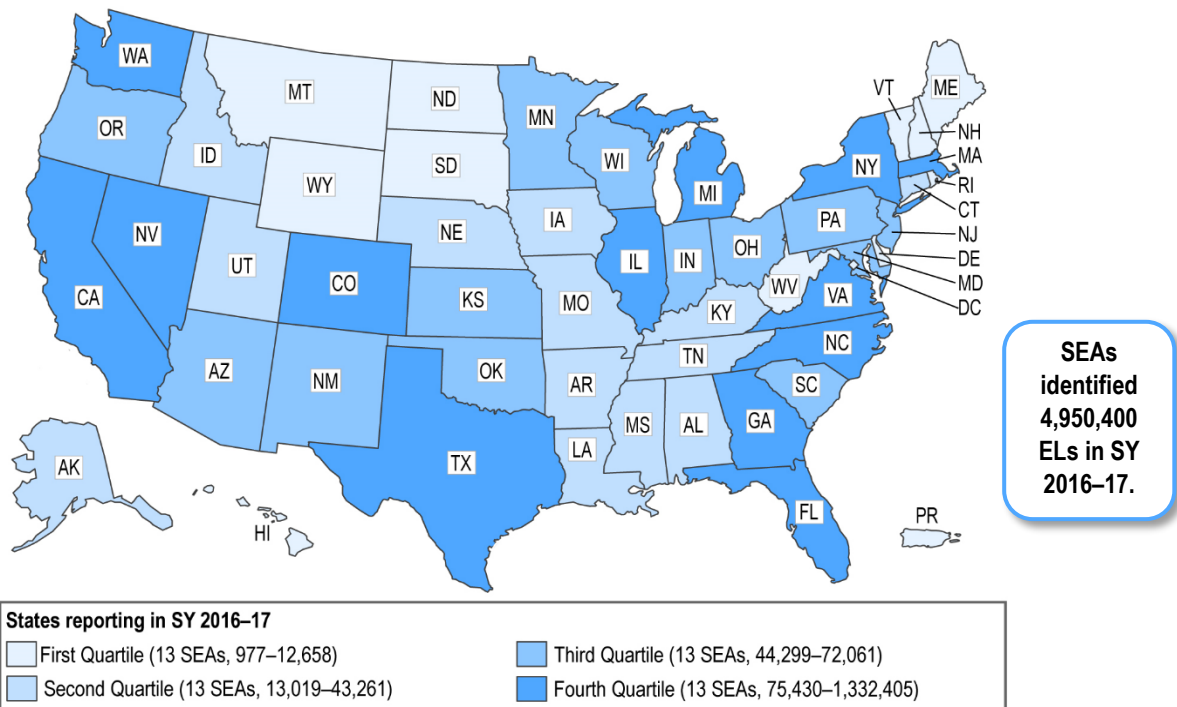
A similar pattern emerged when the number of identified ELs in SY 2017–18 was compared to the fall 2017 total student enrollments. As seen above in Exhibit 3.3, SEAs with the largest numbers of identified ELs vary greatly in terms of the size of their total enrollments. The national enrollment rankings of SEAs in the SY 2017–18 top quartile range from a rank of one (California) to 48 (Alaska).

- The SEAs with the two largest total enrollments in fall 2017, California and Texas, also had the two highest percentages of identified ELs (20.4 percent and 17.2 percent, respectively).
- In Washington and Colorado, roughly one in nine students was identified as an EL (11.5 and 11.5 percent, respectively).
- Approximately one in 10 students was identified as an EL in Illinois (10.2 percent), Florida (10 percent), Kansas (10 percent) and Massachusetts (9.8 percent).
- The District of Columbia, the SEA with the smallest elementary and secondary enrollment, was included in the top quartile in terms of percentage of its student population identified as ELs (9.3 percent).

### ***Number of Identified ELs in SYs 2016–17 and 2017–18, by Quartile***

Exhibits 3.4 and 3.5 depict the distribution of the number of identified ELs by SEA in SY 2016–17 and SY 2017–18, respectively. These maps organize the states into quartiles based on the size of each state’s EL population. For the actual numbers of identified ELs by SEA, please refer to Table A.2 in Appendix A.

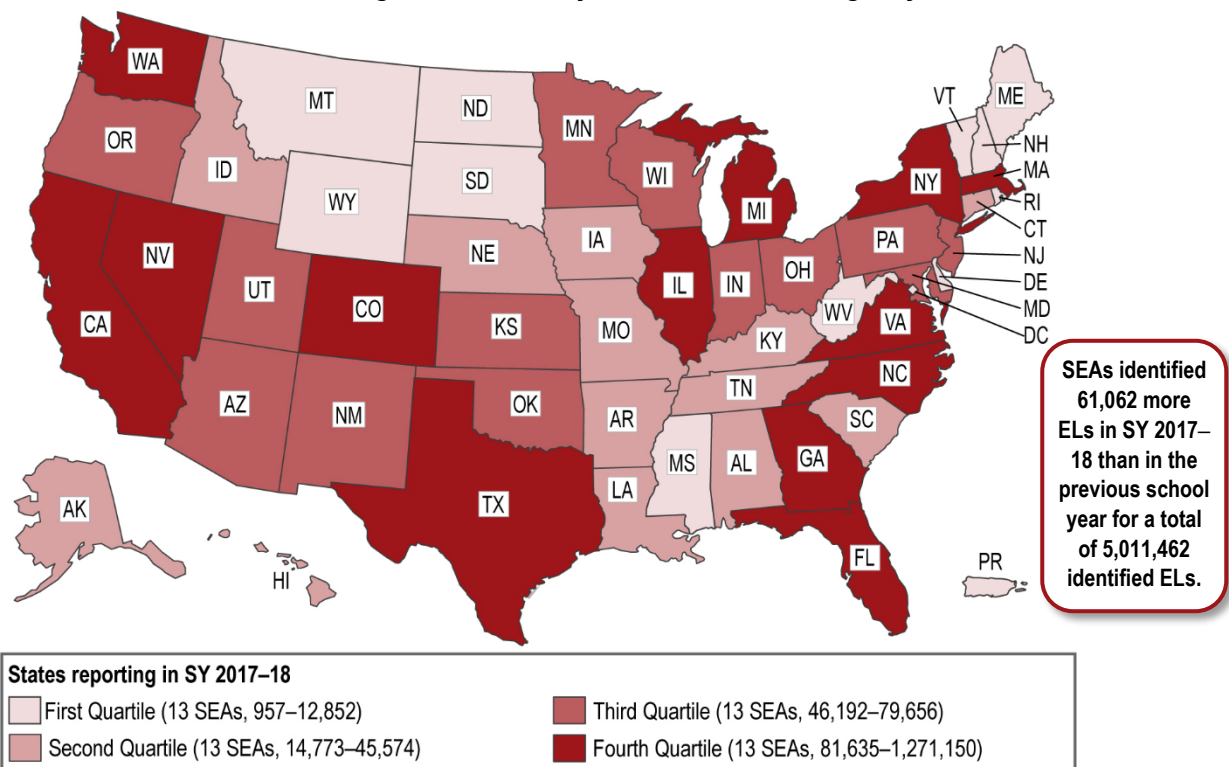
### Exhibit 3.4. Number of Identified English Learners by State Educational Agencies: School Year 2016–17



**NOTES:** In Puerto Rico, Title III supports students with limited Spanish proficiency or “Spanish learners,” not ELs. Despite this distinction, Puerto Rico is included in the above and subsequent exhibits in this report with the recognition that for Puerto Rico, “EL” is actually “Spanish learner.”

**SOURCE:** U.S. Department of Education, *Consolidated State Performance Report: Part I: SY 2016–17*. (OMB #1810-0724). Retrieved May 2019.

### Exhibit 3.5. Number of Identified English Learners by State Educational Agency: School Year 2017–18



**SOURCE:** U.S. Department of Education, *EDFacts SY 2017–18*. Retrieved February 2020.



## ***ELs With Disabilities: SY 2017–18***

Beginning in SY 2017–18, the *ESEA*, as amended by the *ESSA*,<sup>75</sup> requires an SEA to report certain data related to ELs disaggregated by ELs with disabilities. As part of the new requirement, the Department collected data on the overall number of ELs with disabilities among all identified ELs. The data on the number and percentage of ELs with disabilities in SY 2017–18 are presented for each SEA in Table A-2 in Appendix A. Nationally, the number and percentage of ELs with disabilities vary greatly across the 52 SEAs.

- The number of ELs identified as having a disability in SY 2017–18 was 718,722 students or roughly one in seven identified ELs (14.3 percent).<sup>76</sup> During that same year, the number of children ages 3 to 21 who received services under the *Individuals with Disabilities Education Act (IDEA)* was almost seven million.<sup>77</sup> Comparing this number to the total student population indicates that about 13.7 percent,<sup>78</sup> or just under one in seven elementary and secondary students, was identified as having a disability.
- Nationally, the percentage of ELs identified as having a disability (14.3 percent) is just slightly higher than the estimated percentage of all students (13.7 percent) receiving IDEA services. However, across SEAs, the reported percentages of ELs with disabilities ranged from a high of more than one in three students<sup>79</sup> (Puerto Rico, 38.8 percent) to a low of about one in 20 ELs (Louisiana, 6 percent).
- In SY 2017–18, more than half of the 51<sup>80</sup> SEAs reported that 15 percent or more of their EL population had a disability. In addition to Puerto Rico’s high percentage, seven SEAs (New York, Wyoming, Montana, Illinois, Connecticut, Oregon, and Utah) reported 19 percent, or approximately one in five ELs, had a disability.
- Several SEAs reported percentages of ELs with disabilities that were well below the national average of ELs with disabilities (14.3 percent) and the percentage of total students with disabilities (13.7 percent). Louisiana reported the lowest percentage of ELs with disabilities (6.0 percent). Four states reported that fewer than one in 10 identified ELs had disabilities. These states were, in ascending order, Arizona (6.8 percent), New Jersey (8.2 percent), Texas (9.1 percent), and Missouri (10 percent).

## ***ELs’ Participation in LIEPs Provided by LEAs 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 ELs identified and the number participating in LIEPs in LEAs receiving Title III subgrants for SY 2016–17 and SY 2017–18. Table A-2 in Appendix A details the number and percentage of ELs participating in LIEPs by SEA for SYs 2016–17 and 2017–18.

<sup>75</sup> All references to the *ESEA* are to the *ESEA*, as amended by *ESSA*, unless otherwise noted.

<sup>76</sup> U.S. Department of Education, *EDFacts SY 2017–18*. Retrieved February 2020.

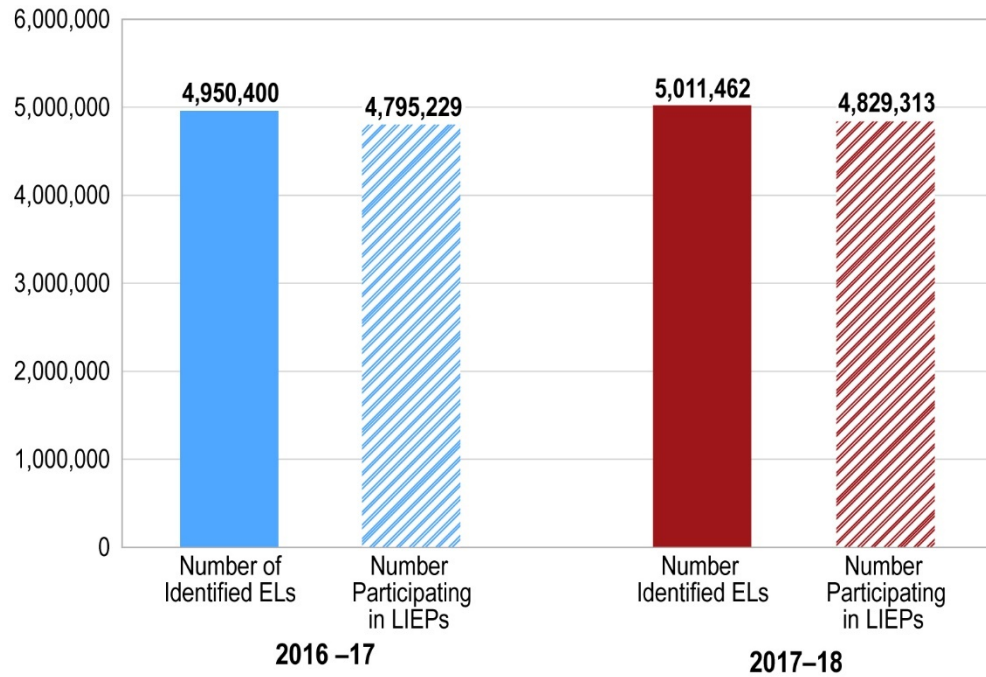
<sup>77</sup> U.S. Department of Education, National Center for Education Statistics. (2019). *Digest of Education Statistics, 2018* (NCES 2020-009), Chapter 2. <https://nces.ed.gov/fastfacts/display.asp?id=64>

<sup>78</sup> To arrive at an estimate of the percentage of all K–12 students, the number of children receiving IDEA services each school year was divided by the total K–12 enrollment reported that school year (SY 2017–18 = 50,685,567).

<sup>79</sup> The students identified in Puerto Rico are Spanish learners, not ELs.

<sup>80</sup> New Mexico did not report the number of ELs with disabilities for SY 2017–18.

**Exhibit 3.6. Number of Identified English Learners and of Identified English Learners Who Participated in Language Instruction Educational Programs Provided by Local Educational Agencies Receiving Title III Subgrants: School Year 2016–17 and School Year 2017–18**



**SOURCES:** 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.

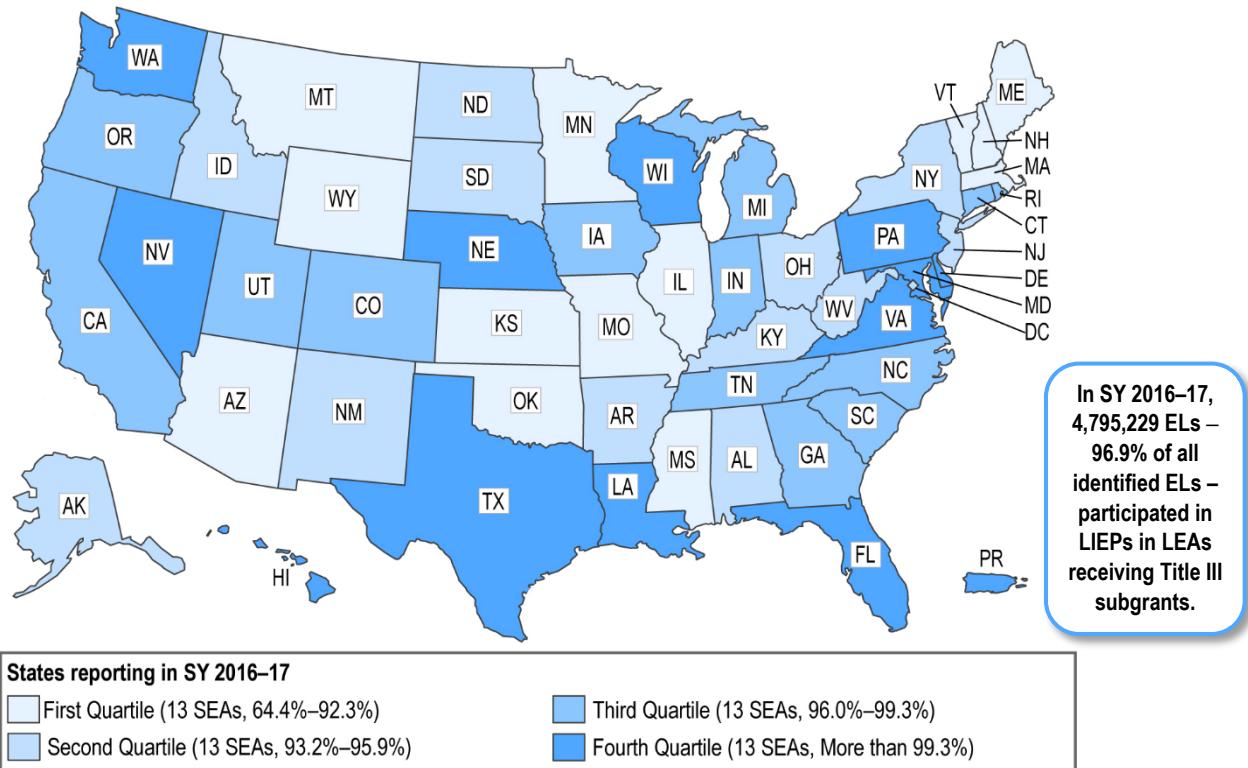
- The participation rates of ELs in LIEPs vary across SEAs. In SY 2016–17, the range was a high of 100 percent for four SEAs to a low of 64.4 percent in Mississippi. However, Mississippi was an outlier since the average participation rate of all SEAs was 96.9 percent.
- The data for SY 2017–18 also show a wide range of participation rates of ELs in LIEPs, from 100 percent reported by six SEAs to a low of 46.1 percent in Mississippi. The average participation rate across all SEAs in SY 2017–18 was 96.4 percent.

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 2016–17 and 2017–18, respectively. SEAs are color coded according to the quartile<sup>81</sup> they fall into when all SEAs<sup>82</sup> are ranked from smallest to largest percentages of identified ELs participating in LIEPs.

<sup>81</sup> These quartiles are four groupings of the 52 SEAs ranked by the percentage of ELs participating in LIEPs provided by LEAs receiving Title III subgrants. The 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 13 SEAs are in the second quartile, and so forth.

<sup>82</sup> Vermont did not report the number of ELs participating in LIEPs provided by LEAs receiving Title III subgrants in SY 2017–18.

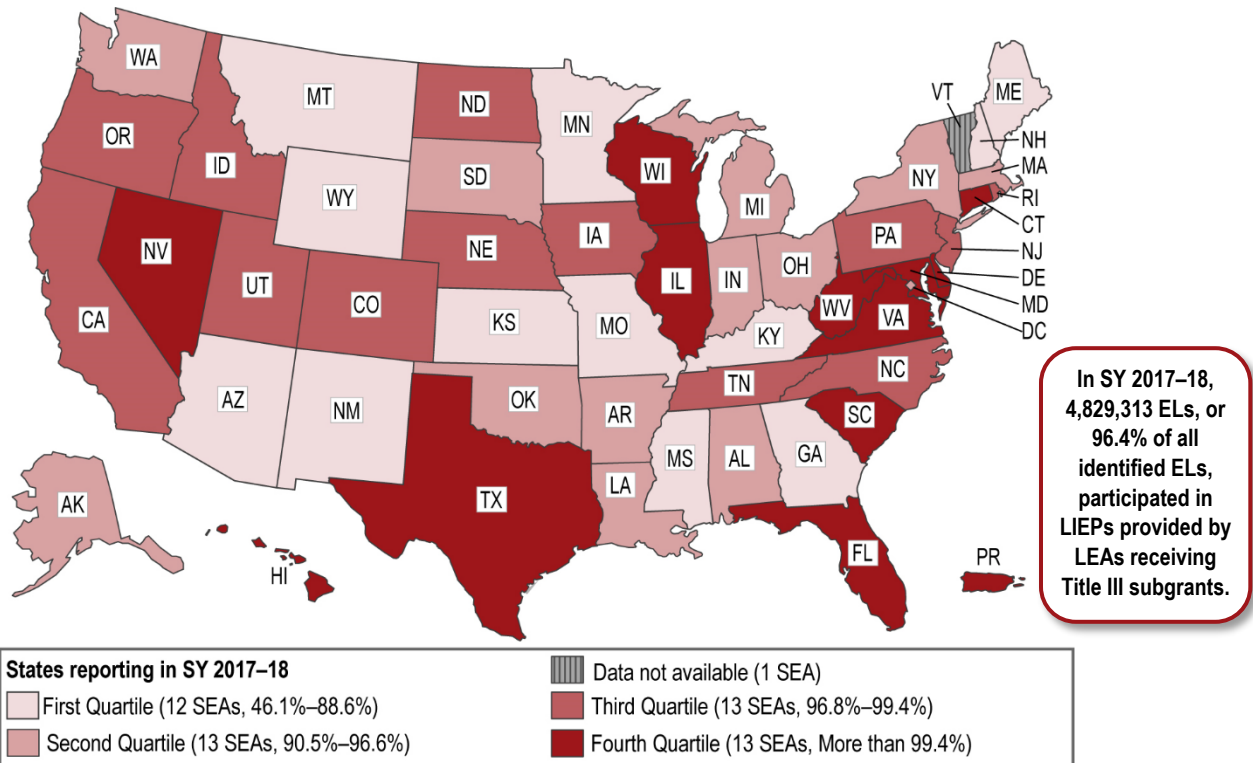
### Exhibit 3.7. Percentage of Identified English Learners Participating in Language Instruction Educational Programs, by Quartile: School Year 2016–17



**SOURCE:** U.S. Department of Education, *Consolidated State Performance Report: Part I: SY 2016–17*. (OMB #1810-0724). Retrieved May 2019.

- The range of the participation rates for the fourth quartile was only 1 percentage point (99 to 100 percent). Four SEAs (Puerto Rico, Hawaii, Louisiana, and Delaware) reported 100 percent participation, and the remaining nine states reported participation rates over 99%.
- With the exception of Mississippi at 64.4 percent, LIEP participation in the first quartile was still generally high, ranging from a low of 81.9 percent in Maine to a high of 92.3 percent in Illinois.

### Exhibit 3.8. Percentage of Identified English Learners Participating in Language Instruction Educational Programs, by Quartile: School Year 2017–18



**NOTES:** Vermont did not submit data on the number of ELs who participated in LIEPs in LEAs receiving Title III subgrants. The language of instruction in Puerto Rico's public school system is Spanish. Therefore, LIEPs in Puerto Rico are for students with limited Spanish proficiency

**SOURCE:** U.S. Department of Education, *EDFacts SY 2017–18*. Retrieved February 2020.

- In SY 2017–18, the participation rates for the SEAs in the fourth quartile were also very high, with six SEAs (Connecticut, Illinois, Puerto Rico, Delaware, Hawaii, and West Virginia) reporting 100 percent participation rates. The remaining seven SEAs in this quartile reported participation rates greater than 99 percent.
- Three of the six SEAs reporting 100 percent participation in LIEPs also reported 100 percent participation in SY 2016–17 (Hawaii, Delaware, and Puerto Rico).
- In addition to the three SEAs mentioned above, six other SEAs were in the fourth quartile in SYs 2016–17 and 2017–18 (Maryland, Virginia, Texas, Wisconsin, Nevada, and Florida).
- Connecticut, Illinois, and South Carolina were in the fourth quartile in SY 2017–18 but not in SY 2016–17. Louisiana, Nebraska, Pennsylvania, and Washington were in the fourth quartile in SY 2016–17 but fell out of this quartile in SY 2017–18.

## 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. The definition of "immigrant children and youth" is a student who meets the following criteria:<sup>83</sup>

<sup>83</sup> ESEA 3201(5).

- is aged 3 through 21;
- was not born in any state (includes the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico); and
- has not been attending one or more schools in the United States 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 among SEAs.

There are three issues 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 purposes of being counted or served under *ESEA* section 3114(d)(1),
- (2) the *ESEA* does not define "significant increase," and
- (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 SEAs reported as being enrolled in elementary and secondary schools in SY 2016–17, and the number and percentage enrolled in LEAs receiving Title III subgrants to serve that population. The SY 2017–18 data include the numbers of immigrant children and youth SEAs reported who were enrolled in elementary and secondary schools, and the number and percentage enrolled in LEAs receiving Title III subgrants pursuant to *ESEA* section 3114(d). For data on immigrant children and youth for a specific SEA, please refer to Appendix A, Table A-3.



### 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 2016–17 and 2017–18

	SY 2016–17		SY 2017–18	
	Number/ Percentage	Number of SEAs Reporting	Number/ Percentage	Number of SEAs Reporting
Number of immigrant children and youth enrolled in elementary and secondary schools	951,908	52	994,137	51
Range of numbers of enrolled immigrant children and youth SEAs reported	86–202,324	52	127–209,209	51
Number of immigrant children and youth enrolled in LEAs receiving Title III subgrants for immigrant children and youth	379,168	47	431,937	49
Average number enrolled across SEAs	18,306	47	19,493	49
Range of numbers of immigrant children and youth enrolled in LEAs receiving Title III subgrants for such students	0–71,304	47	1–80,561	49
Average number of immigrant children and youth enrolled in LEAs receiving Title III subgrants	8,067	47	8,815	49
Percentage of immigrant children and youth enrolled in LEAs receiving Title III subgrants for immigrant children and youth	39.8%	47	43.4%	49
Range of percentages of immigrant children and youth enrolled in LEAs receiving Title III subgrants for immigrant children and youth	0%–100%	47	0%–100%	49
Median percentage of immigrant children and youth enrolled in LEAs receiving Title III subgrants across SEAs	33%	47	59%	49

**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 LEA 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 are enrolled in an LEA receiving a Title III formula grant to serve ELs under section 3114(a).

Missing data: In SY 2016–17, five SEAs — Alaska, New Mexico, Pennsylvania, South Carolina, and West Virginia — did not report the number of immigrant children and youth enrolled in LEAs receiving Title III subgrants for such students. In SY 2017–18, Vermont did not report the number of immigrant children and youth enrolled in elementary and secondary schools. Alaska, Pennsylvania, and Vermont did not report the number of immigrant children and youth enrolled in LEAs receiving Title III subgrants for such students.

For SY 2016–17, Montana is included, even though it reported that none of the 86 immigrant children and youth enrolled in school were in LEAs receiving Title III subgrants for this population of students.

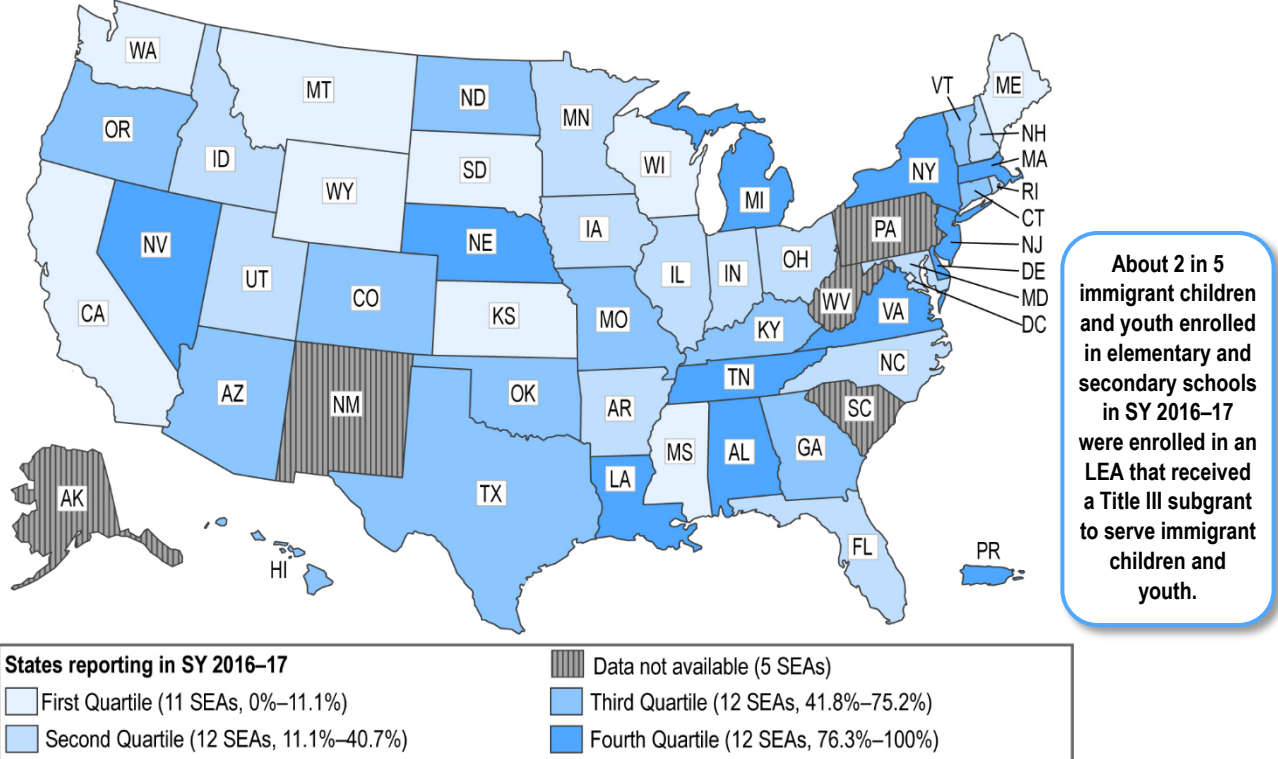
**SOURCES:** U.S. Department of Education, *Consolidated State Performance Report: Part I: SY 2016–17*. (OMB #1810-0724). Retrieved May 2019. U.S. Department of Education, *EDFacts SY 2017–18*. Retrieved February 2020.

- The total number of enrolled immigrant children and youth in SY 2016–17 was 951,908.
- About two in five immigrant children and youth were enrolled in an LEA receiving Title III subgrants to support immigrant children and youth (379,168, or 39.83 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 Agency Percentages of Immigrant Children and Youth Enrolled in Local Educational Agencies Receiving Title III Subgrants for Such Students by Quartiles: School Year 2016–17



**NOTE:** Alaska, New Mexico, Pennsylvania, South Carolina, and West Virginia did not provide data on the number of immigrant children and youth enrolled in LEAs receiving Title III subgrants.

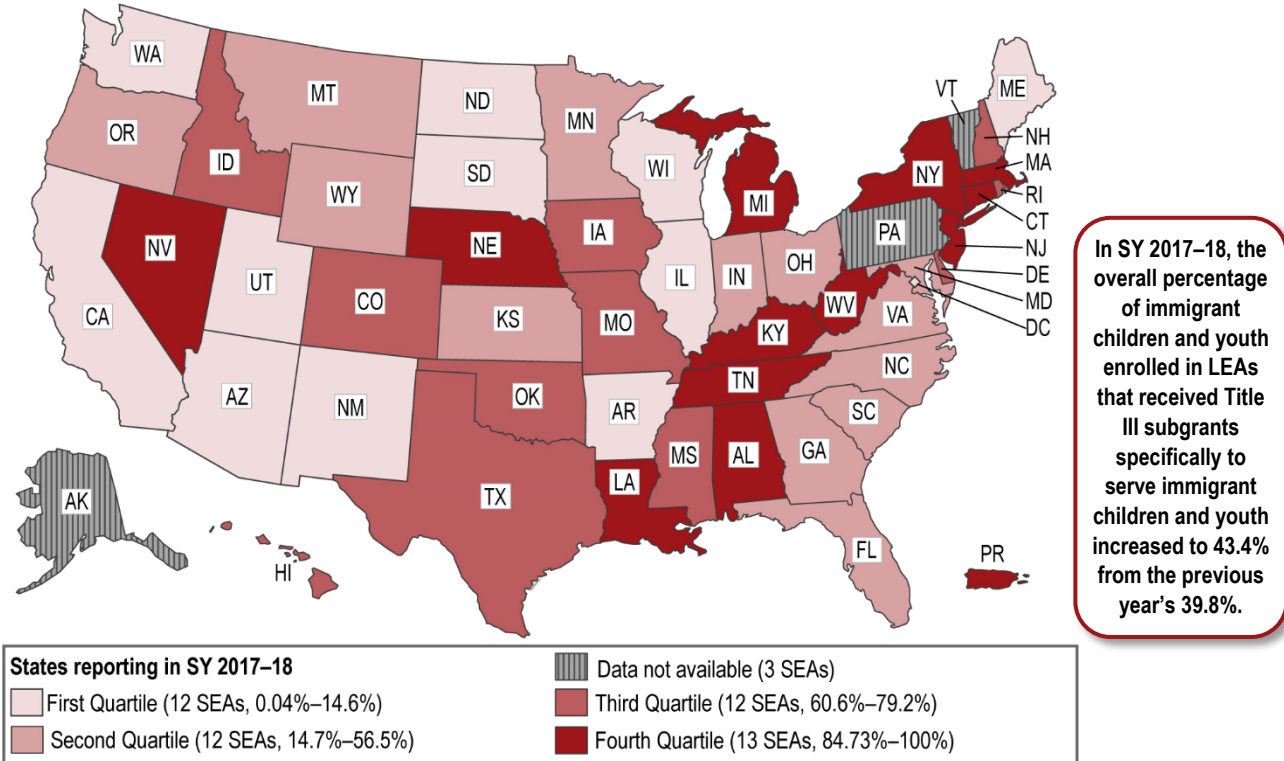
**SOURCE:** U.S. Department of Education, *Consolidated State Performance Report: Part I: SY 2016–17*. (OMB #1810-0724). Retrieved May 2019.

- In SY 2016–17, 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 (Louisiana, Nevada, New York, and Puerto Rico) to a low of 0 percent (Montana).<sup>84</sup>
- The remaining SEAs in the fourth quartile are, in descending order, Virginia (90.8 percent), New Jersey (90.6 percent), Nebraska (90.2 percent), Delaware (86.4 percent), Michigan (85.6 percent), Tennessee (82.3 percent), Alabama (82.2 percent), and Massachusetts (76.3 percent).
- Five SEAs reported that less than two percent of their immigrant children and youth were enrolled in LEAs receiving Title III subgrants for those students: Montana, Mississippi, Maine, Wyoming, and South Dakota.

In SY 2017–18, SEAs reported enrolling 994,137 immigrant children and youth in their schools. More than two in five immigrant children and youth were enrolled in LEAs receiving Title III subgrants for immigrant children and youth (431,937 students, or 43.5 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.

<sup>84</sup> Montana entered “0” for the number of immigrant children and youth enrolled in LEAs receiving Title III subgrants for immigrant children and youth in the CSPR.

### Exhibit 3.11. State Educational Agency Percentages of Immigrant Children and Youth Enrolled in Local Educational Agencies Receiving Title III Subgrants for Such Students by Quartiles: School Year 2017–18



**NOTE:** Alaska, Pennsylvania, and Vermont did not submit data on the number of immigrant children and youth enrolled in LEAs receiving Title III subgrants for immigrant children and youth.

**SOURCE:** U.S. Department of Education, *EDFacts SY 2017–18*. Retrieved February 2020.

- The percentage of immigrant children and youth enrolled in LEAs receiving Title III subgrants for such students in SY 2017–18 ranged from 100 percent to 0.04 percent (District of Columbia).
- Seven SEAs reported 100 percent of immigrant children and youth were enrolled in LEAs receiving Title III subgrants for those students. These states are Alabama, Connecticut, Louisiana, Nevada, New York, Puerto Rico, and West Virginia. The remaining SEAs in the quartile that served the largest percentages of immigrant children and youth in LEAs receiving Title III subgrants for such students are, in descending order, Kentucky (90.6 percent), New Jersey (89.6 percent), Nebraska (89.1 percent), Michigan (88.7 percent), Massachusetts (85.1 percent), and Tennessee (84.7 percent).
- The SEAs in the first 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, Arizona (14.6 percent), Wisconsin (13.3 percent), Illinois (11.4 percent), Utah (11.1 percent), Arkansas (10.6 percent), Washington (8.0 percent), Maine (3.7 percent), California (3.6 percent), New Mexico (2.3 percent), North Dakota (1.5 percent), South Dakota (0.2 percent), and the District of Columbia (0.04 percent).

The overall percentages of immigrant children and youth participating in LEAs receiving Title III subgrants for immigrant children and youth were much lower than the percentages of identified ELs participating in LIEPs provided by LEAs receiving Title III subgrants for ELs. In SY 2016–17, the enrollment rate for immigrant children and youth in LEAs receiving Title III subgrants for immigrant

children and youth was 39.9 percent, compared with 96.9 percent of ELs participating in LIEPs in LEAs receiving Title III subgrants for ELs. In SY 2017–18, the enrollment rate for immigrant children and youth in LEAs receiving Title III subgrants was 43.4 percent compared with 96.4 percent of ELs participating in LIEPs in LEAs receiving Title III subgrants. 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

Under the *ESEA*, as amended by *NCLB*, SEAs and their subgrantees were required to track and report the academic achievement of monitored former ELs (MFELs) for two years after they scored proficient on the English language proficiency assessment, met any other exit criteria required by the SEA, and were no longer receiving EL services. The SY 2016–17 data presented herein adhere to the definition of MFELs stipulated in *NCLB*.

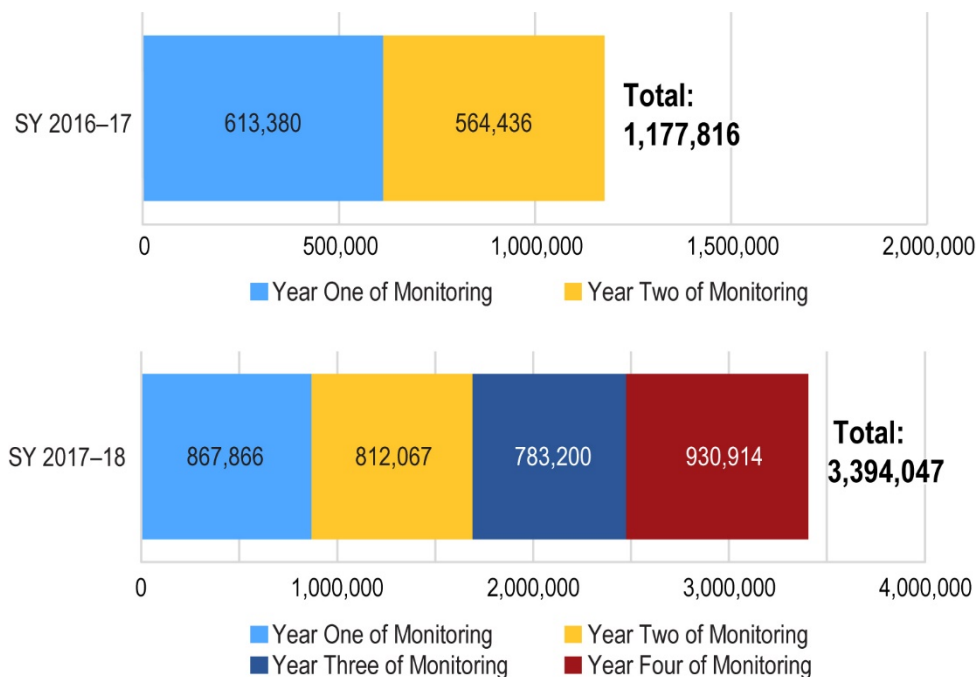
The *ESEA*, as amended by *ESSA*, extends the timeframe for which SEAs must report on former ELs' performance on statewide reading/language arts and mathematics assessments to four years.<sup>85</sup> This report refers to ELs that have exited EL status as “former ELs” rather than as MFELs to conform with the *ESEA*, as amended by *ESSA*. Therefore, the 2017–18 data presented for former ELs are over a four-year rather than a two-year period.<sup>86</sup> Because of the different reporting requirements in SY 2016–17 and SY 2017–18, reviewers should use caution when comparing data between the two school years.

The total number of former ELs across all SEAs in SY 2016–17 was 1,177,816 students. Exhibit 3.12 presents the total number of former ELs for SY 2016–17, broken out by the subtotals for each of the two years after exiting Title III services. It also includes the total number of former ELs across all SEAs in SY 2017–18 (3,394,047) and the subtotal of each of the four reporting years after they exited EL status. Data on the number of former ELs in SY 2016–17 and in SY 2017–18 by SEA can be found in Appendix A, Tables A-5 and A-6, respectively.

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<sup>85</sup> *ESEA* section 3121(a)(5).

<sup>86</sup> Some SEAs did not have sufficient time to set up the infrastructure needed to report on former ELs for four years; therefore, the achievement data reported for former ELs in these SEAs may only be for one, two, or three years. Maryland and Vermont did not report the number of former ELs in SY 2017–18.

**Exhibit 3.12. Number of Former English Learners by Years of Reporting After Exit:  
School Years 2016–17 and 2017–18**

For SY 2017–18, SEAs reported on more former ELs each year after exiting English learner status in LEAs receiving Title III subgrants as well as across all four years.

**NOTES:** All 52 SEAs reported the number of former ELs for SY 2016–17. However, only 42 SEAs were able to report data for former ELs four years after they exited EL status and LIEPs in LEAs receiving Title III subgrants.

**SOURCES:** 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.

In SY 2016–17, all 52 SEAs reported the number of former ELs they monitored for two years. The total number of former ELs SEAs reported ranged from a high of 452,172 (California) to a low of 166 (Delaware). The average number of former ELs across all SEAs over the two years was 22,650. Exhibit 3.13 lists the SEAs in the quartile reporting the largest numbers of former ELs, in descending order. To contextualize the number of former ELs reported, the number of ELs participating in LIEPs provided by LEAs receiving Title III subgrants in SY 2016–17 is presented.

### Exhibit 3.13. Quartile of State Educational Agencies Reporting the Largest Numbers of Former English Learners: School Year 2016–17

SEA	Total Number of Former ELs One and Two Years After Exit: SY 2016–17	Total Number of ELs Participating in LIEPs: SY 2016–17
California	452,172	1,297,245
Texas	124,657	920,627
Florida	81,483	288,104
Illinois	46,100	189,782
Georgia	36,016	108,882
Arizona	35,316	61,352
Virginia	29,466	111,976
Washington	25,856	122,354
Colorado	24,911	105,038
North Carolina	23,816	90,145
Indiana	23,137	45,990
New Jersey	21,623	66,591
New York	21,606	222,195

**NOTE:** Former ELs are ELs who were enrolled in LEAs receiving Title III subgrants and exited EL status after scoring proficient on the English language proficiency assessment and meeting other applicable exit criteria required by their SEA.

**SOURCE:** U.S. Department of Education, *Consolidated State Performance Report: Part I: SY 2016–17*. (OMB #1810-0724). Retrieved May 2019.

- As expected, several SEAs in the quartile of largest numbers of former ELs are also SEAs with the largest numbers of ELs.
- Arizona, Indiana, and New Jersey reported larger than expected numbers of former ELs since they are not in the quartile of SEAs with the largest number of ELs participating in LIEPs.

Only 50<sup>87</sup> of the 52 SEAs reported the number of former ELs in SY 2017–18. Of these 50 SEAs, Oklahoma and Utah reported only data for students in year one after exit; Alaska, Connecticut, Kentucky, Louisiana, and New Hampshire reported data for years one and two; and West Virginia reported data for years one, two, and three after exit. Forty-two SEAs (or about 80 percent) reported data on former ELs for all four years. In view of these reporting discrepancies and the need to analyze comparable data across SEAs, the discussion below is limited to the 42 SEAs reporting four years of data on former ELs. Exhibit 3.14 shows the total number of former ELs reported across all four years for SEAs in the quartile<sup>88</sup> with the largest numbers of former ELs.

<sup>87</sup> The two SEAs that did not report the number of former ELs in SY 2017–18 were Maryland and Vermont.

<sup>88</sup> Minnesota reported 744,596 former ELs over four years since exiting, which would have ranked it second. However, 744,596 exceeds the total number of ELs participating in LIEPs in the state over the prior four years. This appears to be a data-entry error.

### Exhibit 3.14. Quartile of State Education Agencies Reporting the Largest Numbers of Former English Learners Across Four Years: School Year 2017–18

SEA	Total Number of Former ELs Over Four Years of Reporting: SY 2017–18	Total Number of ELs Participating in LIEPs: SY 2017–18
California	1,450,812	1,246,453
Texas	226,408	924,860
Florida	157,459	279,806
Illinois	69,700	207,445
Arizona	64,237	66,009
New York	63,992	228,303
Washington	52,464	116,039
Virginia	51,747	113,186
Georgia	49,611	102,464
North Carolina	44,682	102,298

**NOTES:**—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.

**SOURCE:** U.S. Department of Education, *EDFacts SY 2017–18*. Retrieved February 2020.

- With only a few exceptions, the total number of former ELs among the 42 SEAs reporting data for all four years parallels that of SEAs reporting the largest numbers of ELs participating in LIEPs.
- Arizona is notable as it is not in the quartile of SEAs with the largest number of ELs participating in LIEPs, but it reported the fifth-highest number of former ELs.

### The Languages Most Commonly Spoken by ELs

SEAs report the top five languages spoken by the ELs they identify every school year. In SY 2016–17, SEAs reported 46<sup>89</sup> different languages among the top five languages spoken by ELs in their states' elementary and secondary schools. In SY 2017–18, the number of different languages ELs spoke in elementary and secondary schools decreased to 44.<sup>90</sup> The top five languages spoken by the largest numbers of ELs in each SEA in both SYs 2016–17 and 2017–18 are presented in Table A-4 in Appendix A.

Nationally, the top five languages most commonly spoken by ELs in both school years were, in descending order, Spanish,<sup>91</sup> Arabic, Chinese (Mandarin or Cantonese), Vietnamese, and Somali. Exhibit 3.15 shows the total number and percentage<sup>92</sup> of EL speakers for each of these five languages across SEAs that included these among their top five languages.

<sup>89</sup> The number of different languages for SY 2016–17 does not include uncoded, undetermined, or no linguistic content.

<sup>90</sup> The number of different languages for SY 2017–18 does not include uncoded, undetermined, or no linguistic content. It also excludes English from the data analysis to align the *EDFacts* data (which included English as an option) more closely with the CSPP SY 2016–17 data (which did not include English).

<sup>91</sup> Castilian Spanish.

<sup>92</sup> 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 2016–17 = 4,950,400 identified ELs; SY 2017–18 = 5,011,238 identified ELs) and not just those enrolled in LEAs receiving Title III subgrants. Since only the number of ELs speaking the top five languages in each SEA is included in the numerator in this table, the percentages, when added, do not equal 100% of ELs, as they do not include ELs who speak languages other than those in the top five.



**Exhibit 3.15. Top Five Languages Spoken by All Identified English Learners:  
School Years 2016–17 and 2017–18**

SY 2016–17			SY 2017–18		
Language	Number	% all ELs	Language	Number	% all ELs
Spanish	3,790,949	76.6%	Spanish	3,749,326	76.5%
Arabic	122,237	2.5%	Arabic	128,967	2.6%
Chinese	94,744	1.9%	Chinese	93,755	1.9%
Vietnamese	63,078	1.3%	Vietnamese	61,608	1.3%
Somali	29,297	0.6%	Somali	32,226	0.7%

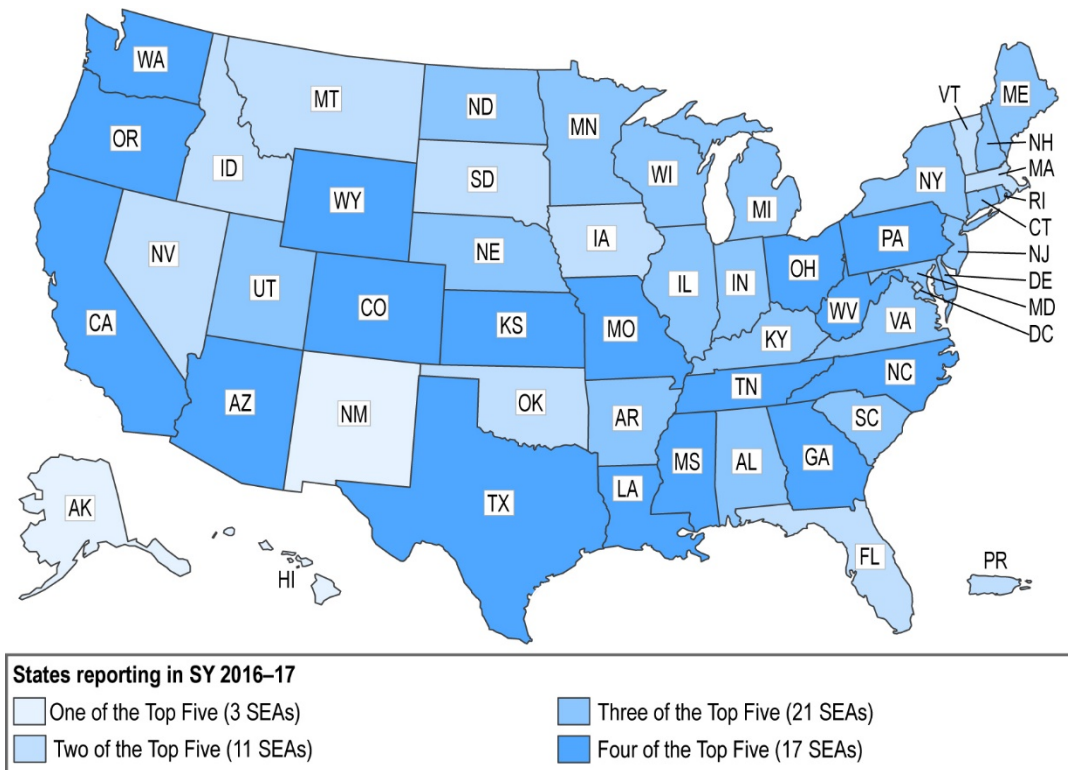
**NOTE:** Percentages are rounded to the nearest tenth.

**SOURCES:** 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.

- SEAs identified the same five languages in the same sequential order as the most prevalent home languages among ELs for both SYs 2016–17 and 2017–18.
- Nationwide, Spanish was spoken by the largest number and greatest percentage of ELs in both SYs 2016–17 and 2017–18.
- 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 in both school years. About 3 in 4 ELs spoke Spanish. By comparison, fewer than 3 in 100 ELs were Arabic speakers.

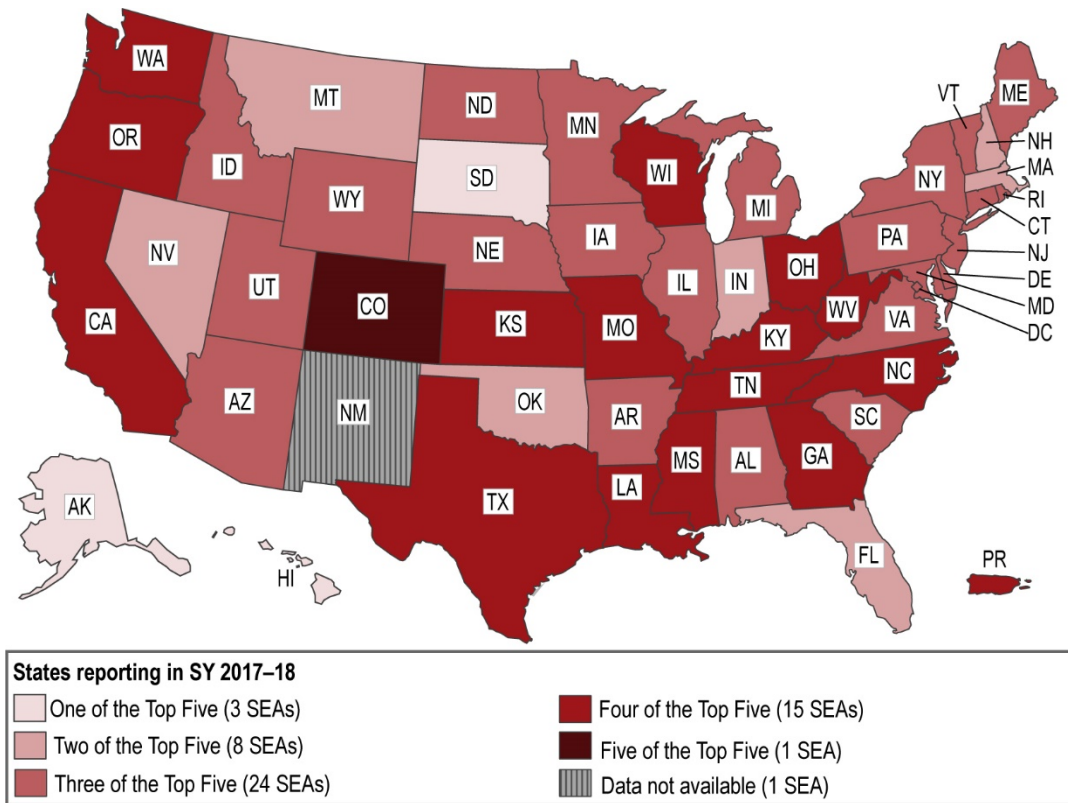
In SY 2016–17, none of the top five languages identified by any of the 52 SEAs included the same top five languages as on the nationwide list displayed in Exhibit 3.15. However, in SY 2017–18, Colorado’s top five languages replicated the five languages presented in Exhibit 3.15. Exhibits 3.16 and 3.17 indicate how many of the national top five languages (i.e., Spanish, Arabic, Chinese, Vietnamese, and Somali) each SEA reported as its top five languages.

**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 2016–17**



**SOURCE:** U.S. Department of Education, *Consolidated State Performance Report: Part I: SY 2016–17*. (OMB #1810-0724). Retrieved May 2019.

### 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 2017–18



**NOTE:** New Mexico did not report the top five languages spoken by the state's ELs.

**SOURCE:** U.S. Department of Education, *EDFacts SY 2017–18*. Retrieved February 2020.

- In SYs 2016–17 and 2017–18, Spanish was included in every SEA's<sup>93</sup> list of top five languages.
- Forty-five of the 50 states and the District of Columbia ranked Spanish as first among their five top languages in SY 2016–17. The following school year, 44 of those 45 states (excluding New Mexico, which did not report its top five languages for SY 2017–18) and the District of Columbia also ranked Spanish as among their five top languages.
- 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, and the percentage of ELs in the state who spoke the state's top language is provided in Exhibit 3.18.

<sup>93</sup> Except for Puerto Rico where Spanish is the language of instruction and limited Spanish proficient students participate in LIEPs.

### Exhibit 3.18. States Reporting Languages Other Than Spanish as the Most Frequently Spoken by English Learners: School Years 2016–17 and 2017–18

State	ELs' Frequently Spoken Language	SY 2016–17		SY 2017–18	
		Number of English Learners in State	Percent of English Learners in State	Number of English Learners in State	Percent of English Learners in State
Alaska	Yup'ik Languages	5,688	38.8%	6,114	39.2%
Hawaii	Iloko	2,306	18.2%	2,692	18.2%
Maine	Somali	1,644	31.3%	1,623	28.3%
Montana	German	323	11.1%	371	11.9%
Vermont	Nepali	341	23.9%	357	21.2%

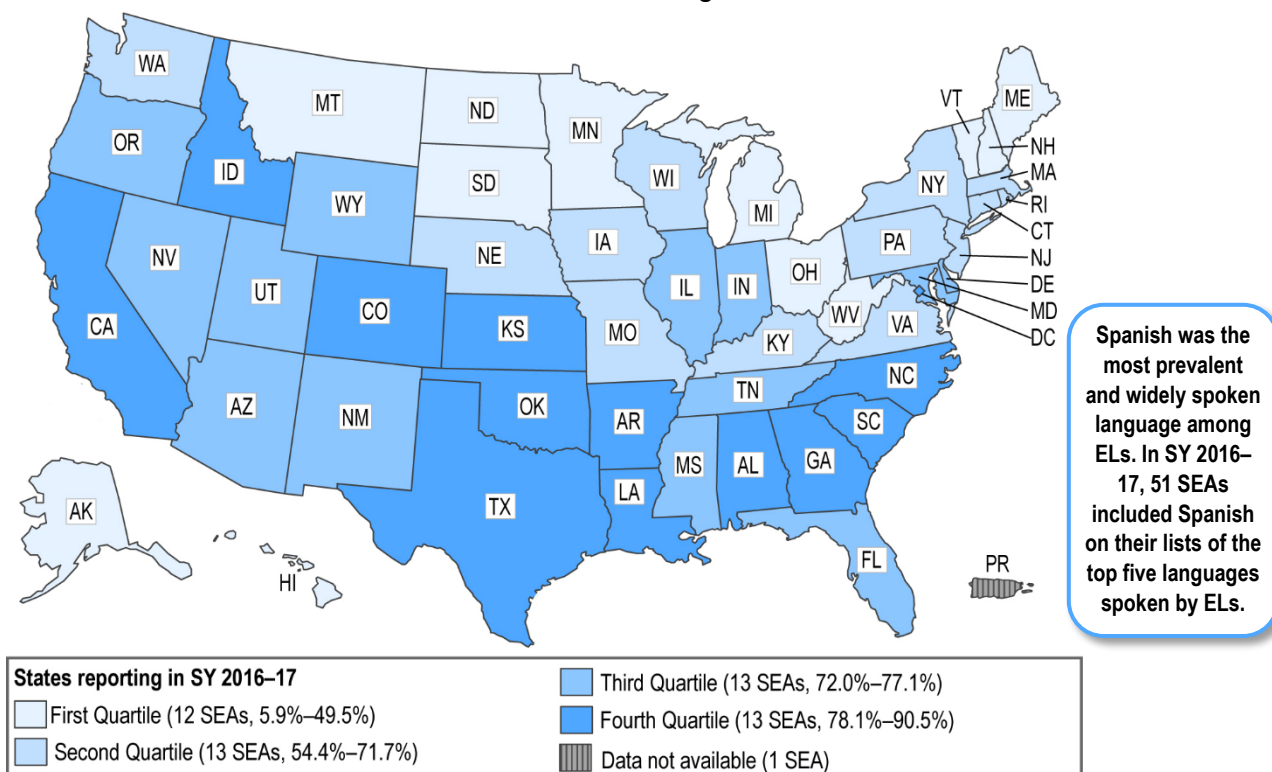
**SOURCES:** U.S. Department of Education, *Consolidated State Performance Report: Part I: SY 2016–17*. (OMB #1810-0724). Retrieved May 2019. U.S. Department of Education, *EDFacts SY 2017–18*. Retrieved February 2020.

### *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 2016–17 and 2017–18. The information presented looks across all SEAs. Please refer to Appendix A, Table A-4 to see data for individual SEAs.

**Spanish** appeared in every SEA's list of ELs' top five languages. This result 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 among each SEA's EL population in SY 2016–17 by quartile. Refer to Appendix A's 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 Reported in School Year 2016–17 in State Educational Agencies



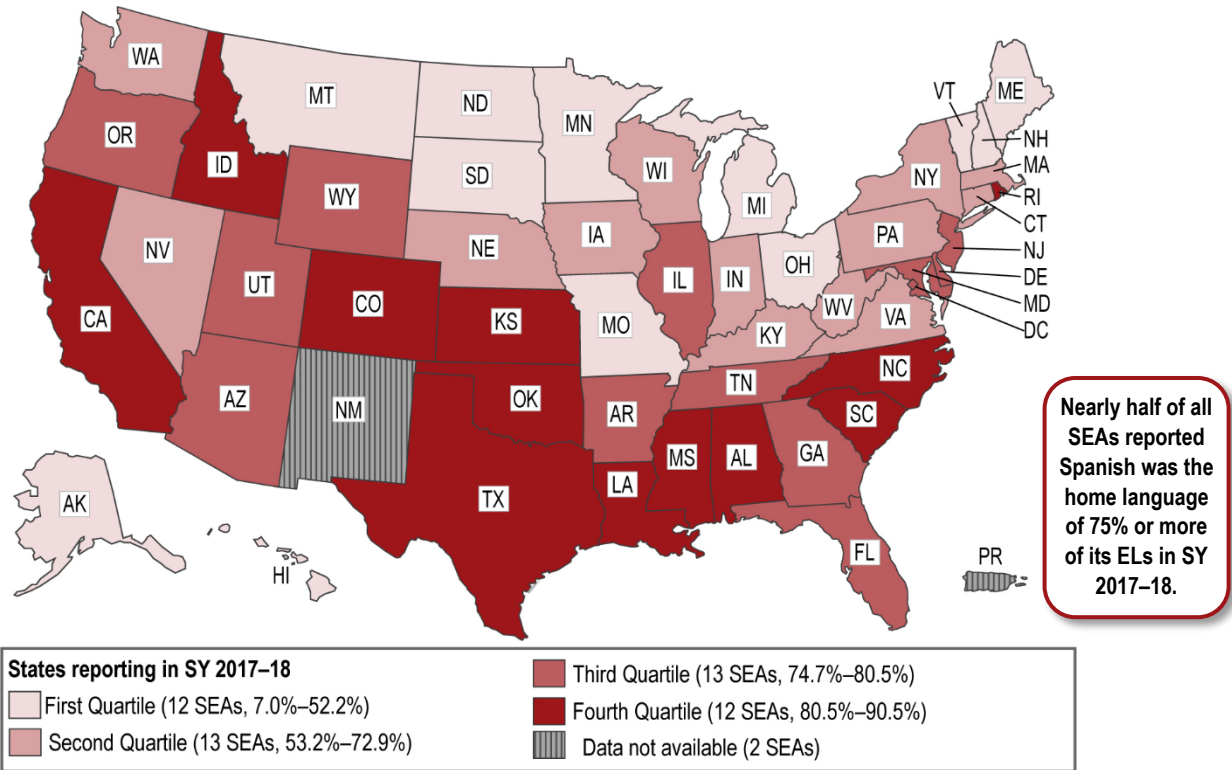
**NOTE:** Puerto Rico is not included since Spanish is the language of instruction in Puerto Rico's public school system, and Title III supports students with limited Spanish proficiency.

**SOURCE:** U.S. Department of Education, *Consolidated State Performance Report: Part I: SY 2016–17*. (OMB #1810-0724). Retrieved May 2019.

- In SY 2016–17, Texas reported the highest percentage of Spanish-speaking ELs across all SEAs (90.5 percent).
- The SEAs ranked second through fifth in terms of the largest percentages of Spanish-speaking ELs are Oklahoma (84.7 percent), Colorado (83.7 percent), California (83.1 percent), and Kansas (83 percent).
- The four SEAs that reported the smallest percentages of Spanish-speaking ELs were Hawaii (5.9 percent), Montana (7.5 percent), Maine (8.7 percent), and Vermont (9 percent).

The *EDFacts* data for SY 2017–18 regarding Spanish-speaking ELs reveal a similar pattern to SY 2016–17. This similarity can be seen in Exhibit 3.20, which shows the percentage of Spanish-speaking ELs among each SEA's EL population in SY 2017–18, by quartile. Refer to Appendix A, Table A-4, for the actual numbers and percentages of Spanish-speaking ELs reported by each SEA.

### Exhibit 3.20. Percentage of Spanish-Speaking English Learners Reported in School Year 2017–18 in State Educational Agencies



**NOTES:** New Mexico did not report the top five languages spoken by the state’s ELs. Puerto Rico is not included since Spanish is the language of instruction in Puerto Rico’s public school system, and Title III supports students with limited Spanish proficiency.

**SOURCE:** U.S. Department of Education, *EDFacts SY 2017–18*. Retrieved February 2020.

- The two SEAs with the largest percentage of Spanish-speaking ELs were Texas (89.8 percent) and Oklahoma (83.7 percent).
- The remaining SEAs in the fourth quartile of largest percentages of Spanish-speaking ELs were, in descending order, Colorado (83.1 percent), California (82.2 percent), Kansas (82 percent), South Carolina (81.7 percent), Louisiana (81.4 percent), Idaho (80.8 percent), Arkansas (80.5 percent), the District of Columbia (78.9 percent), Alabama (78.7 percent), Georgia (77.3 percent), and North Carolina (77.5 percent).
- The same SEAs were in the top quartile in SY 2017–18 as in the previous school year. In fact, the top five SEAs were in the same order. There were some changes in the rankings for the other SEAs in the fourth quartile. For example, South Carolina and Louisiana moved up to sixth and seventh place, whereas North Carolina dropped from sixth to thirteenth place.
- The same four SEAs reported the smallest percentages of Spanish speakers in SY 2017–18 as in the previous school year: Hawaii (7 percent), Maine (8.5 percent), Montana (8.9 percent), and Vermont (10 percent).

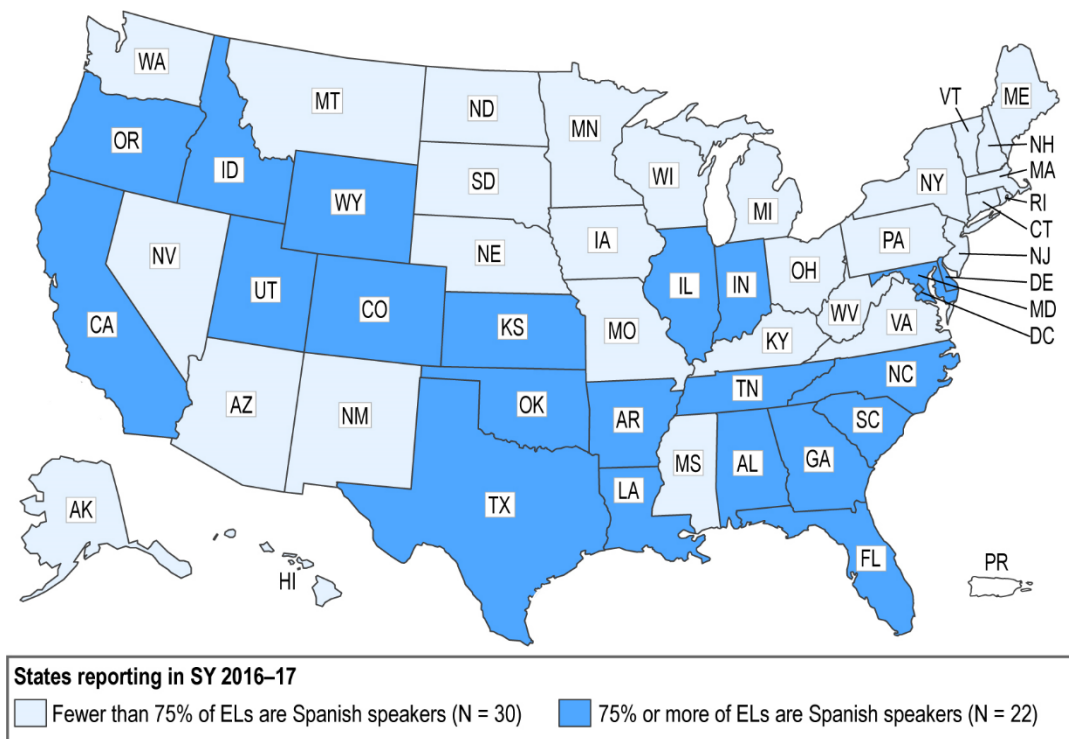
Spanish is the home language for more than 3.7 million EL students enrolled in the nation’s schools. As mentioned previously, all SEAs<sup>94</sup> include Spanish as one of the top five languages spoken by ELs in their jurisdiction. However, the concentration of Spanish-speaking ELs in each SEA varies from

<sup>94</sup> Except for Puerto Rico, where Spanish is the language of instruction and limited Spanish-proficient students participate in LIEPs.



about 80–90 percent to fewer than 10 percent. Exhibits 3.21 and 3.22 indicate the SEAs in which Spanish-speaking ELs constitute 75 percent or more of all ELs in the SEA.

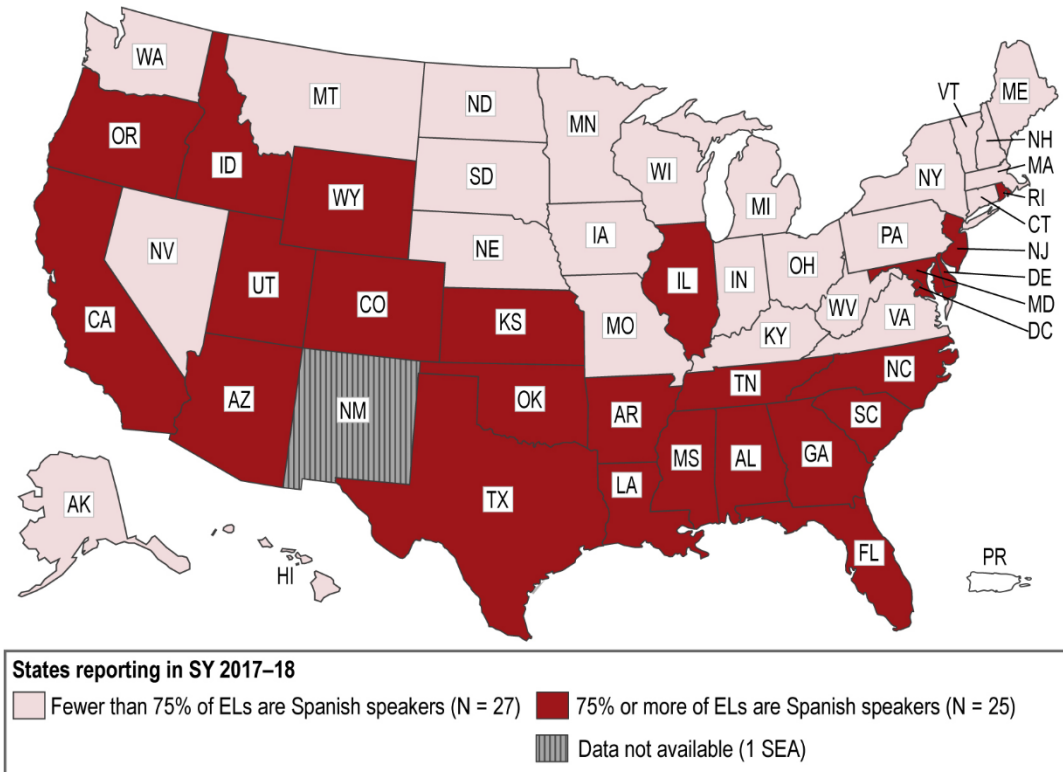
**Exhibit 3.21. State Educational Agencies Reporting 75 Percent or More English Learners Are Spanish-Speaking: School Year 2016–17**



**NOTE:** Puerto Rico is not included above since Spanish is the language of instruction in Puerto Rico's public school system, and LIEPs are for students with limited Spanish proficiency.

**SOURCE:** U.S. Department of Education, *Consolidated State Performance Report: Part I: SY 2016–17*. (OMB #1810-0724). Retrieved May 2019.

### Exhibit 3.22. State Educational Agencies Reporting 75 Percent or More English Learners Spanish-Speaking: School Year 2017–18



**NOTES:** New Mexico did not report the top five languages spoken by the state’s ELs. Puerto Rico is not included above since Spanish is the language of instruction in Puerto Rico’s public school system, and Title III supports students with limited Spanish proficiency.

**SOURCE:** U.S. Department of Education, *EDFacts SY 2017–18*. Retrieved February 2020.

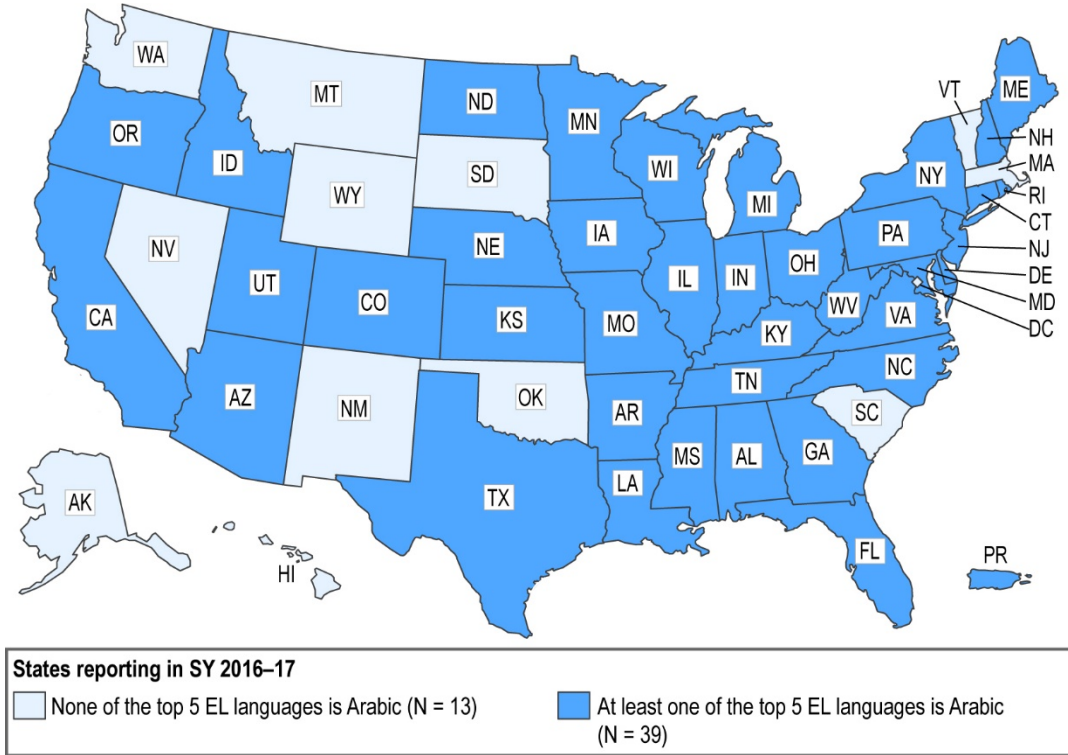
**Arabic** was identified as the second most commonly spoken language among ELs in the United States. In SY 2016–17, SEAs that included Arabic among their top five languages reported a total of 122,237 EL students whose home language was Arabic.<sup>95</sup> This number represents a 213 percent increase over the 39,040 Arabic speakers reported in SY 2006–07, the first year in which information on the top five home languages of ELs was collected.<sup>96</sup>

In SY 2016–17, a total of 39 SEAs reported Arabic among their top five languages. Exhibit 3.23 displays the SEAs that included Arabic among their top five languages in SY 2016–17.

<sup>95</sup> U.S. Department of Education, *Consolidated State Performance Report: Part I: SY 2016–17*. (OMB #1810-0724.). Retrieved May 2019.

<sup>96</sup> As noted earlier in the report, SEAs report only the number of ELs for the top five languages the ELs speak. Therefore, this number does not represent the total number of ELs speaking Arabic; it only includes the number of ELs in states where Arabic is one of the top five most frequently spoken languages.

### Exhibit 3.23. State Educational Agencies Reporting Arabic Among Their Five Most Common Languages Spoken by English Learners: School Year 2016–17

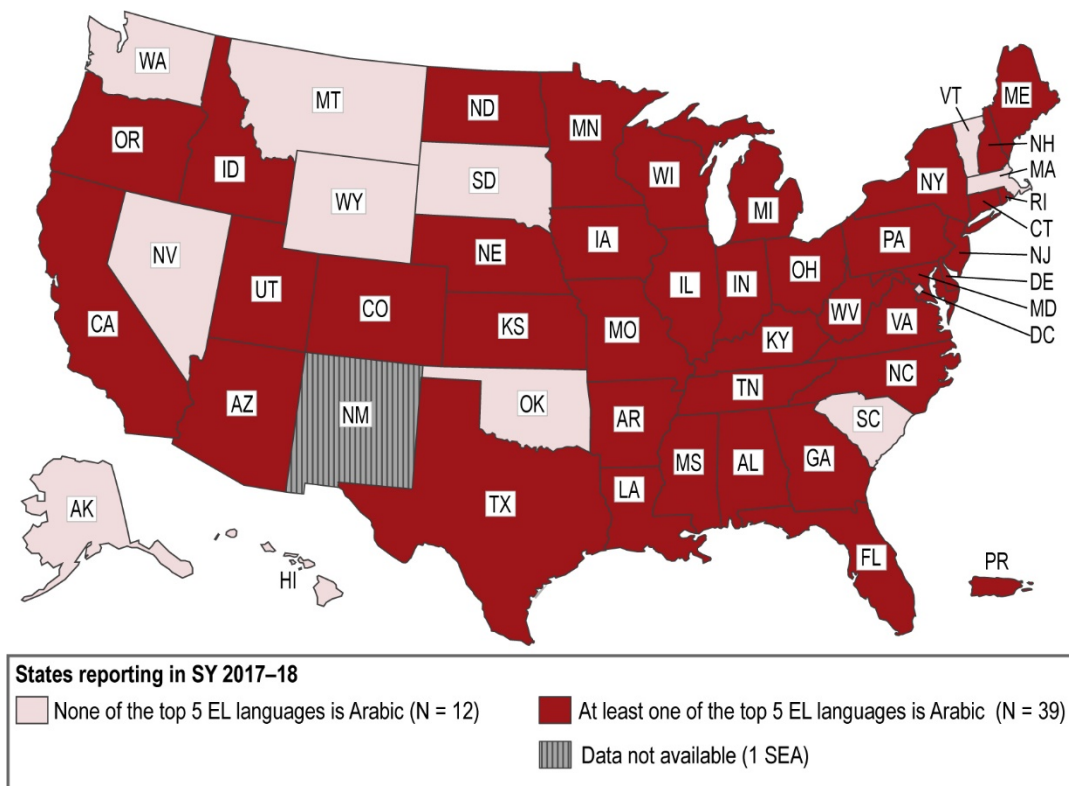


**SOURCE:** U.S. Department of Education, *Consolidated State Performance Report: Part I: SY 2016–17*. (OMB #1810-0724). Retrieved May 2019.

- Arabic was not the most frequently spoken language in any SEA, but it was the second most-common language in 19 SEAs.
- The five SEAs with the largest percentage of ELs who speak Arabic were, in descending order, Michigan (27.5 percent), Maine (15.3 percent), West Virginia (11.3 percent), New Hampshire (6.9 percent), and Tennessee (6.9 percent).

In SY 2017–18, the total number of Arabic-speaking ELs increased slightly, to 128,967. The same patterns and distributions as in SY 2016–17 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 2017–18



**NOTE:** New Mexico did not report the top five languages spoken by the state's ELs for SY 2017–18.

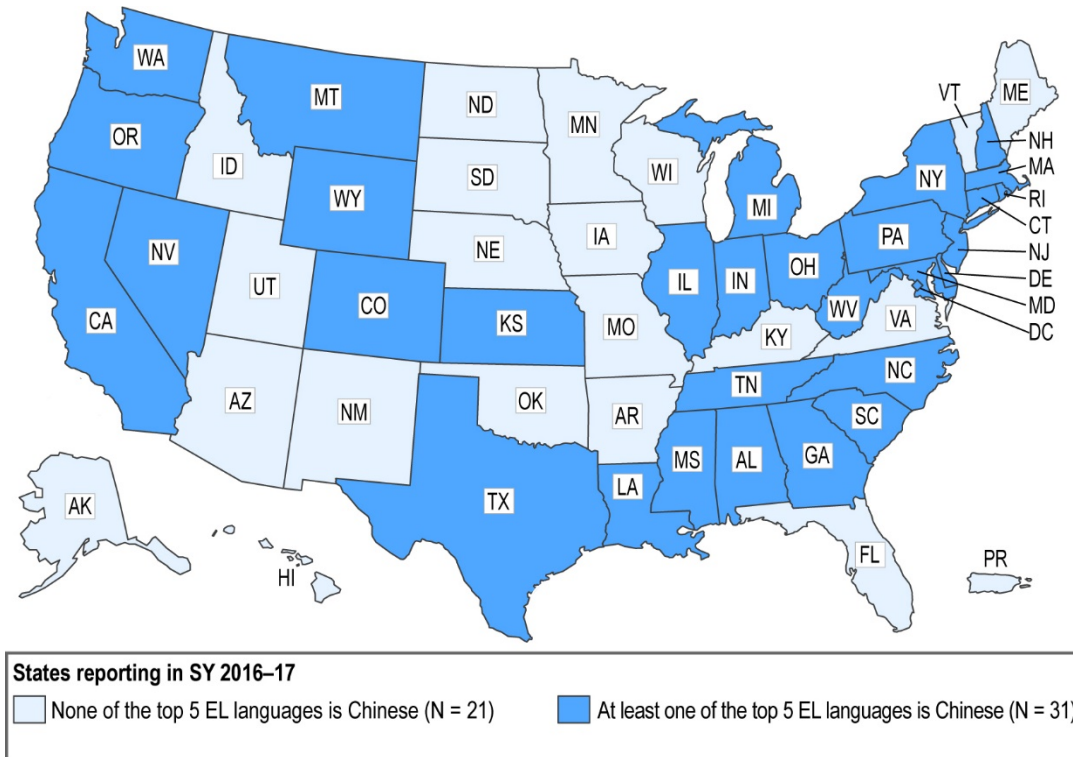
**SOURCE:** U.S. Department of Education, *EDFacts SY 2017–18*. Retrieved February 2020.

- Arabic appeared on the list of the top five languages of 39 of the 51 SEAs<sup>97</sup> reporting language data, and 19 SEAs identified Arabic as the home language spoken by the second-largest number of ELs in their jurisdictions.
- Four of the five SEAs that reported the largest percentages of Arabic-speaking ELs in SY 2016–17 were also among the top five in SY 2017–18 (Michigan, Maine, West Virginia, and Tennessee). Ohio replaced New Hampshire as one of these five states in SY 2017–18.

**Chinese** was identified as the third most commonly spoken home language of ELs across all SEAs in both SYs 2016–17 and 2017–18. In SY 2016–17, the number of Chinese-speaking ELs across all SEAs that included Chinese among their top five languages totaled 94,744. Thirty-one SEAs included Chinese among their five languages most commonly spoken by ELs. Exhibit 3.25 indicates which SEAs included Chinese among their top five EL languages.

<sup>97</sup> New Mexico did not report its five top languages in SY 2017–18.

### Exhibit 3.25. State Educational Agencies Reporting Chinese Among Their Five Most Common Languages Spoken by English Learners: School Year 2016–17



**SOURCE:** U.S. Department of Education, *Consolidated State Performance Report: Part I: SY 2016–17*. (OMB #1810-0724). Retrieved May 2019.

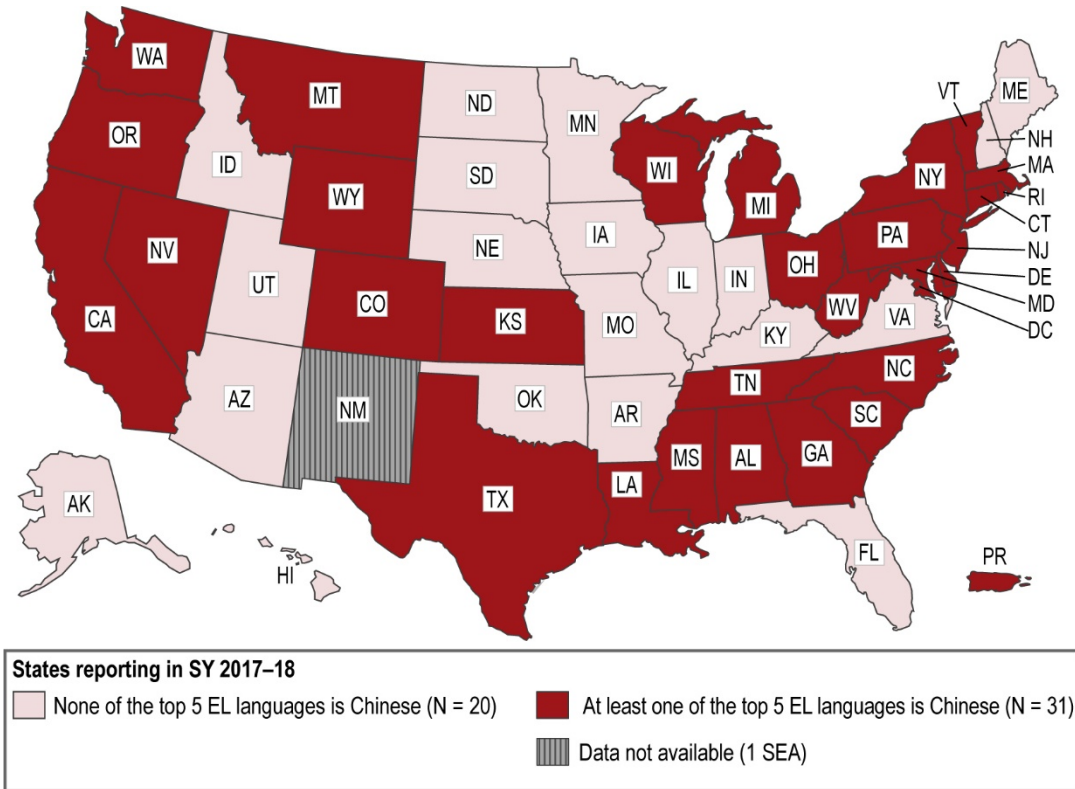
- Three SEAs identified Chinese as spoken by the second-largest percentage of ELs in their states in SY 2016–17. These states were New York (21,409 ELs), California (38,059 ELs), and Wyoming (51 ELs).
- The SEA reporting the largest percentage of Chinese-speaking ELs was New York (9.1 percent). Other SEAs with percentages of Chinese speakers higher than 3 percent are West Virginia at 9 percent (239 ELs), Massachusetts at 4.5 percent (3,901 ELs), Pennsylvania at 4.5 percent (2,497 ELs), and New Hampshire at 3.7 percent (158 ELs).
- The SEAs with the largest numbers of Chinese speakers are New York, California, Massachusetts, and Washington. Together, these four SEAs accounted for more than two thirds of all Chinese-speaking ELs nationwide (66,537 ELs).

In SY 2017–18, 31 of the 51<sup>98</sup> SEAs reporting language data included Chinese as one of the top five home languages spoken by ELs. The number of Chinese-speaking ELs in SEAs that included Chinese among their top five languages was 93,755, which represents 1.9 percent of all ELs identified nationwide. Exhibit 3.26 shows which SEAs included Chinese among their top five languages.

<sup>98</sup> New Mexico did not provide data on the state’s top five languages spoken by ELs for SY 2017–18.



### Exhibit 3.26. State Educational Agencies Reporting Chinese Among Their Five Most Common Languages Spoken by English Learners: School Year 2017–18



**NOTE:** New Mexico did not report the top five languages spoken by the state's ELs for SY 2017–18.

**SOURCE:** U.S. Department of Education, *EDFacts SY 2017–18*. Retrieved February 2020.

- The same three SEAs — New York, California, and Wyoming — reported Chinese as their second most commonly spoken language in SY 2017–18 as in SY 2016–17.
- Although pockets of Chinese-speaking ELs can be found across 31 SEAs, many of these populations are relatively small (e.g., Wyoming = 16, Montana = 43, Delaware = 217).
- Vermont and Wisconsin added Chinese to their top five languages in SY 2017–18. Indiana and New Hampshire had included Chinese in their SY 2016–17 top five languages, but they did not include Chinese in SY 2017–18. The other 29 SEAs remained constant across both school years in terms of whether Chinese was or was not included among the top five languages spoken by ELs.

### *A Closer Look at American Indian and/or 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 were sufficient to place the 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 and/or Alaska Native Languages  
Among Their Five Most Common Languages Spoken by English Learners:  
School Years 2015–16 Through 2017–18**

SEA	Language	SY 2015–16			SY 2016–17			SY 2017–18		
		Rank Order	Number	% ELs in SEA	Rank Order	Number	% ELs in SEA	Rank Order	Number	% ELs in SEA
Alaska	Yupik Languages	1st	5,643	37.14%	1st	5,688	38.81%	1st	6,114	39.15%
Arizona	Navajo; Navaho	4th	460	0.65%	5th	357	0.51%	5th	545	0.71%
Montana	North American Indian	3rd	61	2.09%	4th	58	1.75%	4th	58	1.86%
New Mexico	Navajo; Navaho	2nd	6,240	12.60%	2nd	6,008	12.13%	NR		
	North American Indian	3rd	1,957	3.74%	3rd	981	1.98%	NR		
	Zuni	5th	518	1.05%	5th	529	1.07%	NR		
Oklahoma	Cherokee	4th	775	1.67%	4th	698	1.51%	5th	711	1.36%
Utah	Navajo; Navaho	2nd	954	2.31%	2nd	887	2.15%	2nd	788	1.71%

**NOTES:** NR is “not reported.” New Mexico did not report its top five 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.

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

- From SY 2015–16 through SY 2017–18, the number of ELs in Alaska who spoke one of the indigenous Yupik languages increased by 471, or 8 percent from the total of 5,643 students in SY 2015–16. Alaska identified the Yupik languages as the home language of the largest percentage of its ELs in each of the three school years.
- Oklahoma reported that in SY 2015–16 Cherokee was the home language of 775 ELs, the fourth most common language spoken by all the state’s ELs. The number of ELs identified as Cherokee speakers dropped 9.9 percent, to 698 ELs, in SY 2016–17. However, despite being ranked as only the fifth most commonly spoken home language among ELs in SY 2017–18, the number of ELs speaking Cherokee as their home language actually increased by nearly 2 percent, to 711.
- For SY 2015–16, a total of 7,654 ELs whose home language was Navajo was reported by the three SEAs that identified Navajo among their top five languages — Arizona, New Mexico, and Utah. For the following school year in these same SEAs, the total number of ELs identified as having Navajo as their home language was only 7,252, a decrease of 5.25 percent. It is not known if this downward trend continued in SY 2017–18 since New Mexico, the SEA reporting the largest number of ELs identified as Navajo speakers, did not report its top five languages.

In recent years, the federal government has launched efforts to stem the decline in the number of speakers of indigenous languages. One such effort is the *Native American Languages Act*,<sup>99</sup> which Congress passed in 1990. The law, now known as the *Esther Martinez Native American Languages Programs Act*, was reauthorized in 2019 and became Public Law No: 116-101.<sup>100</sup> The intent of this law is to

*“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.”<sup>1</sup>

The work undertaken by the FY 2018 cohort of NAM grantees<sup>2</sup> demonstrates grantees’ commitment to increasing students’ proficiency in English and in their native languages. 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. Through such initiatives as NAM, it will be possible to preserve 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.

<sup>1</sup> U.S. Department of Education, *Native American and Alaska Native Children in School Program*, <https://www2.ed.gov/programs/naancs/index.html>.

<sup>2</sup> U.S. Department of Education, *FY2018 NAM Grant Abstracts*, <https://www2.ed.gov/programs/naancs/fy2018-nam-grant-abstracts.pdf>.

<sup>99</sup> *Native American Languages Act*, 1990, P.L. 101-477, 25 U.S.C. 2901-2906.

<sup>100</sup> Congress.Gov <https://www.congress.gov/bill/116th-congress/senate-bill/256>

## 4. Instructional Programs and Educators for English Learners

In SY 2016–17, 96.9 percent<sup>101</sup> of all identified ELs participated in LIEPs provided by LEAs receiving Title III subgrants. The percentage of ELs participating in such LIEPs<sup>102</sup> in SY 2017–18 was 96.4 percent of the total number of identified ELs. This chapter addresses the following questions regarding this group of ELs:

- In what types of LIEPs did ELs participate?
- What was the language of instruction used to support these ELs’ academic learning and their acquisition of English language proficiency?
- How many instructors in LIEPs were certified or licensed EL instructors?
- What professional development activities did educators engage in to acquire the knowledge and sharpen the skills they needed to promote the success of all ELs?

This chapter summarizes the information SEAs reported on the CSPR and in *EDFacts* that addresses these questions.

The sections of this chapter include

- the definitions of different types of LIEPs and the number of SEAs that reported their LEA subgrantees offered each type of LIEP,
- the number of licensed or certified EL instructors in LIEPs offered by LEAs receiving Title III subgrants, and
- a summary of the Title III–supported professional learning activities subgrantees provided to enhance the teaching and learning of ELs.

Several areas of Title III changed when *ESSA* was enacted. Given the differences between the two school years covered in this Biennial Report, each school year is discussed separately.

### Language Instruction Educational Programs

According to section 3201(7) of the *ESEA*<sup>103</sup>, 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.”*

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.<sup>104</sup>

<sup>101</sup> The number of ELs participating in LIEPs in SYs 2016–17 and 2017–18 was 4,625,198 and 4,829,313, respectively.

<sup>102</sup> The LIEPs discussed throughout this chapter are those provided by LEAs receiving Title III subgrants.

<sup>103</sup> All references to the *ESEA* are to the *ESEA* as amended by *ESSA* unless otherwise noted.

<sup>104</sup> U.S. Department of Education. (2012). *Language Instruction Educational Programs (LIEPs): A Review of the Foundational Literature*. Retrieved from <https://www2.ed.gov/rschstat/eval/title-iii/language-instruction-ed-programs-report.pdf>.

## LIEPs: SY 2016–17

SEAs can choose to implement LIEPs that develop language and literacy in English and another language, or only in English. In the CSPR for SY 2016–17, each SEA reported the types of LIEPs implemented by selecting from a list of 10 LIEPs and an open-ended “other” option. These 10 LIEPs were divided into two broad categories: (1) “LIEPs that use English and another language” and (2) “LIEPs that use English only.” Exhibit 4.1 presents the two categories and the types of LIEPs under each category. It is important to note that if at least one subgrantee implemented a particular type of LIEP during the school year, the SEA indicated that the program was implemented in the SEA. Therefore, the prevalence of any one type of LIEP in the SEA cannot be assumed by these data.

### Exhibit 4.1. Language Instruction Educational Programs: School Year 2016–17

LIEPs That Use English and Another Language	LIEPs That Use English Only
Developmental bilingual	Content-based English as a Second Language (ESL)
Dual language	Pull-out ESL
Heritage language	Sheltered English instruction
Transitional bilingual	Specifically designed academic instruction in English
Two-way immersion	Structured English immersion

**SOURCE:** U.S. Department of Education, *Consolidated State Performance Report: Part I: SY 2016–17* (OMB #1810-0724). Data were accessed in May 2019.

SEAs were directed to consult a glossary<sup>105</sup> to accurately classify the type of LIEP an LEA receiving a Title III subgrant offers. The definitions<sup>106</sup> of the terms used for the LIEP models listed in Exhibit 4.1 include

- Under the category of “LIEPs that use English and another language”:
  - *Developmental bilingual*: A program that teaches content through two languages and develops both languages with the goal of bilingualism and biliteracy.
  - *Dual language*: These programs are designed to serve both language-majority and language-minority groups. The two language groups are combined and taught in both languages. These are also known as “two-way immersion” programs.
  - *Heritage language*: Teaches students’ native, home, and/or ancestral language. This covers Indigenous languages (e.g., Navajo) and immigrant languages such as Spanish.
  - *Transitional bilingual*: Content is taught through English and ELs’ native language, and English is taught as a second language. In this approach, the native language is a tool to learn content during students’ transition to all-English instruction.
  - *Two-way immersion*: Also known as “dual language” programs as defined above.
- Under the category of “LIEPs that use English only”:
  - *Content-based ESL*: This approach uses instructional materials and techniques from academic content areas as the vehicle for learning the English language. English is used as the medium of instruction.

<sup>105</sup> National Clearinghouse for English Language Acquisition. (2001). *Glossary of Terms Related to the Education of Linguistically and Culturally Diverse Students*. Retrieved from [http://www.ncela.ed.gov/files/rcd/BE021775/Glossary\\_of\\_Terms.pdf](http://www.ncela.ed.gov/files/rcd/BE021775/Glossary_of_Terms.pdf).

<sup>106</sup> These are brief summaries of the definitions provided in the glossary cited above. Please refer to the glossary for the full definition.

- *Pull-out ESL*: A program in which ELs are pulled out of regular, mainstream classrooms for special instruction in ESL.
- *Sheltered English instruction*: An instructional approach used to make academic instruction in English understandable to ELs to promote English language proficiency and achievement in content areas.
- *Specifically designed academic instruction in English*: A program of instruction specially designed to provide ELs with access to the curriculum in a content area.
- *Structured English immersion*: In this program, ELs receive all subject matter instruction in English. The teacher uses a simplified version of English. Students may use their native language, but the teacher only uses English.

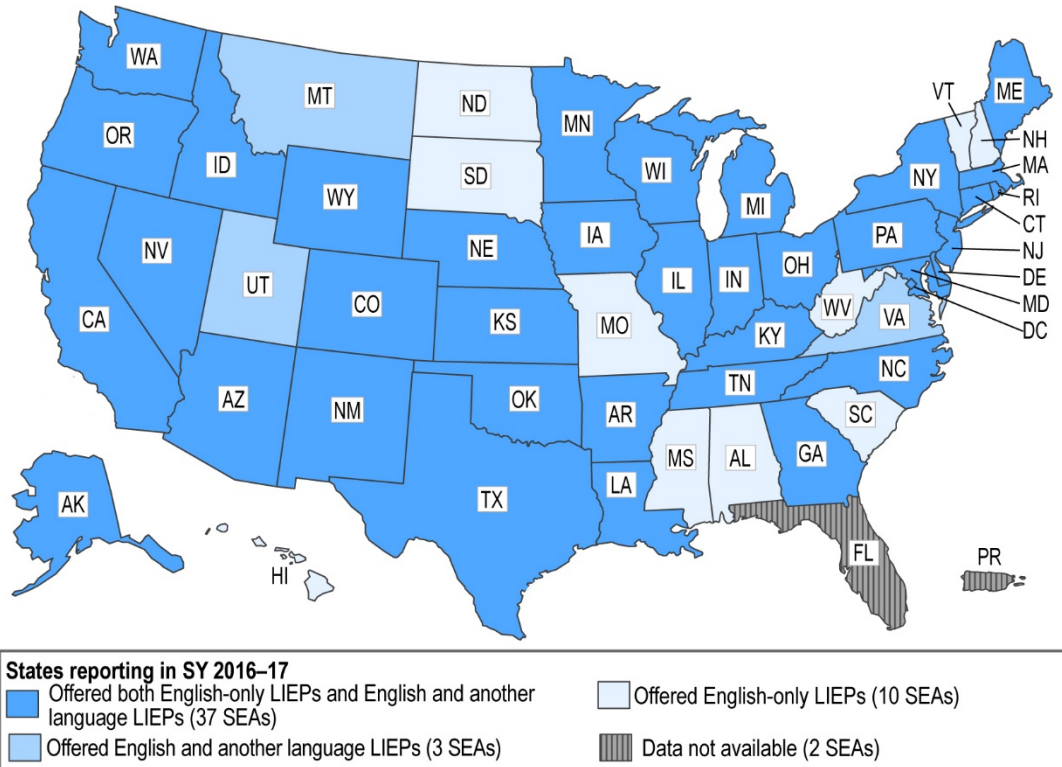
Eighty percent of the 50<sup>107</sup> SEAs reporting data indicated that one or more of their LEAs receiving Title III subgrants in SY 2016–17 implemented LIEP models utilizing English and another language. Only 10 SEAs—Alabama, Hawaii, Mississippi, Missouri, New Hampshire, North Dakota, South Carolina, South Dakota, Vermont, and West Virginia—reported using English-only models exclusively. These 10 SEAs also reported implementing English-only LIEPs during the previous school year (SY 2015–16).<sup>108</sup> Most SEAs (74 percent) reported that their LEAs receiving Title III subgrants in SY 2016–17 operated both categories of LIEPs. Exhibit 4.2 is color coded according to which SEAs reported LEAs offered LIEPs that used English and another language, English-only exclusively, or both categories of LIEPs.

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<sup>107</sup> Puerto Rico and Florida are not included due to reasons stated in the notes under Exhibit 4.2.

<sup>108</sup> U.S. Department of Education, *The Biennial Report to Congress on the Implementation of Title III State Formula Grant Program: School Years 2014–2016*.

**Exhibit 4.2. Categories of Language Instruction Educational Programs Implemented: School Year 2016–17**



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

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

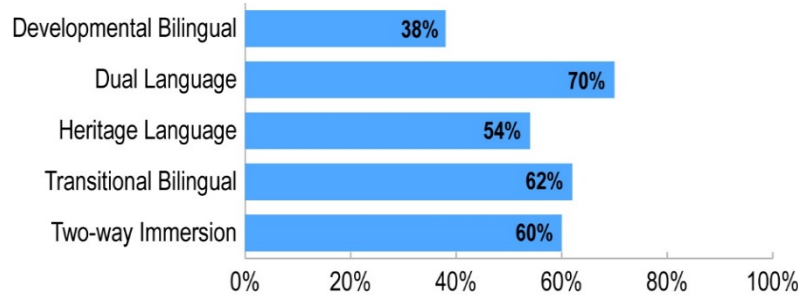
**SOURCE:** U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2016–17* (OMB #1810-0724). Data were accessed in May 2019.

On the CSPR, SEAs may select from among five types of LIEPs within each of the two broad categories of LIEPs. Most SEAs reported LEAs implemented multiple types of LIEPs. Exhibit 4.3 shows the percentage of SEAs reporting each type of LIEP.



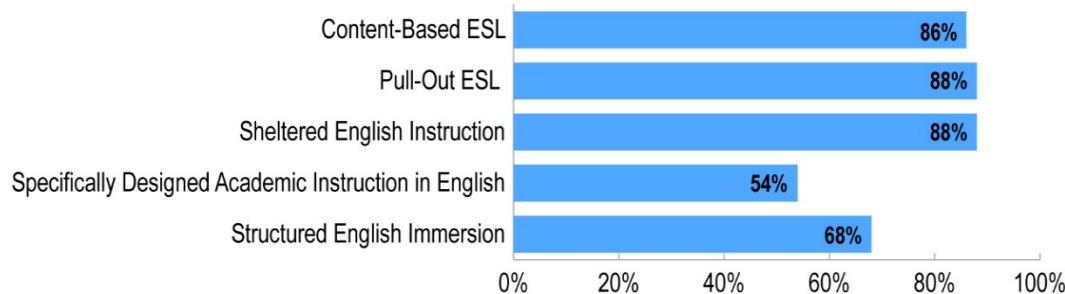
### Exhibit 4.3. Percentage of State Educational Agencies by Type of Language Instruction Educational Programs Title III Subgrantees Implemented: School Year 2016–17

#### English and Another Language Models



Sheltered English Instruction, Pull-out ESL, and Content-Based ESL were the types of LIEPs 86% of SEAs reported as being used by at least one of their LEAs in SY 2016–17.

#### English-Only Models



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

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

**SOURCE:** U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2016–17* (OMB #1810-0724). Data were accessed in May 2019.

#### English and Another Language LIEP Models

- Twelve of the 50 SEAs reporting LIEP data (24 percent) indicated their subgrantees implemented all five dual language models in SY 2016–17 (24 percent). These SEAs are California, Colorado, Idaho, Illinois, Indiana, Louisiana, Minnesota, New Mexico, Ohio, Pennsylvania, Virginia, and Wisconsin. Nine of the SEAs reporting all five dual language models in SY 2016–17 were the same SEAs as in SY 2015–16.<sup>109</sup>
- The other 28 SEAs reported that at least one their subgrantees had implemented one (three SEAs), two (six SEAs), three (eight SEAs), or four (11 SEAs) LIEP models under the “English and another language” category in SY 2016–17.
- The most common “other language” SEAs reported in LIEPs was Spanish. This was the case across all five models that used English and another language. For example, in dual language LIEPs, 26 SEAs identified Spanish as one of the other languages of instruction used. In comparison, only seven SEAs reported LIEPs that used Chinese (including Mandarin and Cantonese) as the other language of instruction.

<sup>109</sup> U.S. Department of Education, *The Biennial Report to Congress on the Implementation of Title III State Formula Grant Program: School Years 2014–2016*.

- The other languages of instruction in models that used English and another language that SEAs reported included Arabic, Mandarin or Cantonese, Vietnamese, Korean, French, Portuguese, Haitian, and Russian.
- A small number of SEAs reported LIEP models that used Native American languages, such as Yup'ik, Crow, Blackfoot, Navajo, Cree, and Cherokee.
- Please refer to Tables A–9 through A–13 in Appendix A for a full listing of all languages implemented in LIEPs in SY 2016–17.

### **English-Only LIEP Models**

- Twenty-five SEAs (50 percent) reported that their Title III subgrantees utilized all five English-only LIEP models in SY 2016–17. Three SEAs—Montana, Utah, and Virginia—indicated their subgrantees had not implemented any of the English-only LIEP models.
- Among the other 25 SEAs reporting on subgrantee activities, it was most common to have three LIEP models (8 SEAs or 16 percent) or four LIEP models (nine SEAs or 18 percent) while relatively few SEAs reported only one LIEP (three SEAs or 6 percent) or two models (two SEAs or 4 percent) in SY 2016–17.
- Eighty-eight percent of SEAs reported at least one of their subgrantees implemented LIEPs that used a pull-out ESL and/or the sheltered English model. Eighty-eight percent of SEAs reported that at least one LEA receiving Title III funds used the content-based ESL model in SY 2016–17.
- The LIEP data SEAs reported for SY 2016–17 were comparable to the LIEP data reported for SY 2015–16.<sup>110</sup>

### **LIEPs: SY 2017–18**

As in SY 2016–17, SEAs in SY 2017–18 reported the types of LIEPs at least one of their LEA subgrantees implemented. LEAs receiving Title III subgrants offered ELs opportunities to develop language and literacy in English only, in English and another language, or both. The LIEP data collected for SY 2017–18 reflected changes from the previous school year's reporting. While the two broad categories of LIEPs — English and another language programs and English-only programs — remained, the LIEP models under each category were consolidated or updated. The category “other” also was added. SEAs were asked to indicate which of the LIEP models their Title III subgrantees implemented in SY 2017–18. These models are shown in Exhibit 4.4.

**Exhibit 4.4. Language Instruction Educational Programs: School Year 2017–18**

LIEPs That Use English and Another language	LIEPs That Use English Only
Dual language or two-way immersion	Content classes with integrated ESL
Transitional bilingual	ESL or English language development (ELD)
	Newcomer programs
	Other

**SOURCE:** U.S. Department of Education, *EDFacts SY 2017–18*. Retrieved February 2020.

The terms for the models identified in Exhibit 4.4 include several that were used in SY 2016–17. Under the “English and another language” category, dual language and two-way immersion were combined into one category. The transitional bilingual model was previously used in SY 2016–17 and

<sup>110</sup> U.S. Department of Education, *The Biennial Report to Congress on the Implementation of Title III State Formula Grant Program: School Years 2014–2016*.

remained an option in SY 2017–18. Under the English-only category, the term “content classes with integrated ESL” is comparable to the term “content-based ESL” used in SY 2016–17. For SY 2017–18, “ESL or ELD” replaced the terms previously used to describe the other English-only models. The term “newcomer programs” was used for the first time as an option for SEAs. The definitions for the LIEP models not previously used in SY 2016–17 are outlined below.<sup>111</sup>

- *English as a Second Language (ESL)*: Instruction in an ESL program is based on a special curriculum that typically involves little or no use of the native language, focuses on English acquisition rather than content, and is usually taught during specific school periods. For the rest of the school day, students may be placed in mainstream classrooms, an immersion program, or a bilingual education program.
- *English Language Development (ELD)*: Instruction designed specifically for ELs to develop their listening, speaking, reading, and writing skills in English.
- *Newcomer program*: This program addresses the specific needs of recent immigrant students, usually at the middle and high school levels, especially those with limited or interrupted schooling in their home countries. The primary goals of a newcomer program are to help ELs acquire beginning English language and core academic skills and to acculturate to the U.S. school system. Some newcomer programs also include primary language development and an orientation to the student’s new community.

The data regarding LIEPs for SY 2017–18 suggest that some SEAs may have been unfamiliar with the new data collection format, since nine of 51 SEAs<sup>112</sup> (18 percent) indicated none of their LEAs implemented any of the LIEP models listed in Exhibit 4.4. These SEAs were Alabama, Alaska, Idaho, Kansas, Maryland, Nebraska, New Hampshire, New Jersey, and Vermont. Given that LIEP data were only available for roughly four out of every five SEAs, the results presented for SY 2017–18 should be interpreted cautiously.

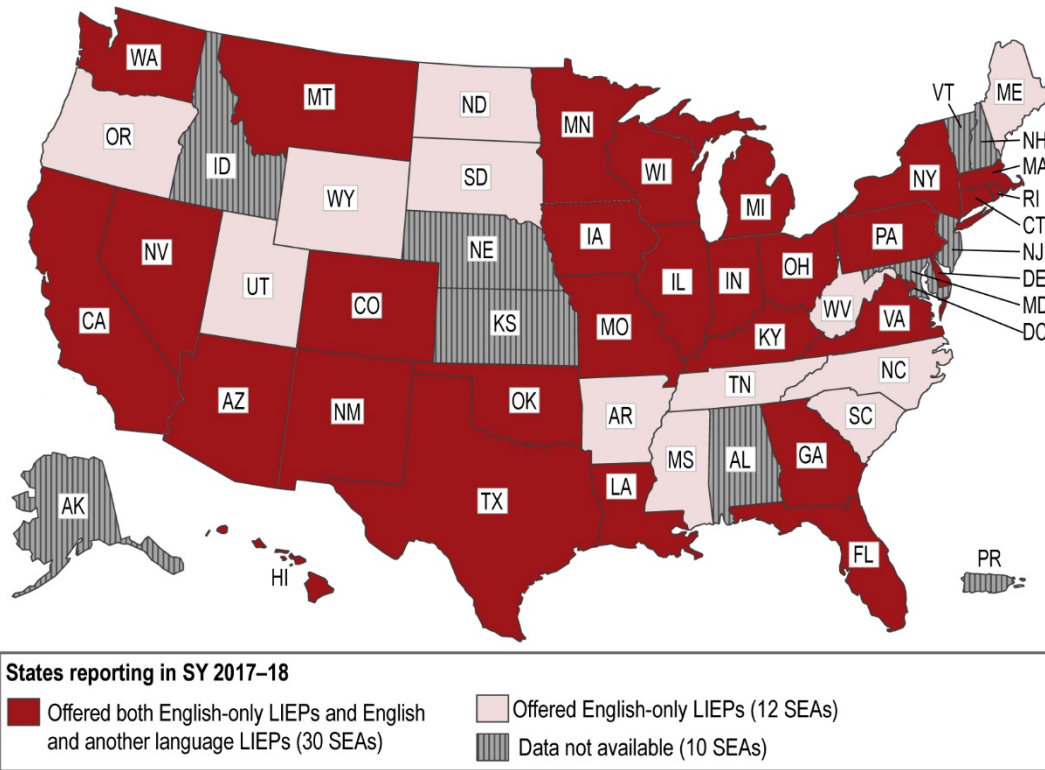
Of the 42 SEAs that submitted usable data for the types of LIEPs their LEAs offered in SY 2017–18, 12 SEAs (24 percent) reported their subgrantees solely implemented English-only LIEP models. No SEA reported its LEAs only implemented LIEPs using English and another language. Thirty SEAs (71 percent) reported their subgrantees offered both categories of LIEPs: English-only and English and another language. Exhibit 4.5 is color coded according to which SEAs reported LEAs offered English and another language, English-only exclusively, or both categories of LIEPs.

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<sup>111</sup> National Clearinghouse for English Language Acquisition. (2001). *Glossary of Terms Related to the Education of Linguistically and Culturally Diverse Students*. Retrieved from [http://www.ncela.ed.gov/files/rcd/BE021775/Glossary\\_of\\_Terms.pdf](http://www.ncela.ed.gov/files/rcd/BE021775/Glossary_of_Terms.pdf).

<sup>112</sup> Puerto Rico is not included since the language of instruction in Puerto Rico’s public school system is Spanish, with English as a second language.

### Exhibit 4.5. Categories of Language Instruction Educational Programs Implemented by State: School Year 2017–18

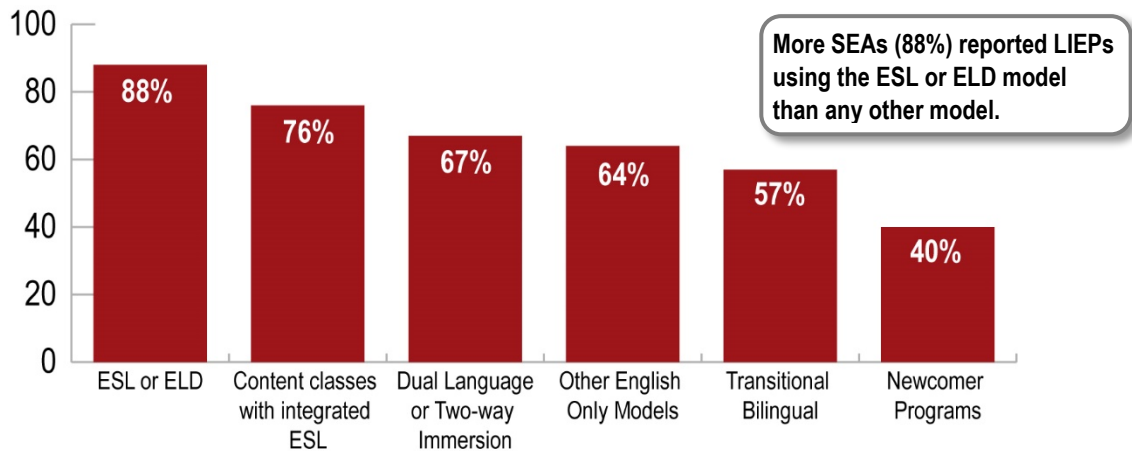


**NOTES:** Data are not available for Puerto Rico since its language of instruction is Spanish, and its LIEPs are for students with limited proficiency in Spanish. Nine other SEAs either did not submit data or the data they submitted could not be used.

**SOURCE:** U.S. Department of Education, *EDFacts SY 2017–18*. Retrieved February 2020.

Exhibit 4.6 presents the percentage of SEAs reporting data according to the types of LIEPs their LEAs receiving Title III grants in SY 2017–18 reported implementing.

### Exhibit 4.6. Percentage of State Educational Agencies by Type of Language Instruction Educational Programs Title III Subgrantees Implemented: School Year 2017–18



**NOTES:** The above percentages are based on a denominator of 42. Puerto Rico is not included since its language of instruction is Spanish, and nine other SEAs either did not submit data or the data submitted could not be used.

**SOURCE:** U.S. Department of Education, *EDFacts SY 2017–18*. Retrieved February 2020.

### English and Another Language LIEP Models

- Five of the 30 SEAs reported their LEAs implemented both types of LIEPs using English and another language in SY 2017–18; these are dual language and transitional bilingual programs.
- A greater number of SEAs (28 compared with 24) reported that LIEPs utilized a dual language or two-way immersion model rather than a transitional bilingual model. The goals of dual language programs are bilingualism and biliteracy and the promotion of cross-cultural understanding.
- Spanish was identified most often as the “other language” in both dual language and transitional bilingual programs.

### English-Only LIEP Models

- SEAs identified the ESL or ELD model as the most commonly reported English-only approach used in LIEPs offered by LEAs receiving Title III subgrants in SY 2017–18.
- Most SEAs reported that LIEPs in their states utilized multiple English-only models. However, six SEAs indicated their subgrantees employed only one type of English-only model, with North Carolina, Ohio, Wisconsin, and Wyoming reporting they used the ESL/ELD model exclusively. Massachusetts and Pennsylvania reported the English-only LIEPs in their states used the content classes with an integrated ESL model solely.

### Enrollment in LIEPs in SY 2017–18

SEAs were also asked to report on the number of ELs enrolled in each LIEP category in SY 2017–18. The type of LIEP with the most ELs enrolled in SY 2017–18 was content classes with integrated ESL. Exhibit 4.7 shows the number of ELs enrolled in each type of LIEP across all SEAs that provided data. Only 42 SEAs provided enrollment numbers — possibly because this was a new data element in SY 2017–18. Therefore, these numbers account for only a portion of the 4,829,313 ELs who were enrolled in LEAs receiving Title III subgrants in SY 2017–18.

**Exhibit 4.7. Number of English Learners Enrolled by Type of Language Instruction Educational Programs That Title III Subgrantees Implemented: School Year 2017–18**

Type of LIEP	Number Enrolled	Maximum Number Enrolled in Any SEA	Minimum Number Enrolled in Any SEA
Dual language or two-way immersion	358,382	193,568	12,358
Transitional bilingual	410,436	221,808	15,201
Content classes with integrated ESL	2,061,139	1,082,850	62,459
ESL or ELD	1,356,754	221,180	35,704
Newcomer programs	11,468	3,161	459
Other	226,793	45,274	6,872

**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 42 SEAs. Puerto Rico is not included since its language of instruction is Spanish and its LIEPs are for students with limited Spanish proficiency. Nine other SEAs either did not submit data or the data they submitted could not be used.

**SOURCE:** U.S. Department of Education, *EDFacts SY 2017–18*. Retrieved February 2020.

- Although 67 percent of SEAs reported that LEAs in their states offered dual language or two-way immersion programs, the number of ELs enrolled in these types of programs is comparatively small, since typically only about half of the students enrolled in dual language programs are ELs.

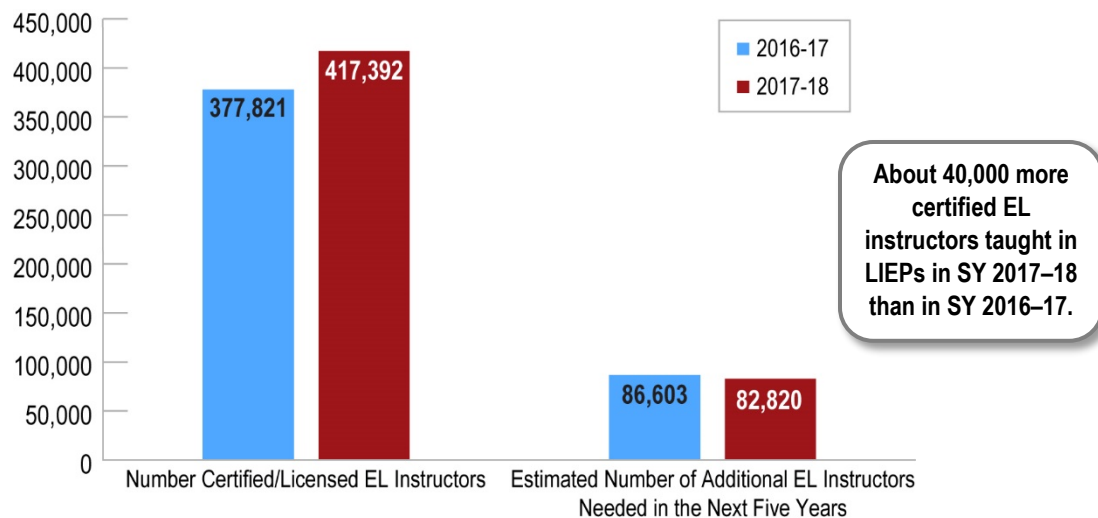


- The total number of ELs who were enrolled in LIEPs using English and another language was 768,818. Approximately half of these ELs were enrolled in dual language programs and the other half in transitional bilingual programs.
- A total of 3,417,893 ELs were enrolled in LIEPs utilizing ESL/ELD and “content classes with integrated ESL” models. In other words, about three in four ELs in LEAs receiving Title III subgrants in SY 2017–18 were enrolled in LIEPs using an ESL/ELD or integrated ESL model.
- The total enrollment in English-only LIEPs other than the ESL/ELD or integrated ESL models was 238,361.

## Educators Supporting ELs

Many educators, including certified or licensed EL instructors, support the learning of ELs. The number of certified or licensed EL instructors changes from year to year for a variety of reasons, including changes to the EL population. SEAs reported the total number of certified or licensed EL instructors working in LIEPs in SYs 2016–17 and 2017–18. They also projected the number of additional certified or licensed EL instructors they will need to staff LIEPs in the next five years. As SEAs are not required to disclose how they project the number of additional certified or licensed educators they will need, that information is not available to present in this report. Exhibit 4.8 shows the total numbers of licensed or certified EL instructors in LEAs receiving Title III subgrants in SY 2016–17 and SY 2017–18 across all SEAs. It also includes the total number of additional EL instructors SEAs estimated needing in five years.

**Exhibit 4.8. Number of Certified or Licensed Teachers Working in Language Instruction Educational Programs in School Years 2016–17 and 2017–18, and the Estimated Number of Additional Teachers Needed in the Next Five Years**



**NOTES:** SY 2016–17 data are based on responses from 51 SEAs; Oregon did not provide the number of EL instructors, and Florida did not provide an estimate of the number needed in five years.

SY 2017–18 data on the number of EL instructors are based on responses from 51 SEAs; Vermont did not provide the number of EL instructors in the state. Six SEAs — Alaska, the District of Columbia, Hawaii, Illinois, Nevada, and Puerto Rico — did not provide estimates of the number of EL instructors needed in five years.

**SOURCES:** 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 number of certified or licensed EL instructors (EL instructors) increased by about 10.5 percent between SY 2016–17 and SY 2017–18.



- For SY 2016–17, California reported the largest number of EL instructors (210,716); Mississippi reported only 44 EL instructors, the smallest number among all SEAs.
- California reported the largest number of EL instructors working in LIEPs provided by LEAs receiving Title III subgrants in SY 2017–18 (209,716). That same year, Maine reported the smallest number of EL instructors (42) among all SEAs.
- The projections SEAs provided for additional EL instructors needed in five years varied greatly. For SY 2016–17, 15 SEAs estimated needing to add more than 100 percent of their current EL instructors. The estimated need ranged from an increase of only 3 percent (Connecticut and Utah) to 795 percent (Mississippi).
- The projected need by SEAs for additional EL instructors for SY 2017–18 also varied. Thirteen SEAs estimated needing to more than double or triple the number of EL instructors they reported for SY 2017–18 (e.g., South Dakota by 236 percent, Idaho by 370 percent) while other SEAs projected only modest increases (e.g., Oklahoma estimated a 2 percent increase).

### Ratio of Educators to ELs

The ratios of EL students to certified or licensed 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 to EL instructors was about 12 EL students to one licensed or certified EL instructor in SY 2016–17. This nationwide ratio of 12 EL students to one EL instructor (12:1) was repeated in SY 2017–18.

The ratio of EL students to EL instructors fluctuated greatly across SEAs. In SY 2016–17, the ratios ranged from about 1:1 EL student to EL instructor (Puerto Rico) to 310:1 (Alaska). The EL students per EL instructor ratios among 10 SEAs were at or below the nationwide ratio of 12:1. In the same year, 11 SEAs had ratios exceeding 100:1 EL students to EL instructor. A wide range of ratios was also seen in SY 2017–18. Puerto Rico again had the lowest ratio (1:1), while Alaska had the highest ratio (263:1) of EL students to EL instructor. The EL students to EL instructor ratios of 10 SEAs were at or below the nationwide ratio of 12:1, whereas the ratios in 11 SEAs exceeded 100:1. Exhibit 4.9 presents the top quartile of SEAs with the lowest EL students to EL instructor ratios for both SYs 2016–17 and 2017–18.

**Exhibit 4.9. Quartile of State Educational Agencies With the Lowest English Learner-Students-to-English Learner-Instructor Ratios: School Year 2016–17 and 2017–18**

SY 2016–17				SY 2017–18			
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
Puerto Rico	977	725	1 to 1	Puerto Rico	957	866	1 to 1
Montana	2,623	958	3 to 1	Oklahoma	47,912	21,658	2 to 1
Alabama	20,016	4,615	4 to 1	Montana	2,738	750	4 to 1
Florida	288,104	51,476	6 to 1	Florida	279,806	60,655	5 to 1
California	1,297,245	210,716	6 to 1	New Mexico	33,560	6,532	5 to 1
New York	52,164	8,013	7 to 1	Arizona	66,009	12,748	5 to 1
New Mexico	46,398	5,906	8 to 1	California	1,246,453	209,716	6 to 1
Arizona	61,352	7,102	9 to 1	Alabama	24,078	3,985	6 to 1

SY 2016–17				SY 2017–18			
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
Indiana	45,990	4,137	11 to 1	Indiana	53,653	4,569	12 to 1
Illinois	189,782	16,557	11 to 1	Utah	45,274	3,684	12 to 1
Arkansas	38,934	2,870	14 to 1	Illinois	207,445	16,850	12 to 1
Utah	40,100	2,840	14 to 1	Arkansas	36,074	2,858	13 to 1
Vermont	1,301	72	18 to 1	New Jersey	76,978	3,751	21 to 1

**NOTES:** EL-students-to-EL-instructor ratios were calculated by dividing the number of identified ELs in SY 2016–17 in LEAs receiving Title III funds by the total number of licensed or certified EL instructors in those LEAs in SY 2016–17, rounded to the nearest whole number. The ratios were calculated in the same manner for SY 2017–18.

SY 2016–17: 51 SEAs; Oregon had missing data. In SY 2017–18: 51 SEAs; Vermont had missing data.

**SOURCES:** 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.

## Subgrantee Activities in LEAs Receiving Title III Funds

Title III of the *ESEA*<sup>113</sup> 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 subgrantees may use their grant funds to provide. The *ESEA*, as amended by *NCLB*,<sup>114</sup> included similar provisions. This section provides information on the professional learning and other types of activities subgrantees used Title III funds to provide in SYs 2016–17 and 2017–18. 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 activities that were funded by their Title III subgrants.

Exhibit 4.10 summarizes the number of professional learning activities subgrantees provided or supplemented with Title III funds in SY 2016–17, by topic. The topic of “instructional strategies for ELs” was the most frequently reported topic of the professional development activities subgrantees reported offering. The information presented below summarizes the total number of subgrantees that provided professional learning opportunities for educators supporting ELs by topic in SY 2016–17.

<sup>113</sup> *ESEA* section 3115(c)(2).

<sup>114</sup> *ESEA*, as amended by *NCLB*, section 3115(c)(2).

**Exhibit 4.10. Number of Subgrantees That Provided Professional Learning Activities Supplemented With Title III Funds by Topic: School Year 2016–17**

Professional Learning Topics	Total Number of Subgrantees	Mean	Min–Max
Instructional strategies for ELs	5,357	103	0–849
Understanding and implementing English language proficiency assessments	4,035	78	0–623
Understanding and implementation of English language proficiency standards and academic content standards for EL students	4,069	78	0–635
Alignment of the curriculum in language instruction educational programs to English language proficiency standards	3,491	67	0–601
Subject matter knowledge for teachers	3,532	69	0–536
Other	1,939	39	0–390

**NOTES:** Three SEAs did not provide data on professional learning activities: California, Massachusetts, and Utah.

**SOURCE:** U.S. Department of Education, *Consolidated State Performance Report: Part I: SY 2016–17*. (OMB #1810-0724) Retrieved May 2019.

Exhibit 4.11 identifies the number of professional learning participants in SY 2016–17 by type of audience. Content classroom teachers had the highest participation numbers in professional learning compared with other EL stakeholders in SY 2016–17. Exhibit 4.11 shows that the professional learning activities provided by Title III subgrantees reached a wide audience within and outside the school-based community.

**Exhibit 4.11. Number of Subgrantees That Provided Professional Learning Activities Supplemented With Title III Funds, by Audience and Number of Participants: School Year 2016–17**

Total Number Subgrantees	Audience	Total Number Participated
4,451	Content classroom teachers	566,533
5,195	EL instructors	412,679
3,819	Principals	69,754
3,962	School administrators other than principals	73,434
3,485	Other school personnel/non-administrative	109,133
1,651	Personnel from community-based organizations	34,750

**NOTE:** Three SEAs did not provide data on professional learning activities: California, Massachusetts, and Utah.

**SOURCE:** U.S. Department of Education, *Consolidated State Performance Report: Part I: SY 2016–17*. (OMB #1810-0724). Retrieved May 2019.

In SY 2017–18, the type of data SEAs reported on subgrantees' activities changed. SEAs were asked to indicate the number of Title III subgrantees that conducted a specific activity from a list that was provided. Exhibit 4.12 shows how often particular activities were included in the top five most common activities reported by each SEA.

### Exhibit 4.12. Percentage of State Educational Agencies Reporting Subgrantees' Activities Ranked by How Commonly They Occurred: School Year 2017–18

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
Supporting the development and implementation of LIEPs	51%	7%	7%	17%	7%
Enhancing existing LIEPs and programs for restructuring and reforming schools with ELs	12%	2%	2%	12%	24%
Supporting implementation of schoolwide programs	10%	0%	10%	7%	24%
Offering professional development to teachers and other personnel serving ELs	63%	17%	12%	0%	2%
Providing parent- and community-engagement activities	41%	10%	20%	12%	7%
Supporting the development and implementation of preschool programs	2%	0%	0%	5%	15%
Improving LIEPs by upgrading curricula, instructional materials, software, and assessment procedures	22%	12%	12%	32%	12%
Improving instruction of ELs with disabilities	12%	0%	0%	15%	20%
Providing tutorials, career, and technical education for ELs	2%	2%	2%	12%	20%
Offering programs to help ELs achieve success in postsecondary education	5%	0%	0%	7%	15%
Other	0%	0%	0%	12%	10%

**NOTES:** .Eight SEAs (Arkansas, Connecticut, the District of Columbia, Hawaii, Illinois, Nevada, Puerto Rico, and Utah) reported no data. Three SEAs (Maryland, New Mexico, and New York) reported the same value for all activities and are not tabulated in the above. 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, *EDFacts SY 2017–18*. Retrieved February 2020.

- Providing professional development to EL instructors and other personnel directly working with ELs was ranked as first among all other types of activities in Title III subgrantees by the largest percentage of SEAs reporting data (63 percent).
- The other activities that ranked first among SEAs were professional learning opportunities focused on implementing LIEPs (51 percent) and engaging with the families of ELs and the community (41 percent).
- Ninety-three percent of SEAs reported “improving LIEPs by upgrading curricula, instructional materials, software, and assessment procedures” in their top five activities.

## 5. Language Assessment and Accountability

A primary purpose of Title III of the *ESEA*, as amended by *NCLB*, and later in 2015 by *ESSA*, is to help ELs attain English proficiency and develop high levels of academic achievement.<sup>115</sup> This chapter explores how ELs in SYs 2016–17 and 2017–18 fared in attaining English language proficiency. 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 the challenging State academic standards.<sup>116</sup>

Each SEA must also administer, in all of its LEAs, an annual ELP assessment that is aligned with its English proficiency standards.<sup>117</sup> Therefore, ELP assessments are based on each SEA’s ELP standards and may vary 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<sup>118</sup> reported for SYs 2016–17 and 2017–18 for all identified ELs and for ELs who participated in LIEPs<sup>119</sup> provided by LEAs receiving Title III subgrants. For SY 2017–18, 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 for SY 2017–18, as required by section 3121(a)(6) of the *ESEA*, as amended by *ESSA*.

### Participation and Performance of ELs on ELP Assessments

ELs’ participation in ELP assessments was high during the two school years covered by this biennial report. In SY 2016–17, about 98 out of every 100 identified ELs took an ELP assessment. In that same year, SEAs assessed the English proficiency of about 97 out of 100 ELs participating in LIEPs in LEAs receiving Title III subgrants. In SY 2017–18, the participation rate on ELP assessments decreased slightly for the “all identified ELs” and “ELs in LEAs receiving Title III subgrants” subgroups. About 96 out of 100 identified ELs took an ELP assessment, and roughly 93 out of 100 ELs who participated in an LIEP were assessed.

SEAs provided disaggregated data for ELs with disabilities for the first time in SY 2017–18. These data showed high participation rates for ELP assessments among this subgroup. SEAs assessed the English proficiency of 669,620 of the 706,953 ELs identified as having a disability in SY 2017–18, or nearly 95 out of every 100 ELs with a disability.

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 SYs 2016–17 and 2017–18. The information is presented for “all identified ELs” and for “ELs in LEAs receiving Title III subgrants.” Exhibit 5.1 also includes data for ELs with disabilities for SY 2017–18.

<sup>115</sup> *ESEA*, as amended by *NCLB*, section 3102, <https://www.govinfo.gov/content/pkg/COMPS-748/pdf/COMPS-748.pdf>; and the *ESEA*, as amended by *ESSA*, section 3102, <https://www.govinfo.gov/content/pkg/COMPS-11851/pdf/COMPS-11851.pdf>.

<sup>116</sup> *ESEA* section 1111(b)(1)(F). All references to *ESEA* are to *ESEA*, as amended by *ESSA*, unless otherwise noted.

<sup>117</sup> *ESEA* section 1111(b)(2)(G).

<sup>118</sup> In Puerto Rico, limited Spanish-proficient students are identified and receive services in Title III–supported LIEPs. The language assessment they receive is a Spanish language proficiency assessment.

<sup>119</sup> Any reference to LIEPs is to LIEPs provided by LEAs receiving Title III subgrants unless otherwise noted.

The numbers for “all identified ELs” and “ELs participating in LIEPs” are similar. It is important to remember that the “all identified ELs” group includes only a small percentage of ELs who are not participating in LIEPs. In SY 2016–17, fewer than 7 percent of ELs did not participate in LIEPs provided by LEAs receiving Title III subgrants. In SY 2017–18, the percentage of ELs not participating in LIEPs was less than 4 percent.

**Exhibit 5.1. Results for English Learners Who Participated in Statewide English Language Proficiency Assessments by Grouping: School Years 2016–17 and 2017–18**

	SY 2016–17	SY 2017–18
All Identified ELs	4,950,400	5,011,462
Identified ELs Who Participated in ELP Assessments	4,842,737	4,826,575
Identified ELs Making Progress in Attaining ELP, as Defined by Each State	NA	1,009,025
Overall Percentage of Identified ELs Making Progress in Attaining ELP	NA	20.9%
Identified ELs Scoring Proficient on the ELP Assessment	1,019,501	527,244
Overall Percentage of Identified ELs Scoring Proficient on the ELP Assessment	21.1%	10.9%
ELs in LEAs Receiving Title III Subgrants	4,625,198	4,829,313
ELs in LEAs Receiving Title III Subgrants Who Participated in ELP Assessments	4,491,154	4,480,048
ELs in LEAs Receiving Title III Subgrants Making Progress in Attaining ELP, as Defined by Each State	1,305,927	927,402
Overall Percentage of ELs in LEAs Receiving Title III Subgrants Making Progress in Attaining ELP	28.2%	20.7%
ELs in LEAs Receiving Title III Subgrants Scoring Proficient on the ELP Assessment	982,465	480,397
Overall Percentage of ELs in LEAs Receiving Title III Subgrants Scoring Proficient on the ELP Assessment	21.9%	10.7%
ELs With Disabilities Receiving Title III Services	NA	706,953
ELs With Disabilities Who Participated in ELP Assessments	NA	669,620
ELs With Disabilities Making Progress in Attaining ELP, as Defined by Each State	NA	121,841
Overall Percentage of ELs With Disabilities Making Progress in Attaining ELP	NA	18.2%
ELs With Disabilities Scoring Proficient on the ELP Assessment	NA	28,442
Overall Percentage of ELs With Disabilities Scoring Proficient on the ELP Assessment	NA	4.2%

**NOTES:** NA denotes “not applicable.”

In SY 2016–17, SEAs were not required to report on ELs making progress in ELP who were not in LEAs receiving Title III subgrants. SEAs started reporting ELP results for ELs with disabilities in SY 2017–18.

Missing Data for SY 2016–17: Colorado, Florida, Idaho, Kentucky, and Nebraska did not report the number of ELs in LEAs receiving Title III subgrants making progress toward attaining ELP as defined by each SEA based on a waiver of the requirement to calculate annual measurable achievement objectives.

Missing Data for SY 2017–18: California, Louisiana, Texas, and Vermont did not report the number of “All Identified ELs” making progress in ELP. California and Vermont did not report the number of all ELs scoring proficient on the ELP assessment. California, Louisiana, and Vermont did not report the number of ELs in LEAs receiving Title III subgrants who made progress in ELP. California and Vermont did not report the number of ELs in LEAs receiving Title III subgrants who scored proficient on the ELP assessment. The lack of data from California is due to the state piloting a new ELP assessment. Vermont did not submit data due to the Vermont Agency of Education’s transition to a new data system.



In Puerto Rico, limited Spanish-proficient students are identified and receive services in Title III–supported LIEPs. The language assessment they receive is a Spanish language proficiency assessment.

**SOURCES:** U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2016–17* (OMB #1810-0724). Data were accessed in May 2019. U.S. Department of Education, *EDFacts SY 2017–18*. Retrieved February 2020.

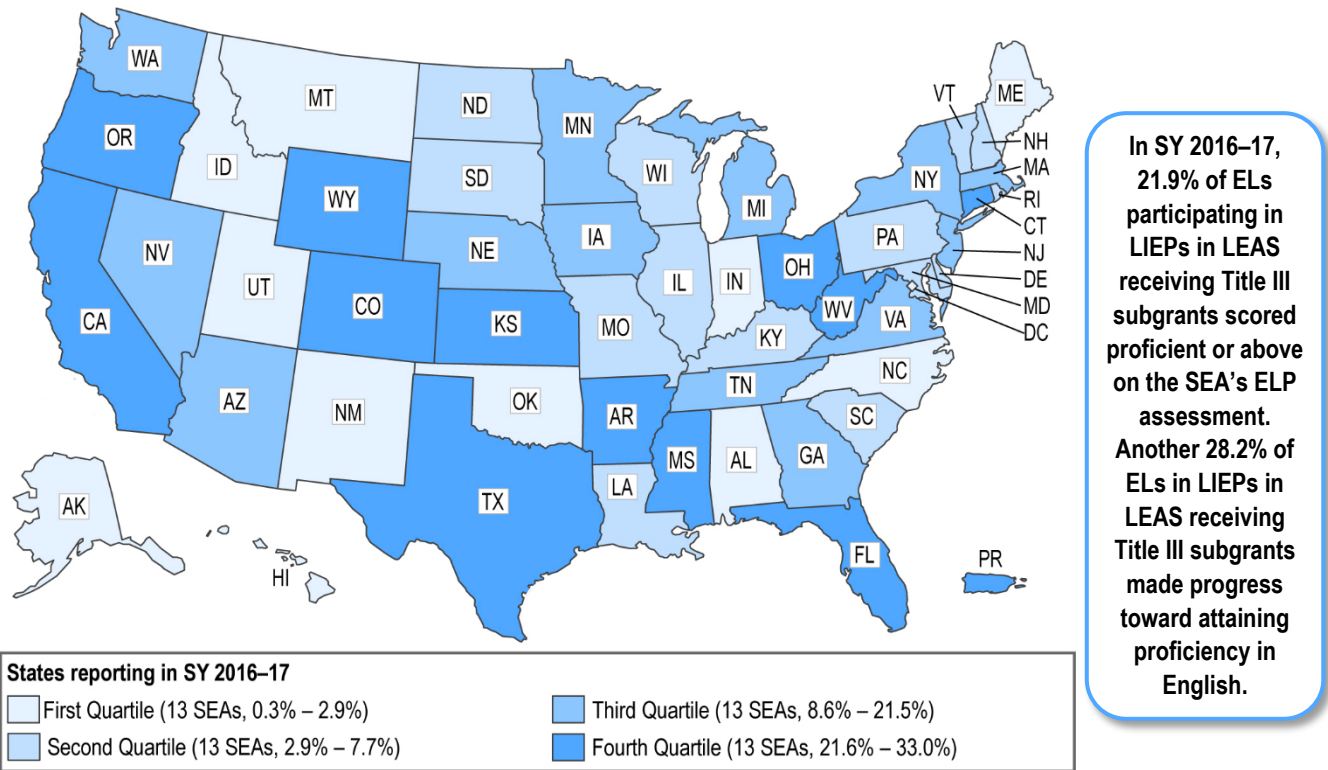
- In SY 2016–17, about one in five ELs assessed scored proficient on ELP assessments. This result was consistent for all identified ELs (21 percent) and ELs in LEAs receiving Title III subgrants (22 percent). SEAs reported more than 38 percent of ELs participating in LIEPs had made progress toward attaining ELP.
- The numbers of ELs making progress and scoring proficient in ELP assessments decreased in SY 2017–18. However, much of the decrease may be attributed to the fact that California,<sup>120</sup> the SEA with the largest EL population, did not report ELP results for any group of ELs in SY 2017–18. Additionally, Texas, which has the second-largest EL population, did not report the number of all identified ELs who made progress in attaining ELP for that school year.
- The results of English proficiency assessments SEAs reported for “all identified ELs” and for “ELs in LEAs receiving Title III subgrants” SY 2017–18 indicated that about one in 10 ELs in the United States attained English proficiency, as measured by an ELP assessment. Additionally, roughly one in 5 ELs in the United States who were assessed demonstrated making progress (as defined by the SEA) toward proficiency in English in SY 2017–18.
- According to the data SEAs provided, about one in 25 ELs with disabilities who took the state’s ELP assessment in SY 2017–18 scored proficient (4 percent). In addition, more than four times as many ELs with disabilities (18 percent) made progress toward English proficiency than scored proficient or above on the SEA’s ELP assessment.
- The finding that more ELs with disabilities demonstrated progress toward proficiency in English than scored at or above proficient is consistent with the results on ELP assessments of all ELs.
- Nearly as many of the ELs participating in LIEPs scored proficient (21.9 percent) as demonstrated progress (24.2 percent) toward attaining proficiency in English in SY 2016–17.
- In SY 2017–18, 20.9 percent of all ELs made progress toward proficiency in English and 10.9 percent scored proficient in English. Among ELs in LEAs receiving Title III subgrants, 20.7 percent showed progress toward proficiency in English, while 10.7 percent scored proficient.

### ***Results of ELP Assessments at the SEA Level: SYs 2016–17 and 2017–18***

The percentage of ELs attaining English proficiency varied across SEAs and among groups of ELs (i.e., all identified ELs, ELs in LEAs receiving Title III subgrants, ELs with disabilities) within an SEA. The variation can be attributed to both the nature of each EL group and to SEAs’ individually determined ELP assessment policies. ELP assessments are selected 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 the group of ELs who participated in LIEPs offered by LEAs receiving Title III subgrants in SY 2016–17 and SY 2017–18 are presented in Exhibits 5.2 and 5.3, respectively.

<sup>120</sup> In SY 2017–18, California administered its new *English Language Proficiency Assessments for California* (ELPAC), but the ELPAC scores were not used to determine proficiency levels that year. Vermont did not submit ELP data as it was in the process of transitioning to a new accountability system.

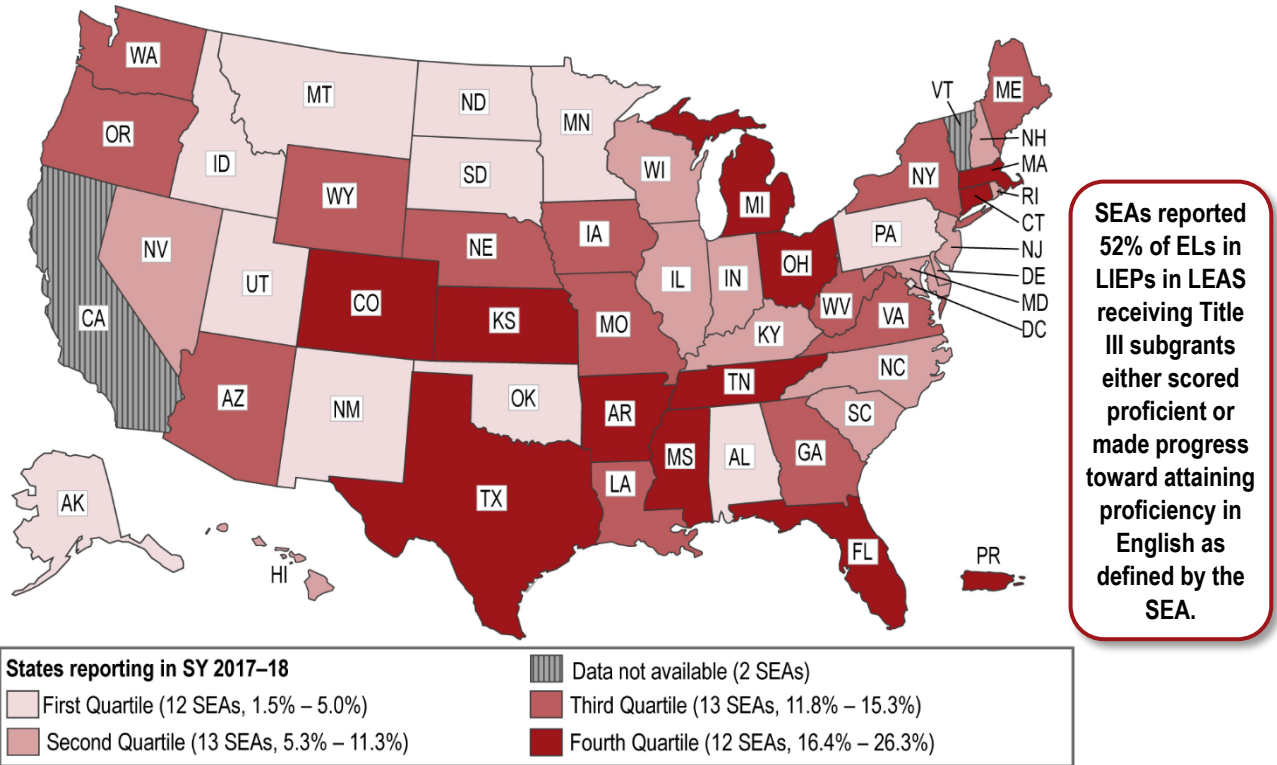
**Exhibit 5.2. Percentage of English Learners Participating in Language Instruction Educational Programs in Local Educational Agencies Receiving Title III Subgrants Who Scored Proficient in State English Language Proficiency Assessments, by Quartile: School Year 2016–17**



**NOTES:** The 52 SEAs were ranked from the lowest to highest percentage of ELs participating in LIEPs who scored proficient in the ELP assessment. 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.

**SOURCE:** U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2016–17* (OMB #1810-0724). Data were accessed in May 2019.

### Exhibit 5.3. Percentage of English Learners Participating in Language Instruction Educational Programs in Local Educational Agencies Receiving Title III Subgrants Who Scored Proficient in State English Language Proficiency Assessments by Quartile: School Year 2017–18



**NOTES:** Two SEAs, California and Vermont, did not provide the percentage of ELs who scored proficient on the SEA ELP assessment. 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.

**SOURCE:** U.S. Department of Education, *EDFacts SY 2017–18*. Retrieved February 2020.

- 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 2016–17 ranged from 33 percent (Wyoming) to less than 1 percent (Maine); the median was 8.1 percent. In SY 2017–18, percentages for this group of ELs ranged from a high of 26 percent (Puerto Rico<sup>121</sup>) to a low of 1 percent (Montana); the median was 11.7 percent. Exhibit 5.4 presents the fourth quartile of SEAs reporting the highest percentages of ELs in LEAs receiving Title III subgrants who scored proficient. For information on all SEAs that reported ELP data in SYs 2016–17 and 2017–18, refer to A-20 and A-21 in Appendix A.

<sup>121</sup> 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. Puerto Rico reported the largest percentage of proficient Spanish-speaking students in SY 2017–18.

**Exhibit 5.4. Quartile of State Educational Agencies Reporting the Highest Percentages of English Learners in Local Educational Agencies Receiving Title III Subgrants Who Scored Proficient or Above on State English Language Proficiency Assessments: School Years 2016–17 and 2017–18**

SY 2016–17			SY 2017–18		
Top-Ranked SEAs by Percentage of ELs Scoring Proficient on State ELP Assessment	Number of ELs in LEAs Receiving Title III Subgrants Who Scored Proficient on State ELP Assessment	Percentage of ELs in LEAs Receiving Title III Subgrants Who Scored Proficient on State ELP Assessment	Top-Ranked SEAs by Percentage of ELs in LEAs Receiving Title III Subgrants Scoring Proficient on State ELP Assessment	Number of ELs in LEAs Receiving Title III Subgrants Who Scored Proficient on State ELP Assessment	Percentage of ELs in LEAs Receiving Title III Subgrants Who Scored Proficient on State ELP Assessment
Wyoming	729	33.0%	Puerto Rico	167	26.3%
California	425,049	33.0%	Colorado	25,494	25.2%
Mississippi	2,793	31.8%	Mississippi	2,177	23.6%
Florida	59,656	30.2%	Ohio	12,236	23.3%
Texas	248,915	27.1%	Florida	62,191	22.7%
Kansas	11,426	26.8%	Massachusetts	17,519	22.2%
West Virginia	671	26.6%	Michigan	21,064	21.6%
Connecticut	8,525	24.9%	Arkansas	7,520	21.5%
Ohio	12,273	24.8%	Connecticut	6,748	17.7%
Oregon	12,121	23.9%	Kansas	6,894	17.7%
Arkansas	8,201	23.3%	Tennessee	7,799	17.5%
Puerto Rico	190	23.1%	Texas	150,542	16.4%
Colorado	22,043	21.6%	West Virginia	278	15.6%

**NOTES:** SY 2016–17 is based on all 52 SEAs. SY 2017–18 is based only on 50 SEAs; California and Vermont did not provide ELP assessment data.

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.

**SOURCES:** 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 SEAs in the quartile with the highest ELP percentages are diverse in terms of the size of their EL populations. Wyoming and California reported the highest and second-highest proficiency rates, respectively, in SY 2016–17. For the following school year, West Virginia and Texas reported ELP rates that placed them in the quartile of SEAs with the highest rates.
- Many of the SEAs that appeared in the quartile with the largest percentage of students attaining English proficiency in SY 2016–17 also appeared in this quartile in SY 2017–18. These SEAs are Arkansas, Colorado, Connecticut, Florida, Kansas, Mississippi, Ohio, Puerto Rico, Texas, and West Virginia.
- In general, SEAs reported higher ELP percentages for SY 2016–17 than for SY 2017–18. For example, the range of the quartile presented above for SY 2016–17 was 33 to 21 percent; however, the range for SY 2017–18 was 26 to 15 percent.
- In SY 2016–17, the percentage ranges<sup>122</sup> of ELs in LEAs receiving Title III subgrants who attained ELP in the third, second and first quartiles of SEAs are
  - 22 percent (Massachusetts) to 9 percent (New Jersey),

<sup>122</sup> Percentages are rounded to the nearest whole number.

- 8 percent (Pennsylvania) to 3 percent (Vermont), and
- 3 percent (Hawaii) to less than 1 percent (Maine).
- The percentage ranges of the third, second and first quartiles for SY 2017–18 are
  - 15 percent (Georgia) to 12 percent (Nevada),
  - 11 percent (New Jersey) to 5 percent (Utah), and
  - 5 percent (South Dakota) to 1 percent (Montana).

About twice as many ELs across all groups<sup>123</sup> made *progress* toward attaining English proficiency compared with those who attained proficiency. Nationally, in SY 2017–18, SEAs reported that about 11 percent of all identified ELs attained English proficiency, but 21 percent made progress. Likewise, the percentage of ELs in LIEPs who made progress toward attaining proficiency in English was 21 percent while about 11 percent attained proficiency. The most pronounced difference between making progress and attaining proficiency in English was among ELs with disabilities, where 18 percent made progress but only 4 percent scored at the proficient level.

## 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.”<sup>124</sup> SEAs began reporting these data for SY 2017–18. The number and percentage of ELs who have not attained proficiency is a new data point for LEAs to report. Therefore, caution should be used when drawing conclusions from these data.

SEAs<sup>125</sup> reported 1,055,421 ELs in LEAs receiving Title III funds had not attained English proficiency after five years of being classified as an EL. As expected, some of the SEAs reporting the largest numbers include Texas and California,<sup>126</sup> which also have the largest enrollments of ELs. 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 Nevada, New Mexico, and Louisiana.<sup>127</sup>

In addition to the number of ELs in this category, SEAs also reported the percentage of ELs who had not attained English proficiency after five years. The percentages ranged from a low of 3 percent (Puerto Rico),<sup>128</sup> to a high of 83 percent (Louisiana); the median was 18 percent. Exhibit 5.5 presents the quartile of SEAs that reported 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.

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<sup>123</sup> The exception was ELs receiving Title III services in SY 2016–17. The percentage attaining English proficiency was 21.9 percent, and the percentage making progress was 24.2 percent.

<sup>124</sup> *ESEA* Section 3121(a)(6).

<sup>125</sup> The percentage of ELs not attaining English proficiency after five years includes data from only 39 SEAs. Four SEAs — Maryland, Oklahoma, Utah, and Vermont — did not respond to this data element. Data for nine SEAs (Colorado, Delaware, Iowa, Kansas, Kentucky, Michigan, Oregon, South Dakota, and West Virginia) could not be used because of reporting irregularities.

<sup>126</sup> For SY 2017–18, Texas reported 374,715 ELs not attaining ELP after five years. California reported 167,365 ELs had not reached proficient.

<sup>127</sup> Nevada reported 57,088 ELs who had not attained proficiency within five years (70 percent), New Mexico reported 19,502 (36 percent), and Louisiana reported 18,469 (83 percent) for SY 2017–18.

<sup>128</sup> 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.

In other words, more ELs in LIEPs in these SEAs were able attain proficiency in English within five years of being classified than in other SEAs.

**Exhibit 5.5. 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 Year 2017–18**

SEA	Number of ELs in LEAs Receiving Title III Subgrants and Are Not Proficient After Five Years	Percentage of ELs in LEAs Receiving Title III Subgrants and Are Not Proficient After Five Years
Puerto Rico	33	3%
Nebraska	1,001	5%
New York	13,631	6%
New Jersey	4,408	6%
Ohio	3,225	6%
Mississippi	440	7%
New Hampshire	298	7%
Rhode Island	1,061	8%
Alaska	1,476	10%
Illinois	20,948	10%

**NOTES:** Only 39 SEAs that submitted complete data — number and percentage of ELs not attaining English proficiency in five years — are included in the above. The fourth quartile of the 39 SEAs includes 10 SEAs with the lowest percentages of ELs who did not demonstrate proficiency on the state ELP assessment after five years.

The percentages reported here are what SEAs reported in the “manual entry” file; percentages are rounded to the nearest whole number.

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.

**SOURCE:** U.S. Department of Education, *EDFacts SY 2017–18*. Retrieved February 2020.

Exhibit 5.6 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. For the list of all SEAs that reported the percentage of ELs who do not score proficient on ELP assessments after five years of classification as an EL, see A-23 in Appendix A.



### Exhibit 5.6. 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 Year 2017–18

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
Louisiana	18,469	83%
Maine	2,923	71%
Nevada	57,088	70%
California	167,365	47%
Montana	1,220	45%
North Carolina	34,495	41%
Texas	374,715	37%
New Mexico	19,502	36%
South Carolina	18,185	32%
Idaho	5,019	29%

**NOTES:** Only 39 SEAs that submitted complete data — number and percentage of ELs not attaining English proficiency in five years — are included in the above. The 10 SEAs with the highest percentages of ELs who did not demonstrate proficiency on the SEA's ELP assessment after five years are in this quartile.

The percentages reported here are what SEAs reported in the “manual entry” file rounded to the nearest whole number.

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.

**SOURCE:** U.S. Department of Education, *EDFacts SY 2017–18*. Retrieved February 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.<sup>129</sup> LEAs can also ensure that ELs with disabilities receive specialized instruction and related services as described in students’ individualized education program (IEP). 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.

### ELs Who Exited LIEPs in SY 2017–18: 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

<sup>129</sup> U.S. Department of Education (2016), *English Learner Toolkit for State and Local Education Agencies (SEAs and LEAs)*. <https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/eltoolkit.pdf>.

four years,<sup>130</sup> as measured by state content assessments in mathematics, reading or language arts, and science.<sup>131</sup>

SY 2017–18 was the first school year SEAs<sup>132</sup> reported data on the number and percentage of ELs who exited LIEPs during the school year because they scored proficient on the ELP assessment and met other exit criteria, if the state established additional statewide standardized exit criteria. Since these are the first set of data on exited ELs, it is important to use caution when interpreting the data. Furthermore, it was not possible to compare these data with previous years.

Exhibit 5.7 presents the quartile of SEAs reporting the highest percentages of ELs who exited LIEPs based on attaining English language proficiency. The number of ELs who successfully exited LIEPs in SY 2017–18 is also provided. Exhibit 5.8 displays the SEAs that reported the lowest percentages of ELs who exited LIEPs. Refer to A-22 to view the percentages and numbers of all SEAs that reported these data.

**Exhibit 5.7. 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 Year 2017–18**

SEA	Total Number of ELs Who Exited LIEPs	Percentage of ELs Who Exited LIEPs
Missouri	24,635	82%
Arkansas	3,476	82%
California	188,577	53%
Kentucky	2,213	33%
Puerto Rico	167	26%
Ohio	11,597	23%
Mississippi	1,297	22%
South Carolina	11,041	19%
Tennessee	7,799	18%
Arizona	11,449	17%

**NOTES:** Data submitted by 14 SEAs (Alaska, District of Columbia, Georgia, Hawaii, Idaho, Illinois, Minnesota, Nevada, Oklahoma, Pennsylvania, Rhode Island, Utah, Vermont, and West Virginia) were incomplete and could not be used.

The percentages of ELs who exited Title III LIEPs were in a “manual entry” file. These percentages were rounded to the nearest whole number.

In Puerto Rico, limited Spanish-proficient students are identified and receive services in Title III–supported LIEPs. The language assessment students take is a Spanish language proficiency assessment.

**SOURCE:** U.S. Department of Education, *EDFacts SY 2017–18*. Retrieved February 2020.

<sup>130</sup> *ESEA*, as amended by *NCLB*, section 3121(a)(4) required LEAs to monitor former ELs for two years after they exited Title III services.

<sup>131</sup> *ESEA* section 3121(a)(5).

<sup>132</sup> Only 38 SEAs reported usable data on the number and percentage of ELs who exited LIEPs due to having attained ELP.

**Exhibit 5.8. 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 Year 2017–18**

SEA	Total Number of ELs Who Exited LIEPs	Percentage of ELs Who Exited LIEPs
Alabama	421	2%
Montana	53	2%
North Carolina	2,487	3%
North Dakota	127	3%
New Mexico	1717	3%
Massachusetts	2,965	4%
Maine	195	4%
Wisconsin	2,526	5%
New Jersey	5,631	7%
Texas	78,338	7%

**NOTES:** Data submitted by 14 SEAs (Alaska, District of Columbia, Georgia, Hawaii, Idaho, Illinois, Minnesota, Nevada, Oklahoma, Pennsylvania, Rhode Island, Utah, Vermont, and West Virginia) were incomplete and could not be used.

The percentages of ELs who exited Title III LIEPs were in a “manual entry” file. These percentages were rounded to the nearest whole number.

In Puerto Rico, limited Spanish-proficient students are identified and receive services in Title III–supported LIEPs. The language assessment students take is a Spanish language proficiency assessment.

**SOURCE:** U.S. Department of Education, *EDFacts SY 2017–18*. Retrieved February 2020.

- Thirty-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 2017–18. These percentages ranged from a high of 82 percent (Missouri), to a low of 2 percent (Alabama and Montana).

## 6. Content-Area Assessments and Accountability

Title I of the *ESEA*, as amended by *ESSA*,<sup>133</sup> requires SEAs to develop challenging state academic standards for the subject areas of mathematics, reading or language arts, and science.<sup>134</sup> The *ESEA* also requires SEAs to design and implement assessments that measure the academic achievement of students in these subject areas.<sup>135</sup> The law specifies the grade levels and frequency at which the mathematics, reading/language arts, and science assessments must be implemented. Each SEA is required to conduct statewide assessments based on the following schedule:<sup>136</sup>

- for mathematics and reading or language arts, assessments must be conducted each year in third through eighth grade, and at least once in ninth through 12th grade; and
- for science, assessments must be conducted at least once during each of the grade spans of third through fifth grade, sixth through ninth grade, and 10th through 12th grade.

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, according to the above schedule. However, some exceptions exist. For example, it allows SEAs to administer academic assessments in languages other than English, with certain time restrictions for native language assessments of reading or language arts.<sup>137</sup> The *ESEA* also permits excluding recently arrived ELs who have been enrolled in school in the United States less than 12 months from one administration of the reading or language arts assessment.<sup>138</sup>

This chapter addresses the question, “To what extent did ELs and former ELs<sup>139</sup> demonstrate academic proficiency in the areas of mathematics, reading/language arts, and science<sup>140</sup> in SYs 2016–17 and 2017–18?” It examines the assessment results of ELs and former ELs compared with all students who participated in the statewide academic assessments. It is important to use caution when interpreting the academic assessment results presented below, especially in making comparisons across SEAs. Each SEA develops its own challenging state academic standards and assessments and establishes its benchmarks for “proficient.” However, within-state comparisons across subgroups may be appropriate since most students complete the same statewide academic content assessments.

### Statewide Mathematics Assessments: SYs 2016–17 and 2017–18

Nationwide, 26,516,038 students participated in statewide mathematics assessments in SY 2016–17. This number totaled 24,999,476 in SY 2017–18, a decrease of 5.7 percent. Exhibit 6.1 presents the overall total number of students who participated, disaggregated by EL status and former EL status, in the statewide mathematics assessment in SY 2016–17 and SY 2017–18. It also displays the SEA

<sup>133</sup> All references to the *ESEA* are to the *ESEA* as amended by *ESSA*, unless otherwise noted.

<sup>134</sup> *ESEA* section 1111(b)(1).

<sup>135</sup> *ESEA* section 1111(b)(2).

<sup>136</sup> *ESEA*, section 1111(b)(2)(B)(v).

<sup>137</sup> *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 only be administered in a student’s native language 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.

<sup>138</sup> *ESEA* section 1111(b)(3).

<sup>139</sup> Former ELs are students who exited LIEPs provided by LEAs receiving Title III subgrants within the last two years (for the 2016–17 school year) or four years (for the 2017–18 school year) after attaining English proficiency.

<sup>140</sup> Because of data quality concerns, the science results for SY 2016–17 are not reported.

maximum, minimum, and median numbers of test takers for “All Students,” “Identified ELs,” and “Former ELs.”<sup>141</sup>

**Exhibit 6.1. Number of All Students, Identified English Learners, and Former English Learners Who Participated in Statewide Mathematics Assessments: School Years 2016–17 and 2017–18**

Participated in Mathematics Assessments	SY 2016–17			Participated in Mathematics Assessments	SY 2017–18		
	All Students	Identified ELs	Former ELs		All Students	Identified ELs	Former ELs
Total Number	26,516,038	3,038,935	842,698	Total Number	24,999,476	3,005,382	2,028,490
SEA Maximum Number	3,250,774 (California)	1,058,326 (California)	226,086 (California)	SEA Maximum Number	3,217,055 (California)	1,033,424 (California)	604,770 (California)
SEA Minimum Number	36,150 (District of Columbia)	648 (Vermont)	71 (West Virginia)	SEA Minimum Number	37,155 (District of Columbia)	573 (Puerto Rico)	413 (Maine)
SEA Median Number (52 SEAs)	350,120	20,891	6,094	SEA Median Number (48 SEAs)	349,405	24,827	9,223

**NOTES:** The increase in the number of former ELs in SY 2017–18 is due to the change in definition of former ELs in the ESEA, as amended by ESSA. Starting in SY 2017–18, SEAs report on the performance of former ELs for four years, rather than two years, which was the standard for SY 2016–17. For SY 2017–18, data are missing from four SEAs: Maryland, New Mexico, Vermont, and Virginia.

**SOURCES:** U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2016–17* (OMB #1810-0724). Data were accessed in May 2019. U.S. Department of Education, *EDFacts SY 2017–18*. Retrieved February 2020.

In SY 2016–17, about one in nine students who took the statewide mathematics assessment was an EL, and one in 31 students was a former EL. In SY 2017–18, the proportion of ELs to all students was about one EL in eight students. Roughly one in 12 students participating in the mathematics assessments was a former EL.

- 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 both school years.
- The District of Columbia had the smallest number of students taking the mathematics assessment both school years. The SEA with the smallest number of ELs and former ELs taking the assessment was a different SEA each school year.

***Results of Statewide Mathematics Assessments: SYs 2016–2017 and 2017–2018***

Nearly half (48.9 percent) of all students nationwide who took the statewide mathematics assessment in SY 2016–17 attained scores at or above “proficient,” as defined by the SEA. The percentage of students who scored at or above proficient was slightly lower in SY 2017–18 (45.3 percent). The percentage of identified ELs achieving at or above proficient in mathematics for both school years was lower than that of all students: 30.7 percent in SY 2016–17 and 25.5 percent in SY 2017–18. However, as shown in Exhibit 6.2 below, the overall percentage of former ELs who demonstrated proficiency in mathematics in SYs 2016–17 and 2017–18 was higher than all students (53.5 percent and 46.3 percent, respectively). Exhibit 6.2 presents the number and percentages of students who scored at or above

<sup>141</sup> “All Students” includes as all test takers, ELs and non-ELs, and students with and without disabilities. “Identified ELs” refers to ELs identified in SY 2016–17 or in SY 2017–18 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 attaining proficiency in English and meeting other exit criteria within the last two years (for the 2016–17 school year) or four years (for the 2017–18 school year).

proficient across the three groups: “All Students,” “Identified ELs,” and “Former ELs.” It also includes a summary of the SEA results.

**Exhibit 6.2. Number and Percentage of All Students, Identified English Learners, and Former English Learners Who Scored Proficient or Above on State Mathematics Assessments:  
School Years 2016–17 and 2017–18**

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

	SY 2016–17			SY 2017–18		
	All Students	Identified ELs	Former ELs	All Students	Identified ELs	Former ELs
Total Number	12,969,532	932,779	450,932	11,306,385	762,450	938,556
SEA Maximum Number	2,176,458 (Texas)	359,868 (Texas)	10,683 (Texas)	1,347,793 (Texas)	261,456 (California)	250,686 (California)
SEA Minimum Number	9,767 (District of Columbia)	94 (North Dakota)	50 (Puerto Rico)	10,924 (District of Columbia)	159 (Montana)	20 (Rhode Island)
SEA Median Number	159,090	3,473	2,825	152,765	3,058	4,083

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

	SY 2016–17			SY 2017–18		
	All Students	Identified ELs	Former ELs	All Students	Identified ELs	Former ELs
Overall Percentage	48.9%	30.7%	53.5%	45.2%	25.4%	46.3%
SEA Maximum Percentage	78% (Texas)	67% (Texas)	98% (Florida)	76% (Iowa)	43% (Louisiana)	84% (Iowa)
SEA Minimum Percentage	20% (New Mexico)	7% (Alaska, Montana, North Dakota, Rhode Island)	17% (Montana)	28% (Rhode Island)	6% (Rhode Island)	<1% (Rhode Island)
SEA Median Percentage	43%	18%	41%	43%	18%	42%

**NOTES:** The percentages of students scoring at or above proficient are what SEAs reported in a “manual entry” file.

The SY 2017–18 data for All Students and Identified ELs are missing from four SEAs: Maryland, New Mexico, Vermont, and Virginia. Three SEAs did not provide data on former ELs: Maryland, New Mexico, and Vermont for SY 2017–18.

In Puerto Rico, limited Spanish-proficient students are identified and receive services in Title III–supported LIEPs. The language of the academic assessments is Spanish.

**SOURCES:** U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2016–17* (OMB #1810-0724). Data were accessed in May 2019. U.S. Department of Education, *EDFacts SY 2017–18*. Retrieved February 2020.

- Texas reported the largest number of students achieving at or above proficient across all groups for SY 2016–17 and “all students” for SY 2017–18. California reported the largest number of ELs and former ELs who scored at or above proficient on its statewide mathematics assessment for SY 2017–18.
- Florida had the largest percentage of former ELs (98 percent) who scored at or above proficient on the statewide mathematics assessment of all SEAs in SY 2016–17. In SY 2017–18, Iowa reported the highest percentage of former ELs (84 percent) who were proficient in mathematics. For the same school year, Iowa reported the highest proficiency percentage for all students (76 percent), and Louisiana reported the highest percentage for ELs (43 percent).
- In SY 2016–17, four SEAs had the lowest percentage (7 percent) of identified ELs scoring at or above proficient in mathematics. Rhode Island’s self-reported proficiency rates for SY 2017–18



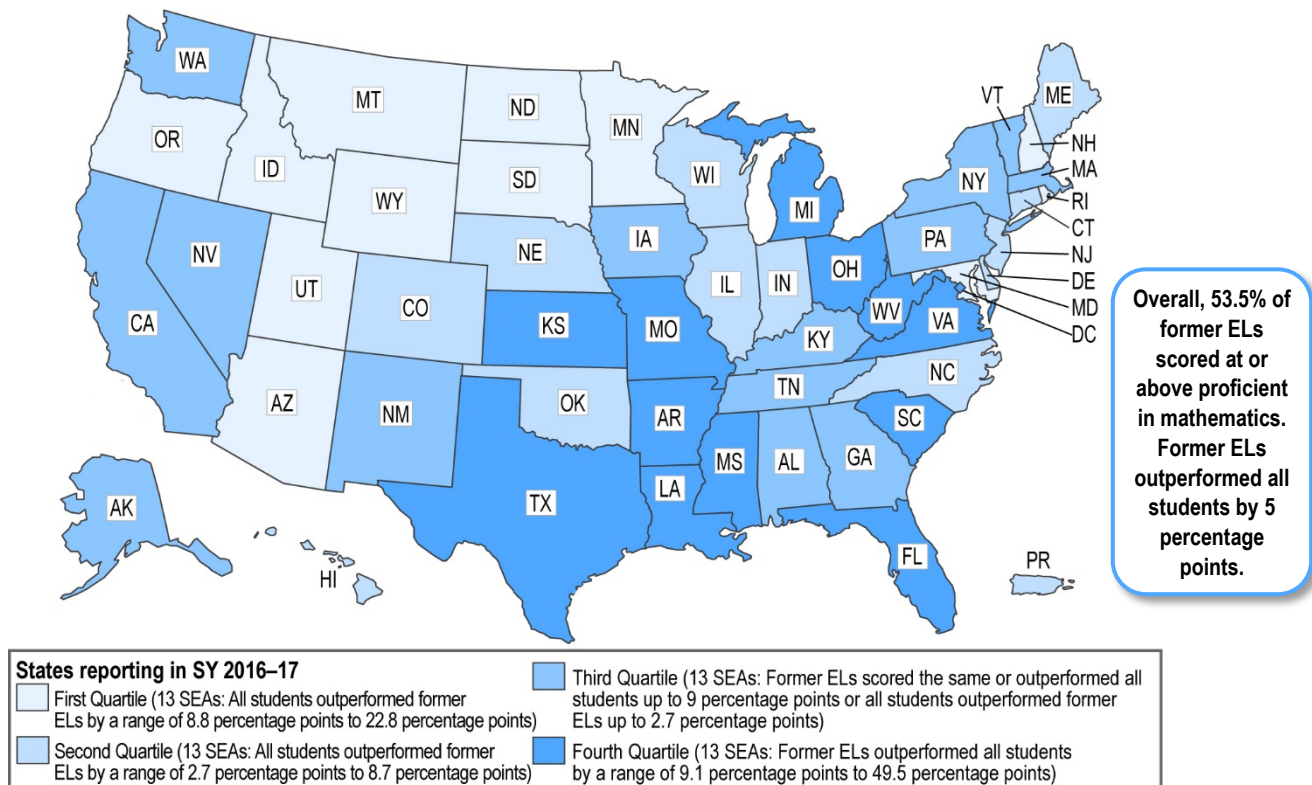
were the lowest for all groups, but they were markedly lower for ELs (6 percent) and former ELs (less than 1 percent).

### *Comparison of the Results of All Students and Former ELs: SYs 2016–2017 and 2017–2018*

Former ELs are students who exited LIEPs provided by LEAs receiving Title III subgrants within the last two years (SY 2016–17) or the last four years (SY 2017–18) because they attained English proficiency and are participating fully in classes alongside non-ELs. This section examines how this group performed on statewide mathematics assessments in SYs 2016–17 and 2017–18.

Exhibits 6.3 and 6.4 below illustrate the results of a comparison between former ELs and all students for SYs 2016–17 and 2017–18, respectively. SEAs were ranked based on the largest percentage point difference between all students and former ELs who scored at or above proficient in mathematics. SEAs are color coded according to the quartile of their rank. Refer to A-24 in Appendix A to view the results of statewide mathematics assessments for all SEAs for SY 2016–17. A-26 in Appendix A displays the SY 2017–18 mathematics assessment results.

#### **Exhibit 6.3. Comparison of the Percentage of Former ELs Who Scored Proficient or Above Proficient on State Mathematics Assessments to the Percentage of All Students: School Year 2016–17**



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

In Puerto Rico, limited Spanish-proficient students are identified and receive services in Title III–supported LIEPs. The language of academic assessments is Spanish.

Former ELs and all students in Georgia and Washington performed similarly.

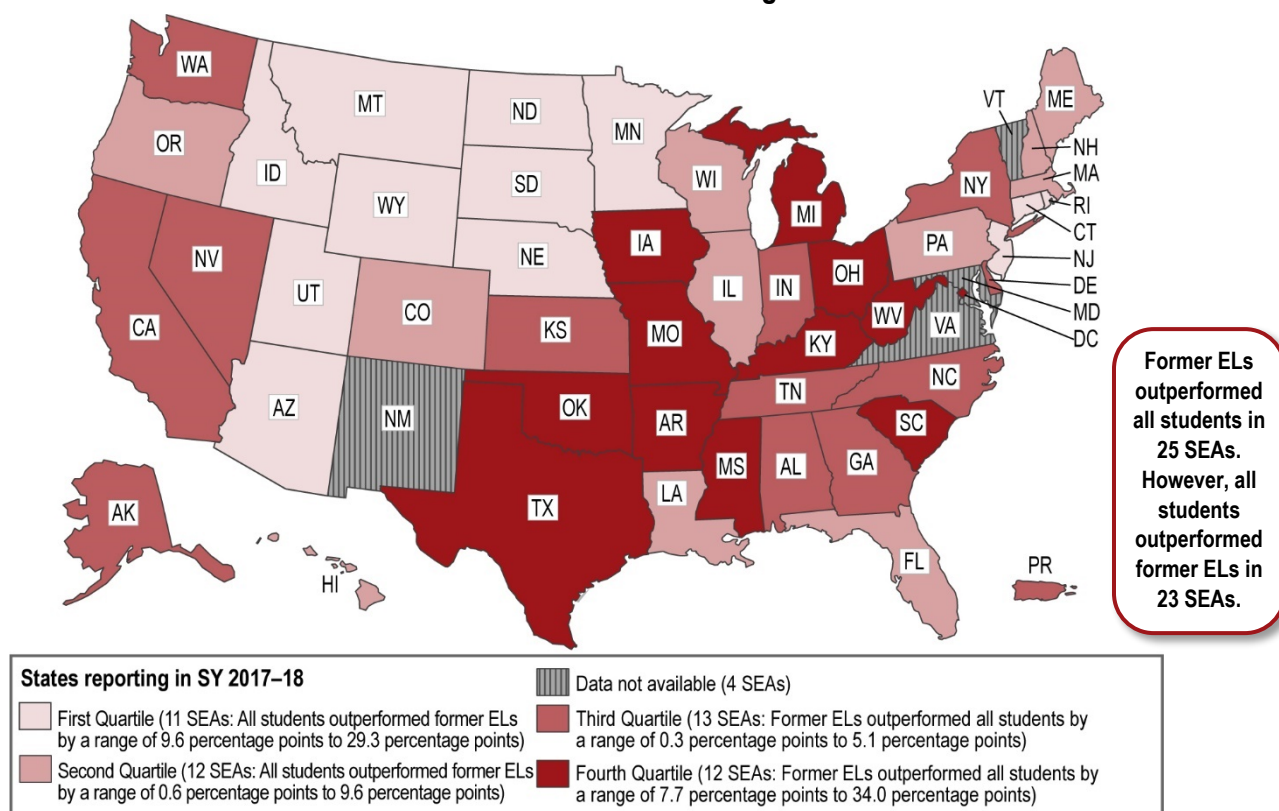
**SOURCE:** U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2016–17* (OMB #1810-0724). Data were accessed in May 2019.

- For SY 2016–17, 20 SEAs reported that the percentage of students who scored at or above proficient was higher among former ELs than all students. Among these 20 SEAs, former ELs

outperformed all students by as many as 49 percentage points (West Virginia) and as few as 2 percentage points (Nevada).

- Washington and Georgia reported that there were no differences in the percentage of former ELs and all students scoring proficient or above in their statewide mathematics assessments. Washington's percentage of all students and former ELs who scored proficient or above in mathematics was 51 percent. Georgia's percentage for both these groups was 41 percent.
- Thirty SEAs reported that the percentage of former ELs demonstrating proficiency in mathematics was lower than that of all students. The percentage point differences between the two groups ranged from a low of two-tenths of a percentage point (Alaska) to a high of 23 percentage points (Montana).

**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 2017–18**



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

In Puerto Rico, limited Spanish-proficient students are identified and receive services in Title III-supported LIEPs. The language of academic assessments is Spanish.

**SOURCE:** U.S. Department of Education, *EDFacts SY 2017–18*. Retrieved February 2020.

- In 25 SEAs, a larger percentage of former ELs than all students achieved at or above proficient on the statewide mathematics assessment.
- Mississippi reported that 76 percent of former ELs demonstrated proficiency, compared with 42 percent of all students. This 34 percentage-point difference is the largest among SEAs. The smallest difference was one-third of a percentage point (Alaska).

- In 23 SEAs, the percentage of former ELs scoring at the proficient level was lower than all students by varying degrees, ranging from one-sixth percentage point lower (Louisiana) to 29 percentage points lower (Connecticut).

## Statewide Reading or Language Arts Assessments: SYs 2016–17 and 2017–18

The number of students who participated in the statewide reading/language arts assessments in SY 2016–17 (26,492,353) was comparable to the number who participated in the mathematics assessments that same year (26,516,038). SY 2017–18 saw a different pattern. The number of students who took statewide reading/language arts assessments (25,820,728), exceeded the number of students who participated in the mathematics assessments (24,999,476), by more than 800,000, or 3 percent.<sup>142</sup> About the same number of identified ELs took the reading/language arts assessments as had taken the mathematics assessments in both SYs 2016–17 and 2017–18. The number of former ELs who participated in the reading/language arts assessments was about the same compared to the mathematics test takers in SY 2016–17, but slightly lower in SY 2017–18 (1,915,829 compared to 2,028,490). Exhibit 6.5 presents the total number of students who participated in statewide reading/language arts assessments and data disaggregated by ELs and former ELs. It also shows the SEAs with the largest and smallest numbers of students participating in reading/language arts assessments in SY 2016–17 through SY 2017–18.

**Exhibit 6.5. Number of All Students, Identified English Learners, and Former English Learners Who Participated in Statewide Reading/Language Arts Assessments: School Years 2016–17 and 2017–18**

Participated in Reading/ Language Arts Assessments	SY 2016–17			Participated in Reading/ Language Arts Assessments	SY 2017–18		
	All Students	Identified ELs	Former ELs		All Students	Identified ELs	Former ELs
Total Number	26,492,353	2,969,608	846,893	Total Number	25,820,728	3,003,608	1,915,829
SEA Maximum Number	3,239,188 (California)	1,043,394 (California)	226,086 (California)	SEA Maximum Number	3,209,783 (California)	1,022,224 (California)	604,770 (California)
SEA Minimum Number	36,110 (District of Columbia)	606 (Vermont)	71 (West Virginia)	SEA Minimum Number	37,310 (District of Columbia)	575 (Puerto Rico)	99 (Arizona)
SEA Median Number	350,406	20,314	6,279	SEA Median Number	352,273	23,645	8,991

**NOTES:** The large increase in the number of former ELs in SY 2017–18 is because of the change in the definition of former ELs in the ESEA, as amended by ESSA. Starting in SY 2017–18, former ELs are followed for four years instead of two years as in SY 2016–17.

For SY 2017–18, data are missing from three SEAs: Maryland, New Mexico, and Vermont.

**SOURCES:** U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2016–17* (OMB #1810-0724). Data were accessed in May 2019. U.S. Department of Education, *EDFacts SY 2017–18*. Retrieved February 2020.

- California reported the largest number of students taking its statewide reading/language arts assessment across all groups for both SYs 2016–17 and 2017–18. The District of Columbia reported the smallest number of students participating in its reading/language arts assessment in both school years.

<sup>142</sup> The reason for this difference in the number of valid mathematics and reading/language arts test takers is not clear from the data provided. A review of the data SEAs submitted for previous biennial reports reveals a similar pattern for some school years.

- Except for Arizona in SY 2017–18, the SEAs reporting the smallest number of ELs and former ELs taking the statewide reading/language arts assessments typically have small EL populations in grades K–12.

### ***Results of Statewide Reading/Language Arts Assessments: SYs 2016–17 and 2017–18***

More than one in two students who participated in statewide reading/language arts assessments in both SYs 2016–17 and 2017–18 scored at or above proficient as defined by the SEA.<sup>143</sup> About one in four identified ELs scored at or above proficient both school years. Overall, former ELs outperformed all students and identified ELs in both SYs 2016–17 and 2017–18. Exhibit 6.6 details the number and percentage of students who scored at or above proficient in statewide reading/language arts assessments.

#### **Exhibit 6.6. Number and Percentage of All Students, Identified English Learners, and Former English Learners Who Scored Proficient or Above Proficient on State Reading/Language Arts Assessments: School Years 2016–17 and 2017–18**

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

	SY 2016–17			SY 2017–18		
	All Students	Identified ELs	Former ELs	All Students	Identified ELs	Former ELs
Total Number	14,025,317	832,459	488,890	13,027,416	716,302	1,007,823
SEA Maximum Number	2,126,505 (Texas)	311,443 (California)	119,903 (California)	1,592,052 (California)	325,067 (California)	350,118 (California)
SEA Minimum Number	10,995 (District of Columbia)	96 (North Dakota)	62 (Puerto Rico)	12,387 (District of Columbia)	157 (Montana)	6 (Arizona)
SEA Median Number	164,045	2,647	2,694	169,295	2,242	4,127

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

	SY 2016–17			SY 2017–18		
	All Students	Identified ELs	Former ELs	All Students	Identified ELs	Former ELs
Total Percentage	52.9%	28.0%	57.7%	50.5%	23.8%	52.6%
SEA Maximum Percentage	80% (Virginia)	51% (Texas)	98% (Florida)	80% (Virginia)	41% (Indiana)	86% (Iowa)
SEA Minimum Percentage	29% (New Mexico)	4% (Alabama, Arizona, Maryland)	19% (Arizona)	33% (District of Columbia)	4% (Arizona)	1% (Rhode Island)
SEA Median Percentage	50%	15%	43%	50%	15%	49%

**NOTES:** The percentage of students scoring at or above proficient show what SEAs reported in the “manual entry” file.

Three SEAs (Maryland, New Mexico, and Vermont) did not report any reading/language arts assessment data for SY 2017–18.

In Puerto Rico, limited Spanish-proficient students are identified and receive services in Title III-supported LIEPs. The language of academic assessments is Spanish.

**SOURCES:** U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2016–17* (OMB #1810-0724). Data were accessed in May 2019. U.S. Department of Education, *EDFacts SY 2017–18*. Retrieved February 2020.

- California had the largest number of students participating in statewide reading/language arts assessments in SY 2016–17. Texas had the largest number of students scoring at or above

<sup>143</sup> SY 2016–17: Of the 26,492,353 students who took the reading/language arts assessment, 14,025,317 tested proficient. In SY 2017–18, 13,027,416 of the 25,820,728 who took the assessment scored at or above proficient.

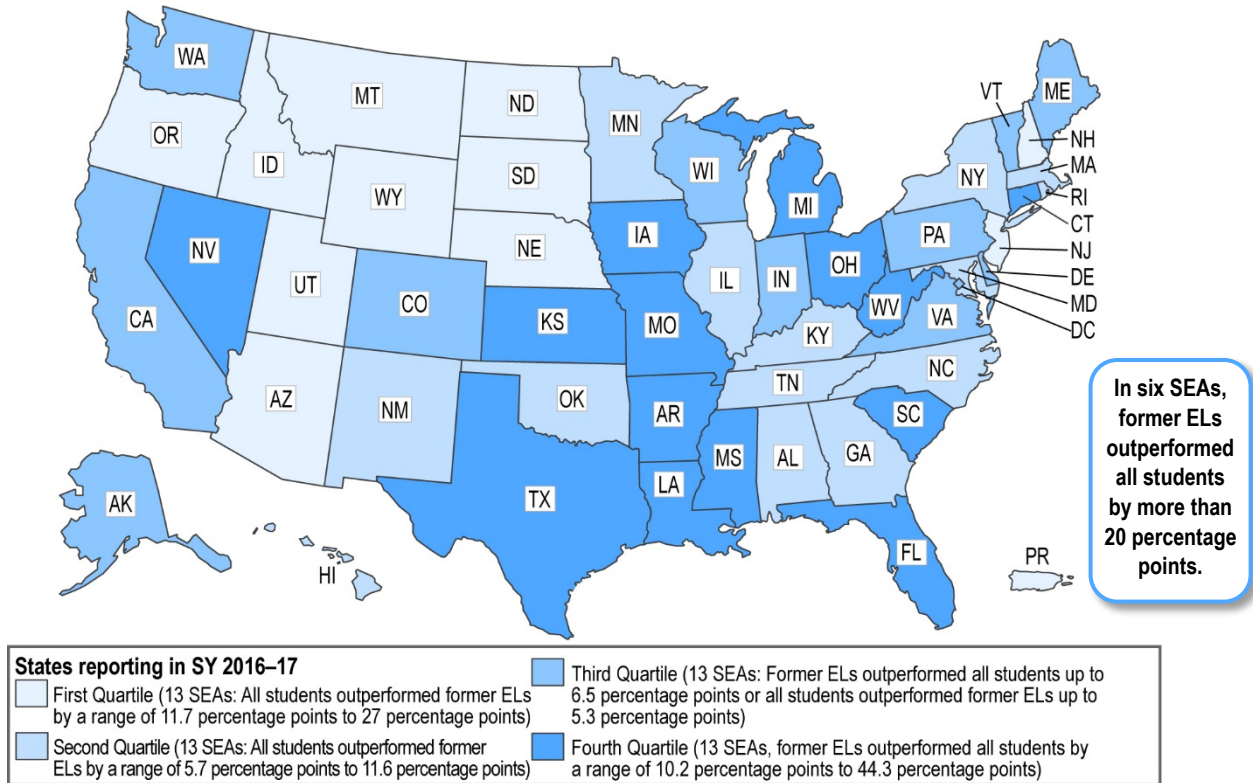
proficient. California had both the largest number of test takers and number of ELs and former ELs scoring proficient in SY 2016–17. California replaced Texas as the SEA with the largest number of students scoring at or above the proficiency level and the largest number of ELs and former ELs achieving proficiency in reading/language arts in SY 2017–18.

- The District of Columbia reported the smallest number of test takers and students scoring at or above proficient in reading/language arts assessments for SYs 2016–17 and 2017–18. Different SEAs reported the smallest number of ELs and former ELs for these school years. This pattern is similar to the results reported for statewide mathematics assessments.
- For SY 2016–17, Texas reported that one out of two ELs assessed in reading/language arts scored at or above proficient. Florida reported that nearly all former ELs who participated in the reading/language arts assessment demonstrated proficiency.
- Compared with the prior school year, the overall percentage of students performing at the proficient level in SY 2017–18 was lower across all groups. Despite this overall trend, Indiana and Iowa reported increased percentages of ELs scoring proficient on reading/language arts assessments. In Indiana, two in five ELs scored at or above proficient, and Iowa reported that more than four in five former ELs were at or above proficient.

The overall percentage of former ELs who tested at the proficient level or above on statewide reading/language arts assessments was greater than all students and the identified EL group in SYs 2016–17 and 2017–18. Exhibit 6.7 compares the performance of former ELs with 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 A-25 in Appendix A for the reading/language arts assessment results SEAs reported for SY 2016–17.



### 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 2016–17



**NOTE:** In Puerto Rico, limited Spanish-proficient students are identified and receive services in Title III-supported LIEPs. The language of academic assessments is Spanish.

**SOURCE:** U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2016–17* (OMB #1810-0724). Data were accessed in May 2019.

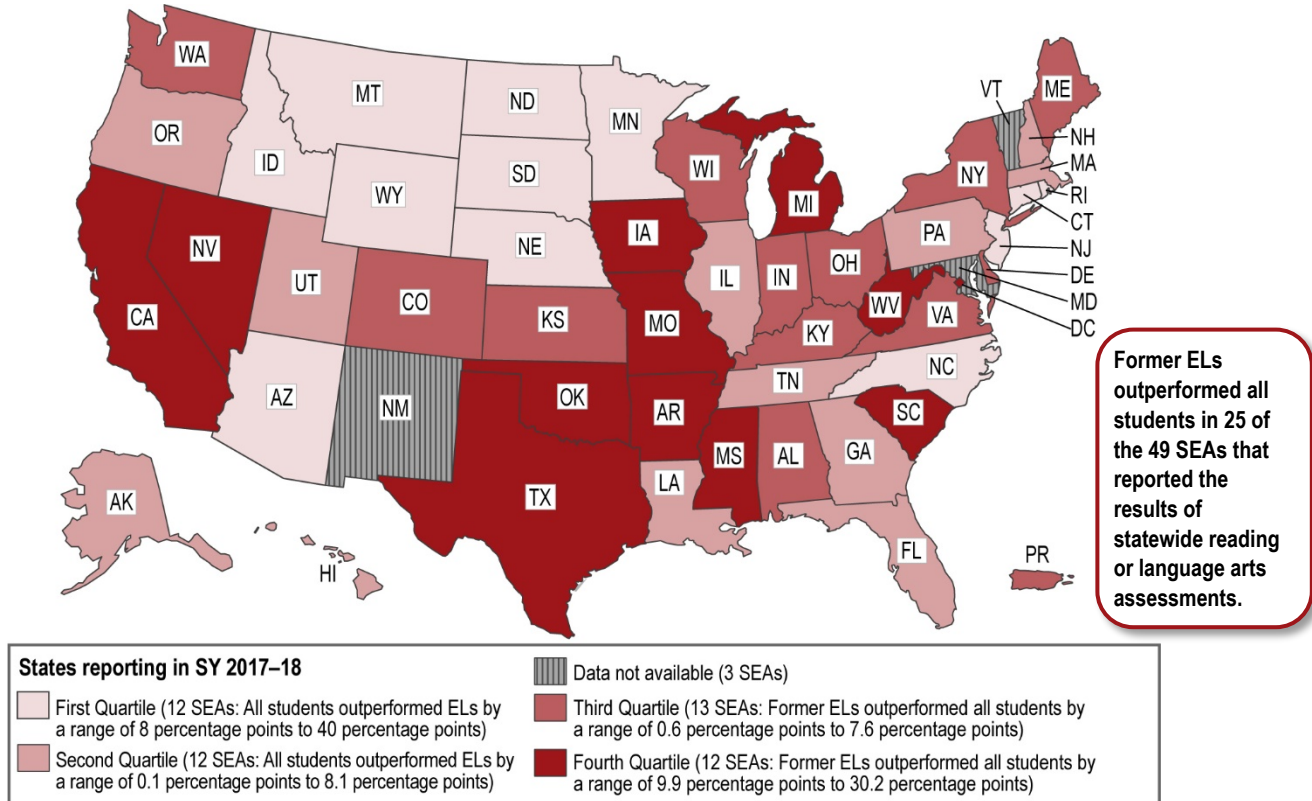
- Nineteen SEAs reported higher percentages of former ELs achieving at or above proficient in statewide reading/language arts assessments than all students for SY 2016–17. The percentage point difference between former ELs and all students ranged from a high of 44 percentage points (Florida), to a low of about 2 percentage points (Virginia).
- In Florida, nearly twice as many former ELs (98 percent) demonstrated proficiency in reading/language arts compared with all students (54 percent). In five additional SEAs (West Virginia, Nevada, Arkansas, Mississippi, and South Carolina) the percentages of former ELs scoring at or above proficient exceeded those reported for all students by more than 20 percentage points.
- On SY 2016–17, 33 SEAs reported fewer former ELs scored at or above proficient in reading/language arts assessments than all students. The percentage point differences between the two groups ranged from about two percentage points (Pennsylvania) to 27 percentage points (Montana). Three other SEAs had percentage point differences of more than 20 points (Arizona, South Dakota, and Idaho).

For SY 2017–18, 49 SEAs reported the results of their statewide reading/language arts assessments for all students and former ELs. In Exhibit 6.8, the percentages of former ELs who achieved at or above proficient are compared with the percentages of all students demonstrating proficiency. SEAs are



ranked based on the differences between these two groups. The results of the comparison are presented in Exhibit 6.8. See A-27 in Appendix A for detailed reading/language arts assessment results by SEA.

**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 2017–18**



**NOTES:** Three SEAs did not provide complete data for this item (Maryland, New Mexico, and Vermont).

In Puerto Rico, limited Spanish-proficient students are identified and receive services in Title III–supported LIEPs. The language of academic assessments is Spanish.

**SOURCE:** U.S. Department of Education, *EDFacts SY 2017–18*. Retrieved February 2020.

- Higher percentages of former ELs scored at or above proficient on statewide reading/language arts assessments administered in SY 2017–18 than all students in 25 of the 49 SEAs that submitted data. For example, in Arkansas, 3 in 4 former ELs scored at or above proficient (74 percent), whereas fewer than 2 in 4 of all students (44 percent) scored proficient.
- Among the 25 SEAs where former ELs outperformed all students, the percentage point differences between former ELs and all students ranged from 30 percentage points (Arkansas) to less than one percentage point (New York). Five SEAs reported percentage point differences between former ELs and all students that were greater than 20 points (Arkansas, Michigan, West Virginia, Mississippi, and South Carolina).
- The SY 2017–18 reading/language arts assessment results for 24 SEAs showed that larger percentages of all students scored at or above proficient than former ELs. The percentage point differences between the two groups ranged from less than one percentage point (Alaska) to 40 percentage points (Connecticut). Fourteen of these 24 SEAs had percentage point differences of less than 10 points.

## Statewide Science Assessments: SY 2017–18

Data on students' performance on statewide science assessments are reported only for SY 2017–18 because of data quality concerns with the SY 2016–17 science assessment results. As with the previous sections of this chapter, the results of the science assessments administered are examined across three groups: identified ELs, former ELs, and all students. Comparisons across SEAs should be made with caution, since each SEA develops or adopts its own state science assessment and sets its own proficiency benchmarks.

Students take statewide science assessments three times: once during the grade spans of third through fifth grade, once during sixth through ninth grade, and once during 10th through 12th grade. 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, only 41 SEAs provided complete science assessment results for SY 2017–18. Exhibit 6.10 presents the number of students who participated in state science assessments nationwide, and the numbers of ELs and former ELs who participated.

**Exhibit 6.10. Number of All Students, Identified English Learners, and Former English Learners Who Participated in Statewide Science Assessments: School Year 2017–18**

Participated in Science Assessments	All Students	Identified ELs	Former ELs
Total Number	8,888,315	693,138	618,105
SEA Maximum Number	1,258,428 (Texas)	206,590 (Texas)	157,108 (Minnesota)
SEA Minimum Number	20,747 (Wyoming)	216 (Puerto Rico)	115 (Alaska)
SEA Median Number	148,338	9,733	3,976

**NOTES:** Eleven SEAs (California, Connecticut, Delaware, the District of Columbia, Maryland, Michigan, Missouri, New Jersey, New Mexico, Rhode Island, and Vermont) did not report complete data for SY 2017–18.

In Puerto Rico, limited Spanish-proficient students are identified and receive services in Title III–supported LIEPs. Academic assessments are in Spanish.

**SOURCE:** U.S. Department of Education, *EDFacts SY 2017–18*. Retrieved February 2020.

- Only 693,138 identified ELs participated in statewide science assessments in SY 2017–18. By comparison, about three million participated in statewide mathematics or reading/language arts assessments. This is likely a result of the fact that science assessments are required only once in each of three grade spans as compared with annual testing in more grade levels for reading/language arts and mathematics assessments.
- Texas had the highest number of students participating in the statewide science assessment. Texas also reported the highest number of ELs and former ELs taking the science assessment of the SEAs reporting complete data. Wyoming reported the lowest number of students participating in the science assessment, while South Dakota and Alaska had the lowest numbers of ELs and former ELs, respectively.

## Results of Statewide Science Assessments: SY 2017–2018

About 1 in 2 students who participated in a statewide science assessment scored at or above proficient. However, among identified ELs taking the assessment, fewer than 1 in 7 ELs demonstrated proficiency in science. Overall, former ELs performed nearly three times better than ELs. However, the percentage of former ELs scoring proficient or above was 14 percentage points lower than all students. Exhibit

6.11 displays the numbers and percentages of students scoring at or above proficient in statewide science assessments by each of the three groups.

### Exhibit 6.11. Number and Percentage of All Students, Identified English Learners, and Former English Learners Who Scored at or Above Proficient on Statewide Science Assessments: School Year 2017–18

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

	All Students	Identified ELs	Former ELs
Total Number	4,901,600	148,192	269,584
SEA Maximum Number	622,922 (Texas)	44,004 (Texas)	65,555 (Texas)
SEA Minimum Number	10,062 (Wyoming)	54 (South Dakota)	39 (Alaska)
SEA Median Number	41,856	578	1,048

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

	All Students	Identified ELs	Former ELs
Overall Percentage	55%	21%	44%
SEA Maximum Percentage	86% (Louisiana)	54% (Louisiana)	82% (Iowa)
SEA Minimum Percentage	28% (Nevada)	2% (Colorado)	4% (Alabama)
SEA Median Percentage	51%	14%	35%

**NOTES:** The percentages of students scoring at or above proficient reported here are what SEAs reported in the “manual entry” file.

Eleven SEAs (California, Connecticut, Delaware, the District of Columbia, Maryland, Michigan, Missouri, New Jersey, New Mexico, Rhode Island, and Vermont) did not report complete data for SY 2017–18.

In Puerto Rico, limited Spanish-proficient students are identified and receive services in Title III–supported LIEPs. Academic assessments are in Spanish.

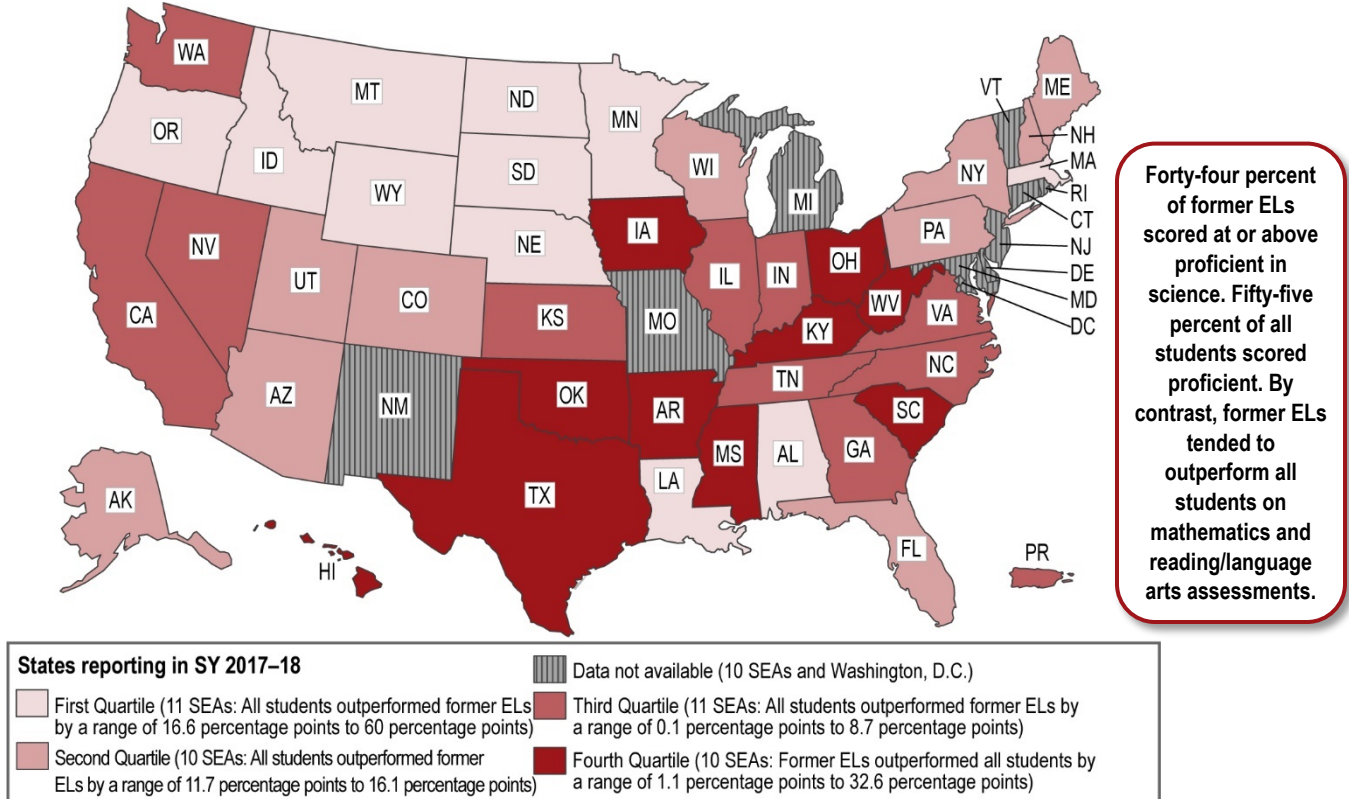
**SOURCE:** U.S. Department of Education, *EDFacts* SY 2017–18. Retrieved February 2020.

- Texas reported the highest number of students scoring at or above proficient in its science assessment across all groups. Louisiana reported the highest percentages of science proficiency for all students and ELs. Iowa reported that 4 in 5 former ELs who participated in the science assessment scored at or above proficient.
- The range of the percentages of students who demonstrated proficiency in science varied greatly among SEAs. The percentages of proficient former ELs ranged from 82% (Iowa) to 4 percent (Alabama). Twenty SEAs reported proficiency percentages for former ELs that exceeded 38 percent, the overall percentage for former ELs.
- The percentages SEAs reported for identified ELs scoring proficient or above ranged from 54 percent (Louisiana) to 2 percent (Colorado). Eighteen SEAs reported percentages of ELs scoring at or above proficient in science that exceeded the EL group’s overall percentage of 14 percent.
- Larger percentages of former ELs typically score at or above proficient than current ELs on statewide academic assessments. The results are inversed for science assessment results in two SEAs: Louisiana (54 percent compared with 26 percent) and Alabama (9 percent compared with 4 percent).

Fifty-two percent of students demonstrated proficiency in science, compared with 38 percent of former ELs. Smaller percentages of former ELs scored proficient or above on science assessments when compared with all students, which runs counter to trends in the mathematics and reading/language arts assessments. This unexpected finding prompts a closer examination of the data. Exhibit 6.12 compares

the percentages of former ELs and all students who scored at or above proficient on the science assessment. SEAs are ranked and shown in color-coded quartiles. Refer to A-28 in Appendix A for the science assessment results each SEA reported.

**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 2017–18**



**NOTES:** The percentages of students scoring at or above proficient reported here are what SEAs reported in the “manual entry” file. Eleven SEAs (California, Connecticut, Delaware, District of Columbia, Maryland, Michigan, Missouri, New Jersey, New Mexico, Rhode Island, and Vermont) did not submit complete data for SY 2017–18.

In Puerto Rico, limited Spanish-proficient students are identified and receive services in Title III–supported LIEPs. Academic assessments are in Spanish.

**SOURCE:** U.S. Department of Education, *EDFacts SY 2017–18*. Retrieved February 2020.

- Ten 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 33 percentage points in Oklahoma (73 percent of former ELs compared with 40 percent of all students) to one percentage point in Kentucky (30 percent compared to 29 percent).
- Kansas (37 percent) and Illinois (50 percent) reported the same percentage of former ELs and all students scoring at or above proficient in science.
- Twenty-nine of the 41 SEAs that reported science assessment results provided data showing that a smaller percentage of former ELs demonstrated proficiency in science compared with all students. The differences in the performance of these two groups ranged from 60 percentage points in Louisiana (26 percent of former ELs compared with 86 percent of all students) to one percentage point in Virginia (80 percent compared to 81 percent).
- Despite the wide range in the percentage point differences between former ELs and all students, only eight SEAs reported differences exceeding 20 percentage points. These SEAs are

Oregon (23 percentage points), Idaho (24 percentage points), Nebraska (26 percentage points), Minnesota (28 percentage points), North Dakota (30 percentage points), Montana (32 percentage points), Alabama (36 percentage points), and Louisiana (60 percentage points).



## Appendix A: Detailed Data Tables

**Table A-1. Title III Funding by State Educational Agency: School Years 2016–17 and 2017–18**

State Name	2016–17 Title III Funding	2017–18 Title III Funding	Year Over Year Difference	Percent Change Over Previous Year
<b>Total</b>	<b>\$ 680,782,000.00</b>	<b>\$ 677,353,090.00</b>	<b>\$ (3,428,910.00)</b>	<b>-0.5%</b>
Alabama	\$ 3,888,333.00	\$ 3,727,880.00	\$ (160,453.00)	-4.1%
Alaska	\$ 1,276,186.00	\$ 1,293,503.00	\$ 17,317.00	1.4%
Arizona	\$ 14,268,915.00	\$ 13,281,914.00	\$ (987,001.00)	-6.9%
Arkansas	\$ 3,567,616.00	\$ 3,621,488.00	\$ 53,872.00	1.5%
California	\$ 149,996,375.00	\$ 150,624,531.00	\$ 628,156.00	0.4%
Colorado	\$ 9,401,943.00	\$ 9,779,417.00	\$ 377,474.00	4.0%
Connecticut	\$ 6,474,632.00	\$ 6,380,945.00	\$ (93,687.00)	-1.4%
Delaware	\$ 1,201,803.00	\$ 1,179,591.00	\$ (22,212.00)	-1.8%
District of Columbia	\$ 1,166,141.00	\$ 1,212,459.00	\$ 46,318.00	4.0%
Florida	\$ 43,907,907.00	\$ 43,457,874.00	\$ (450,033.00)	-1.0%
Georgia	\$ 15,380,461.00	\$ 15,269,172.00	\$ (111,289.00)	-0.7%
Hawaii	\$ 3,827,640.00	\$ 3,710,377.00	\$ (117,263.00)	-3.1%
Idaho	\$ 2,134,474.00	\$ 2,259,189.00	\$ 124,715.00	5.8%
Illinois	\$ 25,938,399.00	\$ 24,944,092.00	\$ (994,307.00)	-3.8%
Indiana	\$ 8,621,846.00	\$ 8,446,619.00	\$ (175,227.00)	-2.0%
Iowa	\$ 4,143,326.00	\$ 4,167,314.00	\$ 23,988.00	0.6%
Kansas	\$ 4,490,898.00	\$ 4,731,037.00	\$ 240,139.00	5.3%
Kentucky	\$ 3,806,710.00	\$ 3,826,378.00	\$ 19,668.00	0.5%
Louisiana	\$ 3,367,647.00	\$ 3,449,559.00	\$ 81,912.00	2.4%
Maine	\$ 743,960.00	\$ 829,501.00	\$ 85,541.00	11.5%
Maryland	\$ 10,352,243.00	\$ 10,890,038.00	\$ 537,795.00	5.2%
Massachusetts	\$ 14,685,413.00	\$ 14,887,920.00	\$ 202,507.00	1.4%
Michigan	\$ 11,691,758.00	\$ 12,289,474.00	\$ 597,716.00	5.1%
Minnesota	\$ 9,433,542.00	\$ 9,551,472.00	\$ 117,930.00	1.3%
Mississippi	\$ 1,514,344.00	\$ 1,493,246.00	\$ (21,098.00)	-1.4%
Missouri	\$ 4,993,456.00	\$ 4,682,033.00	\$ (311,423.00)	-6.2%
Montana	\$ 500,000.00	\$ 500,000.00	\$ -	0.0%
Nebraska	\$ 3,229,131.00	\$ 3,402,846.00	\$ 173,715.00	5.4%
Nevada	\$ 6,773,205.00	\$ 6,641,518.00	\$ (131,687.00)	-1.9%
New Hampshire	\$ 1,020,185.00	\$ 985,134.00	\$ (35,051.00)	-3.4%
New Jersey	\$ 19,661,602.00	\$ 19,092,346.00	\$ (569,256.00)	-2.9%
New Mexico	\$ 4,672,916.00	\$ 4,496,472.00	\$ (176,444.00)	-3.8%
New York	\$ 59,664,679.00	\$ 56,816,372.00	\$ (2,848,307.00)	-4.8%
North Carolina	\$ 14,667,709.00	\$ 14,467,817.00	\$ (199,892.00)	-1.4%
North Dakota	\$ 592,193.00	\$ 530,394.00	\$ (61,799.00)	-10.4%
Ohio	\$ 10,629,695.00	\$ 10,150,789.00	\$ (478,906.00)	-4.5%



State Name	2016–17 Title III Funding	2017–18 Title III Funding	Year Over Year Difference	Percent Change Over Previous Year
Oklahoma	\$ 5,340,226.00	\$ 5,350,095.00	\$ 9,869.00	0.2%
Oregon	\$ 7,166,764.00	\$ 7,058,225.00	\$ (108,539.00)	-1.5%
Pennsylvania	\$ 15,407,005.00	\$ 14,975,784.00	\$ (431,221.00)	-2.8%
Puerto Rico	\$ 3,403,910.00	\$ 3,386,765.00	\$ (17,145.00)	-0.5%
Rhode Island	\$ 1,961,293.00	\$ 1,903,554.00	\$ (57,739.00)	-2.9%
South Carolina	\$ 4,252,671.00	\$ 4,376,064.00	\$ 123,393.00	2.9%
South Dakota	\$ 901,320.00	\$ 893,605.00	\$ (7,715.00)	-0.9%
Tennessee	\$ 5,974,748.00	\$ 6,157,837.00	\$ 183,089.00	3.1%
Texas	\$ 112,249,586.00	\$ 113,236,866.00	\$ 987,280.00	0.9%
Utah	\$ 4,227,288.00	\$ 4,313,805.00	\$ 86,517.00	2.0%
Vermont	\$ 500,000.00	\$ 500,000.00	\$ -	0.0%
Virginia	\$ 12,743,264.00	\$ 13,232,377.00	\$ 489,113.00	3.8%
Washington	\$ 16,568,717.00	\$ 16,707,785.00	\$ 139,068.00	0.8%
West Virginia	\$ 613,232.00	\$ 545,644.00	\$ (67,588.00)	-11.0%
Wisconsin	\$ 7,284,693.00	\$ 7,143,973.00	\$ (140,720.00)	-1.9%
Wyoming	\$ 500,000.00	\$ 500,000.00	\$ -	0.0%
<b>SUMMARY INFO</b>				
Average	\$ 13,091,961.54	\$ 13,026,020.96	\$ (65,940.58)	-0.5%
Median	\$ 4,833,186.00	\$ 4,706,535.00	\$ (3,857.50)	-0.3%
Minimum	\$ 500,000.00	\$ 500,000.00	\$ (2,848,307.00)	-11.0%
Maximum	\$ 149,996,375.00	\$ 150,624,531.00	\$ 987,280.00	11.5%

**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 2016–17**

State Name	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
<b>Total</b>	<b>4,950,400</b>	<b>703,533</b>	<b>14.21%</b>	<b>4,795,229</b>	<b>96.87%</b>	<b>1,177,816</b>
Alabama	21,099	2,670	12.65%	20,016	94.87%	4,157
Alaska	14,655	2,557	17.45%	13,654	93.17%	2,387
Arizona	70,464	9,993	14.18%	61,352	87.07%	35,316
Arkansas	41,456	4,503	10.86%	38,934	93.92%	5,630
California	1,332,405	210,517	15.80%	1,297,245	97.36%	452,172
Colorado	105,785	15,099	14.27%	105,038	99.29%	24,911
Connecticut	36,551	6,922	18.94%	36,257	99.20%	6,980
Delaware	10,734	1,865	17.37%	10,734	100.00%	166
District of Columbia	6,567	1,232	18.76%	6,189	94.24%	1,848
Florida	288,809	32,362	11.21%	288,104	99.76%	81,483
Georgia	111,812	15,754	14.09%	108,882	97.38%	36,016
Hawaii	12,658	1,649	13.03%	12,658	100.00%	3,860
Idaho	16,177	2,787	17.23%	15,304	94.60%	2,061
Illinois	205,729	39,496	19.20%	189,782	92.25%	46,100
Indiana	47,596	7,759	16.30%	45,990	96.63%	23,137
Iowa	28,604	4,200	14.68%	28,025	97.98%	4,996
Kansas	54,619	5,749	10.53%	44,918	82.24%	2,156
Kentucky	21,877	2,673	12.22%	20,519	93.79%	6,167
Louisiana	22,814	1,322	5.79%	23,842	104.51%	8,846
Maine	5,256	801	15.24%	4,302	81.85%	344
Maryland	69,079	8,051	11.65%	69,011	99.90%	15,064
Massachusetts	86,624	14,986	17.30%	77,174	89.09%	12,329
Michigan	94,648	9,783	10.34%	90,878	96.02%	12,459
Minnesota	72,061	9,850	13.67%	61,955	85.98%	20,951
Mississippi	13,019	1,218	9.36%	8,384	64.40%	487
Missouri	30,880	3,061	9.91%	27,216	88.13%	5,476
Montana	2,915	613	21.03%	2,623	89.98%	505
Nebraska	22,154	2,239	10.11%	22,147	99.97%	7,733
Nevada	75,430	13,187	17.48%	75,138	99.61%	19,302
New Hampshire	4,263	704	16.51%	3,786	88.81%	980
New Jersey	70,867	5,742	8.10%	66,591	93.97%	21,623
New Mexico	49,538	12,060	24.34%	46,398	93.66%	9,760
New York	236,674	56,081	23.70%	222,195	93.88%	21,606
North Carolina	92,333	15,698	17.00%	90,145	97.63%	23,816
North Dakota	3,164	470	14.85%	2,984	94.31%	543

State Name	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	56,624	6,371	11.25%	54,230	95.77%	4,320
Oklahoma	46,327	7,861	16.97%	42,037	90.74%	13,761
Oregon	56,568	9,841	17.40%	54,482	96.31%	13,174
Pennsylvania	56,142	10,489	18.68%	56,109	99.94%	6,884
Puerto Rico	977	318	32.55%	977	100.00%	683
Rhode Island	11,087	1,691	15.25%	10,841	97.78%	2,676
South Carolina	44,299	4,946	11.17%	43,807	98.89%	6,158
South Dakota	4,638	665	14.34%	4,447	95.88%	1,054
Tennessee	43,261	5,465	12.63%	42,665	98.62%	7,983
Texas	921,937	78,351	8.50%	920,627	99.86%	124,657
Utah	41,314	8,246	19.96%	40,100	97.06%	9,903
Vermont	1,429	185	12.95%	1,301	91.04%	274
Virginia	112,127	18,678	16.66%	111,976	99.87%	29,466
Washington	122,600	18,054	14.73%	122,354	99.80%	25,856
West Virginia	2,656	310	11.67%	2,506	94.35%	206
Wisconsin	46,266	7,805	16.87%	45,986	99.39%	8,668
Wyoming	2,832	604	21.33%	2,414	85.24%	726
<b>SUMMARY INFO</b>						
Average	95,200	13,529	14.21%	88,946	93.43%	22,650
Median	43,780	5,746	14.79%	42,351	95.95%	7,356
Minimum	977	185	5.79%	977	22.04%	166
Maximum	1,332,405	210,517	32.55%	1,297,245	104.51%	452,172

**Table A-2b. Number of English Learners Identified and Receiving Services in Language Instruction Educational Programs Provided by Local Educational Agencies Receiving Title III Subgrants: School Year 2017–18**

State Name	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
<b>Total</b>	<b>5,011,462</b>	<b>718,722</b>	<b>14.34%</b>	<b>4,829,313</b>	<b>96.37%</b>	<b>3,394,047</b>
Alabama	25,069	3,336	13.31%	24,078	96.05%	7,949
Alaska	15,616	2,585	16.55%	14,709	94.19%	1,339
Arizona	79,631	5,384	6.76%	66,009	82.89%	64,237
Arkansas	39,800	4,847	12.18%	36,074	90.64%	10,596
California	1,271,150	211,229	16.62%	1,246,453	98.06%	1,450,812
Colorado	104,276	15,589	14.95%	101,670	97.50%	43,535
Connecticut	38,067	7,454	19.58%	39,251	103.11%	6,167
Delaware	12,673	1,932	15.25%	12,673	100.00%	2,761
District of Columbia	8,131	1,504	18.50%	7,440	91.50%	2,415
Florida	280,509	31,935	11.38%	279,806	99.75%	157,459
Georgia	123,339	17,996	14.59%	102,464	83.08%	49,611
Hawaii	14,773	1,758	11.90%	14,773	100.00%	7,853
Idaho	17,819	2,858	16.04%	17,300	97.09%	3,512
Illinois	204,923	40,944	19.98%	207,445	101.23%	69,700
Indiana	55,548	8,624	15.53%	53,653	96.59%	20,567
Iowa	29,410	4,571	15.54%	28,555	97.09%	9,108
Kansas	49,197	5,921	12.04%	41,700	84.76%	5,746
Kentucky	25,629	2,978	11.62%	22,096	86.21%	7,351
Louisiana	24,877	1,496	6.01%	23,870	95.95%	3,629
Maine	5,741	931	16.22%	4,132	71.97%	1,019
Maryland	79,656	9,464	11.88%	79,570	99.89%	NR
Massachusetts	93,358	16,463	17.63%	84,529	90.54%	31,293
Michigan	97,560	10,356	10.62%	93,809	96.16%	22,432
Minnesota	73,129	10,859	14.85%	63,325	86.59%	744,596
Mississippi	12,852	1,309	10.19%	5,925	46.10%	1,981
Missouri	33,893	3,380	9.97%	30,020	88.57%	7,177
Montana	3,111	622	19.99%	2,738	88.01%	789
Nebraska	23,279	2,764	11.87%	23,128	99.35%	14,075
Nevada	81,635	13,592	16.65%	81,435	99.76%	23,104
New Hampshire	4,937	896	18.15%	4,223	85.54%	506
New Jersey	79,513	6,542	8.23%	76,978	96.81%	33,870
New Mexico	52,590	NR	0.00%	33,560	63.81%	11,391
New York	243,186	57,856	23.79%	228,303	93.88%	63,992
North Carolina	105,694	17,748	16.79%	102,298	96.79%	44,682
North Dakota	3,632	496	13.66%	3,550	97.74%	782

State Name	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	52,957	6,760	12.77%	51,138	96.57%	19,684
Oklahoma	52,130	8,788	16.86%	47,912	91.91%	932
Oregon	51,015	9,791	19.19%	49,477	96.99%	34,863
Pennsylvania	62,056	10,505	16.93%	61,677	99.39%	10,485
Puerto Rico	957	367	38.35%	957	100.00%	1,178
Rhode Island	12,616	1,905	15.10%	12,524	99.27%	6,839
South Carolina	45,574	5,745	12.61%	45,481	99.80%	6,560
South Dakota	5,417	785	14.49%	5,224	96.44%	1,611
Tennessee	44,775	5,769	12.88%	44,180	98.67%	19,903
Texas	926,236	84,453	9.12%	924,860	99.85%	226,408
Utah	46,192	8,860	19.18%	45,274	98.01%	9,208
Vermont	1,687	236	13.99%	NR	0.00%	NR
Virginia	113,351	19,361	17.08%	113,186	99.85%	51,747
Washington	127,759	20,137	15.76%	116,039	90.83%	52,464
West Virginia	2,019	266	13.17%	2,019	100.00%	575
Wisconsin	49,830	8,173	16.40%	49,729	99.80%	24,750
Wyoming	2,688	602	22.40%	2,094	77.90%	804
<b>SUMMARY INFO</b>						
Average	96,374	14,093	14.34%	94,692	96.37%	67,881
Median	45,883	5,769	15.02%	44,180	96.79%	9,847
Minimum	957	236	6.01%	957	46.10%	506
Maximum	1,271,150	211,229	38.35%	1,246,453	103.11%	1,450,812

NR Missing Data

**Table A-3a. K-12 Immigrant Children and Youth Enrollment and Title III Participation: School Year 2016–17**

State	Number of Immigrant Students Enrolled	Number of Immigrant Students Served in LEAs Receiving Title III Immigrant Children and Youth Subgrants	Percentage Served in LEAs Receiving Title III Immigrant Children and Youth Subgrants
<b>Total</b>	<b>951,908</b>	<b>379,168</b>	<b>39.83%</b>
Alabama	4,351	3,575	82.17%
Alaska	1,274	NR	0.00%
Arizona	9,586	4,817	50.25%
Arkansas	3,556	163	4.58%
California	202,324	11,587	5.73%
Colorado	8,881	5,382	60.60%
Connecticut	2,066	1,443	69.85%
Delaware	2,588	2,235	86.36%
District of Columbia	2,202	222	10.08%
Florida	111,136	20,443	18.39%
Georgia	30,014	19,912	66.34%
Hawaii	5,648	3,006	53.22%
Idaho	1,419	450	31.71%
Illinois	12,147	1,504	12.38%
Indiana	8,798	3,044	34.60%
Iowa	5,732	1,842	32.14%
Kansas	3,765	137	3.64%
Kentucky	8,958	6,387	71.30%
Louisiana	7,102	7,102	100.00%
Maine	2,031	3	0.15%
Maryland	38,304	8,618	22.50%
Massachusetts	30,957	23,617	76.29%
Michigan	21,387	18,316	85.64%
Minnesota	17,856	3,204	17.94%
Mississippi	1,621	2	0.12%
Missouri	5,587	3,061	54.79%
Montana	86	0	0.00%
Nebraska	6,727	6,065	90.16%
Nevada	6,303	6,303	100.00%
New Hampshire	1,985	423	21.31%
New Jersey	56,277	50,997	90.62%
New Mexico	2,481	NR	0.00%
New York	26,248	26,248	100.00%
North Carolina	25,893	3,973	15.34%
North Dakota	1,493	951	63.70%
Ohio	17,010	6,926	40.72%
Oklahoma	5,432	3,633	66.88%
Oregon	9,760	4,078	41.78%
Pennsylvania	21,211	NR	0.00%
Puerto Rico	189	189	100.00%



State	Number of Immigrant Students Enrolled	Number of Immigrant Students Served in LEAs Receiving Title III Immigrant Children and Youth Subgrants	Percentage Served in LEAs Receiving Title III Immigrant Children and Youth Subgrants
Rhode Island	4,250	471	11.08%
South Carolina	11,300	NR	0.00%
South Dakota	1,082	15	1.39%
Tennessee	14,366	11,824	82.31%
Texas	106,582	71,304	66.90%
Utah	8,987	1,073	11.94%
Vermont	783	589	75.22%
Virginia	34,091	30,952	90.79%
Washington	35,864	2,798	7.80%
West Virginia	1,351	NR	0.00%
Wisconsin	2,535	280	11.05%
Wyoming	332	4	1.20%
<b>SUMMARY INFO</b>			
Average	18,306	8,067	39.83%
Median	6,515	3,061	41.78%
Minimum	86	0	0%
Maximum	202,324	71,304	100%

NR Missing Data

**Table A-3b. K–12 Immigrant Children and Youth Enrollment and Title III Participation:  
School Year 2017–18**

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
<b>Total</b>	<b>994,137</b>	<b>431,937</b>	<b>43.45%</b>
Alabama	3,075	3,075	100.00%
Alaska	1,177	NR	NR
Arizona	12,755	1,862	14.60%
Arkansas	3,592	382	10.63%
California	209,209	7,540	3.60%
Colorado	11,657	7,809	66.99%
Connecticut	10,816	10,816	100.00%
Delaware	2,239	1,635	73.02%
District of Columbia	2,379	1	0.04%
Florida	120,502	44,113	36.61%
Georgia	31,513	17,802	56.49%
Hawaii	6,063	3,963	65.36%
Idaho	1,290	1,021	79.15%
Illinois	10,389	1,181	11.37%
Indiana	10,413	3,113	29.90%
Iowa	6,039	3,790	62.76%
Kansas	3,677	1,760	47.87%
Kentucky	8,089	7,326	90.57%
Louisiana	6,949	6,949	100.00%
Maine	1,627	61	3.75%
Maryland	38,847	8,047	20.71%
Massachusetts	27,728	23,607	85.14%
Michigan	21,389	18,981	88.74%
Minnesota	16,719	9,238	55.25%
Mississippi	1,640	1,284	78.29%
Missouri	6,830	5,348	78.30%
Montana	190	55	28.95%
Nebraska	7,246	6,453	89.06%
Nevada	6,624	6,624	100.00%
New Hampshire	1,941	1,193	61.46%
New Jersey	59,262	53,112	89.62%
New Mexico	1,969	45	2.29%
New York	25,671	25,671	100.00%
North Carolina	27,126	3,995	14.73%
North Dakota	1,506	22	1.46%
Ohio	19,514	15,059	77.17%
Oklahoma	5,359	3,791	70.74%
Oregon	8,309	1,527	18.38%
Pennsylvania	22,988	NR	NR

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	127	127	100.00%
Rhode Island	4,861	2,945	60.58%
South Carolina	12,545	6,690	53.33%
South Dakota	1,137	2	0.18%
Tennessee	14,817	12,554	84.73%
Texas	107,938	80,561	74.64%
Utah	8,685	965	11.11%
Vermont	NR	NR	0.00%
Virginia	37,561	15,113	40.24%
Washington	37,432	3,009	8.04%
West Virginia	1,210	1,210	100.00%
Wisconsin	2,909	386	13.27%
Wyoming	607	124	20.43%
<b>SUMMARY INFO</b>			
Average	19,493	8,815	43.45%
Median	7,246	3,790	60.58%
Minimum	127	1	0%
Maximum	209,209	80,561	100%

NR Missing Data

**Table A-4a. Most Commonly Spoken Languages, Other Than English,  
by All Identified English Learners: School Year 2016–17**

<b>Language</b>	<b>Number of All ELs Speaking the Language</b>
Spanish; Castilian	3,790,949
Arabic	122,227
Chinese	94,711
Vietnamese	63,078
Somali	29,460
Haitian; Haitian Creole	26,032
Hmong	19,616
Tagalog	19,169
Portuguese	18,305
Russian	12,619
Urdu	10,216
Bengali	9,303
Navajo; Navaho	7,252
Karen languages	6,574
Polish	5,989
Yupik languages	5,688
Marshallese	5,014
Creoles and pidgins, Portuguese-based (Other)	3,902
Burmese	3,822
Amharic	3,575
Nepali	3,328
Creoles and pidgins (Other)	2,975
German	2,960
French	2,765
Filipino; Pilipino	2,352
Iloko	2,306
Bosnian	1,855
Undetermined	1,792
Albanian	1,725
Chuukese	1,697
Swahili	1,484
Samoan	1,332
Kurdish	1,059
North American Indian	1,032
Lao	885
Caucasian (Other)	845
Creoles and pidgins, French-based (Other)	758
Cherokee	698

Language	Number of All ELs Speaking the Language
Creoles and pidgins, English based (Other)	577
Zuni	529
Mayan languages	437
Korean	434
Cushitic (Other)	129
Gujarati	89
Uncoded languages	38
Mandingo	5

**Table A-4b. Most Commonly Spoken Languages, Other Than English,  
by All Identified English Learners: School Year 2017–18**

<b>Language</b>	<b>Number of All ELs Speaking the Language</b>
Spanish; Castilian	3,790,949
Arabic	122,237
Chinese	94,744
Vietnamese	63,078
Somali	29,297
Haitian; Haitian Creole	26,032
Hmong	19,616
Tagalog	19,169
Portuguese	18,305
Russian	12,782
Urdu	10,216
Bengali	9,303
Navajo; Navaho	7,252
No linguistic content; Not applicable	7,086
Karen languages	6,574
Polish	5,989
Yupik languages	5,688
Marshallese	5,014
Creoles and pidgins, Portuguese-based (Other)	3,902
Burmese	3,822
Amharic	3,575
Nepali	3,328
Creoles and pidgins (Other)	2,975
German	2,960
French	2,765
Filipino; Pilipino	2,352
Iloko	2,306
Bosnian	1,855
Undetermined	1,792
Albanian	1,725
Chuukese	1,697
Swahili	1,484
Samoan	1,332
Multiple languages	1,114
Kurdish	1,059
North American Indian	1,032
Lao	885
Caucasian (Other)	845



Language	Number of All ELs Speaking the Language
Creoles and pidgins, French-based (Other)	758
Cherokee	698
Creoles and pidgins, English-based (Other)	577
Zuni	529
Mayan languages	437
Korean	434
Cushitic (Other)	129
Gujarati	89

**Table A-5. Number of Former English Learners by Reporting Year: School Year 2016–17**

State Name	First Year	Second Year	Total Exited ELs (All Years)
Alabama	486	3,671	4,157
Alaska	1,351	1,036	2,387
Arizona	16,159	19,157	35,316
Arkansas	3,724	1,906	5,630
California	252,156	200,016	452,172
Colorado	14,346	10,565	24,911
Connecticut	3,400	3,580	6,980
Delaware	141	25	166
District of Columbia	992	856	1,848
Florida	37,144	44,339	81,483
Georgia	19,733	16,283	36,016
Hawaii	367	3,493	3,860
Idaho	273	1,788	2,061
Illinois	22,313	23,787	46,100
Indiana	11,108	12,029	23,137
Iowa	2,487	2,509	4,996
Kansas	1,907	249	2,156
Kentucky	3,414	2,753	6,167
Louisiana	4,952	3,894	8,846
Maine	150	194	344
Maryland	7,640	7,424	15,064
Massachusetts	9,982	2,347	12,329
Michigan	7,623	4,836	12,459
Minnesota	11,814	9,137	20,951
Mississippi	364	123	487
Missouri	3,061	2,415	5,476
Montana	241	264	505
Nebraska	3,742	3,991	7,733
Nevada	12,045	7,257	19,302
New Hampshire	477	503	980
New Jersey	12,698	8,925	21,623
New Mexico	5,080	4,680	9,760
New York	2,122	19,484	21,606
North Carolina	12,397	11,419	23,816
North Dakota	232	311	543
Ohio	1,070	3,250	4,320
Oklahoma	7,386	6,375	13,761
Oregon	4,390	8,784	13,174
Pennsylvania	3,683	3,201	6,884
Puerto Rico	307	376	683
Rhode Island	1,282	1,394	2,676
South Carolina	2,350	3,808	6,158
South Dakota	397	657	1,054

State Name	First Year	Second Year	Total Exited ELs (All Years)
Tennessee	4,815	3,168	7,983
Texas	63,548	61,109	124,657
Utah	5,523	4,380	9,903
Vermont	61	213	274
Virginia	15,464	14,002	29,466
Washington	11,908	13,948	25,856
West Virginia	97	109	206
Wisconsin	4,585	4,083	8,668
Wyoming	393	333	726

**Table A-6. Number of Former English Learners by Reporting Year: School Year 2017–18**

State Name	First Year	Second Year	Third Year	Fourth Year	Total Exited ELs (All Years)
Alabama	305	2,621	2,542	2,481	7,949
Alaska	55	1,284	NR	NR	1,339
Arizona	10,865	15,243	18,496	19,633	64,237
Arkansas	4,598	3,312	1,584	1,102	10,596
California	330,130	312,386	255,289	553,007	1,450,812
Colorado	14,590	11,221	8,963	8,761	43,535
Connecticut	3,000	3,167	NR	NR	6,167
Delaware	629	1,800	298	34	2,761
District of Columbia	129	919	740	627	2,415
Florida	55,127	32,431	38,956	30,945	157,459
Georgia	7,575	18,194	14,723	9,119	49,611
Hawaii	339	2,955	2,534	2,025	7,853
Idaho	166	173	1,715	1,458	3,512
Illinois	7,961	23,809	22,651	15,279	69,700
Indiana	583	7,958	7,637	4,389	20,567
Iowa	2,341	2,428	2,762	1,577	9,108
Kansas	4,854	850	32	10	5,746
Kentucky	1,614	5,737	NR	NR	7,351
Louisiana	1,774	1,855	NR	NR	3,629
Maine	256	381	223	159	1,019
Maryland	NR	NR	NR	NR	NR
Massachusetts	8,659	9,214	6,873	6,547	31,293
Michigan	7,350	6,728	4,358	3,996	22,432
Minnesota	214,465	171,254	214,108	144,769	744,596
Mississippi	1,233	449	123	176	1,981
Missouri	1,806	2,847	2,072	452	7,177
Montana	67	214	233	275	789
Nebraska	3,096	3,615	4,024	3,340	14,075
Nevada	1,124	11,828	6,725	3,427	23,104
New Hampshire	131	375	NR	NR	506
New Jersey	9,391	10,523	7,981	5,975	33,870
New Mexico	557	4,434	4,220	2,180	11,391
New York	18,278	2,276	21,663	21,775	63,992
North Carolina	2,715	16,991	14,594	10,382	44,682
North Dakota	28	262	261	231	782
Ohio	14,149	984	2,951	1,600	19,684
Oklahoma	932	NR	NR	NR	932
Oregon	12,544	4,369	8,773	9,177	34,863
Pennsylvania	2,551	5,883	2,049	2	10,485
Puerto Rico	206	314	376	282	1,178
Rhode Island	770	2,210	2,190	1,669	6,839
South Carolina	2,194	1,680	2,373	313	6,560
South Dakota	71	412	585	543	1,611

State Name	First Year	Second Year	Third Year	Fourth Year	Total Exited ELs (All Years)
Tennessee	7,002	5,588	3,294	4,019	19,903
Texas	70,967	61,498	57,625	36,318	226,408
Utah	1,292	4,406	3,510	NR	9,208
Vermont	NR	NR	NR	NR	NR
Virginia	14,042	14,443	13,155	10,107	51,747
Washington	15,491	13,330	14,552	9,091	52,464
West Virginia	474	68	33	NR	575
Wisconsin	9,242	6,905	5,143	3,460	24,750
Wyoming	148	243	211	202	804

NR Missing Data

**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 2016–17**

State Name	Number of Licensed or Certified Teachers Working Title III–Supported LIEPS	Estimated Number of Additional Licensed Teachers Needed in Next Five Years	Ratio of Title III–Served ELs to Certified Teachers
<b>Total</b>	<b>377,821</b>	<b>86,603</b>	<b>12:1</b>
Alabama	4,615	333	4:1
Alaska	44	103	310:1
Arizona	7,102	870	9:1
Arkansas	2,870	400	14:1
California	210,716	16,240	6:1
Colorado	4,067	1,000	26:1
Connecticut	758	19	48:1
Delaware	81	75	133:1
District of Columbia	118	375	52:1
Florida	51,476	NR	6:1
Georgia	2,440	263	45:1
Hawaii	93	313	136:1
Idaho	113	229	135:1
Illinois	16,557	19,498	11:1
Indiana	4,137	1,000	11:1
Iowa	650	1,000	43:1
Kansas	229	495	19:1
Kentucky	202	400	102:1
Louisiana	475	919	50:1
Maine	57	31	75:1
Maryland	1,324	603	52:1
Massachusetts	1,551	194	50:1
Michigan	666	150	136:1
Minnesota	1,533	800	40:1
Mississippi	44	350	191:1
Missouri	600	944	45:1
Montana	958	50	3:1
Nebraska	1,002	100	22:1
Nevada	2,775	19,270	27:1
New Hampshire	151	17	25:1
New Jersey	3,652	200	18:1
New Mexico	5,906	500	8:1
New York	8,013	690	7:1
North Carolina	1,775	458	51:1
North Dakota	106	32	28:1
Ohio	440	641	123:1
Oklahoma	903	511	47:1
Oregon	NR	300	



State Name	Number of Licensed or Certified Teachers Working 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	2,273	545	25:1
Puerto Rico	725	150	1:1
Rhode Island	401	120	27:1
South Carolina	521	320	84:1
South Dakota	88	250	51:1
Tennessee	1,232	266	35:1
Texas	27,603	13,683	33:1
Utah	2,840	85	14:1
Vermont	72	25	18:1
Virginia	713	900	157:1
Washington	1,189	500	103:1
West Virginia	65	60	39:1
Wisconsin	1,836	316	25:1
Wyoming	64	10	38:1
<b>SUMMARY INFO</b>			
Average	7,0408	1,698	
Median	903	333	
Minimum	44	10	
Maximum	210,716	19,498	

NR Missing Data

**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 2017–18**

State Name	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
<b>Total</b>	<b>417,392</b>	<b>82,820</b>	<b>12:1</b>
Alabama	3,985	313	6:1
Alaska	56	NR	263:1
Arizona	12,748	2148	5:1
Arkansas	2,858	791	13:1
California	209,716	13540	6:1
Colorado	3,626	1000	28:1
Connecticut	902	70	44:1
Delaware	115	150	110:1
District of Columbia	148	NR	50:1
Florida	60,655	10000	5:1
Georgia	2,642	125	39:1
Hawaii	66	NR	224:1
Idaho	104	385	166:1
Illinois	16,850	NR	12:1
Indiana	4,569	5717	12:1
Iowa	691	1000	41:1
Kansas	700	250	60:1
Kentucky	100	548	221:1
Louisiana	475	231	50:1
Maine	42	23	59:1
Maryland	1,354	603	12:1
Massachusetts	1,713	252	49:1
Michigan	697	850	135:1
Minnesota	1,575	500	40:1
Mississippi	45	350	191:1
Missouri	621	1024	48:1
Montana	750	50	4:1
Nebraska	1,049	105	22:1
Nevada	2,803	NR	29:1
New Hampshire	162	20	26:1
New Jersey	3,751	395	21:1
New Mexico	6,532	500	5:1
New York	8,640	NR	26:1
North Carolina	1,799	705	57:1
North Dakota	150	225	24:1
Ohio	547	440	123:1
Oklahoma	21,658	399	2:1
Oregon	797	400	62:1

State Name	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	2,573	580	24:1
Puerto Rico	866	NR	1:1
Rhode Island	422	352	30:1
South Carolina	548	200	83:1
South Dakota	87	205	60:1
Tennessee	1,341	424	33:1
Texas	27,346	14831	34:1
Utah	3,684	NR	12:1
Vermont	NR	25	
Virginia	780	900	145:1
Washington	1,660	21713	70:1
West Virginia	66	60	31:1
Wisconsin	2,272	365	22:1
Wyoming	56	56	37:1
<b>SUMMARY INFO</b>			
Average	8,027	1,882	
Median	902	399	
Minimum	42	20	
Maximum	209,716	21,713	

NR Missing Data

**Table A-8. Languages of Instruction in Dual Language Programs: School Year 2016–17**

States	Dual Language Program	Languages
Alabama	No	NR
Alaska	No	NR
Arizona	Yes	Spanish
Arkansas	No	NR
California	Yes	Arabic, Armenian, Cantonese, Chinese, French, German, Hmong, Italian, Japanese, Korean, Mandarin, Spanish, Vietnamese
Colorado	Yes	Spanish
Connecticut	Yes	Spanish
Delaware	Yes	NR
District of Columbia	Yes	Spanish, Mandarin, Hebrew, French
Florida	No	NR
Georgia	Yes	Spanish, German, French, Chinese
Hawaii	No	NR
Idaho	Yes	Spanish, Mandarin Chinese
Illinois	Yes	NR
Indiana	Yes	Spanish, Mandarin
Iowa	Yes	Spanish
Kansas	Yes	NR
Kentucky	Yes	Spanish
Louisiana	Yes	French
Maine	Yes	French
Maryland	Yes	Spanish
Massachusetts	Yes	Spanish, Portuguese
Michigan	Yes	Arabic, Spanish, Mandarin, Hmong
Minnesota	Yes	Chinese, German, Spanish, Somali, French
Mississippi	No	NR
Missouri	No	NR
Montana	No	NR
Nebraska	Yes	Spanish
Nevada	No	NR
New Hampshire	No	NR
New Jersey	Yes	Spanish
New Mexico	Yes	Spanish, Navajo
New York	Yes	Spanish, Chinese, Haitian
North Carolina	Yes	Spanish, Chinese (Mandarin), Japanese, German, French
North Dakota	No	NR
Ohio	Yes	Spanish, Other, Somali
Oklahoma	Yes	Spanish
Oregon	Yes	Spanish, Vietnamese, Chinese, Russian, French, and German
Pennsylvania	Yes	Spanish
Puerto Rico	No	NR
Rhode Island	Yes	Spanish
South Carolina	NR	NR
South Dakota	No	NR

States	Dual Language Program	Languages
Tennessee	No	NR
Texas	Yes	Spanish, Vietnamese
Utah	Yes	Chinese, French, Portuguese, Spanish, German
Vermont	No	NR
Virginia	Yes	Spanish
Washington	Yes	Russian, Spanish, Vietnamese, Chinese
West Virginia	No	NR
Wisconsin	Yes	Spanish
Wyoming	Yes	Spanish

NR Missing Data

**Table A-9. Languages of Instruction in Two-way Immersion Programs: School Year 2016–17**

States	Two-Way Immersion Program	Languages
Alabama	No	NR
Alaska	Yes	Yupik, Spanish, Russian, German, Japanese, Chinese
Arizona	No	NR
Arkansas	No	NR
California	Yes	Arabic, Armenian, Cantonese, Chinese, French, German, Hmong, Italian, Japanese, Korean, Mandarin, Spanish, Vietnamese
Colorado	Yes	Spanish, Chinese
Connecticut	No	NR
Delaware	Yes	Spanish
District of Columbia	Yes	Spanish, French
Florida	No	NR
Georgia	No	NR
Hawaii	No	NR
Idaho	Yes	Spanish, Mandarin Chinese
Illinois	Yes	NR
Indiana	Yes	Spanish
Iowa	No	NR
Kansas	No	NR
Kentucky	Yes	Spanish
Louisiana	Yes	French, Spanish
Maine	Yes	French
Maryland	Yes	Spanish
Massachusetts	NR	NR
Michigan	Yes	Arabic, Spanish, Mandarin, Hmong
Minnesota	Yes	Spanish, Hmong, Ojibwe, Dakota
Mississippi	No	NR
Missouri	No	NR
Montana	Yes	Blackfeet, Crow
Nebraska	Yes	Spanish
Nevada	Yes	Spanish
New Hampshire	No	NR
New Jersey	No	NR
New Mexico	Yes	Spanish, Navajo
New York	Yes	Spanish, Chinese, Haitian
North Carolina	No	NR
North Dakota	No	NR
Ohio	Yes	Spanish, Other
Oklahoma	Yes	Spanish and Cherokee
Oregon	Yes	Spanish, Vietnamese, Chinese, Russian, French, and German
Pennsylvania	Yes	Spanish
Puerto Rico	No	NR
Rhode Island	Yes	Portuguese
South Carolina	NR	NR
South Dakota	No	NR



States	Two-Way Immersion Program	Languages
Tennessee	No	NR
Texas	Yes	Spanish, Vietnamese
Utah	Yes	Spanish
Vermont	No	NR
Virginia	Yes	Spanish
Washington	Yes	Russian, Spanish, Vietnamese
West Virginia	No	NR
Wisconsin	Yes	Spanish
Wyoming	Yes	Spanish

NR Missing Data

**Table A-10. Languages of Instruction in Transitional Bilingual Programs: School Year 2016–17**

States	Transitional Bilingual Program	Languages
Alabama	No	NR
Alaska	Yes	Russian, Sugcestun
Arizona	No	NR
Arkansas	No	NR
California	Yes	Cantonese, Korean, Mandarin, Spanish
Colorado	Yes	Spanish
Connecticut	Yes	Spanish, Portuguese, Mandarin, Arabic, Creole-Haitian, Japanese, Karen, Tamil, Serbo-Croatian, Albanian, Pashto
Delaware	Yes	Spanish
District of Columbia	No	NR
Florida	No	NR
Georgia	No	NR
Hawaii	No	NR
Idaho	Yes	Spanish
Illinois	Yes	NR
Indiana	Yes	Spanish, Burmese
Iowa	Yes	Spanish
Kansas	Yes	NR
Kentucky	Yes	Spanish
Louisiana	Yes	Spanish
Maine	Yes	Spanish
Maryland	Yes	Spanish
Massachusetts	Yes	Spanish
Michigan	Yes	Arabic, Chinese, Spanish, Russian, Punjabi, Greek, Vietnamese, Albanian, Hmong, Ugandan, Italian, Czech, Cantonese, Urdu, Bengali
Minnesota	Yes	Spanish, Somali
Mississippi	No	NR
Missouri	No	NR
Montana	No	NR
Nebraska	No	NR
Nevada	No	NR
New Hampshire	No	NR
New Jersey	Yes	Spanish
New Mexico	Yes	Spanish
New York	Yes	Spanish, Chinese, Haitian
North Carolina	Yes	Spanish
North Dakota	No	NR
Ohio	Yes	Spanish, Arabic/Other
Oklahoma	Yes	Spanish
Oregon	Yes	Spanish, Vietnamese, Chinese, Russian, French, and German
Pennsylvania	Yes	Spanish
Puerto Rico	No	NR
Rhode Island	Yes	Spanish
South Carolina	NR	NR

States	Transitional Bilingual Program	Languages
South Dakota	No	NR
Tennessee	No	NR
Texas	Yes	Spanish, Vietnamese
Utah	Yes	Spanish
Vermont	No	NR
Virginia	Yes	Spanish
Washington	Yes	Spanish
West Virginia	No	NR
Wisconsin	Yes	Spanish
Wyoming	No	NR

NR Missing Data

**Table A-11. Languages of Instruction in Developmental Bilingual Programs: School Year 2016–17**

States	Developmental Bilingual Program	Languages
Alabama	No	NR
Alaska	No	NR
Arizona	No	NR
Arkansas	No	NR
California	Yes	Cantonese, Chinese, Korean, Spanish
Colorado	Yes	Spanish
Connecticut	No	NR
Delaware	No	NR
District of Columbia	No	NR
Florida	No	NR
Georgia	No	NR
Hawaii	No	NR]
Idaho	Yes	Spanish
Illinois	Yes	Spanish
Indiana	Yes	Spanish
Iowa	Yes	Spanish
Kansas	Yes	NR
Kentucky	No	NR
Louisiana	Yes	NR
Maine	NR	NR
Maryland	No	NR
Massachusetts	NR	NR
Michigan	No	NR
Minnesota	Yes	Spanish
Mississippi	No	NR
Missouri	No	NR
Montana	No	NR
Nebraska	No	NR
Nevada	No	NR
New Hampshire	No	NR
New Jersey	Yes	Spanish, French, Haitian-Creole, Korean, Arabic, Bengali, Portuguese, Gujarati
New Mexico	Yes	Spanish
New York	NR	NR
North Carolina	Yes	Spanish
North Dakota	No	NR
Ohio	Yes	Spanish, Other
Oklahoma	Yes	Spanish and Cherokee
Oregon	No	NR
Pennsylvania	Yes	Spanish
Puerto Rico	No	NR
Rhode Island	Yes	Spanish
South Carolina	NR	NR
South Dakota	No	NR

States	Developmental Bilingual Program	Languages
Tennessee	No	NR
Texas	No	NR
Utah	NR	NR
Vermont	No	NR
Virginia	Yes	Spanish
Washington	Yes	Spanish, Russian
West Virginia	No	NR
Wisconsin	Yes	Spanish
Wyoming	No	NR

NR Missing Data

**Table A-12. Languages of Instruction in Heritage Language Programs: School Year 2016–17**

States	Heritage Language Program	Languages
Alabama	No	NR
Alaska	Yes	Yupik
Arizona	Yes	Navajo
Arkansas	Yes	Spanish
California	Yes	Chinese, Hmong, Khmer, Russian, Spanish, Ukrainian, Vietnamese
Colorado	Yes	Spanish
Connecticut	No	NR
Delaware	No	NR
District of Columbia	No	NR
Florida	No	NR
Georgia	Yes	Spanish
Hawaii	No	NR
Idaho	Yes	Spanish
Illinois	Yes	NR
Indiana	Yes	Spanish
Iowa	Yes	Spanish
Kansas	No	NR
Kentucky	No	NR
Louisiana	Yes	Spanish, Vietnamese
Maine	NR	NR
Maryland	Yes	Spanish
Massachusetts	NR	NR
Michigan	Yes	Arabic, Spanish, Mandarin, Japanese,
Minnesota	Yes	Spanish, Hmong, Somali, Russian
Mississippi	No	NR
Missouri	No	NR
Montana	Yes	Crow, Blackfeet, Chippewa, or Cree
Nebraska	Yes	Spanish
Nevada	No	NR
New Hampshire	No	NR
New Jersey	Yes	Spanish
New Mexico	Yes	Spanish; Native American languages (Keres, Jicarilla Apache, Navajo, Tewa, Tiwa,
New York	Yes	Spanish, Chinese
North Carolina	Yes	Spanish, Chinese (Mandarin) and Cherokee
North Dakota	No	NR
Ohio	Yes	Spanish, Other, Somali
Oklahoma	No	NR
Oregon	Yes	NR
Pennsylvania	Yes	Spanish
Puerto Rico	No	NR
Rhode Island	No	NR
South Carolina	NR	NR
South Dakota	No	NR



States	Heritage Language Program	Languages
Tennessee	Yes	Spanish
Texas	No	NR
Utah	Yes	Navajo, Ute
Vermont	No	NR
Virginia	Yes	Spanish
Washington	NR	NR
West Virginia	No	NR
Wisconsin	Yes	Spanish
Wyoming	No	NR

NR Missing Data

**Table A-13. English-Only Language Instruction Educational Programs: School Year 2016–17**

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

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

NR Missing Data

**Table A-14. Languages of Instruction in Transitional Bilingual Programs: School Year 2017–18**

States	Transitional Bilingual Program	Languages	Number Enrolled	Percentage of ELs Enrolled
<b>Total</b>	<b>24</b>		<b>410,436</b>	<b>8%</b>
Alabama	NR	NR	NR	—
Alaska	NR	NR	NR	—
Arizona	No	—	—	—
Arkansas	NR	NR	NR	—
California	NR	NR	NR	—
Colorado	Yes	Spanish	6,964	7%
Connecticut	Yes	Spanish, Portuguese, Arabic, Creole-Haitian, Japanese, Serbo-Croatian, Tamil, Albanian, Mandarin, Karen, Pashto	10,197	28%
Delaware	Yes	NR	244	2%
District of Columbia	No	—	—	—
Florida	Yes	English and Home Language	24,736	9%
Georgia	NR	Questionable Data Entry	NR	—
Hawaii	Yes	NR	3	0%
Idaho	NR	Spanish	NR	—
Illinois	Yes	NR	96,248	47%
Indiana	Yes	NR	365	1%
Iowa	Yes	Spanish	92	0%
Kansas	NR	Questionable Data Entry	NR	—
Kentucky	Yes	Questionable Data Entry	160	1%
Louisiana	Yes	NR	9	0%
Maine	NR	NR	NR	NR
Maryland	NR	NR	NR	
Massachusetts	Yes	Spanish	1,371	2%
Michigan	Yes	Spanish, Arabic, Albanian, Hmong, English	3,905	4%
Minnesota	Yes	NR	333	0%
Mississippi	NR	NR	NR	—
Missouri	Yes	NR	1	0%
Montana	NR	NR	NR	—
Nebraska	NR	NR	NR	
Nevada	No	NR	NR	—
New Hampshire	NR	NR	NR	
New Jersey	NR	Spanish	NR	—
New Mexico	Yes	Spanish	3	0%
New York	Yes	Arabic, Bengali, Chinese, French, Haitian-Creole, Italian, Nepali, Other, Punjabi, Russian, Somali, Spanish, Turkish, Urdu, Yiddish	32,341	14%
North Carolina	NR	Spanish, French, Chinese	NR	—
North Dakota	NR	NR	NR	—
Ohio	Yes	Somali, Spanish, Vietnamese, Chinese, Arabic, Other	3,250	6%
Oklahoma	Yes	Spanish	118	0%

States	Transitional Bilingual Program	Languages	Number Enrolled	Percentage of ELs Enrolled
Oregon	NR	NR	NR	—
Pennsylvania	Yes	Spanish	1,817	3%
Puerto Rico	NR	NR	NR	—
Rhode Island	Yes	Spanish	688	6%
South Carolina	NR	English	NR	—
South Dakota	NR	NR	NR	—
Tennessee	NR	NR	NR	—
Texas	Yes	English, Spanish, Vietnamese	221,808	24%
Utah	NR	Spanish, Navajo	NR	—
Vermont	Yes	NR	NR	—
Virginia	Yes	Spanish	18	0%
Washington	NR	Arabic, Cambodian, Chinese-Mandarin, Chinese-Unspecified, French, Lao, Mam, Mixteco, Russian, Spanish, Tamil, Telugu, Turkish, Ukrainian, Urdu, Vietnamese	1,878	2%
West Virginia	Yes	N/A	NR	—
Wisconsin	NR	Spanish, Hmong, English	3,887	8%
Wyoming	NR	Spanish	NR	—
<b>SUMMARY INFO</b>				
Average	—	—	15,201	—
Median	—	—	1,030	—
Minimum	—	—	1	—
Maximum	—	—	221,808	—

NR Missing Data

"—" indicates not applicable.

**Table A-15. Languages of Instruction in Dual Language or Two-way Immersion Programs:  
School Year 2017–18**

States	Dual Language or Two-Way Immersion Program	Languages	Number Enrolled	Percentage of Total Enrolled
<b>Total</b>	<b>28</b>		<b>358,382</b>	<b>7%</b>
Alabama	NR	NR	NR	—
Alaska	NR	NR	NR	—
Arizona	Yes	Spanish	264	0%
Arkansas	NR	NR	NR	—
California	Yes	Arabic, Armenian, Cantonese, Chinese, English, French, German, Hmong, Italian, Japanese, Korean, Mandarin, Portuguese, Spanish, Vietnamese	85,378	6%
Colorado	Yes	Spanish, Chinese	4,491	4%
Connecticut	Yes	Spanish, Portuguese, Arabic, Creole-Haitian, Japanese, Serbo-Croatian, Tamil, Albanian, Mandarin, Karen, Pashto	1,404	4%
Delaware	Yes	Questionable Data Entry	864	8%
District of Columbia	Yes	NR	1,954	30%
Florida	Yes	English and Home Language	7,190	2%
Georgia	Yes	Questionable Data Entry	788	1%
Hawaii	Yes	NR	6	0%
Idaho	NR	Spanish, Mandarin Chinese	NR	—
Illinois	Yes	NR	28,813	14%
Indiana	Yes	English, Mandarin, Spanish	201	0%
Iowa	Yes	Spanish, French	1,113	4%
Kansas	NR	Spanish	NR	—
Kentucky	Yes	Questionable Data Entry	121	1%
Louisiana	No	Spanish, English	NR	—
Maine	NR	N/A	NR	—
Maryland	NR	Spanish	NR	—
Massachusetts	Yes	Spanish, Portuguese	1,095	1%
Michigan	Yes	Spanish, Arabic, English	2,343	2%
Minnesota	Yes	Chinese, German, Spanish, Hmong, Ojibwe, French, Russian, Korean	549	1%
Mississippi	NR	Questionable Data Entry	NR	—
Missouri	Yes	N/A	624	2%
Montana	Yes	Blackfoot, Crow	1	0%
Nebraska	NR	English, Spanish	NR	—
Nevada	Yes	NR	98	0%
New Hampshire	NR	English	NR	—
New Jersey	NR	Spanish	NR	—
New Mexico	Yes	Spanish, American Sign Language, Navajo	1	0%
New York	Yes	French, Japanese, Polish, Arabic, Chinese, Haitian Creole, Hebrew, Italian, Korean, Nepali, Other, Russian, Somali, Spanish, Turkish, Urdu, Yiddish	12,722	5%
North Carolina	NR	Spanish, French, Chinese, Japanese, German	NR	—



States	Dual Language or Two-Way Immersion Program	Languages	Number Enrolled	Percentage of Total Enrolled
North Dakota	NR	N/A	NR	—
Ohio	NR	Spanish, Other, Arabic	NR	—
Oklahoma	Yes	NR	1,299	3%
Oregon	NR	NR	NR	—
Pennsylvania	Yes	Spanish	1,877	3%
Puerto Rico	NR	N/A	NR	—
Rhode Island	Yes	Spanish, Portuguese	357	3%
South Carolina	NR	English	NR	—
South Dakota	NR	NR	NR	—
Tennessee	NR	N/A	NR	—
Texas	Yes	English, Spanish, Vietnamese, Chinese	193,564	21%
Utah	NR	Spanish, Navajo	NR	—
Vermont	Yes	N/A	NR	—
Virginia	Yes	Spanish	4,568	4%
Washington	NR	Amharic, Arabic, Bosnian, Burmese, Chinese-Cantonese, Chinese-Mandarin, Chinese-Unspecified, Dari, Farsi, French, Hindi, Indonesian, Japanese, Kanjobal, Karen, Khmer, Korean, Lao, Mam, Marshallese, Mixteco, Norwegian, Persian, Pilipino/Filipino, Portuguese, Punjabi, Q'anjob'al, Rumanian, Russian, Samoan, Somali, Spanish, Swahili, Tagalog, Thai, Tigrinya, Triqui, Turkish, Ukrainian Urdu, Vietnamese	3,577	3%
West Virginia	Yes	N/A	NR	0%
Wisconsin	NR	Spanish, Hmong, English	3,120	7%
Wyoming	NR	Spanish	NR	0%
<b>SUMMARY INFO</b>				
Average	—	—	12,358	—
Median	—	—	1,206	—
Minimum	—	—	1	—
Maximum	—	—	193,564	—

NR Missing Data

"—" indicates not applicable.

**Table A-16. Languages of Instruction in English as Second Language or English Language Development Programs: School Year 2017–18**

States	English as Second Language (ESL) or English Language Development (ELD) Program	Number Enrolled	Percentage of Total Enrolled
<b>Total</b>	<b>37</b>	<b>1,356,754</b>	<b>27%</b>
Alabama	No	—	—
Alaska	No	—	—
Arizona	Yes	48,367	69%
Arkansas	Yes	17,385	42%
California	Yes	62,118	5%
Colorado	Yes	79,610	75%
Connecticut	Yes	23,598	65%
Delaware	Yes	8,905	83%
District of Columbia	Yes	448	7%
Florida	Yes	38,939	13%
Georgia	Yes	28,998	26%
Hawaii	Yes	11,952	94%
Idaho	No	—	—
Illinois	Yes	11,366	6%
Indiana	Yes	39,610	83%
Iowa	Yes	20,943	73%
Kansas	No	—	—
Kentucky	Yes	14,174	65%
Louisiana	Yes	1,775	8%
Maine	No	—	—
Maryland	No	—	—
Massachusetts	No	—	—
Michigan	Yes	65,528	69%
Minnesota	Yes	11,670	16%
Mississippi	Yes	5,265	40%
Missouri	Yes	12,822	42%
Montana	No	—	—
Nebraska	No	—	—
Nevada	Yes	10,300	14%
New Hampshire	No	—	—
New Jersey	No	—	—
New Mexico	Yes	22,203	45%
New York	Yes	183,240	77%
North Carolina	Yes	102,298	111%
North Dakota	Yes	2,485	79%
Ohio	Yes	33,574	59%
Oklahoma	Yes	27,203	59%
Oregon	Yes	49,130	87%
Pennsylvania	No	—	—

States	English as Second Language (ESL) or English Language Development (ELD) Program	Number Enrolled	Percentage of Total Enrolled
Puerto Rico	No	—	—
Rhode Island	Yes	2,126	19%
South Carolina	Yes	16,369	37%
South Dakota	Yes	4,068	88%
Tennessee	Yes	30,544	71%
Texas	Yes	221,180	24%
Utah	No	—	—
Vermont	Yes	—	—
Virginia	Yes	108,600	97%
Washington	Yes	32,202	26%
West Virginia	Yes	2,019	76%
Wisconsin	Yes	3,646	8%
Wyoming	NR	2,094	74%
<b>SUMMARY INFO</b>			
Average	—	36,669	—
Median	—	20,943	—
Minimum	—	448	—
Maximum	—	221,180	—

NR Missing Data

“—” indicates not applicable

**Table A-17. Languages of Instruction in Content Classes With Integrated English as a Second Language Support Programs: School Year 2017–18**

States	Content Classes With Integrated ESL Support Program	Number Enrolled	Percentage of Total Enrolled
<b>Total</b>	<b>32</b>	<b>2,061,139</b>	<b>41%</b>
Alabama	No	—	—
Alaska	No	—	—
Arizona	Yes	17,378	22%
Arkansas	Yes	17,944	45%
California	Yes	1,082,850	85%
Colorado	Yes	10,344	10%
Connecticut	Yes	3,560	9%
Delaware	No	—	—
District of Columbia	Yes	5,038	62%
Florida	Yes	207,959	74%
Georgia	Yes	45,094	37%
Hawaii	Yes	1,867	13%
Idaho	No	—	—
Illinois	Yes	41,928	20%
Indiana	Yes	13,465	24%
Iowa	No	—	—
Kansas	No	—	—
Kentucky	Yes	2,059	8%
Louisiana	Yes	5,607	23%
Maine	Yes	3,362	59%
Maryland	No	—	—
Massachusetts	Yes	82,063	88%
Michigan	Yes	10,903	11%
Minnesota	Yes	5,063	7%
Mississippi	Yes	660	5%
Missouri	Yes	10,132	30%
Montana	Yes	2,737	88%
Nebraska	No	—	—
Nevada	Yes	60,395	74%
New Hampshire	No	—	0%
New Jersey	NR	—	—
New Mexico	Yes	11,348	22%
New York	No	—	0%
North Carolina	No	—	0%
North Dakota	Yes	995	27%
Ohio	No	—	—
Oklahoma	Yes	18,137	35%
Oregon	No	—	—
Pennsylvania	Yes	57,983	93%
Puerto Rico	No	—	—

States	Content Classes With Integrated ESL Support Program	Number Enrolled	Percentage of Total Enrolled
Rhode Island	Yes	2,978	24%
South Carolina	Yes	14,888	33%
South Dakota	Yes	551	10%
Tennessee	Yes	10,095	23%
Texas	Yes	246,004	26.56%
Utah	No	—	—
Vermont	Missing	—	—
Virginia	No	—	—
Washington	Yes	67,691	53%
West Virginia	No	—	—
Wisconsin	Yes	61	—
Wyoming	No	—	—
<b>SUMMARY INFO</b>			
Average	—	64,411	—
Median	—	10,624	—
Minimum	—	61	—
Maximum	—	1,082,850	—

NR Missing Data

“—” indicates not applicable

**Table A-18. Languages of Instruction in Newcomer Programs: School Year 2017–18**

States	Newcomer Program	Languages	Number Enrolled	Percentage of Total Enrolled
<b>Total</b>	<b>17</b>		<b>11,468</b>	<b>0.23%</b>
Alabama	No	NR	NR	0.00%
Alaska	No	NR	NR	0.00%
Arizona	No	NR	NR	0.00%
Arkansas	Yes	English	745	1.87%
California	No	NR	NR	0.00%
Colorado	Yes	NR	247	0.24%
Connecticut	No	NR	NR	0.00%
Delaware	No	NR	NR	0.00%
District of Columbia	No	Not	NR	0.00%
Florida	Yes	English	223	0.08%
Georgia	Yes	NR	195	0.16%
Hawaii	No	NR	NR	0.00%
Idaho	No	NR	NR	0.00%
Illinois	No	NR	NR	0.00%
Indiana	No	NR	NR	0.00%
Iowa	Yes	Spanish	958	3.26%
Kansas	No	NR	NR	0.00%
Kentucky	No	No	NR	0.00%
Louisiana	Yes	NR	NR	0.02%
Maine	No	NR	NR	0.00%
Maryland	No	English	NR	0.00%
Massachusetts	No	NR	NR	0.00%
Michigan	Yes	English	2,067	2.12%
Minnesota	Yes	NR	461	0.63%
Mississippi	No	NR	NR	0.00%
Missouri	Yes	NR	798	2.35%
Montana	No	NR	NR	0.00%
Nebraska	No	NR	NR	0.00%
Nevada	Yes	NR	93	0.11%
New Hampshire	No	NR	NR	0.00%
New Jersey	NR	No	NR	0.00%
New Mexico	No	NR	NR	0.00%
New York	No	NR	NR	0.00%
North Carolina	No	NR	NR	0.00%
North Dakota	No	English	NR	0.00%
Ohio	No	NR	NR	0.00%
Oklahoma	Yes	Spanish	1,036	1.99%
Oregon	Yes	NR	347	0.68%
Pennsylvania	No	NR	NR	0.00%
Puerto Rico	No	NR	NR	0.00%
Rhode Island	Yes	English	102	0.81%
South Carolina	Yes	English	20	0.04%

States	Newcomer Program	Languages	Number Enrolled	Percentage of Total Enrolled
South Dakota	Yes	N/A	25	0.46%
Tennessee	Yes	N/A	3,161	7.06%
Texas	No	N/A	NR	0.00%
Utah	No	N/A	NR	0.00%
Vermont	Missing	N/A	NR	0.00%
Virginia	No	N/A	NR	0.00%
Washington	Yes	Aguacateco, Amharic, Anuak, Arabic, Balinese, Bengali, Bulgarian, Burmese, Cakchiquel, Cambodian, Catalan, Chinese-Cantonese, Chinese-Mandarin, Chinese-Unspecified, Chungki/Chunkese, Chuuk, Creole, Danish, Dari, Farsi, French, German, Gilbertese, Haitian-Creole, Hebrew, Modern, Hindi, Ibo, Ilokano, Indonesian, Japanese, Karen, Khmer, Kinyarwanda, Kirundi, Kongo, Korean, Lao, Lingala, Mam, Mandingo, Mandinka, Marshallese, Maya-Quiche, Mixteco, Mongolian, Nepali, Norwegian, Oromo, Pilipino/Filipino, Polish, Portuguese, Punjabi, Quechua, Rohingya, Rumanian, Russian, Samoan, Somali, Soninke, Spanish, Sudanese-Arabic, Swahili, Tagalog, Thai, Tibetan, Tigrinya, Toishanese, Tongan, Ukrainian, Vietnamese, Wolof	985	0.77%
West Virginia	No	N/A	NR	—
Wisconsin	No	N/A	—	—
Wyoming	No	N/A	NR	0.00%
<b>SUMMARY INFO</b>				
Average	—	—	675	—
Median	—	—	347	—
Minimum	—	—	5	—
Maximum	—	—	3,161	—

NR Missing Data

"—" indicates not applicable



**Table A-19. Languages of Instruction in Other Programs: School Year 2017–18**

States	Other Program	Languages	Number Enrolled	Percentage of Total Enrolled
<b>Total</b>	<b>27</b>		<b>226,792</b>	<b>5%</b>
Alabama	No	NR	NR	—
Alaska	No	NR	NR	—
Arizona	No	Navajo	NR	—
Arkansas	No	NR	NR	—
California	Yes	English, Chinese, Dari, Farsi, French, German, Hmong, Khmer, Mandarin, Pashto, Russian, Somali, Spanish, Ukrainian	16,107	1%
Colorado	Yes	Questionable Data Entry	14	0%
Connecticut	Yes	English	492	1%
Delaware	Yes	Questionable Data Entry	2,660	25%
District of Columbia	No	NR	NR	0%
Florida	Yes	English	759	0%
Georgia	Yes	Questionable Data Entry	27,389	24%
Hawaii	Yes	NR	945	7%
Idaho	No	Questionable Data Entry	NR	—
Illinois	Yes	NR	28,632	14%
Indiana	Yes	Questionable Data Entry	12	0%
Iowa	Yes	Spanish	5,449	19%
Kansas	No	Questionable Data Entry	NR	—
Kentucky	Yes	Questionable Data Entry	5,582	26%
Louisiana	No	Questionable Data Entry	NR	0%
Maine	Yes	NR	770	15%
Maryland	No	NR	NR	—
Massachusetts	No	Questionable Data Entry	NR	—
Michigan	Yes	English	9,063	10%
Minnesota	Yes	NR	341	0%
Mississippi	No	Questionable Data Entry	NR	—
Missouri	Yes	NR	5,643	18%
Montana	No	Questionable Data Entry	NR	—
Nebraska	No	Questionable Data Entry	NR	—
Nevada	Yes	NR	3,062	4%
New Hampshire	No	English	NR	—
New Jersey	No	Questionable Data Entry	NR	—
New Mexico	Yes	Heritage Language - Jicarilla Apache, Keres, Navajo, Tewa, Tiwa, Towa, Zuni	5	0%
New York	No	Questionable Data Entry	NR	0%
North Carolina	No	Spanish, Chinese Cherokee	NR	—
North Dakota	Yes	NR	70	2%
Ohio	No	Other, Spanish, Arabic, Somali, Vietnamese, Japanese, French, Turkish, Swahili	—	—
Oklahoma	Yes	N/A	119	0%
Oregon	No	N/A	—	—

States	Other Program	Languages	Number Enrolled	Percentage of Total Enrolled
Pennsylvania	No	Questionable Data Entry	—	0%
Puerto Rico	Yes	N/A	957	98%
Rhode Island	Yes	English	6,273	57%
South Carolina	Yes	English	14,204	32%
South Dakota	Yes	Questionable Data Entry	580	13%
Tennessee	Yes	Questionable Data Entry	380	1%
Texas	Yes	NR	42,304	5%
Utah	Yes	NR	45,274	110%
Vermont	No	NR	—	—
Virginia	Yes	Questionable Data Entry	—	—
Washington	No	Afrikaans, Akan, Albanian, American Sign Language, Amharic, Anuak, Arabic, Armenian, Aymara, Ayula-Bambara, Balinese, Balochi, Bambara, Bangala, Bantu, Bemba, Bengali, Berber, Bikol, Bisaya, Bosnian, Bulgarian, Burmese, Cambodian, Carolinina, Catalan, Cebuano, Chalchiteco, Cham, Chamorro, Chin, Chinese-Cantonese, Chinese-Fukienese, Chinese-Mandarin, Chinese-Taiwanese, Chinese-Unspecified, Chungki/Chunkese, Chuuk, Creole, Croatia, Czech, Dagbani, Danish, Dari, Dinka, Dutch, Egyptian-Arabic, Eritai, Ethiopic, Fallani, Farsi, Fijian, Finnish, French, Fula, Ga, Georgian, German, Greek, Modern, Gujarati, Haitian Creole, Hausa, Hawaiian, Hebrew, Modern, Herero, Hiligaynon, Hindi, Hmong, Hungarian, Icelandic (Old), Igbo, Ilokano, Indonesian, Italian, Jamaican, Japanese, Jola-Fonyi, Kakwa, Kanjobal, Kannada, Karen, Kazakh, Khmer, Kikuyu, Kinyarwanda, Kirundi, Kmhmu, Konkani, Korean, Kosraean, Kpelle, Krio, Kru, Kunama, Kurdish, Lakota, Lao, Latvian, Liberian, Lingala, Lithuanian, Luganda, Macedonian, Malay, Malayalam, Mam, Mandingo, Mandinka, Marathi, Marquesan, Marshallese, Maya-Quiche, Mien, Mixteco, Moldavian, Mongolian, Nepali, Nigerian, Norwegian, Nuer, Oriya, Oromo, Ouolof, Pahlavi, Palau, Pashto, Persian, Pilipino/Filipino, Pohnpeian, Polish, Portuguese, Pulau-Guai, Punjabi, Pushtu, Rohingya, Romansch, Rumanian, Russian, Rwanda, Sahaptian, Salish, Samoan, Saurashtra, Serbian, Serbo-Croatian, Shona, Sinhalese, Slovenian, Somali, Soninke, Sotho, Spanish, Sudanese-Arabic, Swahili, Swedish, Tagalog, Tamazight, Tamil, Tarasco, Tedim, Telugu, Thai, Tibetan, Tigrinya, Tongan, Triqui, Trukese, Tswana, Tulu, Turkic, Turkish, Twi, Ukrainian, Urdu, Uzbek, Vietnamese, Visayan, Wolof, Yakima, Yap, Yoruba, Yupik, Zigula	9,706	8%

States	Other Program	Languages	Number Enrolled	Percentage of Total Enrolled
West Virginia	No	NR	NR	—
Wisconsin	No	Spanish	—	NR
Wyoming	NR	NR	NR	NR
<b>SUMMARY INFO</b>				
Average	—	—	8,400	—
Median	—	—	2,660	—
Minimum	—	—	5	—
Maximum	—	—	45,274	—

NR Missing Data

“—” indicates not applicable.

**Table A-20. Participation, Progress and Proficiency on English Language Proficiency Assessments of English Learners: School Year 2016–17**

States	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
<b>Total</b>	<b>4,950,400</b>	<b>4,842,737</b>	<b>NR</b>	<b>NR</b>	<b>1,019,501</b>	<b>21%</b>	<b>4,625,198</b>	<b>4,491,154</b>	<b>1,305,927</b>	<b>28%</b>	<b>982,465</b>	<b>22%</b>
Alabama	21,099	21,577	NR	NR	427	2%	20,016	20,463	6,413	32%	415	2%
Alaska	14,655	14,456	NR	NR	56	0%	13,654	13,541	1,837	13%	47	0%
Arizona	70,464	71,578	NR	NR	11,401	16%	61,352	66,102	16,648	27%	10,579	16%
Arkansas	41,456	39,390	NR	NR	8,942	22%	38,934	35,175	23,759	61%	8,201	23%
California	1,332,405	1,327,377	NR	NR	440,175	33%	1,297,245	1,289,862	627,091	48%	425,049	33%
Colorado	105,785	102,906	NR	NR	22,163	21%	105,038	102,168	NR	NR	22,043	22%
Connecticut	36,551	35,285	NR	NR	8,893	24%	36,257	34,247	12,695	35%	8,525	25%
Delaware	10,734	10,757	NR	NR	451	4%	10,734	10,758	1,389	13%	626	6%
District of Columbia	6,567	6,695	NR	NR	156	2%	6,189	6,360	663	11%	149	2%
Florida	288,809	229,664	NR	NR	59,719	21%	288,104	197,718	NR	NR	59,656	30%
Georgia	111,812	105,287	NR	NR	2,105	2%	108,882	102,693	19,407	18%	18,874	18%
Hawaii	12,658	12,483	NR	NR	357	3%	12,658	12,483	3,292	26%	357	3%
Idaho	16,177	15,429	NR	NR	66	0%	15,304	15,216	NR	0%	64	0%
Illinois	205,729	195,672	NR	NR	11,137	5%	189,782	185,349	31,340	17%	10,317	6%
Indiana	47,596	48,837	NR	NR	1,019	2%	45,990	47,301	6,766	15%	948	2%
Iowa	28,604	27,888	NR	NR	4,673	16%	28,025	27,023	5,549	20%	4,681	17%
Kansas	54,619	53,016	NR	NR	14,644	27%	44,918	42,627	25,886	58%	11,426	27%
Kentucky	21,877	23,721	NR	NR	1,608	7%	20,519	22,550	NR	NR	1,502	7%
Louisiana	22,814	23,655	NR	NR	796	3%	23,842	21,763	5,568	23%	733	3%
Maine	5,256	5,614	NR	NR	34	1%	4,302	4,570	636	15%	13	0%
Maryland	69,079	72,730	NR	NR	5,475	8%	69,011	72,659	11,109	16%	5,474	8%
Massachusetts	86,624	79,323	NR	NR	17,310	20%	77,174	68,691	31,538	41%	14,781	22%
Michigan	94,648	98,258	NR	NR	19,115	20%	90,878	95,650	34,102	38%	18,501	19%
Minnesota	72,061	66,481	NR	NR	8,164	11%	61,955	62,927	37,470	60%	7,020	11%
Mississippi	13,019	11,517	NR	NR	3,560	27%	8,384	8,789	4,490	54%	2,793	32%
Missouri	30,880	30,592	NR	NR	1,402	5%	27,216	27,261	4,604	17%	1,165	4%
Montana	2,915	2,868	NR	NR	39	1%	2,623	2,620	205	8%	30	1%
Nebraska	22,154	20,271	NR	NR	2,797	13%	22,147	20,218	NR	NR	2,793	14%
Nevada	75,430	75,815	NR	NR	6,940	9%	75,138	75,764	10,121	13%	6,931	9%
New Hampshire	4,263	4,165	NR	NR	249	6%	3,786	3,627	629	17%	198	5%
New Jersey	70,867	74,862	NR	NR	6,545	9%	66,591	72,532	10,791	16%	6,256	9%
New Mexico	49,538	44,031	NR	NR	968	2%	46,398	41,612	5,862	13%	779	2%
New York	236,674	239,439	NR	NR	28,738	12%	52,164	52,306	14,189	27%	5,110	10%
North Carolina	92,333	93,438	NR	NR	2,878	3%	90,145	91,373	15,305	17%	2,515	3%
North Dakota	3,164	3,028	NR	NR	56	2%	2,984	2,869	596	20%	50	2%
Ohio	56,624	51,719	NR	NR	12,874	23%	54,230	49,495	20,726	38%	12,273	25%
Oklahoma	46,327	44,763	NR	NR	826	2%	42,037	40,749	11,574	28%	704	2%
Oregon	56,568	52,342	NR	NR	12,622	22%	54,482	50,671	19,341	35%	12,121	24%
Pennsylvania	56,142	57,791	NR	NR	4,666	8%	56,109	54,499	6,693	12%	4,181	8%
Puerto Rico	977	822	NR	NR	190	19%	977	822	573	59%	190	23%

States	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
Rhode Island	11,087	10,561	NR	NR	702	6%	10,841	10,339	1,407	13%	687	7%
South Carolina	44,299	44,471	NR	NR	2,348	5%	43,807	43,974	6,648	15%	2,316	5%
South Dakota	4,638	4,705	NR	NR	131	3%	4,447	4,527	782	18%	133	3%
Tennessee	43,261	44,309	NR	NR	7,423	17%	42,665	43,739	13,089	31%	7,315	17%
Texas	921,937	918,362	NR	NR	249,311	27%	920,627	916,981	157,460	17%	248,915	27%
Utah	41,314	39,057	NR	NR	561	1%	40,100	37,963	16,914	42%	509	1%
Vermont	1,429	1,477	NR	NR	55	4%	1,301	1,196	329	25%	35	3%
Virginia	112,127	105,088	NR	NR	14,143	13%	111,976	103,319	40,263	36%	13,949	14%
Washington	122,600	127,259	NR	NR	17,754	14%	122,354	124,943	17,374	14%	17,374	14%
West Virginia	2,656	2,528	NR	NR	788	30%	2,506	2,526	1,271	51%	671	27%
Wisconsin	46,266	46,600	NR	NR	1,773	4%	45,986	46,337	20,804	45%	1,762	4%
Wyoming	2,832	2,778	NR	NR	276	10%	2,414	2,207	729	30%	729	33%
<b>SUMMARY INFO</b>												
Average	95,200	93,130	NR	NR	19,606	21%	88,946	86,368	27,207	28%	18,894	22%
Median	43,780	44,170	NR	NR	2,573	7.80%	42,351	41,181	8,444	18%	2,654	8%
Minimum	977	822	NR	NR	34	0.38%	977	822	0	0.00%	13	0.28%
Maximum	1,332,405	1,327,377	NR	NR	440,175	33.04%	1,297,245	1,289,862	627,091	61.02%	425,049	33.03%

NR Missing Data

**Table A-21a. Participation, Progress and Proficiency on English Language Proficiency Assessments of English Learners: School Year 2017–18**

States	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
<b>Total</b>	<b>5,011,238</b>	<b>4,826,575</b>	<b>1,009,025</b>	<b>21%</b>	<b>527,244</b>	<b>10.92%</b>	<b>4,829,313</b>	<b>4,519,215</b>	<b>927,402</b>	<b>20%</b>	<b>480,397</b>	<b>10%</b>
Alabama	25,069	24,863	7,966	32%	878	3.53%	24,078	23,898	7,669	32%	846	4%
Alaska	15,616	15,124	5,333	35%	317	2.10%	14,709	15,165	5,043	33%	281	2%
Arizona	79,631	84,071	16,571	20%	12,120	14.42%	66,009	85,105	15,981	19%	11,446	13%
Arkansas	39,800	39,572	27,757	70%	8,161	20.62%	36,074	35,088	24,344	69%	7,520	21%
California	1,271,150	1,131,824	NR	NR	NR	NR	1,246,453	1,137,965	NR	NR	NR	NR
Colorado	104,276	101,807	38,992	38%	25,609	25.15%	101,670	103,257	38,861	38%	25,494	25%
Connecticut	38,067	39,454	14,546	37%	7,117	18.04%	39,251	39,251	14,146	36%	6,748	17%
Delaware	12,673	11,841	7,224	61%	789	6.66%	12,673	11,672	6,838	59%	744	6%
District of Columbia	8,131	7,653	2,561	33%	240	3.14%	7,440	7,586	2,414	32%	218	3%
Florida	280,509	275,127	85,258	31%	62,366	22.67%	279,806	290,089	85,072	29%	62,191	21%
Georgia	123,339	116,077	51,967	45%	13,300	11.46%	102,464	88,131	39,102	44%	13,292	15%
Hawaii	14,773	14,848	4,895	33%	791	5.33%	14,773	15,594	4,895	31%	791	5%
Idaho	17,819	17,737	7,455	42%	681	3.84%	17,300	17,834	7,342	41%	665	4%
Illinois	204,923	213,148	122,583	58%	18,815	8.83%	207,445	206,522	117,244	57%	17,750	9%
Indiana	55,548	52,517	14,719	28%	2,939	5.60%	53,653	51,484	14,345	28%	2,805	5%
Iowa	29,410	28,536	7,516	26%	4,575	16.03%	28,555	28,506	6,801	24%	3,712	13%
Kansas	49,197	48,200	14,168	29%	6,965	14.45%	41,700	40,431	14,094	35%	6,894	17%
Kentucky	25,629	26,436	2,732	10%	2,732	10.33%	22,096	21,020	4,939	23%	2,034	10%
Louisiana	24,877	24,917	NR	NR	3,596	14.43%	23,870	24,845	NR	NR	3,416	14%
Maine	5,741	4,758	1,787	38%	716	15.05%	4,132	3,900	1,514	39%	554	14%
Maryland	79,656	79,679	38,196	48%	8,576	10.76%	79,570	82,044	38,162	47%	8,568	10%
Massachusetts	93,358	86,503	18,520	21%	19,094	22.07%	84,529	81,083	35,057	43%	17,519	22%
Michigan	97,560	100,228	39,571	39%	21,811	21.76%	93,809	99,584	38,497	39%	21,064	21%
Minnesota	73,129	69,056	20,051	29%	9,060	13.12%	63,325	69,093	4,532	7%	1,409	2%
Mississippi	12,852	11,434	9,297	81%	2,673	23.38%	5,925	9,383	7,493	80%	2,177	23%
Missouri	33,893	33,446	7,318	22%	4,183	12.51%	30,020	30,463	6,675	22%	3,694	12%
Montana	3,111	2,966	752	25%	67	2.26%	2,738	3,020	632	21%	39	1%
Nebraska	23,279	21,099	8,597	41%	2,928	13.88%	23,128	21,067	8,591	41%	2,924	14%
Nevada	81,635	74,719	20,825	28%	8,740	11.70%	81,435	76,610	22,686	30%	8,741	11%
New Hampshire	4,937	4,785	1,463	31%	375	7.84%	4,223	4,087	1,286	31%	311	8%
New Jersey	79,513	83,007	27,913	34%	9,348	11.26%	76,978	82,658	27,747	34%	9,297	11%
New Mexico	52,590	47,929	26,365	55%	1,525	3.18%	33,560	50,245	24,652	49%	1,375	3%
New York	243,186	240,180	73,156	30%	33,206	13.83%	228,303	59,486	16,470	28%	6,606	11%
North Carolina	105,694	103,943	32,293	31%	6,078	5.85%	102,298	103,331	31,702	31%	5,865	6%
North Dakota	3,632	3,569	1,131	32%	93	2.61%	3,550	3,575	1,112	31%	93	3%
Ohio	52,957	54,303	23,685	44%	12,672	23.34%	51,138	54,269	22,953	42%	12,236	23%
Oklahoma	52,130	50,338	12,473	25%	1,420	2.82%	47,912	48,080	13,115	27%	1,424	3%
Oregon	51,015	51,009	19,721	39%	7,232	14.18%	49,477	50,744	19,224	38%	6,997	14%
Pennsylvania	61,832	63,829	53,077	83%	2,459	3.85%	61,677	60,834	46,271	76%	2,121	3%
Puerto Rico	957	635	520	82%	167	26.30%	957	957	520	54%	167	17%

States	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
Rhode Island	12,616	12,651	3,990	32%	1,248	9.86%	12,524	13,168	3,067	23%	1,165	9%
South Carolina	45,574	45,368	13,407	30%	3,263	7.19%	45,481	46,476	13,386	29%	3,261	7%
South Dakota	5,417	5,530	1,677	30%	331	5.99%	5,224	5,551	1,819	33%	243	4%
Tennessee	44,775	45,151	16,643	37%	7,935	17.57%	44,180	46,652	16,433	35%	7,799	17%
Texas	926,236	922,009	NR	NR	150,884	16.36%	924,860	935,968	NR	NR	150,542	16%
Utah	46,192	43,575	23,473	54%	2,126	4.88%	45,274	42,556	23,473	55%	2,126	5%
Vermont	1,687	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
Virginia	113,351	106,830	35,127	33%	14,626	13.69%	113,186	113,186	47,245	39%	14,455	12%
Washington	127,759	129,427	18,213	14%	18,213	14.07%	116,039	121,456	16,658	933%	16,658	933%
West Virginia	2,019	1,785	1,292	72%	278	15.57%	2,019	1,785	1,292	3%	278	1%
Wisconsin	49,830	50,461	25,250	50%	3,553	7.04%	49,729	50,709	25,171	1165%	3,543	164%
Wyoming	2,688	2,621	999	38%	373	14.23%	2,094	2,160	837	39%	299	14%
<b>SUMMARY INFO</b>												
Average	96,369	94,639	20,021	21%	10,545	10.92%	94,692	88,612	18,548	20%	9,608	10%
Median	45,883	45,368	14,633	33.55%	3,575	12.10%	44,180	42,312	13,740	36%	3,339	11.71%
Minimum	957	635	520	10.33%	67	2.10%	957	637	520	7%	39	1.47%
Maximum	1,271,150	1,131,824	122,583	83.15%	150,884	26.30%	1,246,453	1,137,965	117,244	82%	150,542	26%

NR Missing Data



**Table A-21b. Participation, Progress, and Proficiency on English Language Proficiency Assessments of English Learners With Disabilities: School Year 2017–18**

State Name	Total Number of ELs With Disabilities Served by Title III	Number Participated	Number Attained Proficiency	Percent Proficient	Number Made Progress	Percentage Made Progress
<b>Total</b>	<b>706,953</b>	<b>669,620</b>	<b>28,442</b>	<b>4.25%</b>	<b>121,841</b>	<b>18.20%</b>
Alabama	NR	3,247	14	0.43%	799	24.61%
Alaska	2,747	2,539	15	0.59%	712	28.04%
Arizona	10,823	10,320	565	5.47%	2071	20.07%
Arkansas	4,297	4,262	157	3.68%	3252	76.30%
California	210,789	198,397	NR	NR	NR	NR
Colorado	15,711	15,189	1,296	8.53%	4038	26.59%
Connecticut	35,243	34,462	6,501	18.86%	14017	40.67%
Delaware	1,773	1,633	24	1.47%	1161	71.10%
District of Columbia	1,477	1,354	11	0.81%	392	28.95%
Florida	34,870	32,418	4,523	13.95%	8879	27.39%
Georgia	10,231	10,088	634	6.28%	4492	44.53%
Hawaii	1,739	1,369	15	1.10%	389	28.41%
Idaho	2,736	2,624	77	2.93%	879	33.50%
Illinois	42,101	40,730	670	1.64%	19762	48.52%
Indiana	8,108	8,108	91	1.12%	1320	16.28%
Iowa	4,456	4,355	132	3.03%	532	12.22%
Kansas	4,482	4,349	189	4.35%	1859	42.75%
Kentucky	2,442	2,395	104	4.34%	392	16.37%
Louisiana	1,326	1,323	69	5.22%	0	0.00%
Maine	555	501	20	3.99%	216	43.11%
Maryland	9,456	8,775	387	4.41%	4103	46.76%
Massachusetts	13,814	13,115	1,290	9.84%	3729	28.43%
Michigan	10,175	10,121	1,275	12.60%	1987	19.63%
Minnesota	10,817	9,614	89	0.93%	592	6.16%
Mississippi	1,023	995	108	10.85%	688	69.15%
Missouri	3,034	2,797	113	4.04%	432	15.45%
Montana	644	554	NR	0.00%	121	21.84%
Nebraska	2,680	2,679	187	6.98%	650	24.26%
Nevada	13,013	12,397	NR	0.00%	0	0.00%
New Hampshire	749	749	31	4.14%	172	22.96%
New Jersey	6,881	6,844	313	4.57%	1815	26.52%
New Mexico	11,796	9,960	43	0.43%	3706	37.21%
New York	10,749	9,881	619	6.26%	2288	23.16%
North Carolina	17,841	17,245	172	1.00%	4462	25.87%
North Dakota	473	443	3	0.68%	118	26.64%
Ohio	7,397	7,027	841	11.97%	2661	37.87%

State Name	Total Number of ELs With Disabilities Served by Title III	Number Participated	Number Attained Proficiency	Percent Proficient	Number Made Progress	Percentage Made Progress
Oklahoma	8,532	8,167	101	1.24%	1443	17.67%
Oregon	9,817	9,412	847	9.00%	2921	31.03%
Pennsylvania	10,701	10,701	85	0.79%	6123	57.22%
Puerto Rico	367	254	34	13.39%	190	74.80%
Rhode Island	2,190	2,053	48	2.34%	451	21.97%
South Carolina	5,851	5,744	225	3.92%	570	9.92%
South Dakota	817	791	12	1.52%	220	27.81%
Tennessee	6,058	5,442	1,004	18.45%	1584	29.11%
Texas	85,877	80,868	3,593	4.44%	0	0.00%
Utah	8,315	8,240	92	1.12%	5378	65.27%
Vermont	NR	NR	NR	NR	NR	NR
Virginia	19,346	17,807	1,055	5.92%	6301	35.38%
Washington	20,482	18,527	662	3.57%	662	3.57%
West Virginia	256	256	NR	NR	NR	NR
Wisconsin	8,213	8,088	92	1.14%	3204	39.61%
Wyoming	436	411	14	3.41%	108	26.28%
<b>SUMMARY INFO</b>						
Average	14,074	13,130	580	4.25%	2,487	18.20%
Median	7,139	6,844	108	3.92%	1,161	27.39%
Minimum	256	254	3	0.43%	108	3.57%
Maximum	210,789	198,397	6,501	18.86%	19,762	76.30%

NR Missing Data

**Table A-22. Number and Percentage of English Learners in Local Educational Agencies Receiving Title III Subgrants Who Successfully Exited English Learner Status: School Year 2017–18**

State Name	Number Exited	ELs in LEAs Receiving Title III Subgrants Who Successfully Exited EL Status
<b>Total</b>	<b>572,830</b>	NR
Alabama	421	2.00%
Alaska	296	NR
Arizona	11,449	17.00%
Arkansas	3,476	81.59%
California	188,577	53.00%
Colorado	13,118	11.20%
Connecticut	3,711	9.50%
Delaware	444	12.25%
District of Columbia	306	NR
Florida	36,898	13.20%
Georgia	12,865	NR
Hawaii	791	NR
Idaho	232	NR
Illinois	17,750	NR
Indiana	969	14.73%
Iowa	424	8.40%
Kansas	955	8.40%
Kentucky	2,213	33.00%
Louisiana	3,416	15.30%
Maine	195	4.72%
Maryland	8,568	10.40%
Massachusetts	2,965	3.50%
Michigan	13,659	14.90%
Minnesota	7,937	NR
Mississippi	1,297	22.00%
Missouri	24,635	82.00%
Montana	53	2.00%
Nebraska	3,521	16.80%
Nevada	8,653	NR
New Hampshire	506	12.00%
New Jersey	5,631	7.00%
New Mexico	1,717	3.20%
New York	37,593	16.47%
North Carolina	2,487	3.00%
North Dakota	127	3.10%
Ohio	11,597	22.68%
Oklahoma	761	NR
Oregon	7,232	13.30%
Pennsylvania	2,330	NR
Puerto Rico	167	26.00%

State Name	Number Exited	ELs in LEAs Receiving Title III Subgrants Who Successfully Exited EL Status
Rhode Island	829	NR
South Carolina	11,041	19.39%
South Dakota	223	14.29%
Tennessee	7,799	17.50%
Texas	78,338	7.10%
Utah	NR	NR
Vermont	NR	NR
Virginia	14,614	13.95%
Washington	16,560	13.00%
West Virginia	659	≠
Wisconsin	2,526	4.60%
Wyoming	299	15.00%
<b>SUMMARY INFO</b>		
Average	11,457	NR
Median	2,746	16.90%
Minimum	53	2.00%
Maximum	188,577	82.00%

“Successfully Exited EL Status” means scoring proficient on English Language Proficiency assessments and meeting other exit criteria.

NR Missing Data

≠ Suppressed Data

**Table A-23. Number and Percentage of English Learners in Language Instruction Educational Programs in Local Educational Agencies Receiving Title III Subgrants Who Are Not Proficient After 5 Years: School Year 2017–18**

State Name	Number of ELs Not Proficient After 5 Years	Percentage of ELs Not Proficient After 5 Years
<b>Total</b>	<b>1,055,421</b>	<b>NR</b>
Alabama	6,322	26.26%
Alaska	1,476	10.03%
Arizona	17,047	26.00%
Arkansas	15,403	18.41%
California	167,365	47.00%
Colorado	8,373	≠
Connecticut	5,769	14.7%
Delaware	3,181	≠
District of Columbia	1,611	21.65%
Florida	49,330	17.63%
Georgia	25,042	24.44%
Hawaii	2,677	18.12%
Idaho	5,019	29.01%
Illinois	20,948	10.10%
Indiana	11,360	21.17%
Iowa	2,454	≠
Kansas	10,443	≠
Kentucky	4,474	≠
Louisiana	18,469	82.80%
Maine	2,923	70.74%
Maryland	NR	NR
Massachusetts	11,934	14.12%
Michigan	5,826	≠
Minnesota	16,580	26.18%
Mississippi	440	7.00%
Missouri	5,488	18.28%
Montana	1,220	45.00%
Nebraska	1,001	4.70%
Nevada	57,088	70.10%
New Hampshire	298	7.06%
New Jersey	4,408	6.00%
New Mexico	19,502	36.00%
New York	13,631	5.97%
North Carolina	34,495	41.00%
North Dakota	459	11.20%
Ohio	3,225	6.31%
Oklahoma	NR	NR
Oregon	12,443	≠
Pennsylvania	13,643	22.12%
Puerto Rico	33	3.00%

State Name	Number of ELs Not Proficient After 5 Years	Percentage of ELs Not Proficient After 5 Years
Rhode Island	1,061	8.47%
South Carolina	18,185	31.98%
South Dakota	1,337	≠
Tennessee	9,950	22.30%
Texas	374,715	36.60%
Utah	NR	NR
Vermont	NR	NR
Virginia	14,303	13.65%
Washington	36,223	28.43%
West Virginia	280	≠
Wisconsin	17,557	18.00%
Wyoming	410	18.00%
<b>SUMMARY INFO</b>		
Average	21,988	NR
Median	7,348	18.41%
Minimum	33	3.00%
Maximum	374,715	82.80%

NR Missing Data

≠ Suppressed Data

**Table A-24. Number and Percentage of All Students, Currently Identified English Learners and Former English Learners<sup>1</sup> Who Scored Proficient or Above on State Mathematics Assessments: School Year 2016–17**

State	All Students			Currently Identified ELs			Former ELs		
	Number Valid Test Takers	Number at or Above Proficient	Percent at or Above Proficient	Number Valid Test Takers	Number at or Above Proficient	Percent at or Above Proficient	Number Tested	Number at or Above Proficient	Percent Results
<b>Total</b>	<b>25,456,773</b>	<b>12,524,633</b>	<b>49%</b>	<b>2,984,707</b>	<b>927,685</b>	<b>31%</b>	<b>803,744</b>	<b>438,218</b>	<b>54.52%</b>
Alabama	389,028	169,775	44%	8,548	1,388	16%	15,511	6,750	43.52%
Alaska	71,024	22,451	32%	8,809	616	7%	1,835	583	31.77%
Arizona	599,213	252,673	42%	36,871	3,090	8%	21,608	5,381	24.90%
Arkansas	292,322	137,735	47%	23,471	6,992	30%	4,613	3,546	76.87%
California	3,250,774	1,210,711	37%	1,058,326	252,676	24%	226,086	91,555	40.50%
Colorado	423,980	138,209	33%	56,965	4,670	8%	15,346	4,540	29.58%
Connecticut	276,653	124,453	45%	18,691	2,321	12%	5,891	2,076	35.24%
Delaware	71,548	30,970	43%	4,652	1,075	23%	151	54	35.76%
District of Columbia	36,150	9,767	27%	3,928	844	21%	1,177	497	42.23%
Florida	1,654,237	931,567	56%	220,746	84,827	38%	74,160	73,025	98.47%
Georgia	1,021,718	415,036	41%	77,794	19,143	25%	28,020	11,488	41.00%
Hawaii	96,581	40,462	42%	5,760	794	14%	2,319	904	38.98%
Idaho	160,448	67,115	42%	8,168	739	9%	1,394	357	25.61%
Illinois	1,032,325	325,992	32%	92,439	11,163	12%	45,675	11,058	24.21%
Indiana	544,169	295,889	54%	20,224	3,855	19%	16,861	8,644	51.27%
Iowa	257,106	198,445	77%	14,462	5,841	40%	3,719	3,188	85.72%
Kansas	248,020	84,111	34%	29,893	4,468	15%	1,718	854	49.71%
Kentucky	353,499	165,198	47%	10,267	1,787	17%	5,751	2,895	50.34%
Louisiana	369,225	233,333	63%	11,501	4,791	42%	3,013	2,273	75.44%
Maine	89,023	34,838	39%	2,565	335	13%	341	110	32.26%
Maryland	456,280	186,168	41%	25,977	2,048	8%	14,942	4,616	30.89%
Massachusetts	495,751	259,235	52%	36,897	6,592	18%	12,278	5,667	46.16%
Michigan	771,390	295,317	38%	52,130	11,787	23%	9,334	4,678	50.12%
Minnesota	446,046	262,281	59%	33,921	7,161	21%	14,036	6,451	45.96%
Mississippi	260,455	94,994	36%	6,671	2,009	30%	322	220	68.32%
Missouri	412,248	194,085	47%	19,690	6,329	32%	4,985	2,795	56.07%
Montana	76,436	30,785	40%	1,729	114	7%	396	68	17.17%
Nebraska	162,106	112,260	69%	13,812	6,282	45%	5,905	3,646	61.74%
Nevada	259,007	104,413	40%	43,547	8,396	19%	16,452	6,791	41.28%
New Hampshire	92,799	44,982	48%	2,966	723	24%	748	257	34.36%
New Jersey	844,010	341,346	40%	39,298	4,339	11%	20,139	6,313	31.35%
New Mexico	216,774	43,431	20%	40,141	3,913	10%	8,538	1,618	18.95%
New York	1,096,671	562,898	51%	97,379	18,023	19%	15,928	7,700	48.34%
North Carolina	814,447	384,061	47%	39,716	7,527	19%	17,611	7,364	41.81%
North Dakota	55,848	21,482	38%	1,403	94	7%	528	132	25.00%
Ohio	928,817	564,292	61%	32,245	12,054	37%	2,916	2,091	71.71%
Oklahoma	346,740	119,014	34%	21,558	2,786	13%	9,719	3,046	31.34%
Oregon	291,608	120,315	41%	30,910	4,012	13%	8,909	2,442	27.41%



State	All Students			Currently Identified ELs			Former ELs		
	Number Valid Test Takers	Number at or Above Proficient	Percent at or Above Proficient	Number Valid Test Takers	Number at or Above Proficient	Percent at or Above Proficient	Number Tested	Number at or Above Proficient	Percent Results
Pennsylvania	904,434	411,020	45%	29,363	3,058	10%	6,820	3,082	45.19%
Puerto Rico	191,948	62,674	33%	1,008	321	32%	166	50	30.12%
Rhode Island	75,616	23,993	32%	6,146	427	7%	2,077	481	23.16%
South Carolina	389,772	171,941	44%	28,787	9,848	34%	4,138	2,806	67.81%
South Dakota	70,859	32,401	46%	2,450	385	16%	1,041	252	24.21%
Tennessee	500,509	177,588	35%	19,866	2,375	12%	7,542	2,843	37.7%
Texas	2,792,754	2,176,458	78%	540,153	359,868	67%	118,631	107,683	90.77%
Utah	328,223	152,981	47%	19,958	1,764	9%	7,674	2,599	33.87%
Vermont	42,120	18,151	43%	648	113	17%	221	115	52.04%
Virginia	807,394	585,242	72%	55,071	25,859	47%	25,667	21,238	82.74%
Washington	537,649	275,332	51%	55,691	9,814	18%	23,023	11,751	51.04%
West Virginia	130,512	45,451	35%	1,273	438	34%	71	60	84.51%
Wisconsin	429,979	181,099	42%	23,263	2,676	12%	6,283	2,147	34.17%
Wyoming	49,793	25,112	50%	1,188	229	19%	469	152	32.41%
SUMMARY INFO									
Average	509,924	249,414	49%	58,441	17,938	31%	16,206	8,672	54.52%
Median	350,120	159,090	43%	20,891	3,473	18%	6,094	2,825	41%
Minimum	36150	9767	20%	648	94	7%	151	50	17%
Maximum	3,250,774	2,176,458	78%	1,058,326	359,868	67%	226,086	107,683	98%

<sup>1</sup> In SY 2016–17, former ELs were students who exited EL status within the past 2 years.

**Table A-25. Number and Percentage of All Students, Currently Identified English Learners and Former English Learners<sup>1</sup> Who Scored Proficient or Above on State Reading/Language Arts Assessments: School Year 2016–17**

State	All Students			Currently Identified ELs			Former ELs		
	Number Valid Test Takers	Number at or Above Proficient	Percent at or Above Proficient	Number Valid Test Takers	Number at or Above Proficient	Percent at or Above Proficient	Number Tested	Number at or Above Proficient	Percent Results
<b>Total</b>	<b>25,433,019</b>	<b>13,595,747</b>	<b>53%</b>	<b>2,916,668</b>	<b>830,386</b>	<b>28%</b>	<b>807,915</b>	<b>479,051</b>	<b>59.29%</b>
Alabama	388,294	151,342	39%	7,761	313	4%	15,510	5,172	33.35%
Alaska	70,970	27,152	38%	8,679	419	5%	1,840	605	32.88%
Arizona	600,070	251,076	42%	36,500	1,341	4%	21,628	4,062	18.78%
Arkansas	291,237	153,041	53%	22,561	6,891	31%	4,612	4,003	86.80%
California	3,239,188	1,562,153	48%	1,043,394	311,443	30%	226,086	119,903	53.03%
Colorado	423,749	178,212	42%	56,320	5,609	10%	15,346	6,717	43.77%
Connecticut	275,817	153,794	56%	17,191	1,985	12%	6,271	2,664	42.48%
Delaware	71,287	38,676	54%	4,278	896	21%	151	77	50.99%
District of Columbia	36,110	10,995	30%	3,867	652	17%	1,169	427	36.53%
Florida	1,658,912	890,121	54%	217,756	56,407	26%	73,555	72,330	98.33%
Georgia	916,931	377,652	41%	68,850	12,236	18%	29,466	9,283	31.50%
Hawaii	95,964	48,351	50%	5,051	532	11%	2,306	895	38.81%
Idaho	160,231	83,327	52%	7,711	751	10%	1,394	446	31.99%
Illinois	1,025,579	381,811	37%	88,816	8,463	10%	45,719	13,038	28.52%
Indiana	543,089	344,341	63%	19,172	3,924	20%	16,867	9,850	58.40%
Iowa	256,745	192,292	75%	13,970	4,614	33%	3,719	3,217	86.50%
Kansas	247,421	93,973	38%	28,954	4,040	14%	1,718	967	56.29%
Kentucky	354,520	197,650	56%	9,399	1,460	16%	5,744	2,912	50.70%
Louisiana	370,659	258,646	70%	10,568	3,967	38%	2,931	2,364	80.66%
Maine	88,745	47,121	53%	2,337	377	16%	341	191	56.01%
Maryland	454,317	183,919	40%	24,390	946	4%	15,064	4,620	30.67%
Massachusetts	495,617	272,220	55%	36,703	5,540	15%	12,289	5,793	47.14%
Michigan	769,087	374,569	49%	50,027	11,918	24%	9,324	6,146	65.92%
Minnesota	450,648	271,593	60%	33,938	4,997	15%	14,152	6,855	48.44%
Mississippi	264,933	92,739	35%	6,726	1,180	18%	228	151	66.23%
Missouri	411,431	252,123	61%	18,660	7,732	41%	5,076	3,615	71.22%
Montana	74,662	37,393	50%	1,604	104	6%	396	91	22.98%
Nebraska	161,255	82,696	51%	12,908	2,809	22%	5,912	2,068	34.98%
Nevada	250,739	121,386	48%	40,763	5,770	14%	16,731	14,531	86.85%
New Hampshire	92,478	54,563	59%	2,667	712	27%	749	323	43.12%
New Jersey	864,714	457,139	53%	32,438	2,484	8%	20,290	7,099	34.99%
New Mexico	222,142	64,790	29%	40,309	4,991	12%	8,618	1,886	21.88%
New York	1,078,856	533,936	49%	82,696	8,912	11%	16,213	6,841	42.19%
North Carolina	818,677	378,696	46%	39,931	3,626	9%	17,603	6,835	38.83%
North Dakota	55,803	26,495	47%	1,280	96	8%	529	174	32.89%
Ohio	943,369	568,347	60%	32,810	9,473	29%	2,979	2,156	72.37%
Oklahoma	346,292	129,323	37%	20,687	1,741	8%	9,713	2,694	27.74%
Oregon	292,502	158,596	54%	29,182	3,974	14%	8,956	3,607	40.27%

State	All Students			Currently Identified ELs			Former ELs		
	Number Valid Test Takers	Number at or Above Proficient	Percent at or Above Proficient	Number Valid Test Takers	Number at or Above Proficient	Percent at or Above Proficient	Number Tested	Number at or Above Proficient	Percent Results
Pennsylvania	899,485	561,049	62%	26,070	3,340	13%	6,809	4,049	59.47%
Puerto Rico	192,241	93,722	49%	1,007	327	32%	166	62	37.35%
Rhode Island	74,549	29,093	39%	5,022	278	6%	2,195	629	28.66%
South Carolina	392,596	169,494	43%	28,246	8,018	28%	4,006	2,614	65.25%
South Dakota	70,689	36,910	52%	2,267	369	16%	1,041	327	31.41%
Tennessee	520,784	180,376	35%	19,135	879	5%	7,765	2,057	26.49%
Texas	2,965,306	2,126,505	72%	565,685	285,833	51%	122,613	107,115	87.36%
Utah	327,783	143,824	44%	19,941	1,185	6%	7,649	2,259	29.53%
Vermont	42,089	22,495	53%	606	100	17%	219	121	55.25%
Virginia	675,607	539,571	80%	40,587	18,005	44%	23,726	19,350	81.56%
Washington	558,593	340,099	61%	55,237	7,865	14%	22,683	13,069	57.62%
West Virginia	130,526	62,010	48%	1,273	510	40%	71	63	88.73%
Wisconsin	429,325	190,138	44%	22,576	2,247	10%	6,286	2,567	40.84%
Wyoming	49,740	27,782	56%	1,102	178	16%	469	NR	36.89%
<b>SUMMARY INFO</b>									
Average	509,468	269,718	53%	57,108	16,009	28%	16,286	9,586	59.29%
Median	350,406	164,045	50%	20,314	2,647	15%	6,279	2,694	43%
Minimum	36110	10995	29%	606	96	4%	151	62	19%
Maximum	3,239,188	2,126,505	80%	1,043,394	311,443	51%	226,086	119,903	98%

<sup>1</sup> In SY 2016–17, former ELs were students who exited EL status within the past 2 years.

NR Missing Data

**Table A-26. Number and Percentage of All Students, Currently Identified English Learners, and Former English Learners<sup>2</sup> Who Scored Proficient or Above on State Mathematics Assessments: School Year 2017–18**

State	All Students			Currently Identified ELs			Former ELs		
	Number Valid Test Takers	Number at or Above Proficient	Percent at or Above Proficient	Number Valid Test Takers	Number at or Above Proficient	Percent at or Above Proficient	Number Tested	Number at or Above Proficient	Percent Results
<b>Total</b>	<b>24,999,476</b>	<b>11,306,385</b>	<b>45.2%</b>	<b>3,005,382</b>	<b>762,450</b>	<b>25.4%</b>	<b>2,028,490</b>	<b>938,556</b>	<b>46.3%</b>
Alabama	389,436	182,645	46.9%	12,139	2,646	21.8%	8,941	4,546	50.8%
Alaska	63,592	23,147	36.4%	8,675	1,032	11.9%	1,013	371	36.7%
Arizona	601,778	268,393	44.6%	41,818	3,847	9.2%	33,344	10,690	32.1%
Arkansas	294,873	138,590	47%	23,579	6,579	27.9%	9,040	6,886	76.2%
California	3,217,055	1,232,132	38.3%	1,033,424	261,456	25.3%	604,770	250,686	41.5%
Colorado	441,138	152,634	34.6%	53,538	4,551	8.5%	30,762	8,826	28.7%
Connecticut	274,964	125,659	45.7%	20,399	2,631	12.9%	12,035	1,971	16.4%
Delaware	73,630	30,851	41.9%	6,307	1,652	26.2%	1,461	687	47.0%
District of Columbia	37,155	10,924	29.4%	4,172	889	21.3%	1,996	889	44.6%
Florida	1,557,366	901,715	57.9%	259,385	109,460	42.2%	144,989	80,001	55.2%
Georgia	1,033,868	436,292	42.2%	59,777	11,896	19.9%	42,541	18,980	44.6%
Hawaii	92,897	39,017	42%	6,762	1,095	16.2%	6,047	2,445	40.4%
Idaho	162,958	71,213	43.7%	9,233	997	10.8%	3,050	905	29.7%
Illinois	1,020,690	321,517	31.5%	110,797	12,298	11.1%	69,978	20,242	28.9%
Indiana	546,179	296,575	54.3%	43,328	16,205	37.4%	21,384	12,108	56.6%
Iowa	256,391	194,088	75.7%	14,830	5,487	37%	6,519	5,467	83.9%
Kansas	248,667	81,811	32.9%	25,625	2,768	10.8%	5,131	1,874	36.5%
Kentucky	353,016	164,858	46.7%	12,748	2,269	17.8%	3,232	1,759	54.4%
Louisiana	369,602	236,915	64.1%	12,454	5,405	43.4%	1,846	1,172	63.5%
Maine	91,740	33,944	37%	2,970	356	12%	413	118	28.6%
Maryland	NR	NR	NR	NR	NR	NR	NR	NR	NR
Massachusetts	496,732	257,804	51.9%	41,443	7,377	17.8%	35,050	16,379	46.7%
Michigan	763,265	250,351	32.8%	53,730	11,659	21.7%	16,984	9,461	55.7%
Minnesota	451,382	258,191	57.2%	36,748	7,239	19.7%	370,720	153,981	41.5%
Mississippi	260,324	110,117	42.3%	7,559	2,910	38.5%	1,350	1,031	76.3%
Missouri	479,925	201,569	42%	17,420	3,432	19.7%	6,662	3,473	52.1%
Montana	77,488	31,305	40.4%	1,987	159	8%	639	104	16.2%
Nebraska	163,808	83,051	50.7%	17,881	4,917	27.5%	12,417	4,501	36.2%
Nevada	257,865	90,253	35.0%	41,144	5,554	13.5%	19,664	7,601	38.7%
New Hampshire	92,674	44,298	47.8%	2,420	436	18%	440	185	42.0%
New Jersey	853,186	359,191	42.1%	45,632	5,887	12.9%	38,352	12,473	32.5%
New Mexico	NR	NR	NR	NR	NR	NR	9,642	2,045	21.2%
New York	1,119,109	596,485	53.3%	102,125	21,038	20.6%	63,620	35,242	55.4%
North Carolina	813,642	342,543	42.1%	53,550	12,263	22.9%	39,645	17,937	45.2%
North Dakota	57,977	25,162	43.4%	1,760	176	10%	780	228	29.2%
Ohio	907,127	559,697	61.7%	25,213	6,757	26.8%	14,744	1,0292	69.8%
Oklahoma	345,793	105,813	30.6%	25,246	3,206	12.7%	653	316	48.3%
Oregon	291,799	119,346	40.9%	26,204	2,332	8.9%	23,506	7,608	32.4%

State	All Students			Currently Identified ELs			Former ELs		
	Number Valid Test Takers	Number at or Above Proficient	Percent at or Above Proficient	Number Valid Test Takers	Number at or Above Proficient	Percent at or Above Proficient	Number Tested	Number at or Above Proficient	Percent Results
Pennsylvania	908,591	408,866	45%	34,939	4,297	12.3%	9,406	4,080	43.4%
Puerto Rico	168,165	54,822	32.6%	573	189	33%	1,094	392	35.8%
Rhode Island	75,175	20,673	27.5%	6,767	372	5.5%	3,803	20	0.5%
South Carolina	398,051	180,317	45.3%	27,106	8,620	31.8%	5,829	3,975	68.2%
South Dakota	71,964	33,175	46.1%	2,481	372	15%	1,709	532	31.1%
Tennessee	508,249	177,379	34.9%	18,831	1,902	10.1%	16,437	5,784	35.2%
Texas	2,790,462	1,347,793	48.3%	539,429	180,169	33.4%	217,544	140,612	64.6%
Utah	328,102	152,896	46.6%	23,711	2,798	11.8%	7,602	2,788	36.7%
Vermont	NR	NR	NR	NR	NR	NR	NR	NR	NR
Virginia	NR	NR	NR	NR	NR	NR	48,630	39,617	81.5%
Washington	570,239	290,252	50.9%	59,373	9,975	16.8%	41,497	22,516	54.3%
West Virginia	134,500	49,631	36.9%	1,524	594	30%	586	368	62.8%
Wisconsin	429,557	184,280	42.9%	27,084	4,036	14.9%	10,147	4,086	40.3%
Wyoming	57,330	28,206	49.2%	1,542	262	17%	846	306	36.2%
SUMMARY INFO									
Average	520,822	226,128	45.2%	62,612	14,662	25.4%	40,570	18,771	46.3%
Median	349,405	152,765	43%	23,645	3,058	18.0%	9,223	4,083	42.0%
Minimum	37,155	10,923.57	27%	573	158.96	5.5%	413	20	0.52%
Maximum	3,217,055	1,347,793	75.7%	1,033,424	261,456	43.4%	604,770	250,686	83.86%

<sup>2</sup> In SY 2017-18, former ELs were students who exited EL status within the past 4 years.

NR Missing Data

**Table A-27. Number and Percentage of All Students, Currently Identified English Learners, and Former English Learners<sup>2</sup> Who Scored Proficient or Above on State Reading/Language Arts Assessments: School Year 2017–18**

State	All Students			Currently Identified ELs			Former ELs		
	Number Valid Test Takers	Number at or Above Proficient	Percent at or Above Proficient	Number Valid Test Takers	Number at or Above Proficient	Percent at or Above Proficient	Number Tested	Number at or Above Proficient	Percent Results
<b>Total</b>	<b>25,820,728</b>	<b>13,027,416</b>	<b>50.5%</b>	<b>3,003,269</b>	<b>716,302</b>	<b>23.9%</b>	<b>1,915,829</b>	<b>1,007,823</b>	<b>52.6%</b>
Alabama	389,040	178,180	45.8%	11,650	1,060	9.1%	8,943	4,293	48%
Alaska	63,601	26,840	42.2%	8,526	742	8.7%	1,018	429	42.1%
Arizona	602,401	262,044	43.5%	41,435	1,575	3.8%	99	6	6.1%
Arkansas	294,638	129,641	44.0%	23,553	4,310	18.3%	9,039	6,711	74.2%
California	3,209,783	1,592,052	49.6%	1,022,224	325,067	31.8%	604,770	350,118	57.9%
Colorado	440,557	194,286	44.1%	52,784	5,437	10.3%	30,759	13,912	45.2%
Connecticut	271,907	153,899	56.6%	16,865	2,260	13.4%	12,053	1,995	16.6%
Delaware	73,432	39,139	53.3%	5,953	1,554	26.1%	1,461	877	60%
District of Columbia	37,310	12,387	33.2%	4,212	804	19.1%	2,000	954	47.7%
Florida	1,672,896	910,055	54.4%	263,942	82,350	31.2%	154,267	75,811	49.1%
Georgia	920,244	382,822	41.6%	54,664	5,849	10.7%	44,486	16,976	38.2%
Hawaii	92,004	49,774	54.1%	5,971	824	13.8%	6,053	3,166	52.3%
Idaho	162,807	87,427	53.7%	8,808	1,110	12.6%	3,049	1,247	40.9%
Illinois	1,017,148	373,293	36.7%	106,417	11,599	10.9%	69,998	23,432	33.5%
Indiana	544,017	338,923	62.3%	42,475	17,202	40.5%	21,382	13,920	65.1%
Iowa	256,114	189,780	74.1%	14,493	4,435	30.6%	6,519	5,596	85.8%
Kansas	247,434	91,303	36.9%	24,026	2,066	8.6%	5,134	2,205	42.9%
Kentucky	352,273	197,273	56%	11,974	2,191	18.3%	3,232	1,893	58.6%
Louisiana	368,079	258,391	70.2%	12,260	4,561	37.2%	1,822	1,238	68%
Maine	91,453	45,909	50.2%	2,682	402	15%	414	235	56.8%
Maryland	NR	NR	NR	NR	NR	NR	NR	NR	NR
Massachusetts	496,888	281,239	56.6%	41,357	7,196	17.4%	35,079	18,197	51.9%
Michigan	761,635	293,229	38.5%	52,491	11,286	21.5%	16,980	11,585	68.2%
Minnesota	455,189	272,658	59.9%	37,754	5,399	14.3%	280,084	128,102	45.7%
Mississippi	262,403	102,075	38.9%	7,547	1,849	24.5%	880	572	65%
Missouri	477,245	234,805	49.2%	16,488	2,902	17.6%	6,704	3,961	59.1%
Montana	77,361	38,526	49.8%	1,964	157	8%	658	171	26.1%
Nebraska	163,922	83,600	51%	17,903	4,780	26.7%	12,431	4,548	36.6%
Nevada	258,070	119,744	46.4%	41,177	5,765	14%	19,674	11,399	57.9%
New Hampshire	92,135	53,530	58.1%	2,206	397	18%	439	227	51.6%
New Jersey	875,539	480,671	54.9%	40,323	4,274	10.6%	38,652	15,505	40.1%
New Mexico	NR	NR	NR	NR	NR	NR	9,697	2,683	27.7%
New York	1,103,109	590,163	53.5%	90,900	12,362	13.6%	56,722	30,677	54.1%
North Carolina	826,928	384,522	46.5%	56,093	6,282	11.2%	38,692	14,058	36.3%
North Dakota	57,875	26,507	45.8%	1,646	198	12%	782	267	34.1%
Ohio	916,332	577,289	63%	25,684	4,264	16.6%	15,020	10,610	70.6%
Oklahoma	346,150	119,768	34.6%	25,285	2,225	8.8%	647	298	46%
Oregon	293,149	162,405	55.4%	25,050	2,079	8.3%	23,656	11,446	48.4%

State	All Students			Currently Identified ELs			Former ELs		
	Number Valid Test Takers	Number at or Above Proficient	Percent at or Above Proficient	Number Valid Test Takers	Number at or Above Proficient	Percent at or Above Proficient	Number Tested	Number at or Above Proficient	Percent Results
Pennsylvania	903,462	565,567	62.6%	30,971	5,544	17.9%	9,407	5,513	58.6%
Puerto Rico	168,468	77,327	45.9%	575	213	37%	1,094	546	49.9%
Rhode Island	74,377	26,553	35.7%	6,046	345	5.7%	3,799	53	1.4%
South Carolina	400,103	179,246	44.8%	27,308	6,909	25.3%	5,890	3,909	66.4%
South Dakota	71,843	38,580	53.7%	2,330	396	17%	1,710	750	43.9%
Tennessee	512,169	176,186	34.4%	18,085	796	4.4%	15,944	4,485	28.1%
Texas	2,919,702	1,322,625	45.3%	540,681	123,275	22.8%	228,906	130,218	56.9%
Utah	328,935	148,021	45%	23,645	1,915	8.1%	7,615	2,811	36.9%
Vermont	NR	NR	NR	NR	NR	NR	NR	NR	NR
Virginia	677,778	540,189	79.7%	46,257	17,393	37.6%	45,030	37,858	84.1%
Washington	572,054	347,237	60.7%	59,071	8,743	14.8%	41,573	27,062	65.1%
West Virginia	134,503	59,854	44.5%	1,523	609	40%	586	424	72.4%
Wisconsin	428,948	181,445	42.3%	26,500	3,127	11.8%	10,144	4,507	44.4%
Wyoming	57,318	30,436	53.1%	1,495	224	15%	836	369	44.1%
SUMMARY INFO									
Average	526,954	250,527	50.5%	61,291	13,775	23.9%	38,317	20,156	23.8%
Median	352,273	169,295	50%	23,645	2,242	15%	8,991	4,127	49%
Minimum	37310	12,386.92	33.2%	575	157.12	3.8%	99	6.08	1.39%
Maximum	3,209,783	1,592,052	79.7%	1,022,224	325,067	40.5%	604,770	350,118	85.84%

<sup>2</sup> In SY 2017-18, former ELs were students who exited EL status within the past 4 years.

NR Missing Data



**Table A-28. Number and Percentage of All Students, Currently Identified English Learners , and Former English Learners<sup>2</sup> Who Scored Proficient or Above on State Science Assessments: School Year 2017–18**

State	All Students			Currently Identified ELs			Former ELs		
	Number Valid Test Takers	Number at or Above Proficient	Percent at or Above Proficient	Number Valid Test Takers	Number at or Above Proficient	Percent at or Above Proficient	Number Tested	Number at or Above Proficient	Percent Results
<b>Total</b>	<b>10,234,617</b>	<b>4,911,540</b>	<b>48.0%</b>	<b>871,487</b>	<b>149,114</b>	<b>17.1%</b>	<b>952,967</b>	<b>271,471</b>	<b>28.5%</b>
Alabama	163,389	64,702	39.6%	3,691	314	8.5%	4,090	162	3.9%
Alaska	25,675	12,016	46.8%	3,466	378	10.9%	115	39	34.2%
Arizona	253,875	129,730	51.1%	15,751	1,670	10.6%	16,765	5,863	35%
Arkansas	292,798	116,826	39.9%	23,400	3,838	16.4%	9,041	5,721	63.3%
California	1,336,648	5,347	0.4%	177,848	711	0.4%	316,710	604	0.2%
Colorado	163,990	51,329	31.3%	17,707	425	2.4%	13,375	2,461	18.4%
Connecticut	NR	NR	NR	NR	NR	NR	5,966	NR	0%
Delaware	457	87	19%	16	6	38%	85	NR	0%
District of Columbia	NR	NR	NR	NR	NR	NR	119	NR	0%
Florida	600,230	343,332	57.2%	87,096	27,697	31.8%	70,162	31,383	44.7%
Georgia	395,277	169,969	43%	16,629	1,580	9.5%	17,225	5,900	34.3%
Hawaii	40,617	18,521	45.6%	3,059	373	12.2%	1,358	657	48.4%
Idaho	67,152	40,694	60.6%	3,216	450	14%	1,133	416	36.8%
Illinois	431,737	215,869	50%	33,288	4,427	13.3%	25,314	12,622	49.9%
Indiana	230,468	130,445	56.6%	18,044	5,521	30.6%	9,278	4,513	48.6%
Iowa	107,919	84,932	78.7%	5,325	2,119	39.8%	2,704	2,208	81.7%
Kansas	104,420	38,844	37.2%	9,733	857	8.8%	2,193	814	37.1%
Kentucky	148,338	43,018	29%	5,124	307	6%	1,073	323	30.1%
Louisiana	45,782	39,464	86.2%	938	507	54%	310	80	25.7%
Maine	38,826	22,869	58.9%	1,114	145	13%	225	99	43.8%
Maryland	NR	NR	NR	NR	NR	NR	NR	NR	NR
Massachusetts	214,274	111,208	51.9%	14,275	1,370	9.6%	24,039	8,482	35.3%
Michigan	6,746	3,967	58.8%	420	197	47%	287	NR	0%
Minnesota	189,761	98,676	52%	12,818	910	7.1%	157,018	37,723	24%
Mississippi	113,144	70,602	62.4%	2,839	1,278	45%	293	228	77.7%
Missouri	2,451	539	22%	65	7	11%	2,679	NR	0%
Montana	32,829	19,894	60.6%	776	116	15%	281	80	28.3%
Nebraska	68,488	43,764	63.9%	5,129	1,590	31%	5,323	1,998	37.5%
Nevada	111,663	31,154	27.9%	14,837	445	3%	8,148	2,044	25.1%
New Hampshire	36,244	15,222	42%	690	55	8%	249	76	30.3%
New Jersey	NR	NR	NR	NR	NR	NR	4,931	NR	0%
New Mexico	NR	NR	NR	NR	NR	NR	3,704	1,282	34.6%
New York	509,699	428,147	84%	36,637	18,172	49.6%	32,359	23,132	71.5%
North Carolina	336,263	198,731	59.1%	15,701	2,716	17.3%	16,259	8,181	50.3%
North Dakota	23,962	14,952	62.4%	697	98	14%	266	87	32.7%
Ohio	394,346	274,859	69.7%	9,823	2,466	25.1%	5,926	4,273	72.1%
Oklahoma	100,810	40,223	39.9%	6,497	650	10%	131	95	72.5%
Oregon	119,017	72,243	60.7%	7,814	1,078	13.8%	11,396	4,231	37.1%

State	All Students			Currently Identified ELs			Former ELs		
	Number Valid Test Takers	Number at or Above Proficient	Percent at or Above Proficient	Number Valid Test Takers	Number at or Above Proficient	Percent at or Above Proficient	Number Tested	Number at or Above Proficient	Percent Results
Pennsylvania	386,709	246,334	63.7%	13,899	3,030	21.8%	3,861	1,929	50.0%
Puerto Rico	70,613	35,236	49.9%	214	77	36%	572	245	42.8%
Rhode Island	NR	NR	NR	NR	NR	NR	381	NR	0%
South Carolina	233,236	124,315	53.3%	15,494	5,299	34.2%	3,198	2,303	72%
South Dakota	29,225	13,210	45.2%	766	54	7%	863	221	25.6%
Tennessee	362,927	205,054	56.5%	9,809	1,167	11.9%	11,966	6,286	52.5%
Texas	1,258,428	622,922	49.5%	206,590	44,004	21.3%	111,865	65,555	58.6%
Utah	275,963	133,842	48.5%	17,642	1,570	8.9%	7,119	2,462	34.6%
Vermont	NR	NR	NR	NR	NR	NR	NR	NR	NR
Virginia	431,904	350,706	81.2%	22,325	7,724	34.6%	22,853	18,287	80%
Washington	217,021	115,021	53%	18,817	1,938	10.3%	14,999	6,816	45.4%
West Virginia	56,375	20,521	36.4%	586	193	33%	240	128	53.2%
Wisconsin	184,174	82,142	44.6%	10,301	1,514	14.7%	4,310	1,398	32.4%
Wyoming	20,747	10,062	48.5%	581	70	12%	210	66	31.4%
SUMMARY INFO									
Average	227,436	94,453	48.0%	19,366	2,868	17.1%	19,059	5,429	28.5%
Median	148,338	41,856	51%	9,733	578	14%	3,976	1,048	35%
Minimum	457	86.83	0.4%	16	6.08	0.4%	85	39.32	0%
Maximum	1,336,648	622,922	86.2%	206,590	44,004	54%	316,710	65,555	81.65%

<sup>2</sup> In SY 2017–18, former ELs were students who exited EL status within the past 4 years.

NR Missing Data

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

### Introduction to State Profiles

This section provides information for each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico<sup>144</sup> (collectively indicated hereafter as “states”) on demographics and programs for K–12 ELs, former ELs, and immigrant children and youth. 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*, as amended by *NCLB*, these students were referred to as “monitored former ELs” (MFELs). Their achievement was monitored for two years after exiting Title III programs. Under the *ESEA*, as amended by *ESSA*, the progress of former ELs must now be reported for four years.
- “ELs with disabilities” is a new data element required by the *ESEA*, as amended by *ESSA*. 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”—These students are (1) aged 3 through 21; (2) were not born in any state; and (3) have not been attending one or more schools in any one or more states for more than three full academic years.
- “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. The Department changed how it collected information on the specific types of LIEPs offered by LEAs receiving Title III subgrants between SY 2016–17 and SY 2017–18. However, the broad categories of LIEPs — English only or English and another language — did not change in the reporting transition.
- “Exited ELs” refers to ELs who have exited a LIEP provided by an LEA receiving a Title III subgrant because they attained proficiency in English.
- “ELs who did not attain proficiency after 5 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.

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.

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<sup>144</sup> In Puerto Rico, limited Spanish-proficient students are identified and served in LIEPs offered by its LEA that receives a Title III subgrant.

- the percentage of ELs making progress toward attaining English language proficiency (ELP) and the percentage of students attaining ELP, as defined by the SEA.
- the percentages of ELs, former ELs, and all students scoring proficient or above 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 LEAs receiving Title III subgrants. For SY 2016–17, the types of LIEPs offered by any LEA in the SEA are indicated. For SY 2017–18, the percentage of ELs enrolled in each type of LIEP is also reported.
- 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.

Comparisons between years (i.e., comparing SY 2016–17 with SY 2017–18) should be made with caution since SY 2016–17 and SY 2017–18 straddle the transition from the *ESEA*, as amended by *NCLB*, and the *ESEA*, as amended by *ESSA*.

## Alabama: School Year 2016–17

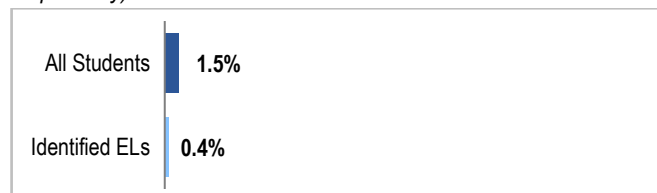
### State Summary

#### Alabama 2016–17

Title III Funding	\$3,888,333
Total Number of ELs	21,099
National Rank of EL Population	#36

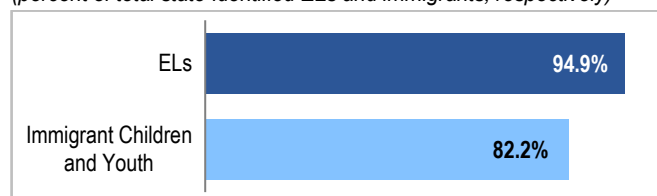
### National Comparisons

(percent of total U.S. students: all students and identified ELs, respectively)



### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)



### Top Five Languages Spoken by ELs in State

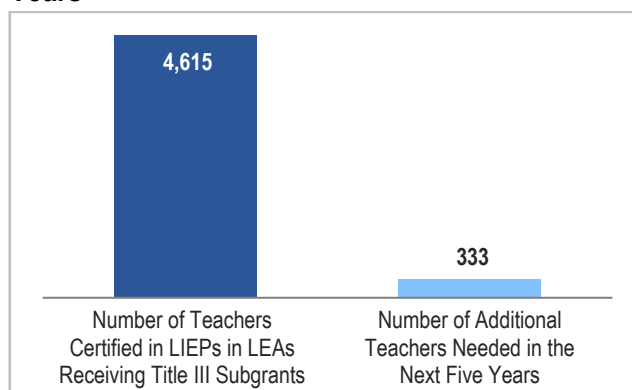
Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	16,578	78.6%
Arabic	460	2.2%
Mayan languages	437	2.1%
Korean	434	2.1%
Chinese	306	1.5%

### Language Instruction Education Programs (LIEPs)

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

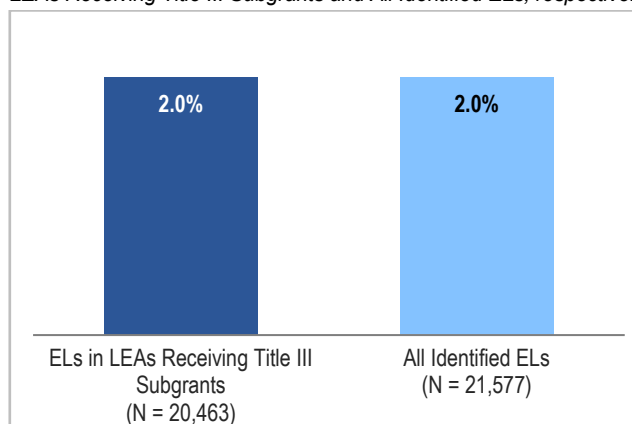
LIEPs That Use English and Another Language	LIEPs That Use English Only
Developmental bilingual	Content-based ESL •
Dual language	Pull-out ESL •
Heritage language	Sheltered English instruction •
Transitional bilingual	Specially designed academic instruction in English •
Two-way immersion	Structured English immersion •

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

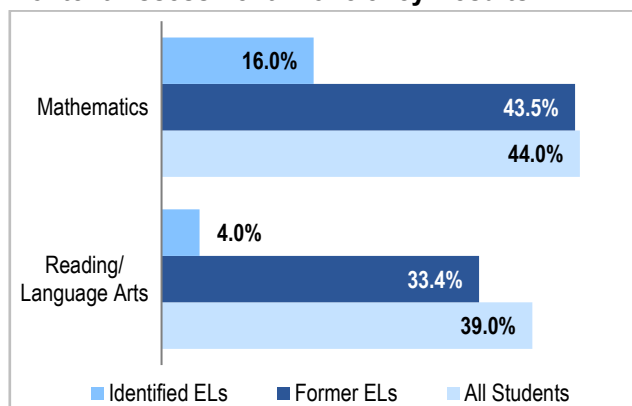


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



Note: Due to data quality concerns with the SY 2016–17 data, only the SY 2017–18 science assessment results are included in this report. The SY 2016–17 and SY 2017–18 profiles are different since SY 2017–18 marks the transition to the ESEA, as amended by ESSA.

## Alabama: School Year 2017–18

### State Summary

#### Alabama 2017–18

Title III Funding	\$3,727,880
Total Number of ELs	25,069
National Rank of EL Population	#34

### National Comparisons

(percent of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

All Students	1.5%
Identified ELs	0.5%
Exited ELs	0.3%
ELs With Disabilities	0.5%

### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)

ELs	96.0%
Immigrant Children and Youth	100.0%

### Top Five Languages Spoken by ELs in State

Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	19,723	82.8%
Arabic	564	2.4%
Korean	451	1.9%
Chinese	367	1.5%
Vietnamese	331	1.4%

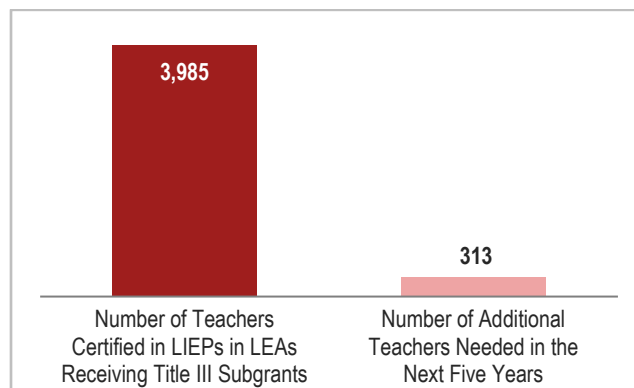
### Language Instruction Education Programs (LIEPs)

LIEPs	Percentage of ELs
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	†
Other	†

† These data are not available or data did not meet quality criteria.

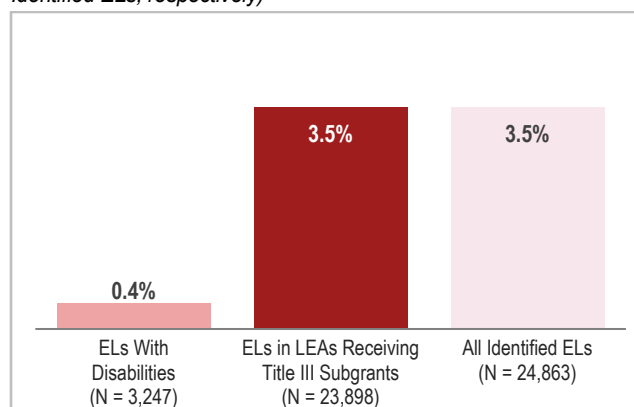
Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2016–18* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs) attain English proficiency and are achieving in reading/language arts, mathematics, 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 2016–17. EDFacts, SY 2017–18.

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

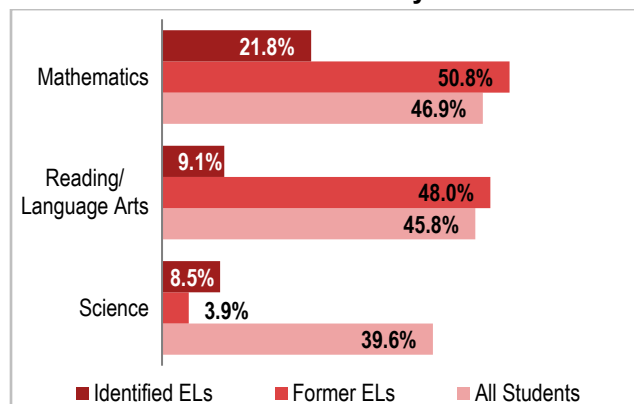


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs With Disabilities, ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



## Alaska: School Year 2016–17

### State Summary

Alaska 2016–17	
Title III Funding	\$1,276,186
Total Number of ELs	14,655
National Rank of EL Population	#38

### National Comparisons

(percent of total U.S. students: all students and identified ELs, respectively)

All Students	0.3%
Identified ELs	0.3%

### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)

ELs	93.2%
Immigrant Children and Youth	†

### Top Five Languages Spoken by ELs in State

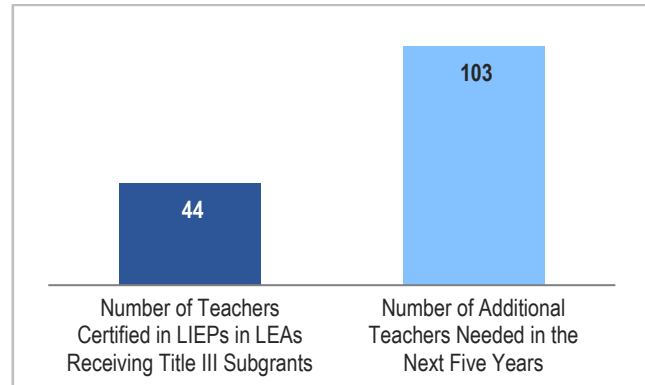
Language	Number of Speakers	Percentage of Speakers Among State ELs
Yupik languages	5,688	38.8%
Spanish; Castilian	1,799	12.3%
Filipino; Pilipino	1,419	9.7%
Samoan	1,332	9.1%
Hmong	1,054	7.2%

### Language Instruction Education Programs (LIEPs)

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

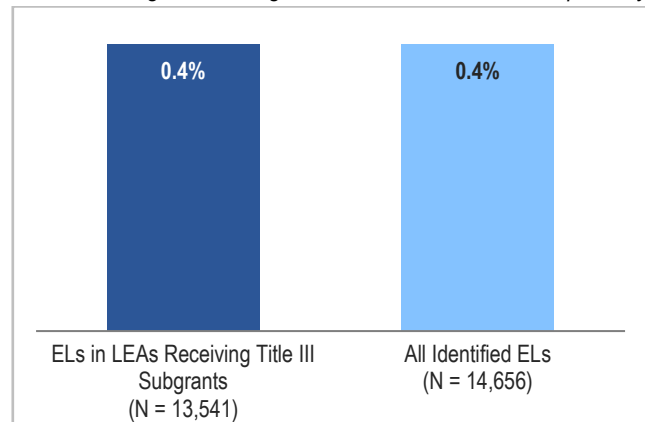
LIEPs That Use English and Another Language	LIEPs That Use English Only
Developmental bilingual	Content-based ESL •
Dual language	Pull-out ESL •
Heritage language	Sheltered English instruction •
Transitional bilingual	Specially designed academic instruction in English •
Two-way immersion	Structured English immersion •

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

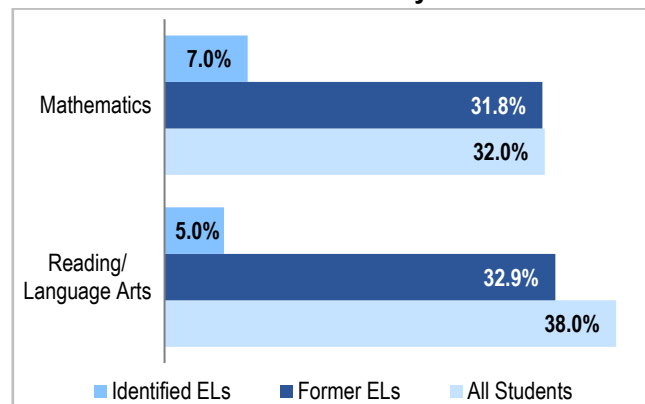


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



† These data are not available or data did not meet quality criteria.

Note: Due to data quality concerns with the SY 2016–17 data, only the SY 2017–18 science assessment results are included in this report. The SY 2016–17 and SY 2017–18 profiles are different since SY 2017–18 marks the transition to the ESEA, as amended by ESSA.



# Alaska: School Year 2017–18

## State Summary

Alaska 2017–18	
Title III Funding	\$1,293,503
Total Number of ELs	15,616
National Rank of EL Population	#39

## National Comparisons

(percent of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

All Students	0.3%
Identified ELs	0.3%
Exited ELs	0.1%
ELs With Disabilities	0.4%

## Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)

ELs	94.2%
Immigrant Children and Youth	†

## Top Five Languages Spoken by ELs in State

Language	Number of Speakers	Percentage of Speakers Among State ELs
Yupik languages	6,114	39.2%
Spanish; Castilian	1,944	12.4%
Filipino; Pilipino	1,602	10.3%
Samoan	1,437	9.2%
Hmong	1,111	7.1%

## Language Instruction Education Programs (LIEPs)

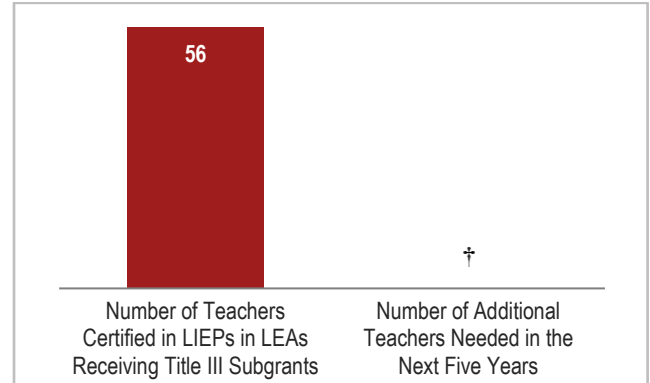
LIEPs	Percentage of ELs
Content classes with integrated ESL support	†
Dual language or two-way immersion	†
English as a second language (ESL) or English language development (ELD)	†
Newcomer programs	†
Transitional bilingual	†
Other	†

† These data are not available or data did not meet quality criteria.

Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2016–18* 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 reading/language arts, mathematics, 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.

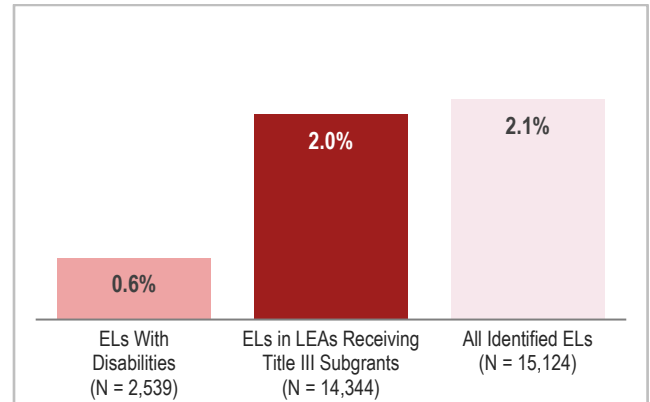
Source: Consolidated State Performance Report, SY 2016–17. EDFacts, SY 2017–18.

## Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

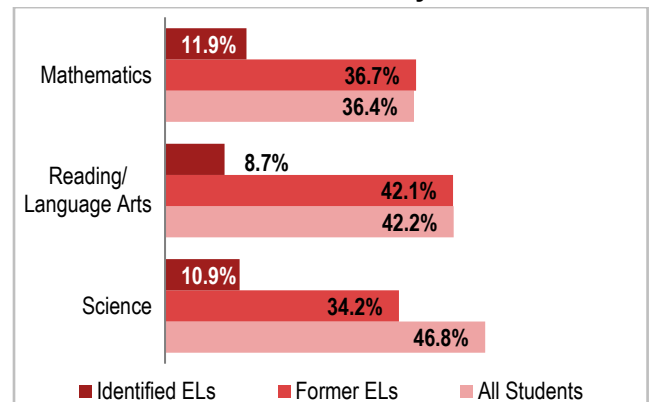


## English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs With Disabilities, ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



## Content Assessment Proficiency Results



## Arizona: School Year 2016–17

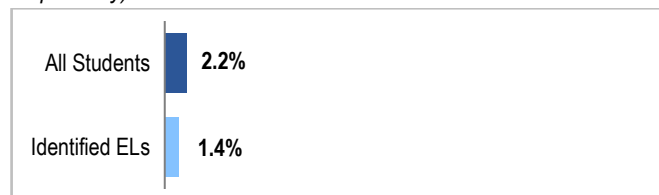
### State Summary

#### Arizona 2016–17

Title III Funding	\$14,268,915
Total Number of ELs	70,464
National Rank of EL Population	#16

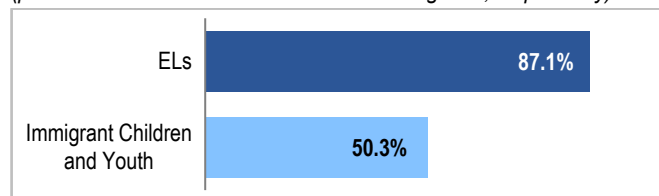
### National Comparisons

(percent of total U.S. students: all students and identified ELs, respectively)



### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)



### Top Five Languages Spoken by ELs in State

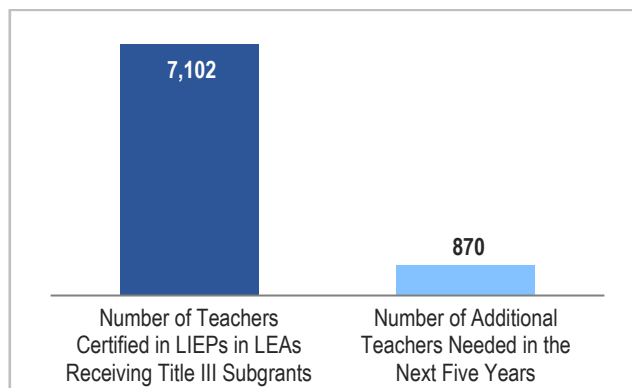
Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	51,992	73.8%
Arabic	1,623	2.3%
Vietnamese	550	0.8%
Somali	373	0.5%
Navajo	357	0.5%

### Language Instruction Education Programs (LIEPs)

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

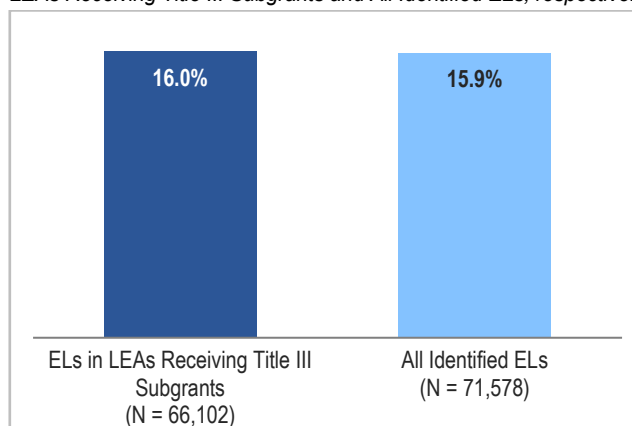
LIEPs That Use English and Another Language		LIEPs That Use English Only	
Developmental bilingual		Content-based ESL	
Dual language	●	Pull-out ESL	
Heritage language	●	Sheltered English instruction	
Transitional bilingual		Specially designed academic instruction in English	
Two-way immersion		Structured English immersion	●

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

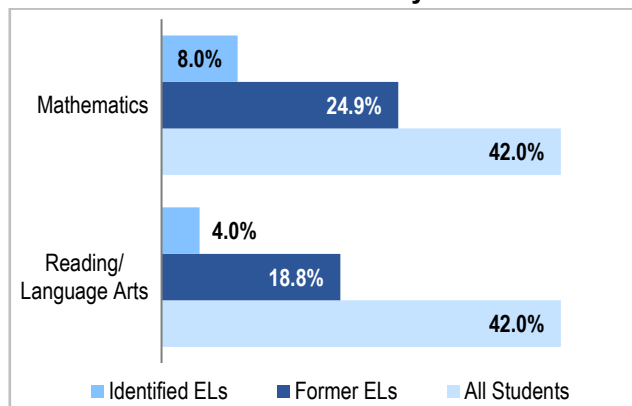


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



Note: Due to data quality concerns with the SY 2016–17 data, only the SY 2017–18 science assessment results are included in this report. The SY 2016–17 and SY 2017–18 profiles are different since SY 2017–18 marks the transition to the ESEA, as amended by ESSA.

## Arizona: School Year 2017–18

### State Summary

#### Arizona 2017–18

Title III Funding	\$13,281,914
Total Number of ELs	79,631
National Rank of EL Population	#15

### National Comparisons

(percent of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

All Students	2.2%
Identified ELs	1.6%
Exited ELs	2.4%
ELs With Disabilities	0.7%

### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)

ELs	82.9%
Immigrant Children and Youth	14.6%

### Top Five Languages Spoken by ELs in State

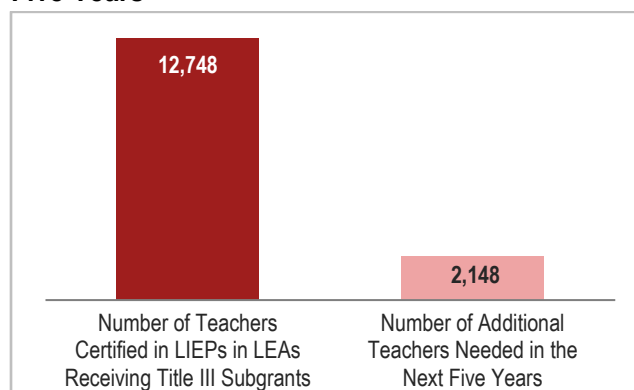
Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	59,383	77.0%
Arabic	1,969	2.6%
Swahili	755	1.0%
Vietnamese	662	0.9%
Navajo	545	0.7%

### Language Instruction Education Programs (LIEPs)

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

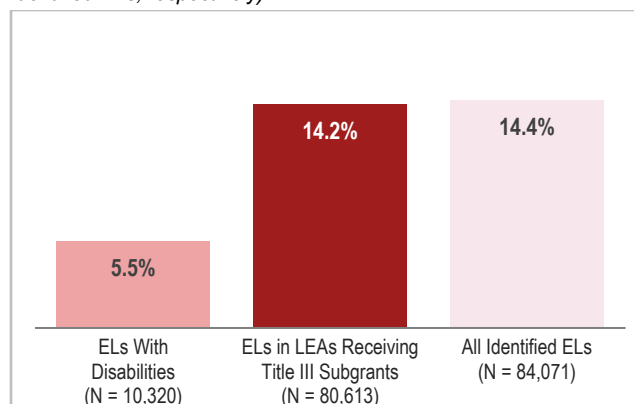
LIEPs	Percentage of ELs
Content classes with integrated ESL support	● 21.8%
Dual language or two-way immersion	● 0.3%
English as a second language (ESL) or English language development (ELD)	● 60.7%
Newcomer programs	
Transitional bilingual	
Other	

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

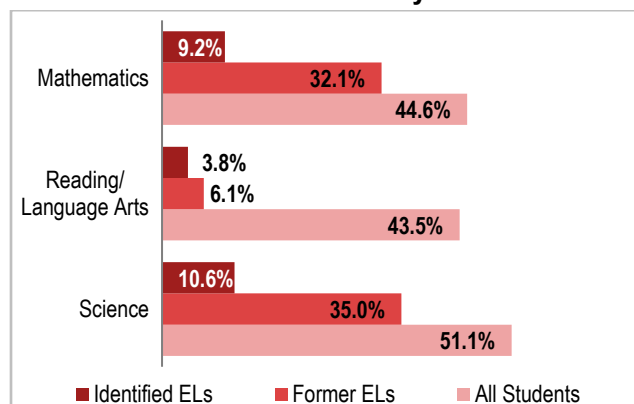


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs With Disabilities, ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



Note: The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2016–18 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 reading/language arts, mathematics, 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 2016–17. EDFacts, SY 2017–18.

## Arkansas: School Year 2016–17

### State Summary

#### Arkansas 2016–17

Title III Funding	\$3,567,616
Total Number of ELs	41,456
National Rank of EL Population	#28

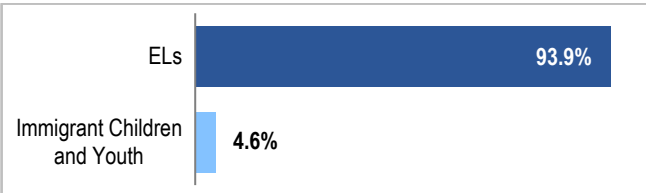
### National Comparisons

(percent of total U.S. students: all students and identified ELs, respectively)



### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)



### Top Five Languages Spoken by ELs in State

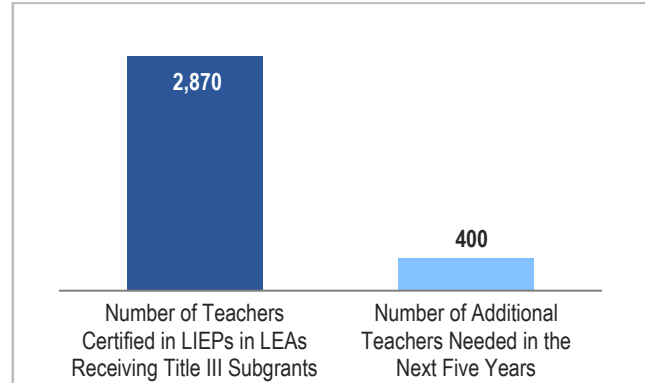
Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	33,798	81.5%
Marshallese	2,832	6.8%
Vietnamese	488	1.2%
Arabic	403	1.0%
Lao	359	0.9%

### Language Instruction Education Programs (LIEPs)

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

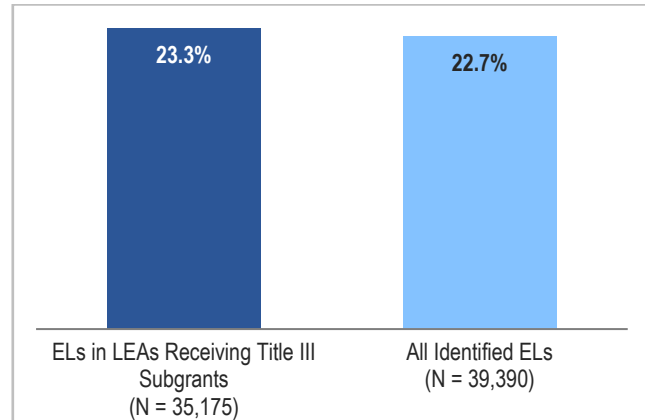
LIEPs That Use English and Another Language	LIEPs That Use English Only
Developmental bilingual	Content-based ESL •
Dual language	Pull-out ESL •
Heritage language •	Sheltered English instruction •
Transitional bilingual	Specially designed academic instruction in English •
Two-way immersion	Structured English immersion •

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

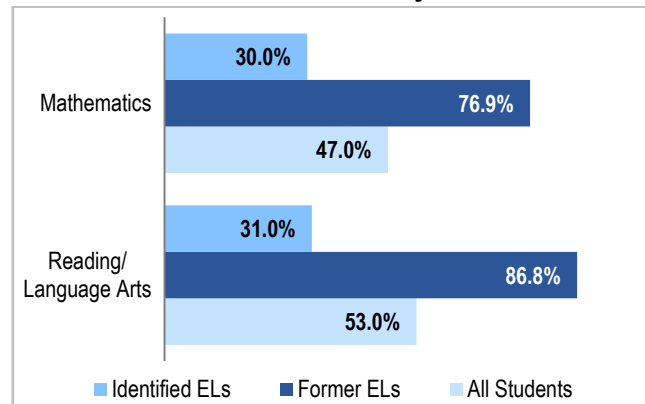


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



Note: Due to data quality concerns with the SY 2016–17 data, only the SY 2017–18 science assessment results are included in this report. The SY 2016–17 and SY 2017–18 profiles are different since SY 2017–18 marks the transition to the ESEA, as amended by ESSA.

## Arkansas: School Year 2017–18

### State Summary

#### Arkansas 2017–18

Title III Funding	\$3,621,488
Total Number of ELs	39,800
National Rank of EL Population	#29

### National Comparisons

(percent of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

All Students	1.0%
Identified ELs	0.8%
Exited ELs	0.4%
ELs With Disabilities	0.7%

### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)

ELs	90.6%
Immigrant Children and Youth	10.6%

### Top Five Languages Spoken by ELs in State

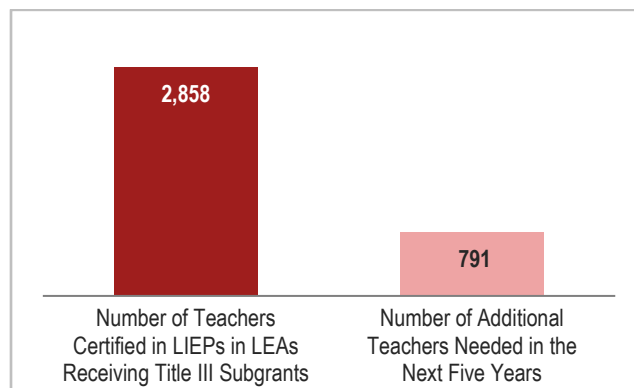
Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	32,050	80.5%
Marshallese	3,105	7.8%
Vietnamese	425	1.1%
Arabic	358	0.9%
Lao	284	0.7%

### Language Instruction Education Programs (LIEPs)

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

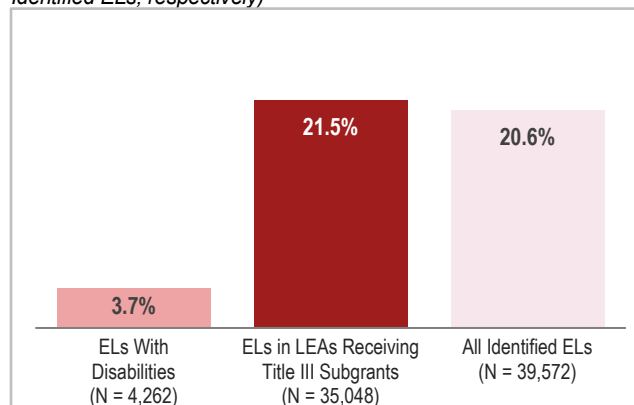
LIEPs	Percentage of ELs
Content classes with integrated ESL support ●	45.1%
Dual language or two-way immersion	
English as a second language (ESL) or English language development (ELD) ●	43.7%
Newcomer programs ●	1.9%
Transitional bilingual	
Other	

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

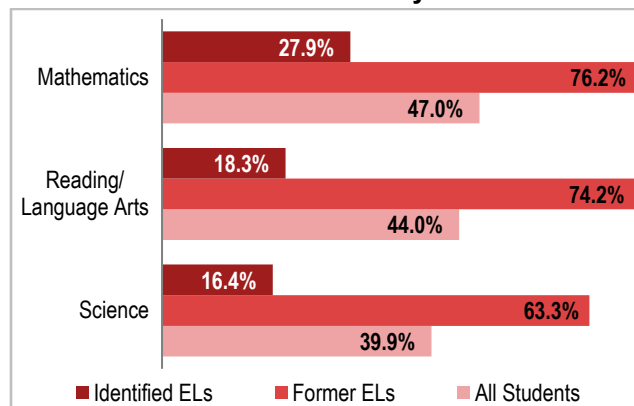


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs with Disabilities, ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



Note: The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2016–18 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 reading/language arts, mathematics, 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 2016–17. EDFacts, SY 2017–18.

## California: School Year 2016–17

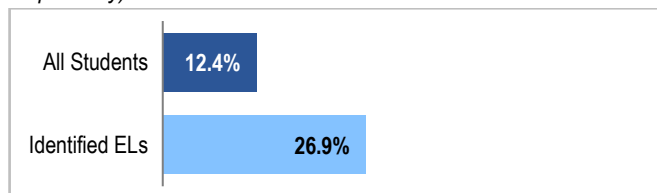
### State Summary

#### California 2016–17

Title III Funding	\$149,996,375
Total Number of ELs	1,332,405
National Rank of EL Population	#1

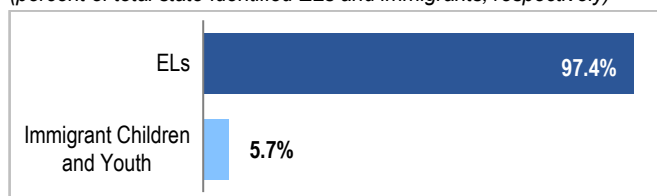
### National Comparisons

(percent of total U.S. students: all students and identified ELs, respectively)



### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)



### Top Five Languages Spoken by ELs in State

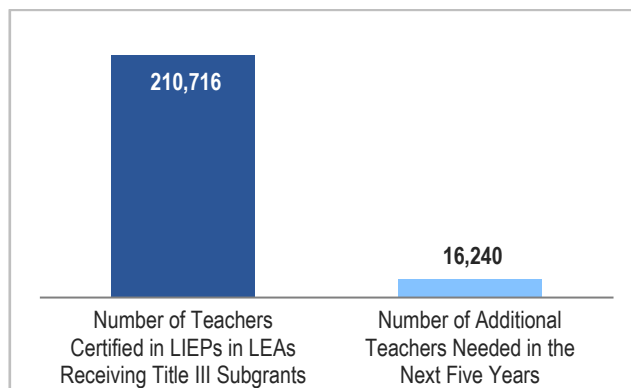
Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	1,107,214	83.1%
Chinese	38,059	2.9%
Vietnamese	28,564	2.1%
Arabic	18,713	1.4%
Tagalog	17,470	1.3%

### Language Instruction Education Programs (LIEPs)

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

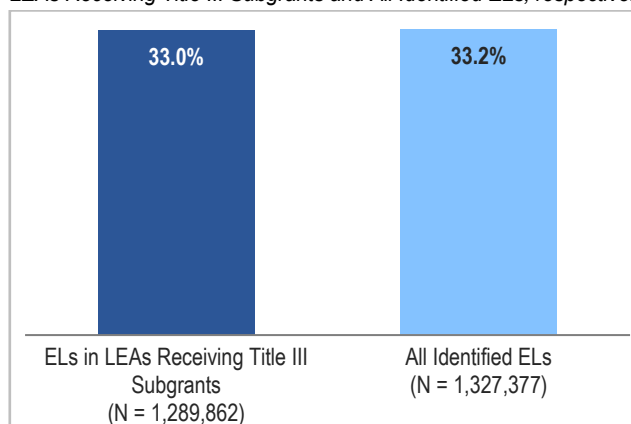
LIEPs That Use English and Another Language	LIEPs That Use English Only
Developmental bilingual	● Content-based ESL ●
Dual language	● Pull-out ESL ●
Heritage language	● Sheltered English instruction ●
Transitional bilingual	● Specially designed academic instruction in English ●
Two-way immersion	● Structured English immersion ●

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

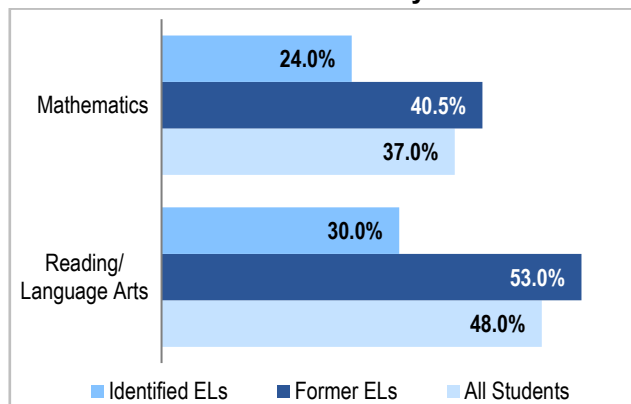


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



Note: Due to data quality concerns with the SY 2016–17 data, only the SY 2017–18 science assessment results are included in this report. The SY 2016–17 and SY 2017–18 profiles are different since SY 2017–18 marks the transition to the ESEA, as amended by ESSA.

## California: School Year 2017–18

### State Summary

#### California 2017–18

Title III Funding	\$150,624,531
Total Number of ELs	1,271,150
National Rank of EL Population	#1

### National Comparisons

(percent of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

All Students	12.4%
ELs Identified	25.4%
Exited ELs	54.8%
ELs With Disabilities	29.4%

### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)

ELs	98.1%
Immigrant Children and Youth	3.6%

### Top Five Languages Spoken by ELs in State

Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	1,044,793	83.3%
Chinese	38,739	3.1%
Vietnamese	27,573	2.2%
Arabic	19,008	1.5%
Tagalog	16,124	1.3%

### Language Instruction Education Programs (LIEPs)

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

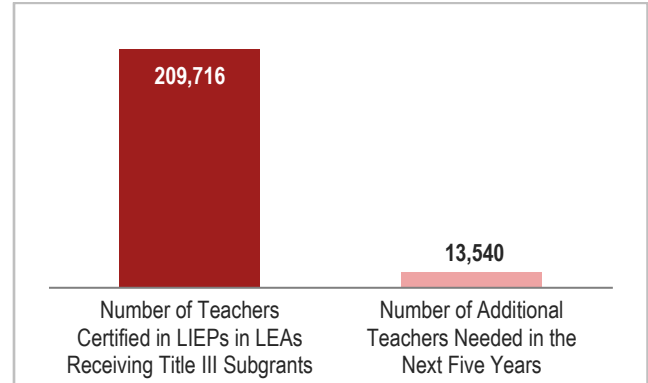
LIEPs	Percentage of ELs
Content classes with integrated ESL support ●	85.2%
Dual language or two-way immersion ●	6.7%
English as a second language (ESL) or English language development (ELD) ●	4.9%
Newcomer programs	
Transitional bilingual	
Other ●	1.3%

† These data are not available or data did not meet quality criteria.

Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2016–18* 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 reading/language arts, mathematics, 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.

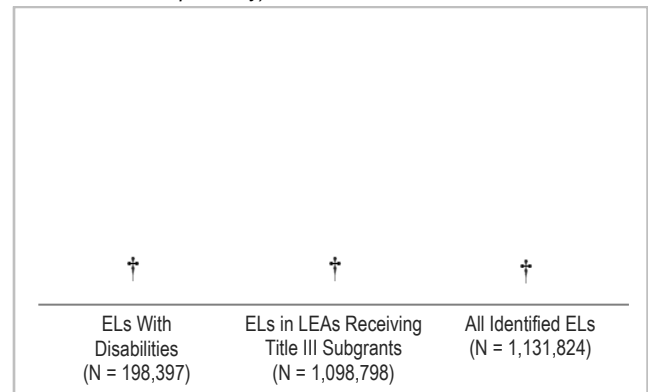
Source: Consolidated State Performance Report, SY 2016–17. EDFacts, SY 2017–18.

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

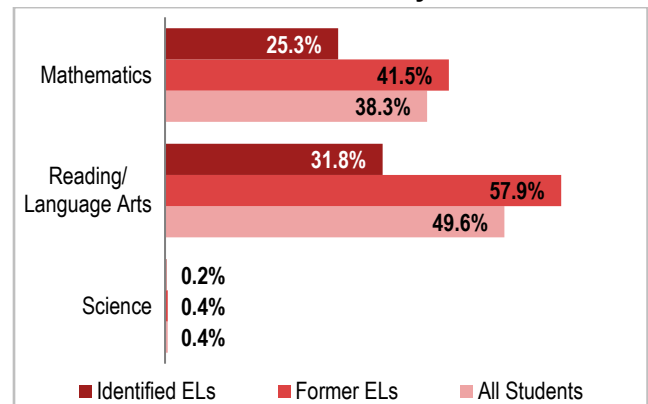


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs with Disabilities, ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results





## Colorado: School Year 2016–17

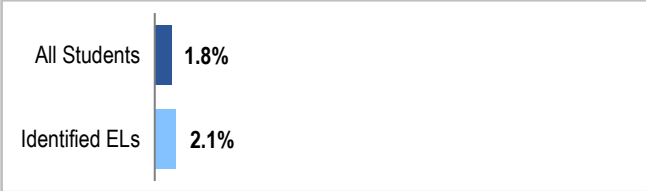
### State Summary

#### Colorado 2016–17

Title III Funding	\$9,401,943
Total Number of ELs	105,785
National Rank of EL Population	#9

### National Comparisons

(percent of total U.S. students: all students and identified ELs, respectively)



### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)



### Top Five Languages Spoken by ELs in State

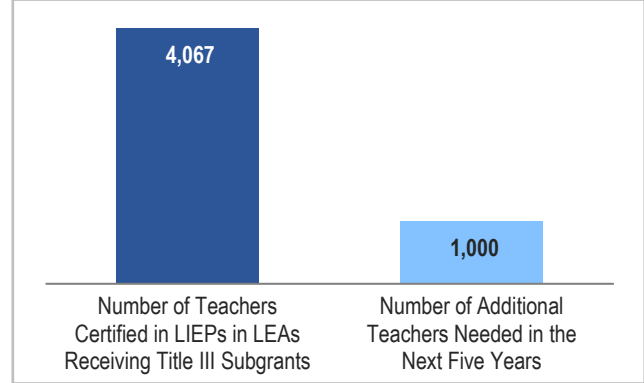
Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	88,518	83.7%
Arabic	1,838	1.7%
Vietnamese	1,475	1.4%
Chinese	1,159	1.1%
Russian	987	0.9%

### Language Instruction Education Programs (LIEPs)

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

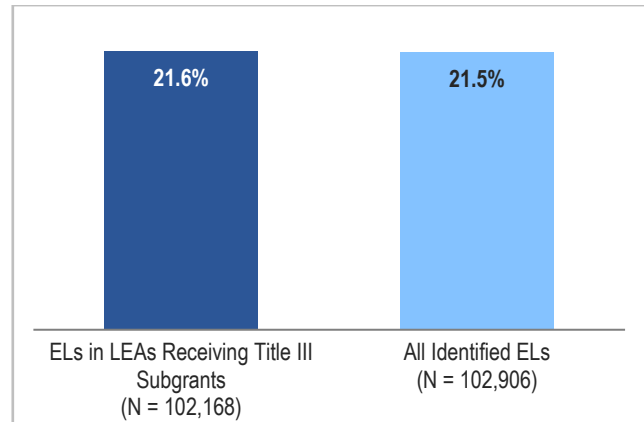
LIEPs That Use English and Another Language	LIEPs That Use English Only
Developmental bilingual	• Content-based ESL •
Dual language	• Pull-out ESL •
Heritage language	• Sheltered English instruction •
Transitional bilingual	• Specially designed academic instruction in English •
Two-way immersion	• Structured English immersion •

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

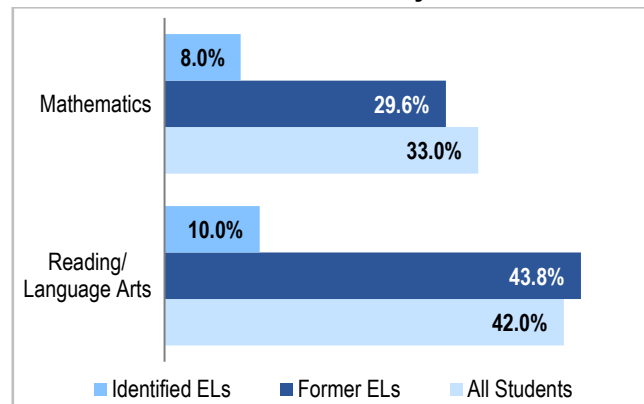


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



Note: Due to data quality concerns with the SY 2016–17 data, only the SY 2017–18 science assessment results are included in this report. The SY 2016–17 and SY 2017–18 profiles are different since SY 2017–18 marks the transition to the ESEA, as amended by ESSA.

## Colorado: School Year 2017–18

### State Summary

#### Colorado 2017–18

Title III Funding	\$9,779,417
Total Number of ELs	104,276
National Rank of EL Population	#10

### National Comparisons

(percent of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

All Students	1.8%
Identified ELs	2.1%
Exited ELs	1.6%
ELs With Disabilities	2.2%

### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)

ELs	97.5%
Immigrant Children and Youth	67.0%

### Top Five Languages Spoken by ELs in State

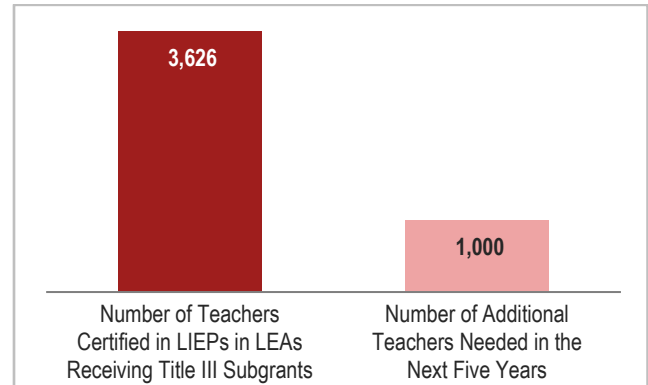
Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	86,668	83.1%
Arabic	1,958	1.9%
Vietnamese	1,399	1.3%
Chinese	1,235	1.2%
Somali	1,007	1.0%

### Language Instruction Education Programs (LIEPs)

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

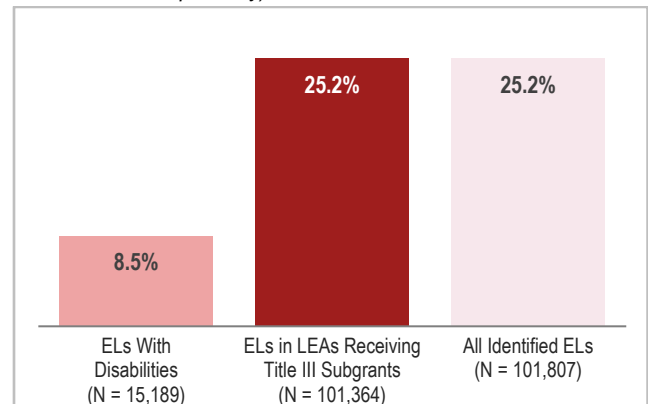
LIEPs	Percentage of ELs
Content classes with integrated ESL support	● 9.9%
Dual language or two-way immersion	● 4.3%
English as a second language (ESL) or English language development (ELD)	● 76.3%
Newcomer programs	● 0.2%
Transitional bilingual	● 6.7%
Other	● <0.1%

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

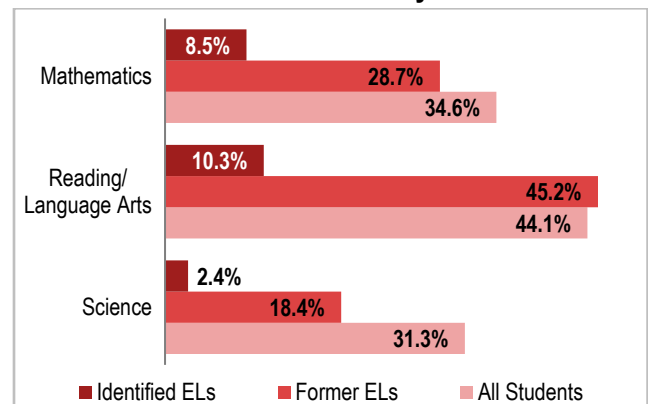


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs with Disabilities, ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2016–18* 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 reading/language arts, mathematics, 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 2016–17. EDFacts, SY 2017–18.

## Connecticut: School Year 2016–17

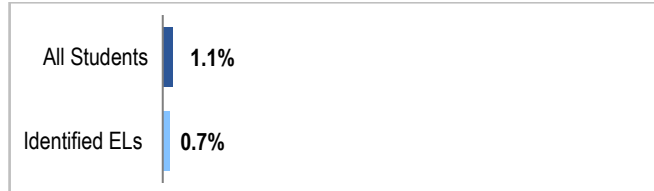
### State Summary

#### Connecticut 2016–17

Title III Funding	\$6,474,632
Total Number of ELs	36,551
National Rank of EL Population	#30

### National Comparisons

(percent of total U.S. students: all students and identified ELs, respectively)



### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)



### Top Five Languages Spoken by ELs in State

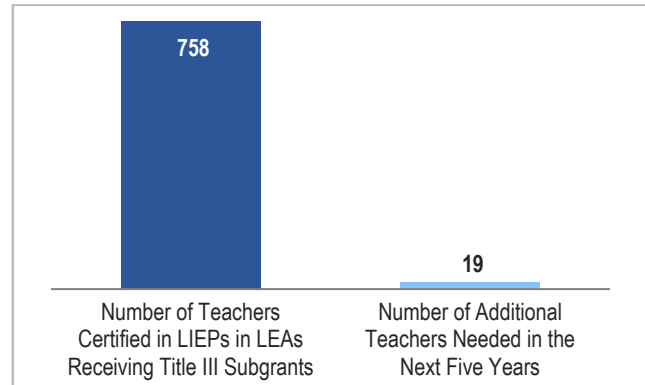
Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	26,188	71.6%
Portuguese	1,615	4.4%
Arabic	1,156	3.2%
Chinese	839	2.3%
French Creole	758	2.1%

### Language Instruction Education Programs (LIEPs)

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

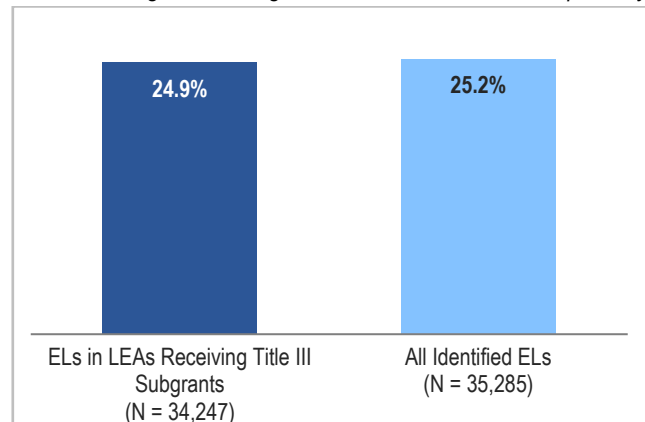
LIEPs That Use English and Another Language		LIEPs That Use English Only	
Developmental bilingual		Content-based ESL	●
Dual language	●	Pull-out ESL	●
Heritage language		Sheltered English instruction	●
Transitional bilingual	●	Specially designed academic instruction in English	
Two-way immersion		Structured English immersion	●

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

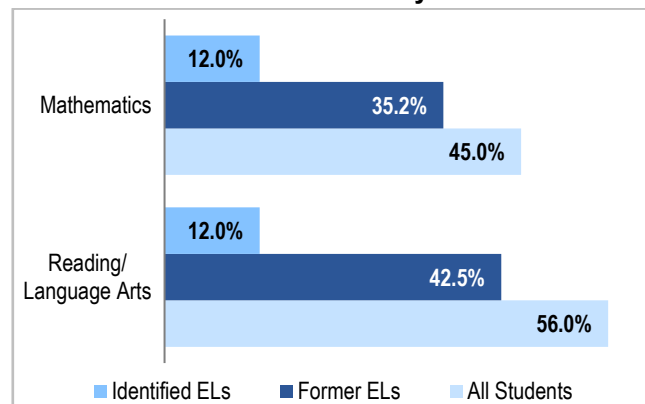


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



Due to data quality concerns with the SY 2016–17 data, only the SY 2017–18 science assessment results are included in this report. The SY 2016–17 and SY 2017–18 profiles are different since SY 2017–18 marks the transition to the ESEA, as amended by ESSA.

## Connecticut: School Year 2017–18

### State Summary

#### Connecticut 2017–18

Title III Funding	\$6,380,945
Total Number of ELs	38,067
National Rank of EL Population	#30

### National Comparisons

(percent of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

All Students	1.0%
Identified ELs	0.8%
Exited ELs	0.2%
ELs With Disabilities	1.0%

### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)

ELs	†
Immigrant Children and Youth	100.0%

### Top Five Languages Spoken by ELs in State

Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	27,155	71.3%
Portuguese	1,754	4.6%
Arabic	1,233	3.2%
French Creole	834	2.2%
Chinese	801	2.1%

### Language Instruction Education Programs (LIEPs)

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

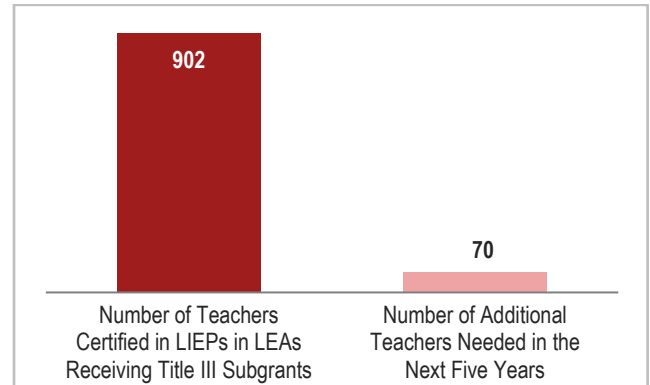
LIEPs	Percentage of ELs
Content classes with integrated ESL support	● 9.4%
Dual language or two-way immersion	● 3.7%
English as a second language (ESL) or English language development (ELD)	● 62.0%
Newcomer programs	
Transitional bilingual	● 26.8%
Other	● 1.3%

† These data were not available or did not meet quality criteria.

Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2016–18* 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 reading/language arts, mathematics, 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.

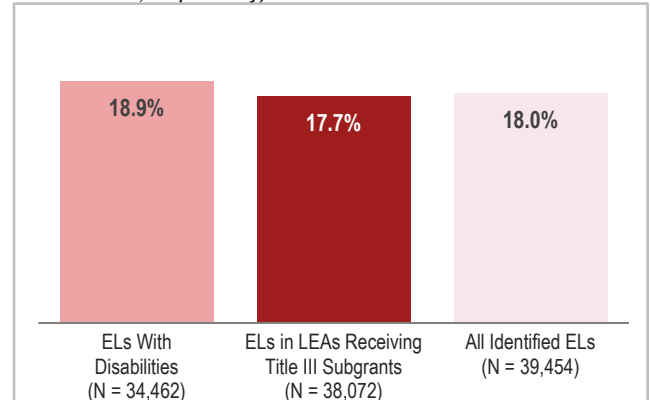
Source: Consolidated State Performance Report, SY 2016–17. EDFacts, SY 2017–18.

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

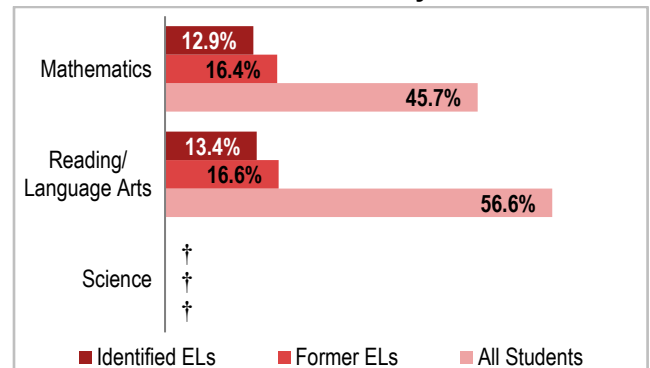


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs with Disabilities, ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



## District of Columbia: School Year 2016–17

### State Summary

District of Columbia 2016–17	
Title III Funding	\$1,166,141
Total Number of ELs	6,567
National Rank of EL Population	#43

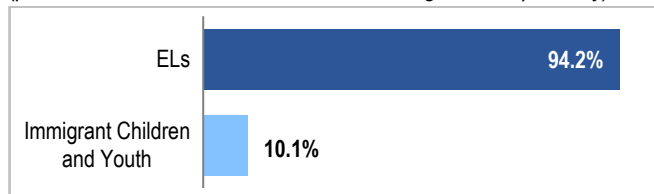
### National Comparisons

(percent of total U.S. students: all students and identified ELs, respectively)

All Students	0.2%
Identified ELs	0.1%

### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)



### Top Five Languages Spoken by ELs in State

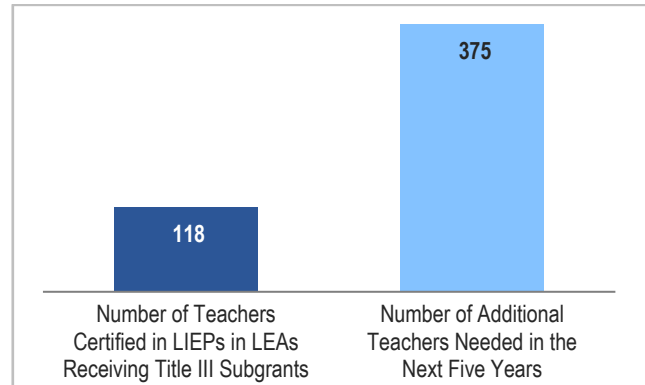
Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	5,348	81.4%
Amharic	328	5.0%
French	191	2.9%
Chinese	81	1.2%
Undetermined	59	0.9%

### Language Instruction Education Programs (LIEPs)

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

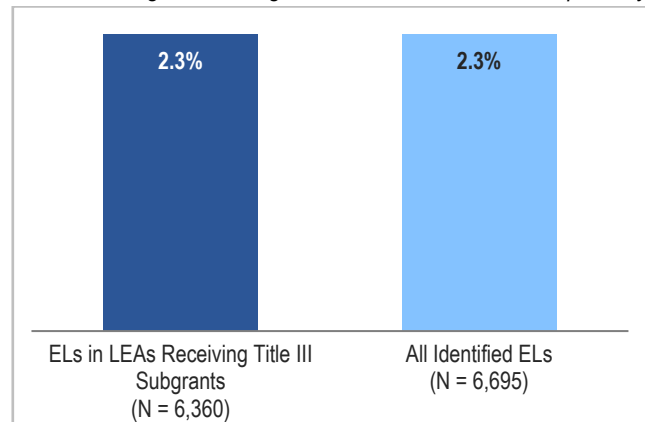
LIEPs That Use English and Another Language		LIEPs That Use English Only	
Developmental bilingual		Content-based ESL	●
Dual language	●	Pull-out ESL	●
Heritage language		Sheltered English instruction	●
Transitional bilingual		Specially designed academic instruction in English	●
Two-way immersion	●	Structured English immersion	●

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

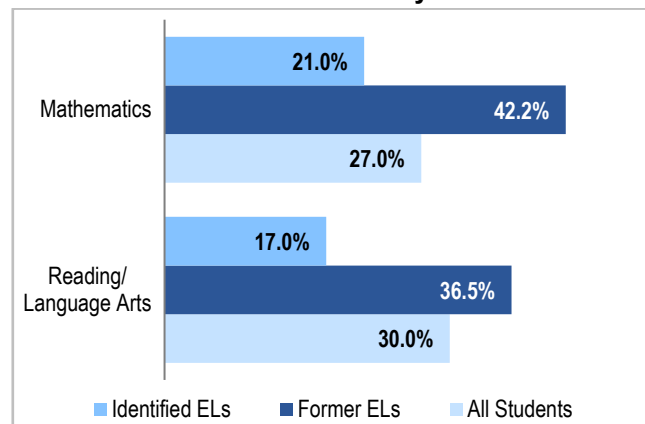


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



Note: Due to data quality concerns with the SY 2016–17 data, only the SY 2017–18 science assessment results are included in this report. The SY 2016–17 and SY 2017–18 profiles are different since SY 2017–18 marks the transition to the ESEA, as amended by ESSA.

## District of Columbia: School Year 2017–18

### State Summary

#### District of Columbia 2017–18

Title III Funding	\$1,212,459
Total Number of ELs	8,131
National Rank of EL Population	#43

### National Comparisons

(percent of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

All Students	0.2%
Identified ELs	0.2%
Exited ELs	0.1%
ELs With Disabilities	0.2%

### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)

ELs	91.5%
Immigrant Children and Youth	0.0%

### Top Five Languages Spoken by ELs in State

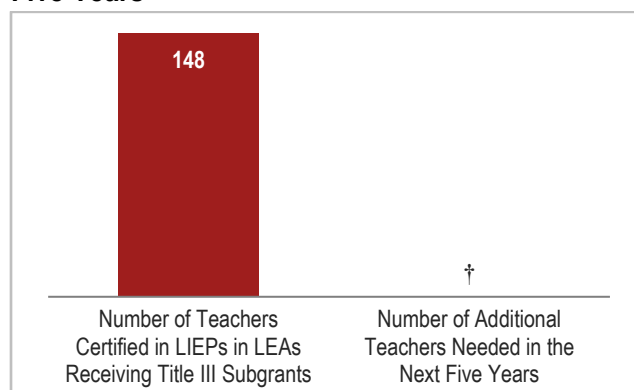
Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	6,416	78.9%
Amharic	398	4.9%
French	233	2.9%
Chinese	104	1.3%
Vietnamese	72	0.9%

### Language Instruction Education Programs (LIEPs)

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

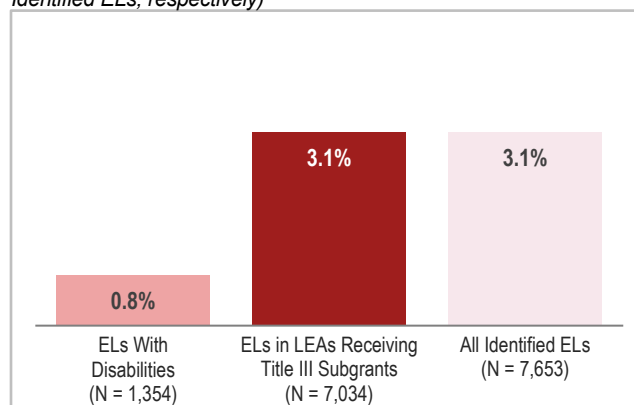
LIEPs	Percentage of ELs
Content classes with integrated ESL support ●	62.0%
Dual language or two-way immersion ●	24.0%
English as a second language (ESL) or English language development (ELD) ●	5.5%
Newcomer programs	
Transitional bilingual	
Other	

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

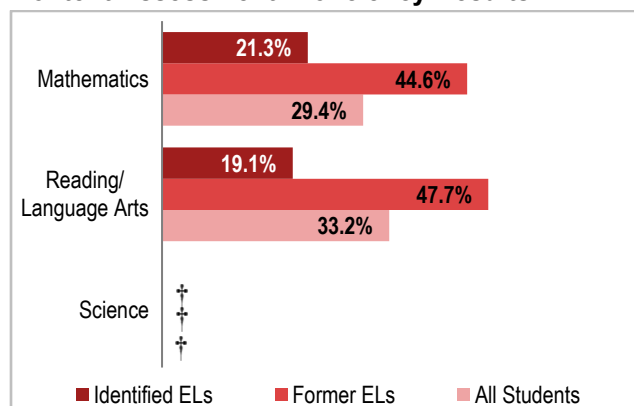


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs with Disabilities, ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



† These data are not available or data did not meet quality criteria.

Note: The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2016–18 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 reading/language arts, mathematics, 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 2016–17. EDFacts, SY 2017–18.

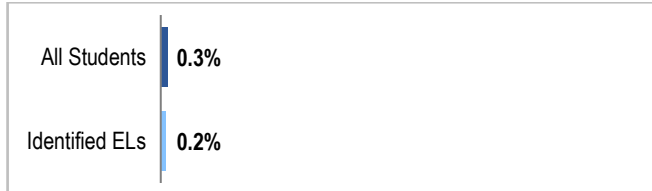
## Delaware: School Year 2016–17

### State Summary

Delaware 2016–17	
Title III Funding	\$1,201,803
Total Number of ELs	10,734
National Rank of EL Population	#42

### National Comparisons

(percent of total U.S. students: all students and identified ELs, respectively)



### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)



### Top Five Languages Spoken by ELs in State

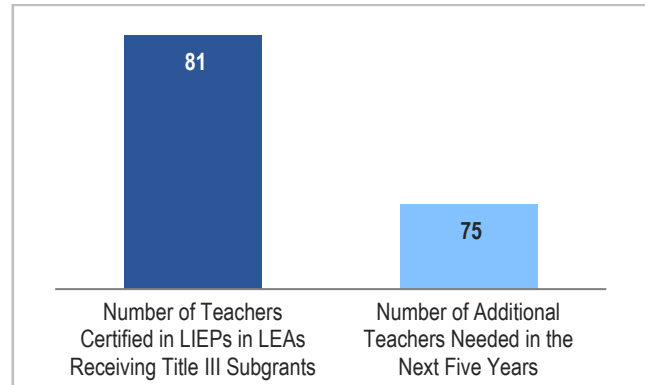
Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	8,018	74.7%
Creoles (English)	405	3.8%
Arabic	232	2.2%
Creoles (Other)	161	1.5%
Chinese	158	1.5%

### Language Instruction Education Programs (LIEPs)

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

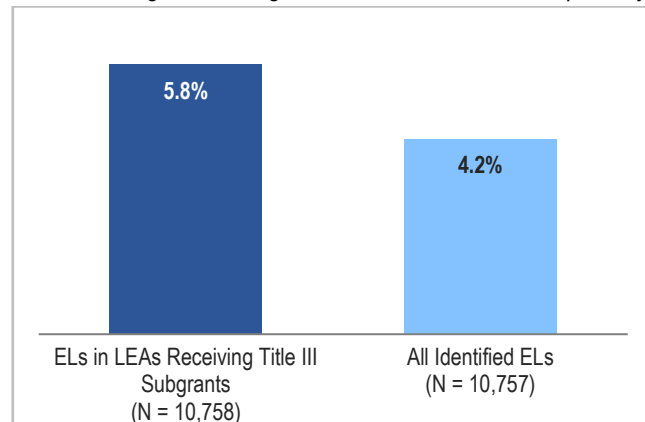
LIEPs That Use English and Another Language		LIEPs That Use English Only	
Developmental bilingual		Content-based ESL	
Dual language	•	Pull-out ESL	•
Heritage language		Sheltered English instruction	•
Transitional bilingual	•	Specially designed academic instruction in English	
Two-way immersion	•	Structured English immersion	•

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

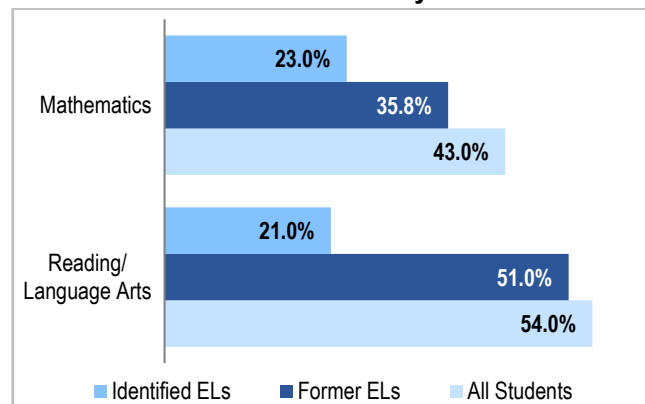


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



Note: Due to data quality concerns with the SY 2016–17 data, only the SY 2017–18 science assessment results are included in this report. The SY 2016–17 and SY 2017–18 profiles are different since SY 2017–18 marks the transition to the ESEA, as amended by ESSA.



## Delaware: School Year 2017–18

### State Summary

Delaware 2017–18	
Title III Funding	\$1,179,591
Total Number of ELs	12,673
National Rank of EL Population	#41

### National Comparisons

(percent of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

All Students	0.3%
Identified ELs	0.3%
Exited ELs	0.1%
ELs With Disabilities	0.3%

### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)

ELs	100.0%
Immigrant Children and Youth	73.0%

### Top Five Languages Spoken by ELs in State

Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	9,502	75.9%
Creoles (English)	516	4.1%
Arabic	309	2.5%
Chinese	217	1.7%
Creoles (Other)	162	1.3%

### Language Instruction Education Programs (LIEPs)

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

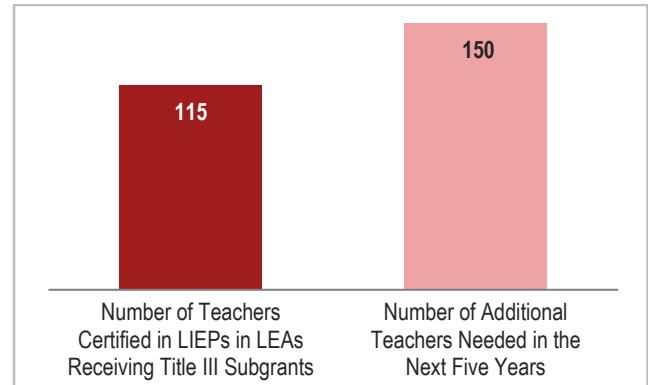
LIEPs	Percentage of ELs
Content classes with integrated ESL support	
Dual language or two-way immersion	• 6.8%
English as a second language (ESL) or English language development (ELD)	• 70.3%
Newcomer programs	
Transitional bilingual	• 1.9%
Other	• 21.0%

† These data are not available or data did not meet quality criteria.

Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2016–18* 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 reading/language arts, mathematics, 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.

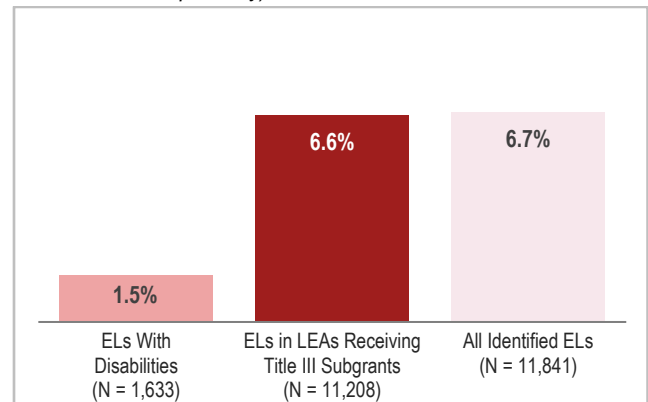
Source: Consolidated State Performance Report, SY 2016–17. EDFacts, SY 2017–18.

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

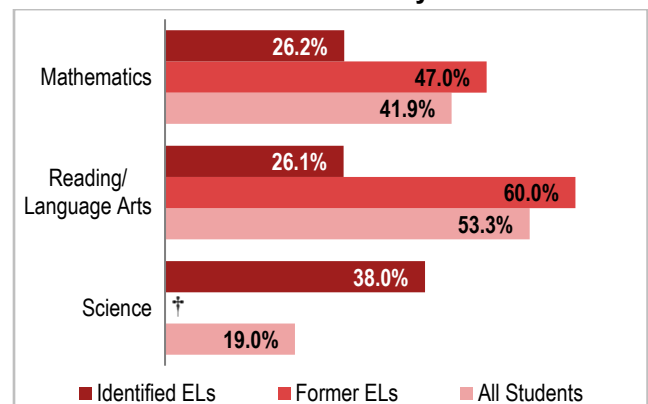


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs With Disabilities, ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



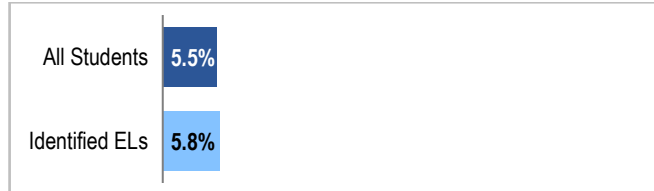
## Florida: School Year 2016–17

### State Summary

Florida 2016–17	
Title III Funding	\$43,907,907
Total Number of ELs	288,809
National Rank of EL Population	#3

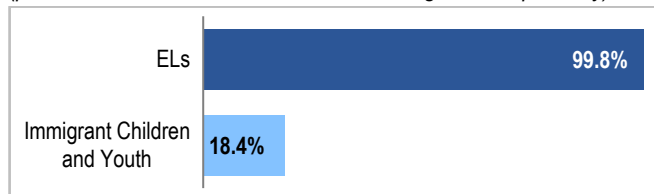
### National Comparisons

(percent of total U.S. students: all students and identified ELs, respectively)



### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)



### Top Five Languages Spoken by ELs in State

Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	216,293	74.9%
Haitian; Haitian Creole	21,516	7.4%
Portuguese	6,420	2.2%
Arabic	3,624	1.3%
Creoles and pidgins (Other)	2,814	1.0%

### Language Instruction Education Programs (LIEPs)

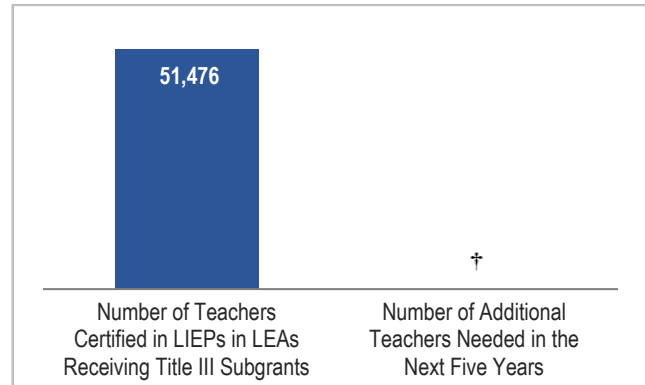
(• indicates a LIEP was in place during the school year)

LIEPs That Use English and Another Language		LIEPs That Use English Only	
Developmental bilingual	†	Content-based ESL	†
Dual language	†	Pull-out ESL	†
Heritage language	†	Sheltered English instruction	†
Transitional bilingual	†	Specially designed academic instruction in English	†
Two-way immersion	†	Structured English immersion	†

† These data are not available or data did not meet quality criteria.

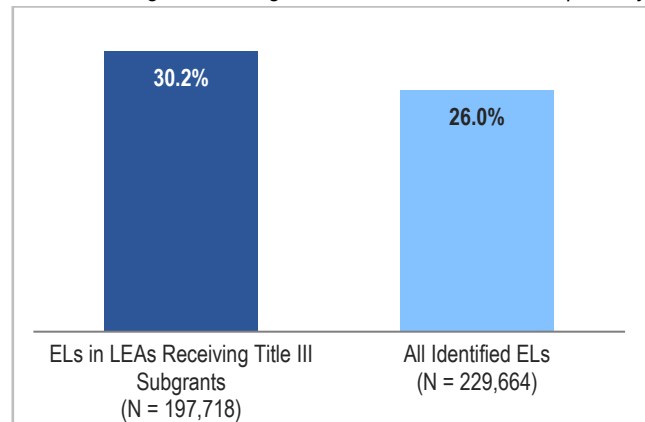
Note: Due to data quality concerns with the SY 2016–17 data, only the SY 2017–18 science assessment results are included in this report. The SY 2016–17 and SY 2017–18 profiles are different since SY 2017–18 marks the transition to the ESEA, as amended by ESSA.

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

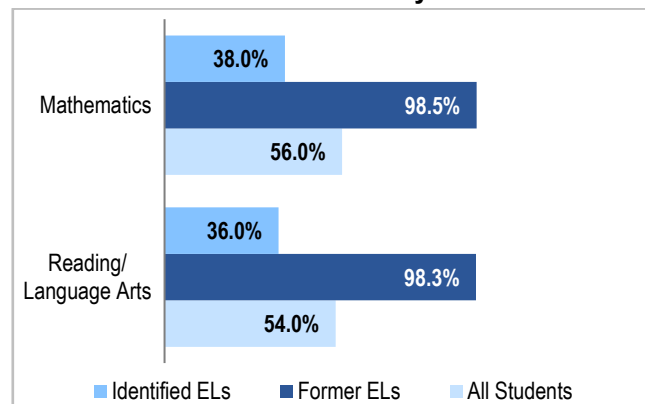


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



## Florida: School Year 2017–18

### State Summary

#### Florida 2017–18

Title III Funding	\$43,457,874
Total Number of ELs	280,509
National Rank of EL Population	#3

### National Comparisons

(percent of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

All Students	5.6%
Identified ELs	5.6%
Exited ELs	5.9%
ELs With Disabilities	4.4%

### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)

ELs	99.7%
Immigrant Children and Youth	36.6%

### Top Five Languages Spoken by ELs in State

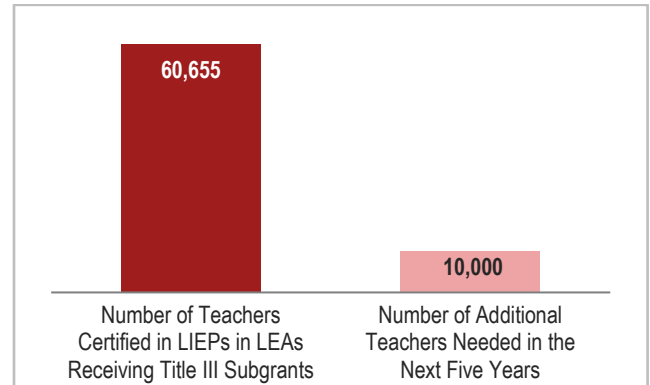
Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	209,462	74.7%
Haitian; Haitian Creole	21,268	7.6%
Portuguese	7,151	2.5%
Arabic	3,491	1.2%
Creoles and pidgins (Other)	2,923	1.0%

### Language Instruction Education Programs (LIEPs)

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

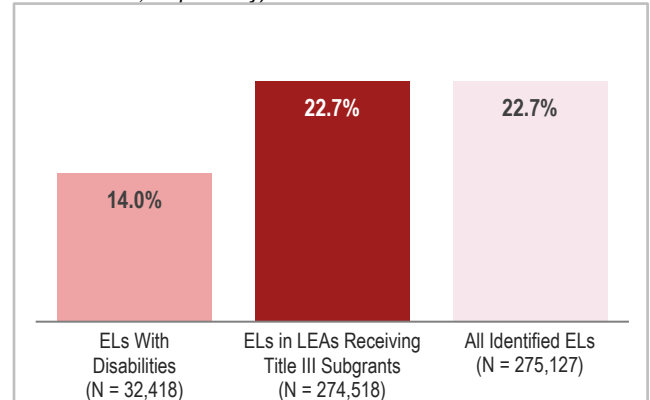
LIEPs	Percentage of ELs
Content classes with integrated ESL support	● 74.1%
Dual language or two-way immersion	● 2.6%
English as a second language (ESL) or English language development (ELD)	● 13.9%
Newcomer programs	● 0.1%
Transitional bilingual	● 8.8%
Other	● 0.3%

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

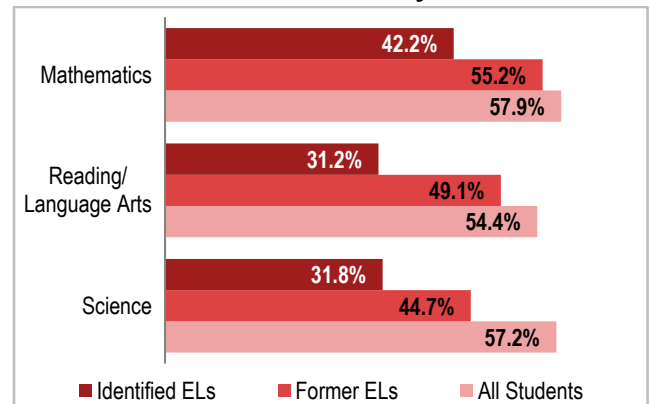


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs With Disabilities, ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



Note: The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2016–18 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 reading/language arts, mathematics, 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 2016–17. EDFacts, SY 2017–18.

## Georgia: School Year 2016–17

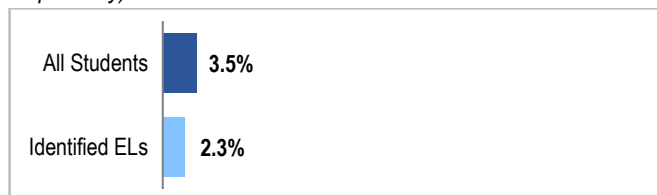
### State Summary

#### Georgia 2016–17

Title III Funding	\$15,380,461
Total Number of ELs	111,812
National Rank of EL Population	#8

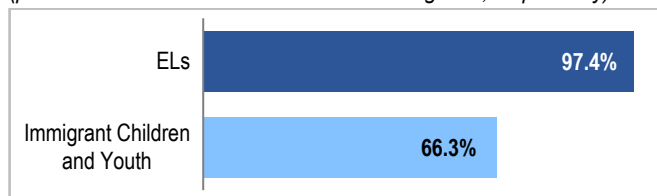
### National Comparisons

(percent of total U.S. students: all students and identified ELs, respectively)



### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)



### Top Five Languages Spoken by ELs in State

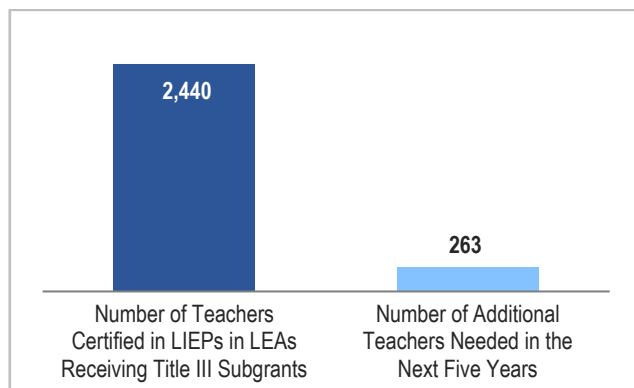
Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	87,373	78.1%
Undetermined	7,086	6.3%
Vietnamese	2,265	2.0%
Chinese	1,792	1.6%
Arabic	1,622	1.5%

### Language Instruction Education Programs (LIEPs)

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

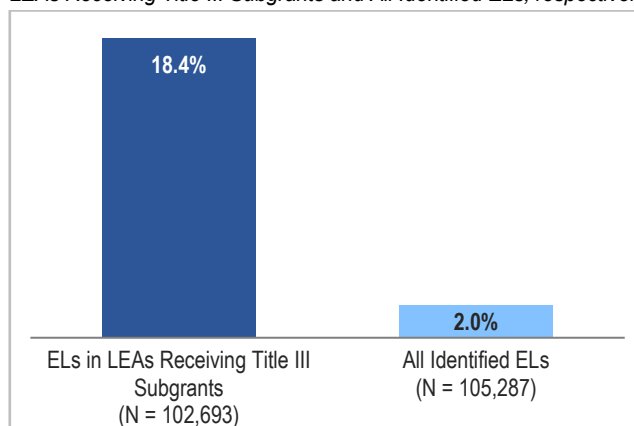
LIEPs That Use English and Another Language		LIEPs That Use English Only	
Developmental bilingual		Content-based ESL	•
Dual language	•	Pull-out ESL	•
Heritage language	•	Sheltered English instruction	•
Transitional bilingual		Specially designed academic instruction in English	•
Two-way immersion		Structured English immersion	•

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

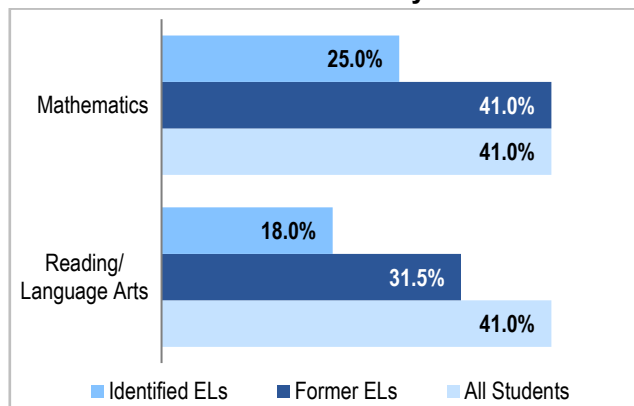


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



Note: Due to data quality concerns with the SY 2016–17 data, only the SY 2017–18 science assessment results are included in this report. The SY 2016–17 and SY 2017–18 profiles are different since SY 2017–18 marks the transition to the ESEA, as amended by ESSA.

## Georgia: School Year 2017–18

### State Summary

Georgia 2017–18	
Title III Funding	\$15,269,172
Total Number of ELs	123,339
National Rank of EL Population	#7

### National Comparisons

(percent of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

All Students	3.5%
ELs Identified	2.5%
Exited ELs	1.9%
ELs With Disabilities	2.5%

### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)

ELs	83.1%
Immigrant Children and Youth	56.5%

### Top Five Languages Spoken by ELs in State

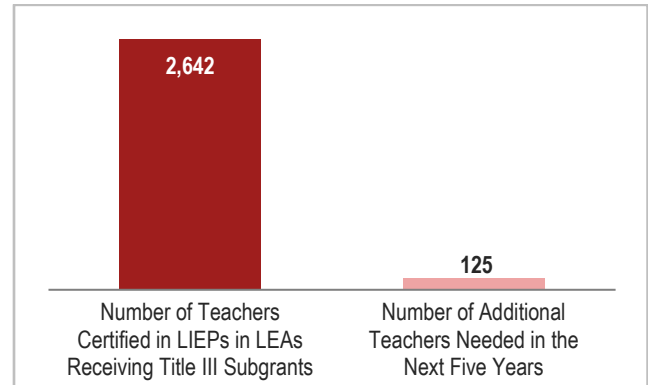
Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	95,754	77.6%
Undetermined	7,806	6.3%
Vietnamese	2,595	2.1%
Chinese	2,034	1.6%
Arabic	1,645	1.3%

### Language Instruction Education Programs (LIEPs)

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

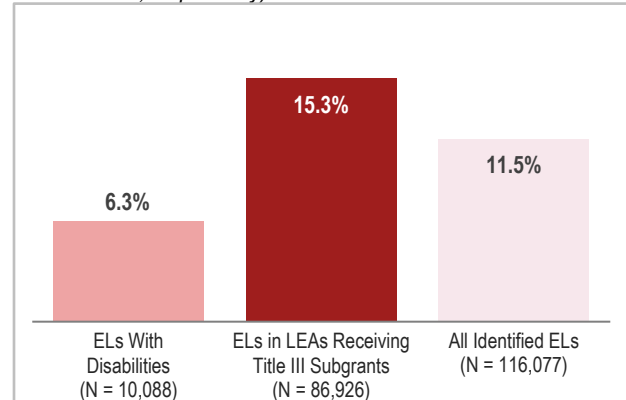
LIEPs	Percentage of ELs
Content classes with integrated ESL support ●	36.6%
Dual language or two-way immersion ●	0.1%
English as a second language (ESL) or English language development (ELD) ●	23.5%
Newcomer programs ●	0.2%
Transitional bilingual	
Other ●	22.2%

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

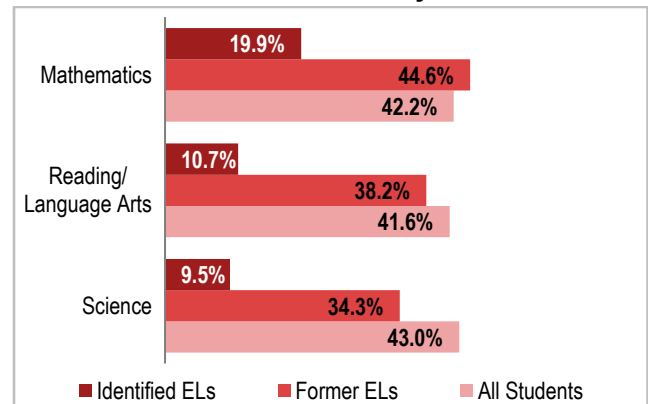


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs With Disabilities, ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



Note: The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2016–18 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 reading/language arts, mathematics, 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 2016–17. EDFacts, SY 2017–18.

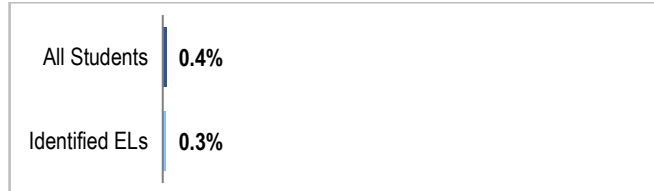
## Hawaii: School Year 2016–17

### State Summary

Hawaii 2016–17	
Title III Funding	\$3,827,640
Total Number of ELs	12,658
National Rank of EL Population	#40

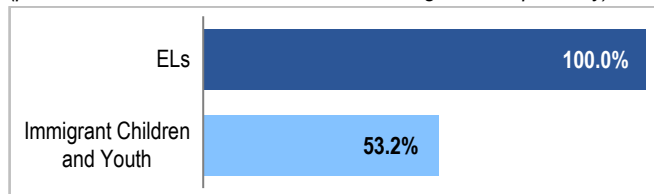
### National Comparisons

(percent of total U.S. students: all students and identified ELs, respectively)



### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)



### Top Five Languages Spoken by ELs in State

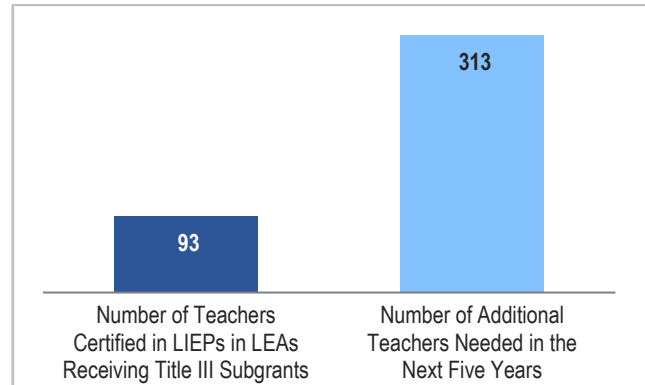
Language	Number of Speakers	Percentage of Speakers Among State ELs
Iloko	2,306	18.2%
Chuukese	1,679	13.4%
Marshallese	1,512	11.9%
Tagalog	1,034	8.2%
Spanish; Castilian	741	5.9%

### Language Instruction Education Programs (LIEPs)

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

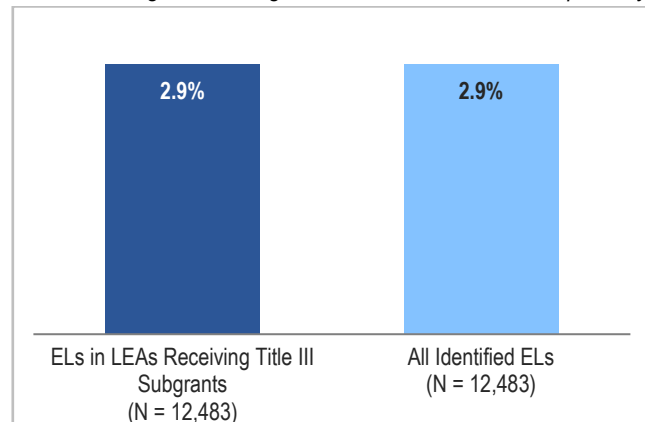
LIEPs That Use English and Another Language	LIEPs That Use English Only
Developmental bilingual	Content-based ESL •
Dual language	Pull-out ESL •
Heritage language	Sheltered English instruction •
Transitional bilingual	Specially designed academic instruction in English •
Two-way immersion	Structured English immersion •

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

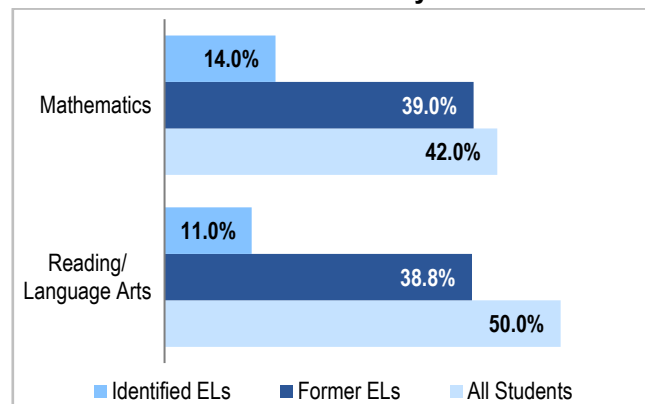


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



Note: Due to data quality concerns with the SY 2016–17 data, only the SY 2017–18 science assessment results are included in this report. The SY 2016–17 and SY 2017–18 profiles are different since SY 2017–18 marks the transition to the ESEA, as amended by ESSA.

## Hawaii: School Year 2017–18

### State Summary

#### Hawaii 2017–18

Title III Funding	\$3,710,377
Total Number of ELs	14,773
National Rank of EL Population	#39

### National Comparisons

(percent of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

All Students	0.4%
Identified ELs	0.3%
Exited ELs	0.3%
ELs With Disabilities	0.2%

### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)

ELs	100.0%
Immigrant Children and Youth	65.4%

### Top Five Languages Spoken by ELs in State

Language	Number of Speakers	Percentage of Speakers Among State ELs
Iloko	2,692	21.6%
Chuukese	1,965	15.8%
Marshallese	1,594	12.8%
Tagalog	1,244	10.0%
Spanish; Castilian	873	7.0%

### Language Instruction Education Programs (LIEPs)

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

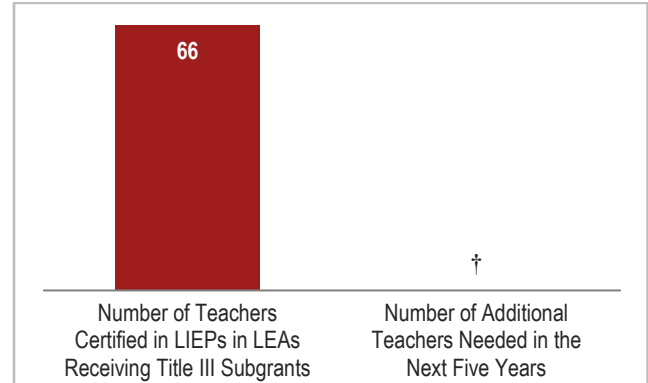
LIEPs	Percentage of ELs
Content classes with integrated ESL support	● 12.6%
Dual language or two-way immersion	● <0.1%
English as a second language (ESL) or English language development (ELD)	● 80.9%
Newcomer programs	
Transitional bilingual	● <0.1%
Other	● 6.4%

† These data are not available or data did not meet quality criteria.

Note: The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2016–18 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 reading/language arts, mathematics, 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.

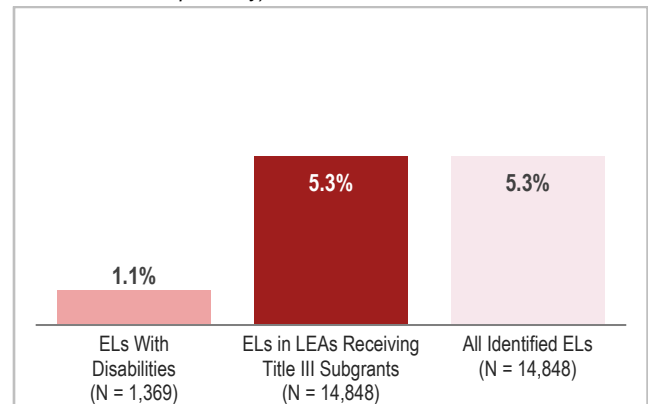
Source: Consolidated State Performance Report, SY 2016–17. EDFacts, SY 2017–18.

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

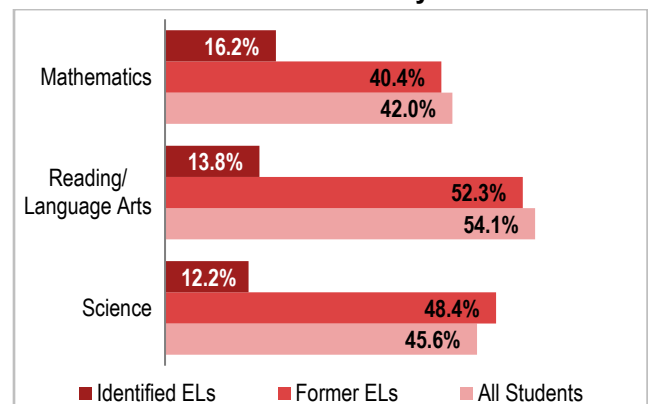


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs With Disabilities, ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results





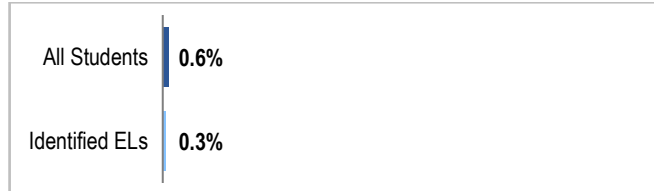
## Idaho: School Year 2016–17

### State Summary

Idaho 2016–17	
Title III Funding	\$2,134,474
Total Number of ELs	16,177
National Rank of EL Population	#37

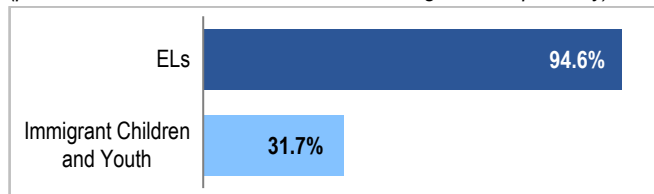
### National Comparisons

(percent of total U.S. students: all students and identified ELs, respectively)



### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)



### Top Five Languages Spoken by ELs in State

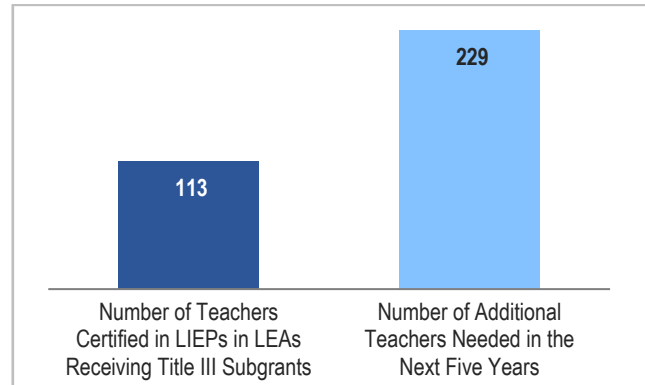
Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	13,275	82.1%
Arabic	478	3.0%
Swahili	330	2.0%
Russian	163	1.0%
Somali	163	1.0%

### Language Instruction Education Programs (LIEPs)

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

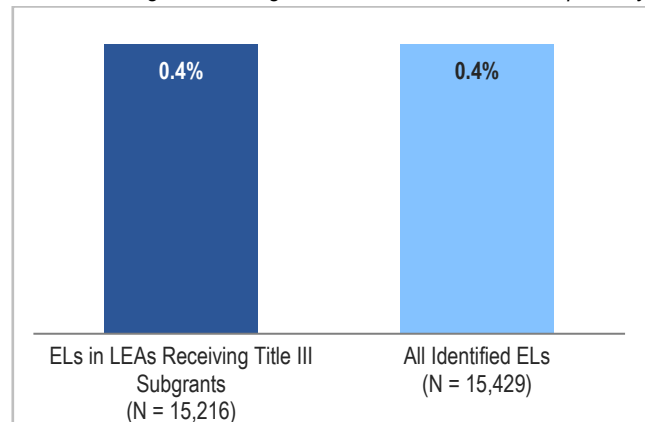
LIEPs That Use English and Another Language	LIEPs That Use English Only
Developmental bilingual	• Content-based ESL •
Dual language	• Pull-out ESL •
Heritage language	• Sheltered English instruction •
Transitional bilingual	• Specially designed academic instruction in English •
Two-way immersion	• Structured English immersion •

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

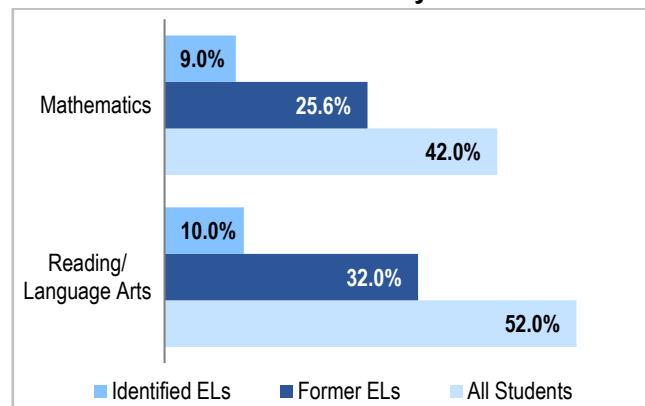


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



Note: Due to data quality concerns with the SY 2016–17 data, only the SY 2017–18 science assessment results are included in this report. The SY 2016–17 and SY 2017–18 profiles are different since SY 2017–18 marks the transition to the ESEA, as amended by ESSA.

## Idaho: School Year 2017–18

### State Summary

#### Idaho 2017–18

Title III Funding	\$2,259,189
Total Number of ELs	17,819
National Rank of EL Population	#37

### National Comparisons

(percent of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

All Students	0.6%
Identified ELs	0.4%
Exited ELs	0.1%
ELs With Disabilities	0.4%

### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)

ELs	97.1%
Immigrant Children and Youth	79.1%

### Top Five Languages Spoken by ELs in State

Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	14,394	81.6%
Arabic	543	3.1%
Swahili	434	2.5%
Somali	185	1.0%
Russian	179	1.0%

### Language Instruction Education Programs (LIEPs)

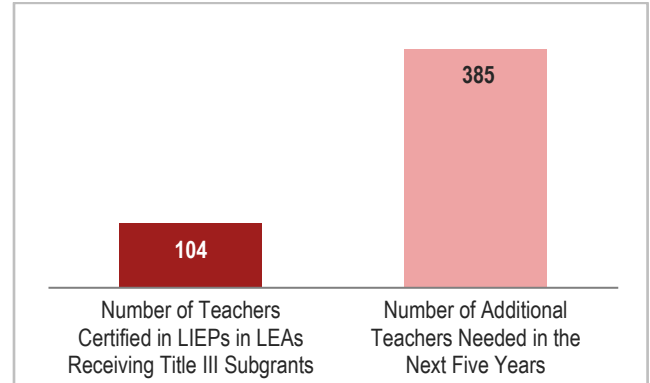
LIEPs	Percentage of ELs
Content classes with integrated ESL support	†
Dual language or two-way immersion	†
English as a second language (ESL) or English language development (ELD)	†
Newcomer programs	†
Transitional bilingual	†
Other	†

† These data are not available or data did not meet quality criteria.

Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2016–18* 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 reading/language arts, mathematics, 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.

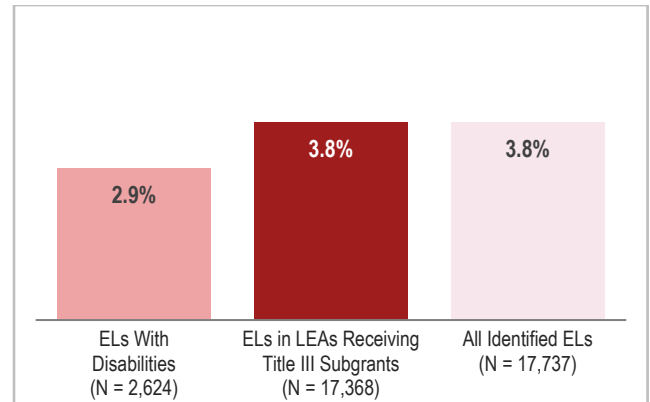
Source: Consolidated State Performance Report, SY 2016–17. EDFacts, SY 2017–18.

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

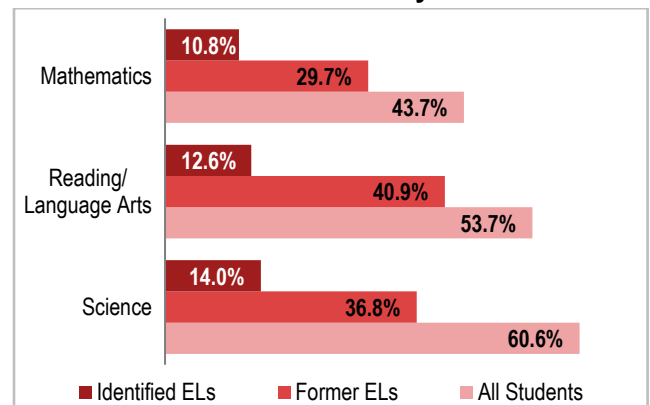


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs With Disabilities, ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



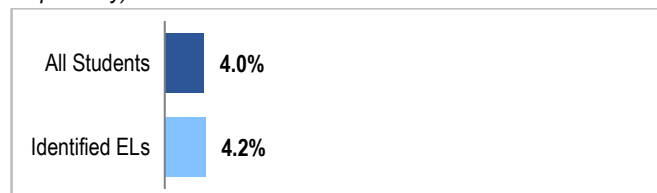
## Illinois: School Year 2016–17

### State Summary

Illinois 2016–17	
Title III Funding	\$25,938,399
Total Number of ELs	205,729
National Rank of EL Population	#5

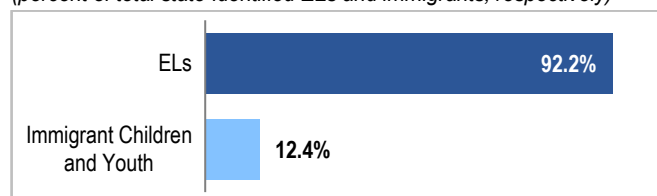
### National Comparisons

(percent of total U.S. students: all students and identified ELs, respectively)



### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)



### Top Five Languages Spoken by ELs in State

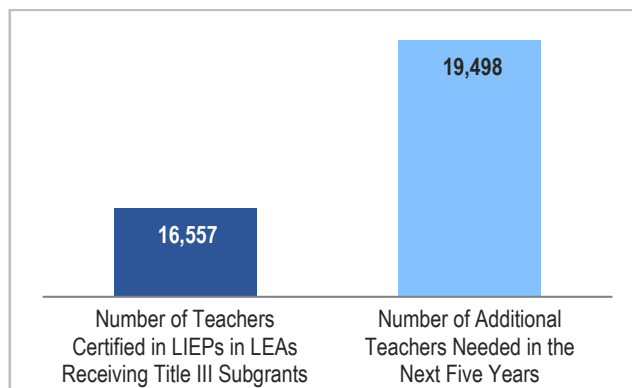
Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	155,617	75.6%
Arabic	7,463	3.6%
Polish	5,989	2.9%
Urdu	3,152	1.5%
Chinese	3,080	1.5%

### Language Instruction Education Programs (LIEPs)

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

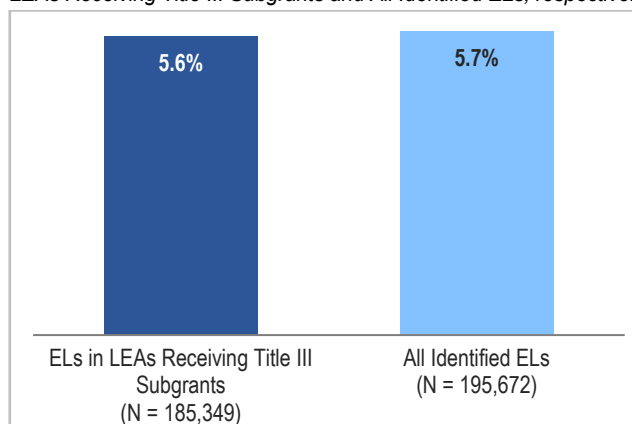
LIEPs That Use English and Another Language	LIEPs That Use English Only
Developmental bilingual	• Content-based ESL •
Dual language	• Pull-out ESL •
Heritage language	• Sheltered English instruction •
Transitional bilingual	• Specially designed academic instruction in English •
Two-way immersion	• Structured English immersion •

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

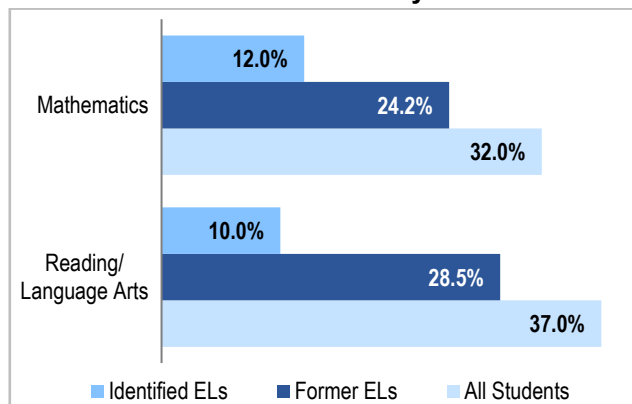


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



Note: Due to data quality concerns with the SY 2016–17 data, only the SY 2017–18 science assessment results are included in this report. The SY 2016–17 and SY 2017–18 profiles are different since SY 2017–18 marks the transition to the ESEA, as amended by ESSA.

## Illinois: School Year 2017–18

### State Summary

#### Illinois 2017–18

Title III Funding	\$24,944,092
Total Number of ELs	204,923
National Rank of EL Population	#5

### National Comparisons

(percent of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

All Students	3.9%
Identified ELs	4.1%
Exited ELs	2.6%
ELs With Disabilities	5.7%

### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)

ELs	†
Immigrant Children and Youth	11.4%

### Top Five Languages Spoken by ELs in State

Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	154,037	75.2%
Arabic	7,382	3.6%
Polish	6,090	3.0%
Undetermined	2,998	1.5%
Urdu	2,966	1.4%

### Language Instruction Education Programs (LIEPs)

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

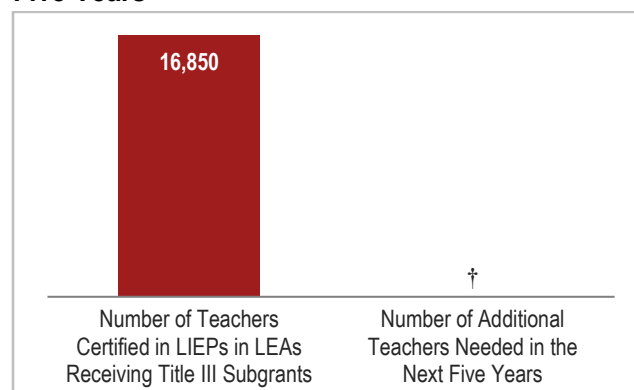
LIEPs	Percentage of ELs
Content classes with integrated ESL support	● 20.5%
Dual language or two-way immersion	● 14.1%
English as a second language (ESL) or English language development (ELD)	● 5.5%
Newcomer programs	
Transitional bilingual	● 47.0%
Other	● 14.0%

† These data are not available or data did not meet quality criteria.

Note: The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2016–18 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 reading/language arts, mathematics, 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.

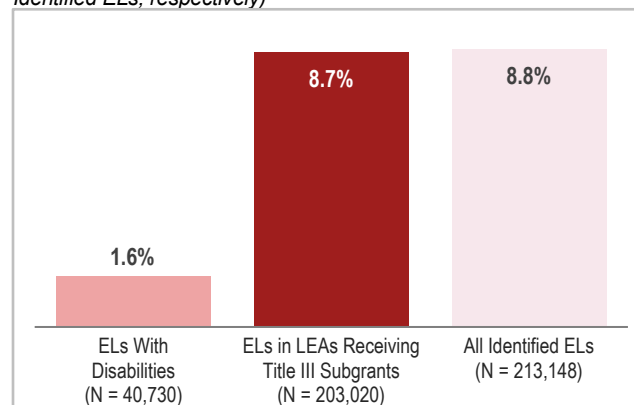
Source: Consolidated State Performance Report, SY 2016–17. EDFacts, SY 2017–18.

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

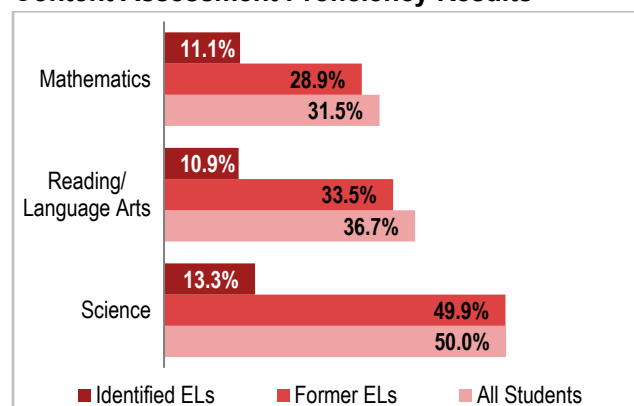


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs With Disabilities, ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



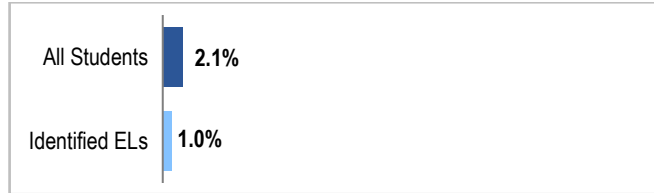
## Indiana: School Year 2016–17

### State Summary

Indiana 2016–17	
Title III Funding	\$8,621,846
Total Number of ELs	47,596
National Rank of EL Population	#23

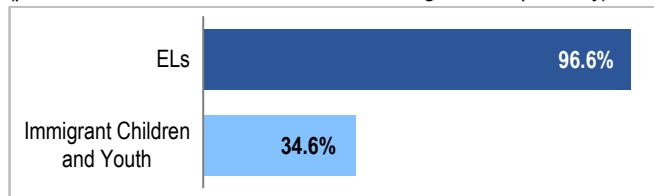
### National Comparisons

(percent of total U.S. students: all students and identified ELs, respectively)



### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)



### Top Five Languages Spoken by ELs in State

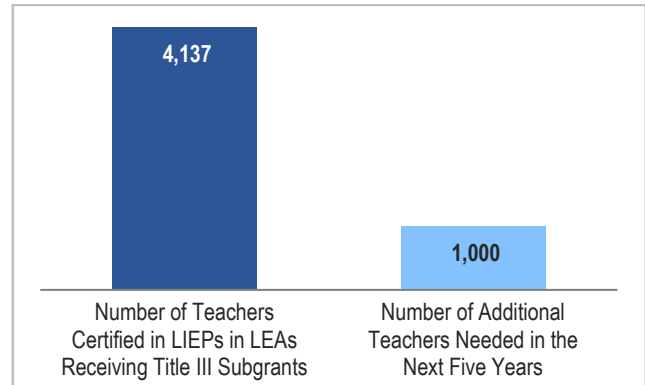
Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	35,472	74.5%
Burmese	2,870	6.0%
Arabic	1,232	2.6%
German	1,076	2.3%
Chinese	624	1.3%

### Language Instruction Education Programs (LIEPs)

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

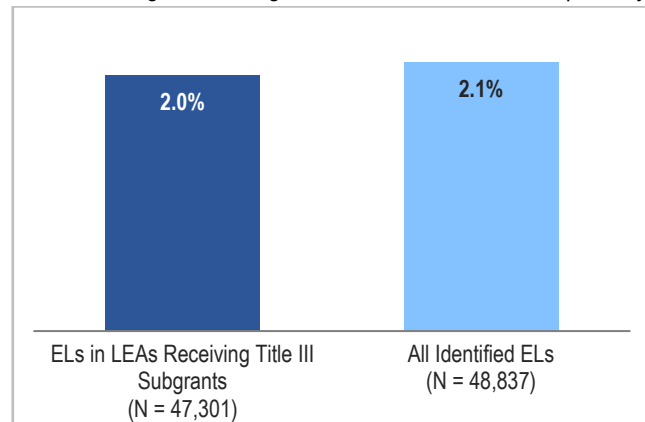
LIEPs That Use English and Another Language	LIEPs That Use English Only
Developmental bilingual	• Content-based ESL •
Dual language	• Pull-out ESL •
Heritage language	• Sheltered English instruction •
Transitional bilingual	• Specially designed academic instruction in English •
Two-way immersion	• Structured English immersion •

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

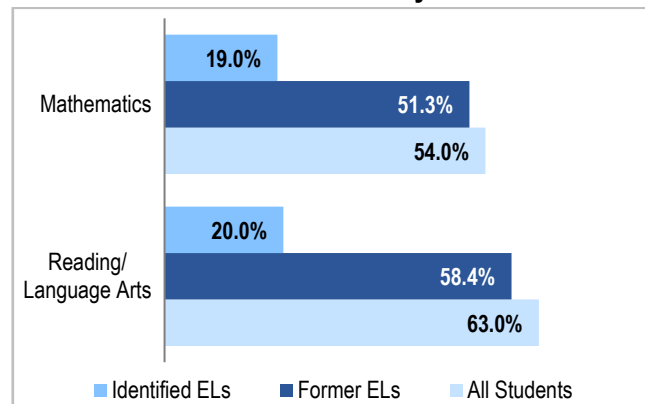


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



Note: Due to data quality concerns with the SY 2016–17 data, only the SY 2017–18 science assessment results are included in this report. The SY 2016–17 and SY 2017–18 profiles are different since SY 2017–18 marks the transition to the ESEA, as amended by ESSA.

## Indiana: School Year 2017–18

### State Summary

#### Indiana 2017–18

Title III Funding	\$8,446,619
Total Number of ELs	55,548
National Rank of EL Population	#19

### National Comparisons

(percent of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

All Students	2.1%
Identified ELs	1.1%
Exited ELs	0.8%
ELs With Disabilities	1.2%

### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)

ELs	96.6%
Immigrant Children and Youth	29.9%

### Top Five Languages Spoken by ELs in State

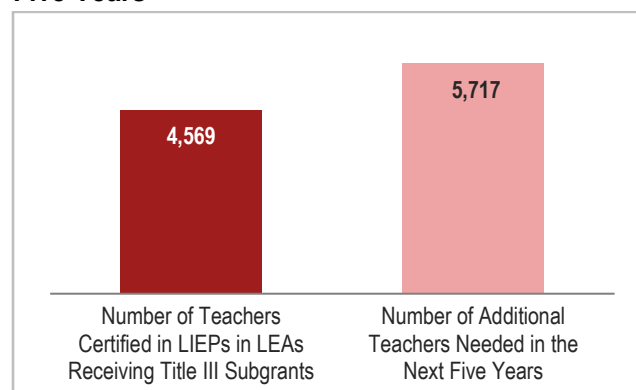
Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	40,470	72.9%
Sino-Tibetan	2,697	4.9%
Arabic	1,527	2.7%
Burmese	1,457	2.6%
German	1,287	2.3%

### Language Instruction Education Programs (LIEPs)

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

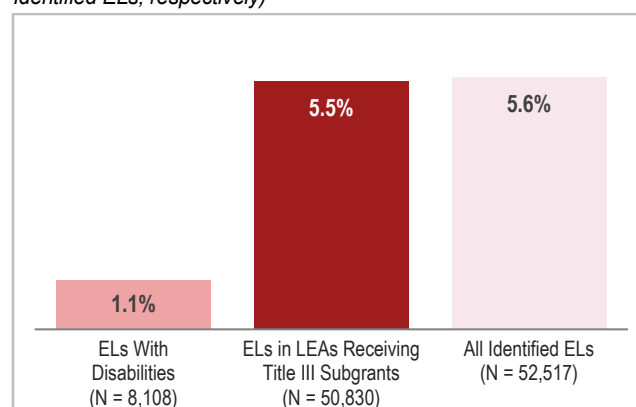
LIEPs	Percentage of ELs
Content classes with integrated ESL support ●	24.2%
Dual language or two-way immersion ●	0.4%
English as a second language (ESL) or English language development (ELD) ●	71.3%
Newcomer programs	
Transitional bilingual ●	0.7%
Other ●	<0.1%

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

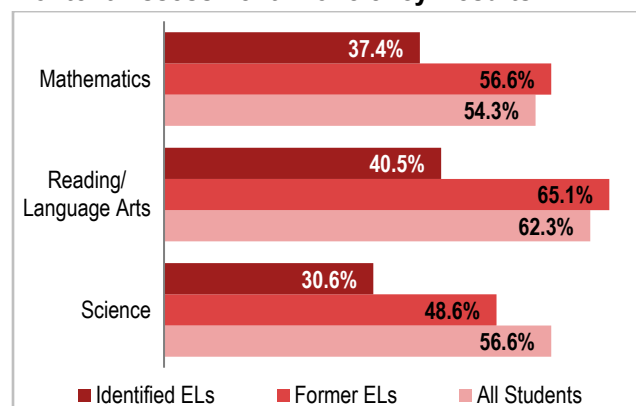


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs With Disabilities, ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



Note: The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2016–18 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 reading/language arts, mathematics, 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 2016–17. EDFacts, SY 2017–18.

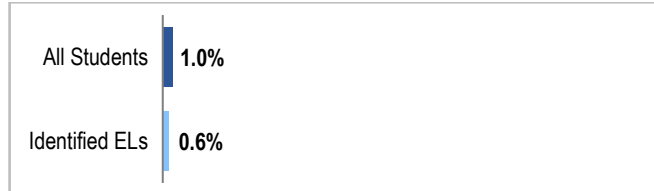
## Iowa: School Year 2016–17

### State Summary

Iowa 2016–17	
Title III Funding	\$4,143,326
Total Number of ELs	28,604
National Rank of EL Population	#32

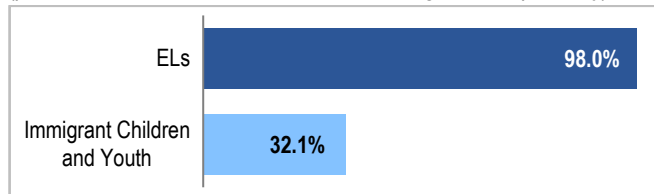
### National Comparisons

(percent of total U.S. students: all students and identified ELs, respectively)



### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)



### Top Five Languages Spoken by ELs in State

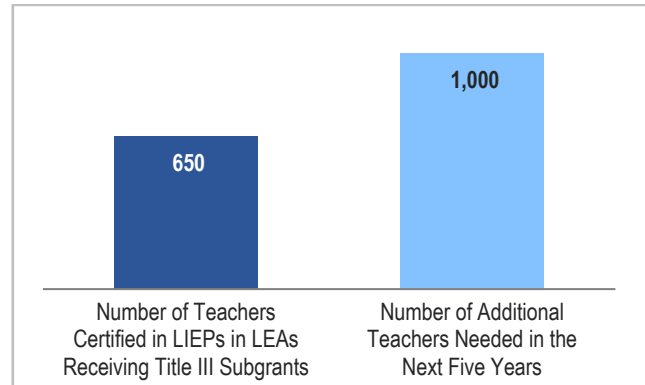
Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	18,562	64.9%
Arabic	870	3.0%
Karen languages	852	3.0%
Swahili	604	2.1%
Bosnian	577	2.0%

### Language Instruction Education Programs (LIEPs)

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

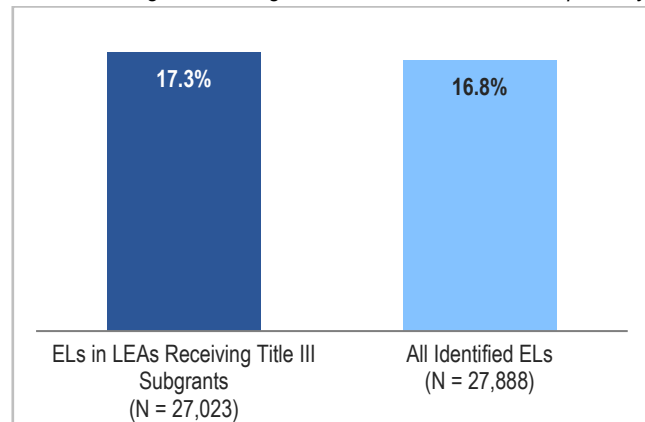
LIEPs That Use English and Another Language	LIEPs That Use English Only
Developmental bilingual	• Content-based ESL •
Dual language	• Pull-out ESL •
Heritage language	• Sheltered English instruction •
Transitional bilingual	• Specially designed academic instruction in English •
Two-way immersion	• Structured English immersion •

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

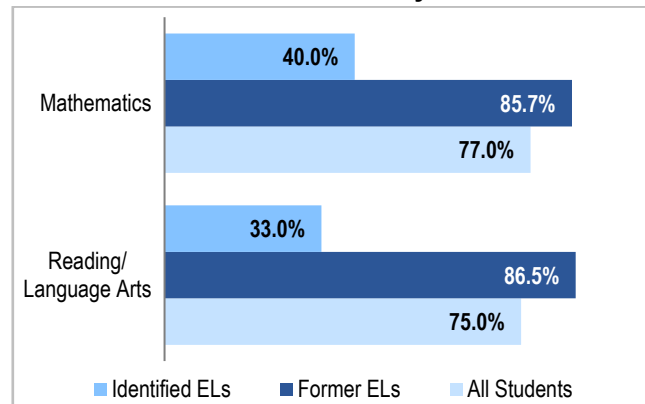


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



Note: Due to data quality concerns with the SY 2016–17 data, only the SY 2017–18 science assessment results are included in this report. The SY 2016–17 and SY 2017–18 profiles are different since SY 2017–18 marks the transition to the ESEA, as amended by ESSA.



## Iowa: School Year 2017–18

### State Summary

Iowa 2017–18	
Title III Funding	\$4,167,314
Total Number of ELs	29,410
National Rank of EL Population	#32

### National Comparisons

(percent of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

All Students	1.0%
Identified ELs	0.6%
Exited ELs	0.3%
ELs With Disabilities	0.6%

### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)

ELs	97.1%
Immigrant Children and Youth	62.8%

### Top Five Languages Spoken by ELs in State

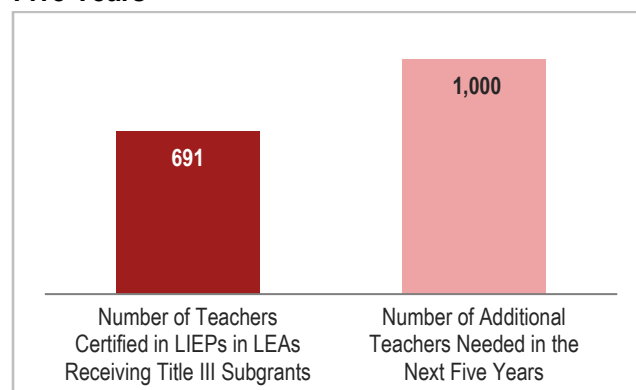
Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	19,001	64.4%
Arabic	1,044	3.5%
Karen languages	896	3.0%
Swahili	842	2.9%
Vietnamese	598	2.0%

### Language Instruction Education Programs (LIEPs)

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

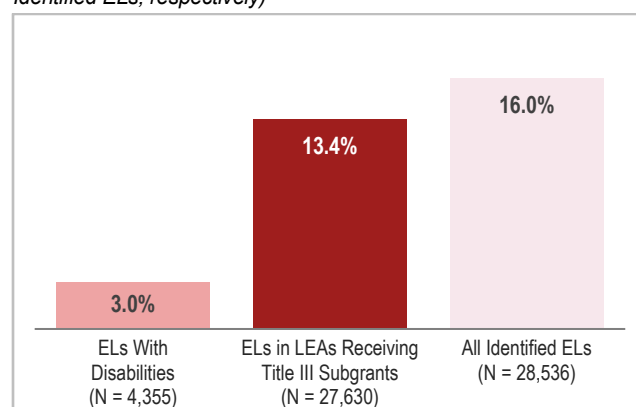
LIEPs	Percentage of ELs
Content classes with integrated ESL support	
Dual language or two-way immersion	● 3.8%
English as a second language (ESL) or English language development (ELD)	● 71.2%
Newcomer programs	● 3.3%
Transitional bilingual	● 0.3%
Other	● 18.5%

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

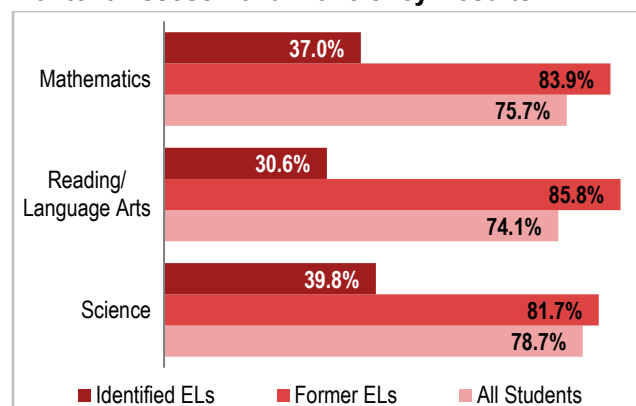


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs With Disabilities, ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2016–18* 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 reading/language arts, mathematics, 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 2016–17. EDFacts, SY 2017–18.

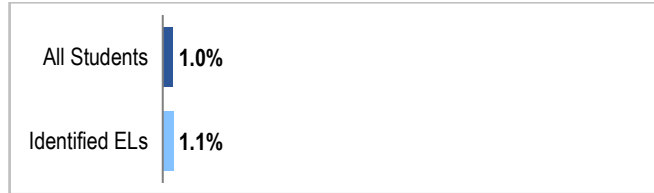
## Kansas: School Year 2016–17

### State Summary

Kansas 2016–17	
Title III Funding	\$4,490,898
Total Number of ELs	54,619
National Rank of EL Population	#21

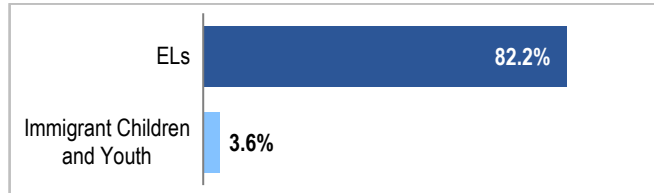
### National Comparisons

(percent of total U.S. students: all students and identified ELs, respectively)



### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)



### Top Five Languages Spoken by ELs in State

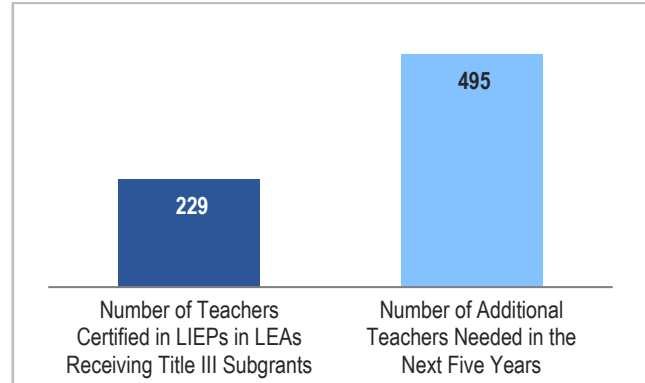
Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	45,333	83.0%
Vietnamese	1,447	2.6%
Chinese	722	1.3%
Arabic	705	1.3%
Lao	526	1.0%

### Language Instruction Education Programs (LIEPs)

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

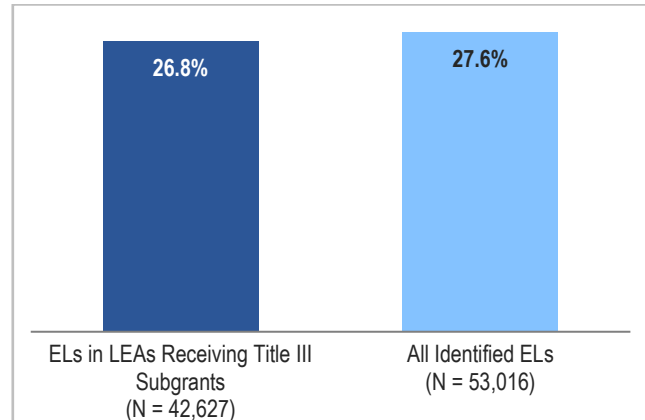
LIEPs That Use English and Another Language		LIEPs That Use English Only	
Developmental bilingual	●	Content-based ESL	●
Dual language	●	Pull-out ESL	●
Heritage language		Sheltered English instruction	●
Transitional bilingual	●	Specially designed academic instruction in English	●
Two-way immersion		Structured English immersion	●

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

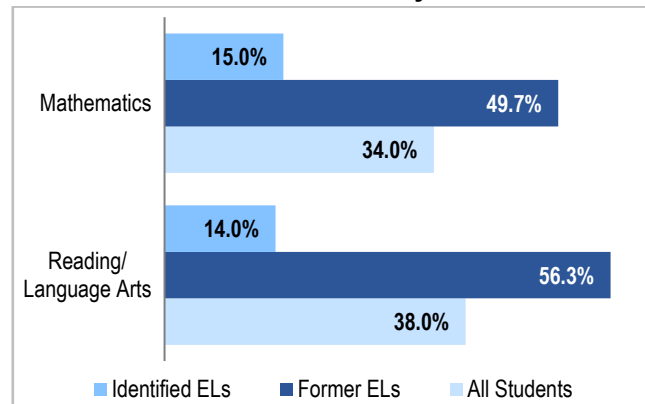


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



Note: Due to data quality concerns with the SY 2016–17 data, only the SY 2017–18 science assessment results are included in this report. The SY 2016–17 and SY 2017–18 profiles are different since SY 2017–18 marks the transition to the ESEA, as amended by ESSA.

## Kansas: School Year 2017–18

### State Summary

#### Kansas 2017–18

Title III Funding	\$4,731,037
Total Number of ELs	49,197
National Rank of EL Population	#25

### National Comparisons

(percent of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

All Students	1.0%
Identified ELs	1.0%
Exited ELs	0.2%
ELs With Disabilities	0.8%

### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)

ELs	84.8%
Immigrant Children and Youth	47.9%

### Top Five Languages Spoken by ELs in State

Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	40,325	82.0%
Vietnamese	970	2.0%
Arabic	643	1.3%
Undetermined	599	1.2%
Chinese	495	1.0%

### Language Instruction Education Programs (LIEPs)

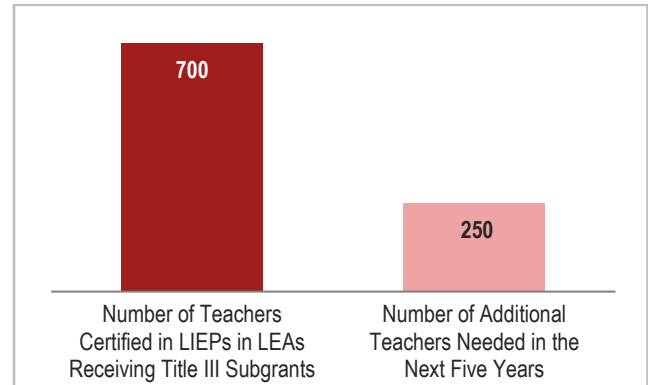
LIEPs	Percentage of ELs
Content classes with integrated ESL support	†
Dual language or two-way immersion	†
English as a second language (ESL) or English language development (ELD)	†
Newcomer programs	†
Transitional bilingual	†
Other	†

† These data are not available or data did not meet quality criteria.

Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2016–18* 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 reading/language arts, mathematics, 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.

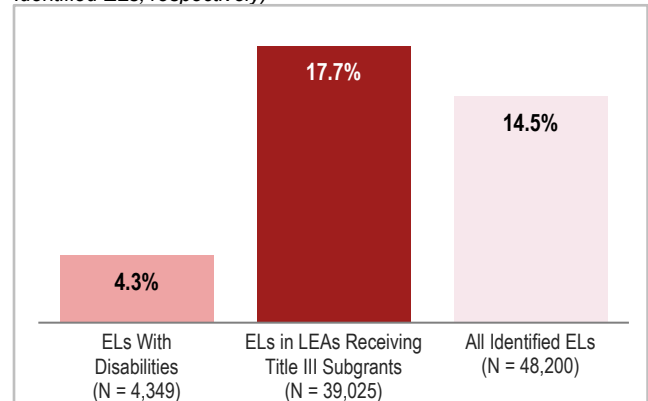
Source: Consolidated State Performance Report, SY 2016–17. EDFacts, SY 2017–18.

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

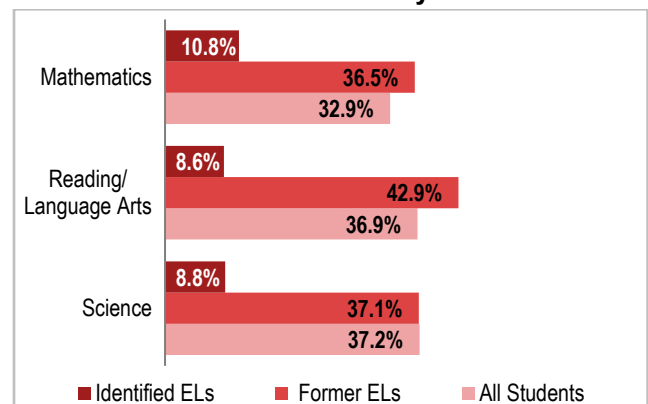


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs With Disabilities, ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



## Kentucky: School Year 2016–17

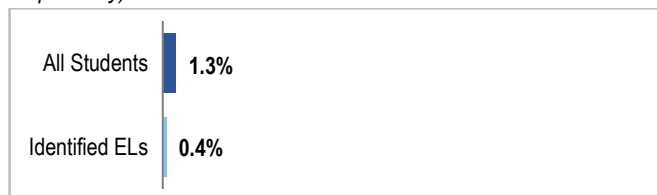
### State Summary

#### Kentucky 2016–17

Title III Funding	\$3,806,710
Total Number of ELs	21,877
National Rank of EL Population	#35

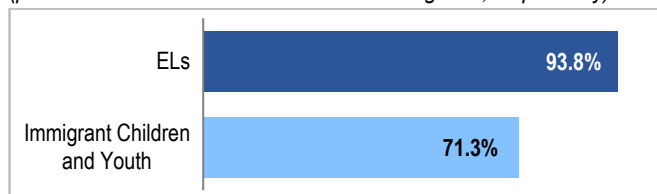
### National Comparisons

(percent of total U.S. students: all students and identified ELs, respectively)



### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)



### Top Five Languages Spoken by ELs in State

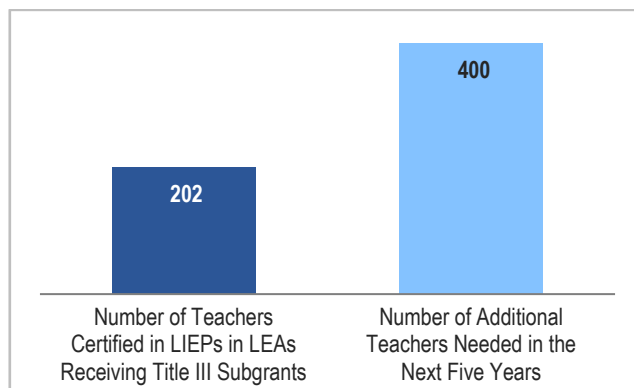
Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	13,881	63.5%
Arabic	1,184	5.4%
Somali	722	3.3%
Swahili	550	2.5%
Nepali	489	2.2%

### Language Instruction Education Programs (LIEPs)

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

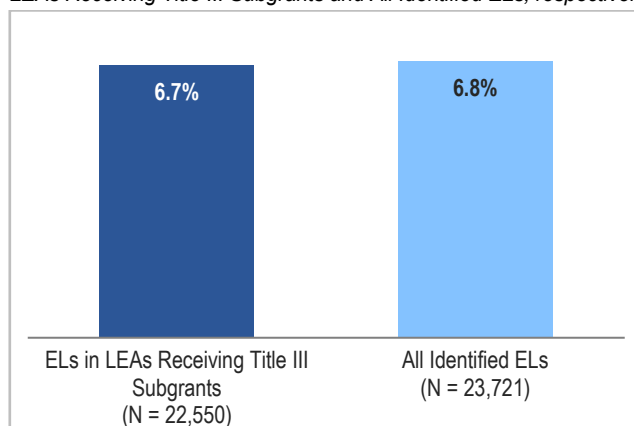
LIEPs That Use English and Another Language		LIEPs That Use English Only	
Developmental bilingual		Content-based ESL	●
Dual language	●	Pull-out ESL	●
Heritage language		Sheltered English instruction	●
Transitional bilingual	●	Specially designed academic instruction in English	●
Two-way immersion	●	Structured English immersion	●

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

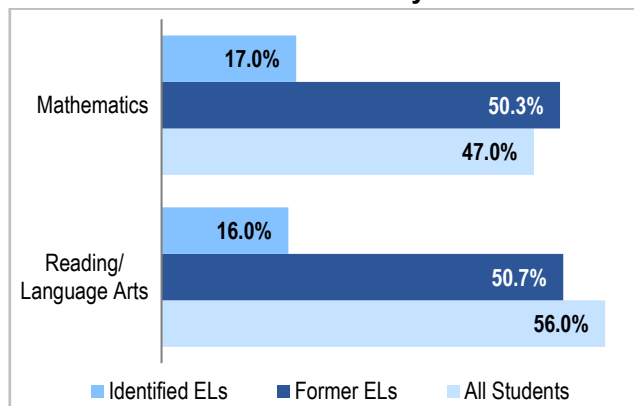


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



Note: Due to data quality concerns with the SY 2016–17 data, only the SY 2017–18 science assessment results are included in this report. The SY 2016–17 and SY 2017–18 profiles are different since SY 2017–18 marks the transition to the ESEA, as amended by ESSA.

## Kentucky: School Year 2017–18

### State Summary

#### Kentucky 2017–18

Title III Funding	\$3,826,378
Total Number of ELs	25,629
National Rank of EL Population	#33

### National Comparisons

(percent of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

All Students	1.3%
Identified ELs	0.5%
Exited ELs	0.3%
ELs With Disabilities	0.4%

### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)

ELs	86.2%
Immigrant Children and Youth	90.6%

### Top Five Languages Spoken by ELs in State

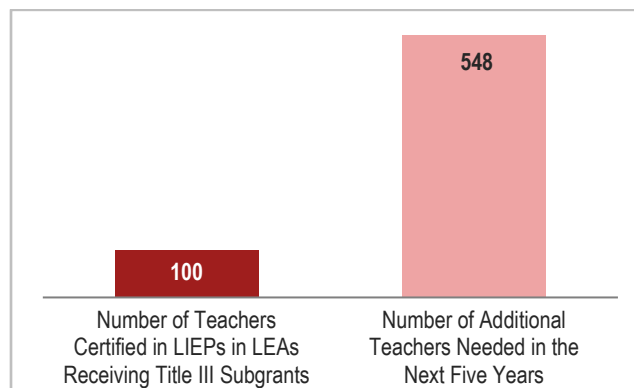
Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	15,740	61.8%
Arabic	1,419	5.6%
Somali	915	3.6%
Swahili	865	3.4%
Nepali	613	2.4%

### Language Instruction Education Programs (LIEPs)

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

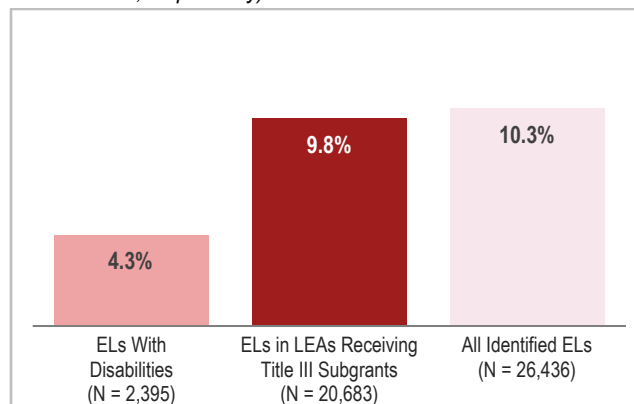
LIEPs	Percentage of ELs
Content classes with integrated ESL support ●	8.0%
Dual language or two-way immersion ●	0.5%
English as a second language (ESL) or English language development (ELD) ●	55.3%
Newcomer programs	
Transitional bilingual ●	0.6%
Other ●	21.8%

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

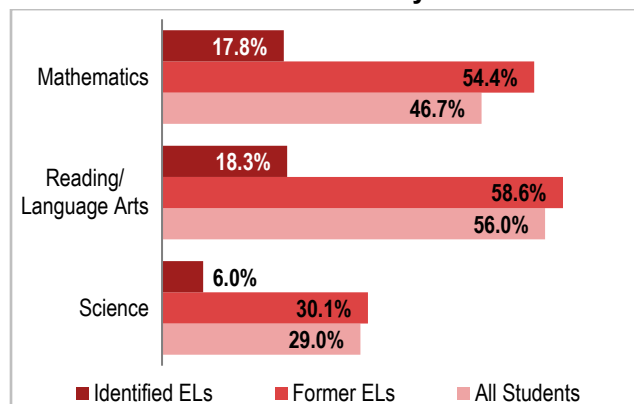


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs With Disabilities, ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



Note: The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2016–18 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 reading/language arts, mathematics, 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 2016–17. EDFacts, SY 2017–18.

## Louisiana: School Year 2016–17

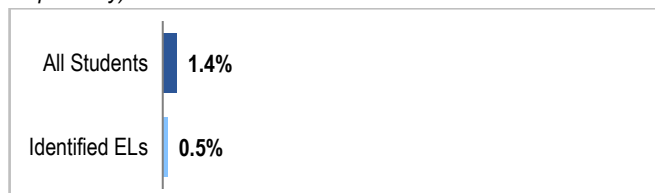
### State Summary

#### Louisiana 2016–17

Title III Funding	\$3,367,647
Total Number of ELs	22,814
National Rank of EL Population	#33

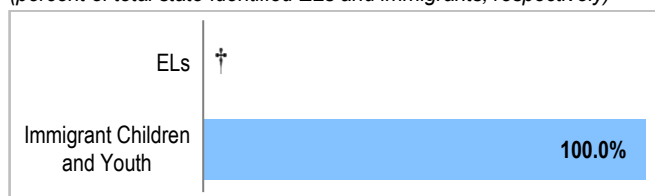
### National Comparisons

(percent of total U.S. students: all students and identified ELs, respectively)



### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)



### Top Five Languages Spoken by ELs in State

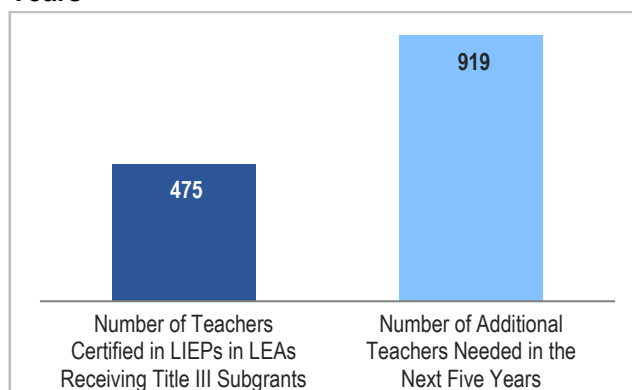
Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	18,306	80.2%
Arabic	1,326	5.8%
Vietnamese	1,186	5.2%
Chinese	418	1.8%
French	241	1.1%

### Language Instruction Education Programs (LIEPs)

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

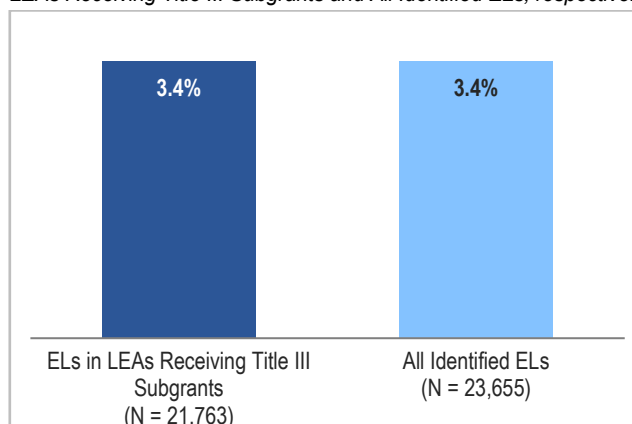
LIEPs That Use English and Another Language	LIEPs That Use English Only
Developmental bilingual	● Content-based ESL ●
Dual language	● Pull-out ESL ●
Heritage language	● Sheltered English instruction ●
Transitional bilingual	● Specially designed academic instruction in English ●
Two-way immersion	● Structured English immersion ●

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

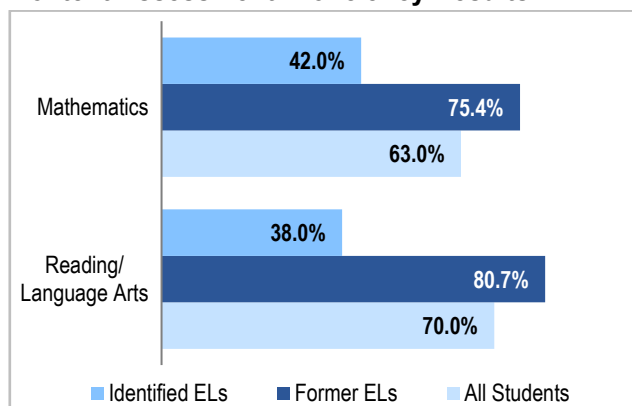


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



† These data are not available or data did not meet quality criteria.

Note: Due to data quality concerns with the SY 2016–17 data, only the SY 2017–18 science assessment results are included in this report. The SY 2016–17 and SY 2017–18 profiles are different since SY 2017–18 marks the transition to the ESEA, as amended by ESSA.

## Louisiana: School Year 2017–18

### State Summary

#### Louisiana 2017–18

Title III Funding	\$3,449,559
Total Number of ELs	24,877
National Rank of EL Population	#35

### National Comparisons

(percent of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

All Students	1.4%
Identified ELs	0.5%
Exited ELs	0.1%
ELs With Disabilities	0.2%

### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)

ELs	96.0%
Immigrant Children and Youth	100.0%

### Top Five Languages Spoken by ELs in State

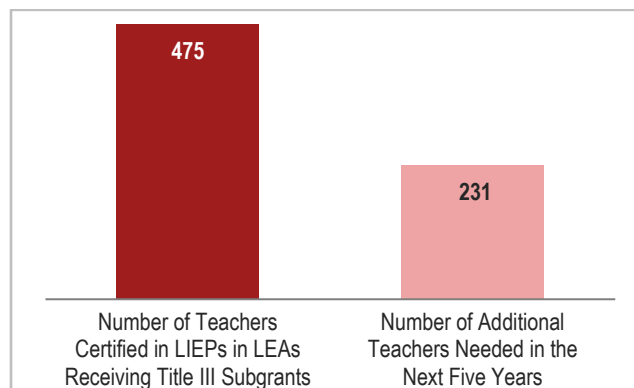
Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	20,248	81.4%
Arabic	1,389	5.6%
Vietnamese	1,129	4.5%
Chinese	438	1.8%
French	254	1.0%

### Language Instruction Education Programs (LIEPs)

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

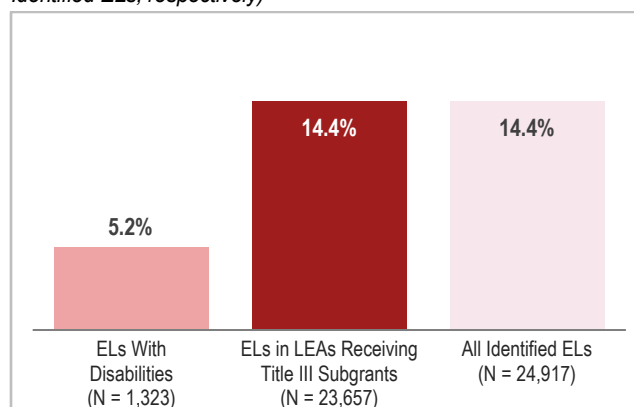
LIEPs	Percentage of ELs
Content classes with integrated ESL support	● 22.5%
Dual language or two-way immersion	
English as a second language (ESL) or English language development (ELD)	● 7.1%
Newcomer programs	● <0.1%
Transitional bilingual	● <0.1%
Other	

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

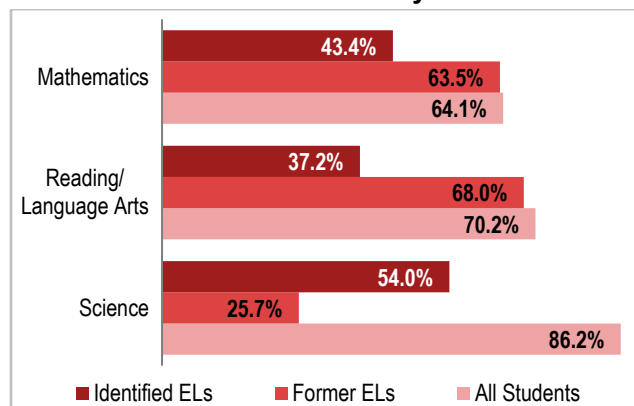


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs With Disabilities, ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



Note: The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2016–18 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 reading/language arts, mathematics, 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 2016–17. EDFacts, SY 2017–18.



## Maine: School Year 2016–17

### State Summary

#### Maine 2016–17

Title III Funding	\$743,960
Total Number of ELs	5,256
National Rank of EL Population	#44

### National Comparisons

(percent of total U.S. students: all students and identified ELs, respectively)

All Students	0.4%
Identified ELs	0.1%

### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)

ELs	81.8%
Immigrant Children and Youth	0.1%

### Top Five Languages Spoken by ELs in State

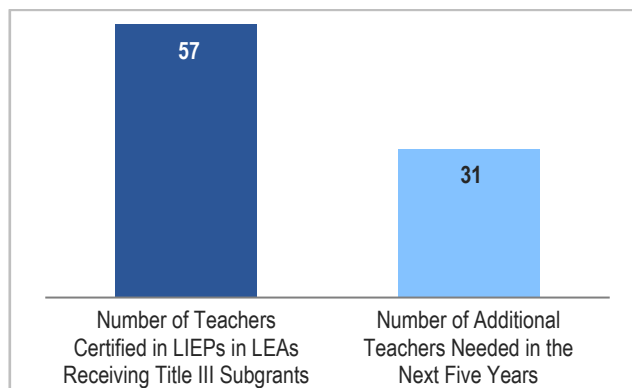
Language	Number of Speakers	Percentage of Speakers Among State ELs
Somali	1,644	31.3%
Arabic	804	15.3%
French	519	9.9%
Spanish; Castilian	455	8.7%
Portuguese	248	4.7%

### Language Instruction Education Programs (LIEPs)

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

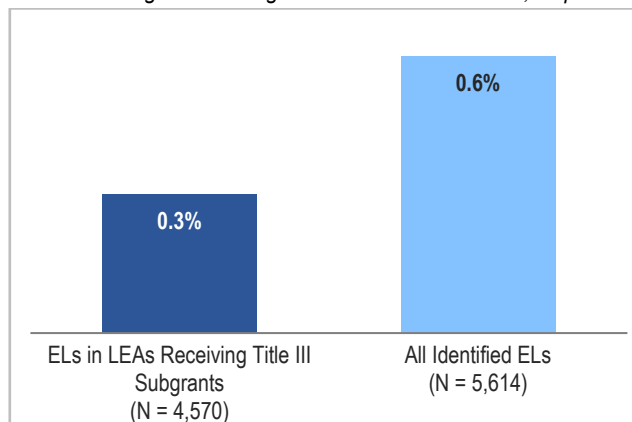
LIEPs That Use English and Another Language		LIEPs That Use English Only	
Developmental bilingual		Content-based ESL	●
Dual language	●	Pull-out ESL	●
Heritage language		Sheltered English instruction	●
Transitional bilingual	●	Specially designed academic instruction in English	●
Two-way immersion	●	Structured English immersion	●

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

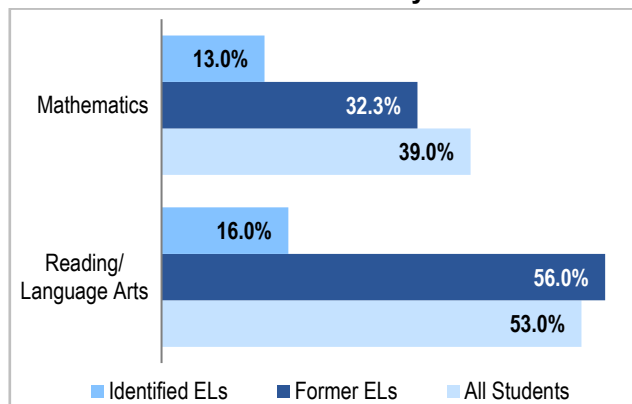


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



Note: Due to data quality concerns with the SY 2016–17 data, only the SY 2017–18 science assessment results are included in this report. The SY 2016–17 and SY 2017–18 profiles are different since SY 2017–18 marks the transition to the ESEA, as amended by ESSA.

## Maine: School Year 2017–18

### State Summary

Maine 2017–18	
Title III Funding	\$829,501
Total Number of ELs	5,741
National Rank of EL Population	#44

### National Comparisons

(percent of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

All Students	0.4%
ELs Identified	0.1%
Exited ELs	<0.1%
ELs With Disabilities	0.1%

### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)

ELs	72.0%
Immigrant Children and Youth	3.7%

### Top Five Languages Spoken by ELs in State

Language	Number of Speakers	Percentage of Speakers Among State ELs
Somali	1,623	28.6%
Arabic	872	15.4%
French	542	9.6%
Spanish; Castilian	484	8.5%
Portuguese	321	5.7%

### Language Instruction Education Programs (LIEPs)

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

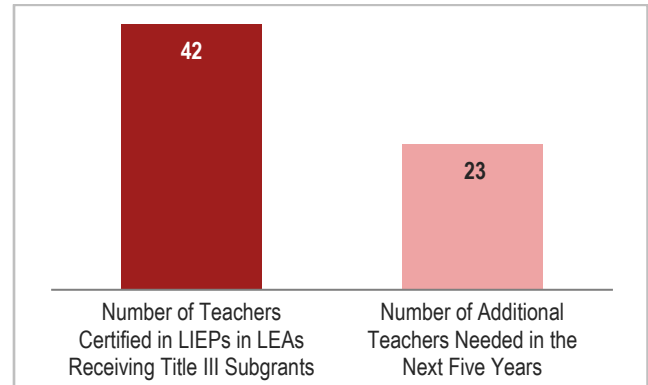
LIEPs	Percentage of ELs
Content classes with integrated ESL support ●	58.6%
Dual language or two-way immersion	†
English as a second language (ESL) or English language development (ELD)	
Newcomer programs	
Transitional bilingual	†
Other ●	13.4%

† These data are not available or data did not meet quality criteria.

Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2016–18* 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 reading/language arts, mathematics, 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.

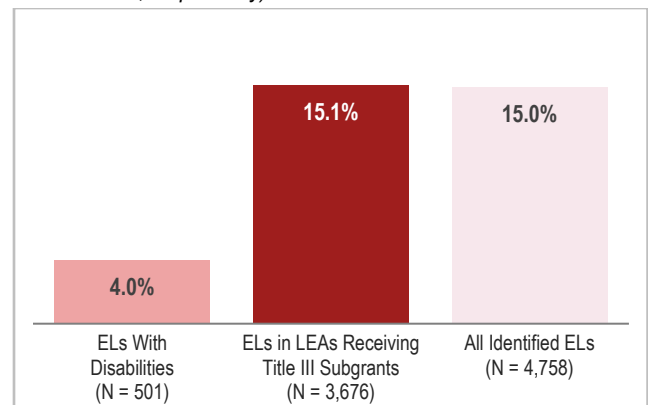
Source: Consolidated State Performance Report, SY 2016–17. EDFacts, SY 2017–18.

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

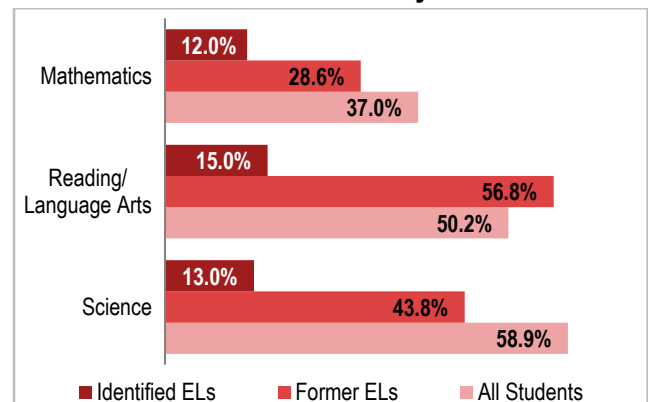


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs With Disabilities, ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



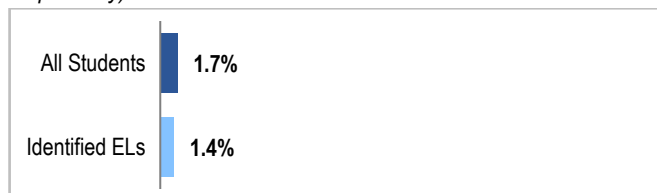
## Maryland: School Year 2016–17

### State Summary

Maryland 2016–17	
Title III Funding	\$10,352,243
Total Number of ELs	69,079
National Rank of EL Population	#17

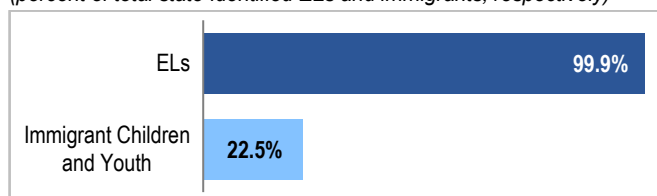
### National Comparisons

(percent of total U.S. students: all students and identified ELs, respectively)



### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)



### Top Five Languages Spoken by ELs in State

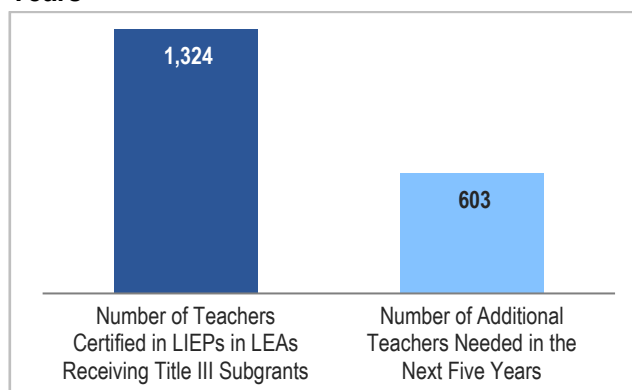
Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	51,772	74.90%
French	1,729	2.50%
Chinese	1,506	2.20%
Amharic	1,169	1.70%
Arabic	1,082	1.60%

### Language Instruction Education Programs (LIEPs)

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

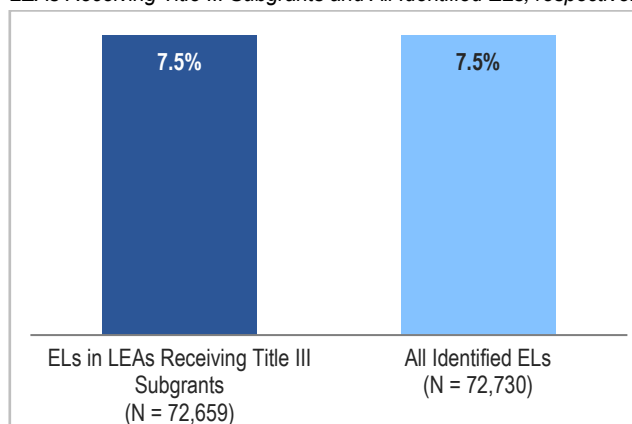
LIEPs That Use English and Another Language		LIEPs That Use English Only	
Developmental bilingual		Content-based ESL	•
Dual language	•	Pull-out ESL	•
Heritage language	•	Sheltered English instruction	•
Transitional bilingual	•	Specially designed academic instruction in English	•
Two-way immersion	•	Structured English immersion	•

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

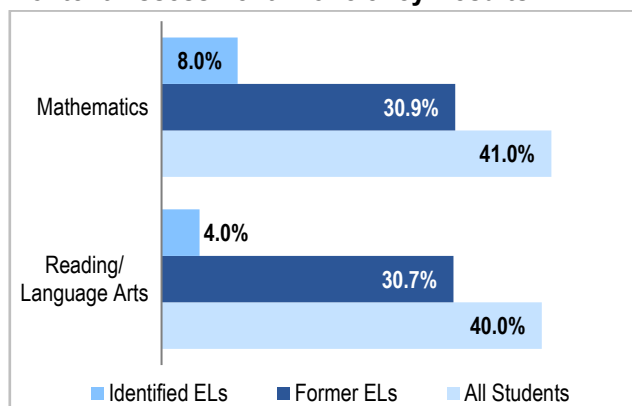


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



Note: Due to data quality concerns with the SY 2016–17 data, only the SY 2017–18 science assessment results are included in this report. The SY 2016–17 and SY 2017–18 profiles are different since SY 2017–18 marks the transition to the ESEA, as amended by ESSA.

## Maryland: School Year 2017–18

### State Summary

Maryland 2017–18	
Title III Funding	\$10,890,038
Total Number of ELs	79,656
National Rank of EL Population	#14

### National Comparisons

(percent of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

All Students	1.8%
Identified ELs	1.6%
Exited ELs	†
ELs With Disabilities	1.3%

### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)

ELs	99.9%
Immigrant Children and Youth	20.7%

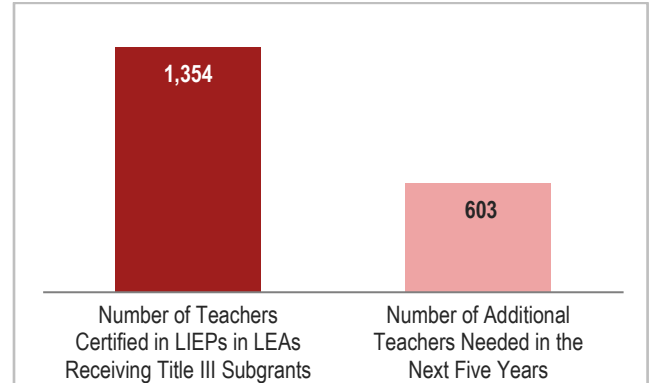
### Top Five Languages Spoken by ELs in State

Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	59,748	75.00%
French	1,884	2.40%
Chinese	1,691	2.10%
Amharic	1,404	1.80%
gArabic	1,245	1.60%

### Language Instruction Education Programs (LIEPs)

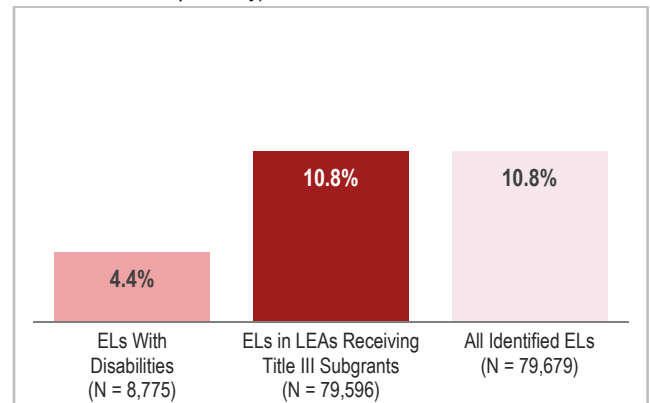
LIEPs	Percentage of ELs
Content classes with integrated ESL support	
Dual language or two-way immersion	†
English as a second language (ESL) or English language development (ELD)	
Newcomer programs	
Transitional bilingual	†
Other	

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

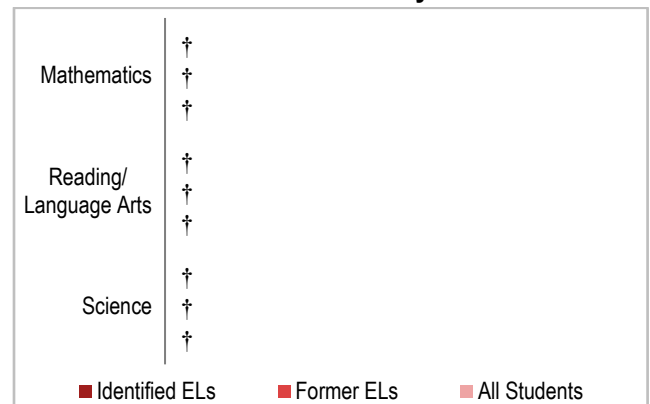


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs With Disabilities, ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



† These data are not available or data did not meet quality criteria.

Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2016–18* 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 reading/language arts, mathematics, 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 2016–17. EDFacts, SY 2017–18.

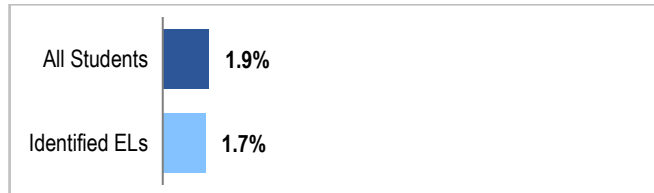
## Massachusetts: School Year 2016–17

### State Summary

Massachusetts 2016–17	
Title III Funding	\$14,685,413
Total Number of ELs	86,624
National Rank of EL Population	#12

### National Comparisons

(percent of total U.S. students: all students and identified ELs, respectively)



### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)



### Top Five Languages Spoken by ELs in State

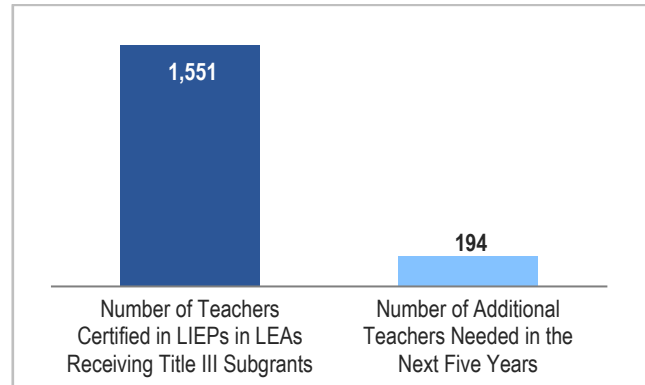
Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	47,472	54.8%
Portuguese	8,093	9.3%
Chinese	3,901	4.5%
Creoles and pidgins	3,521	4.1%
Haitian	3,412	3.9%

### Language Instruction Education Programs (LIEPs)

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

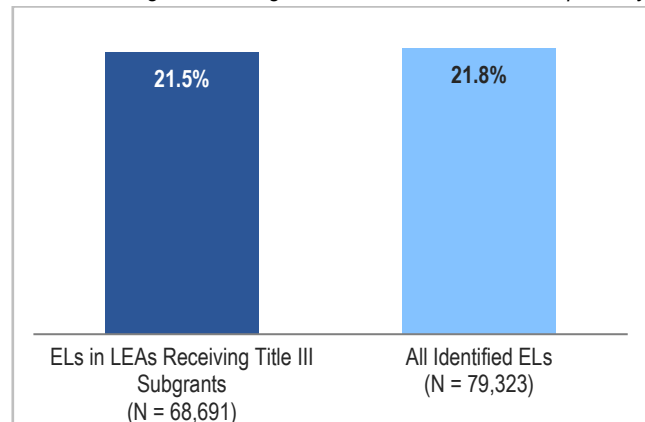
LIEPs That Use English and Another Language		LIEPs That Use English Only	
Developmental bilingual		Content-based ESL	
Dual language	•	Pull-out ESL	•
Heritage language		Sheltered English instruction	
Transitional bilingual	•	Specially designed academic instruction in English	
Two-way immersion		Structured English immersion	

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

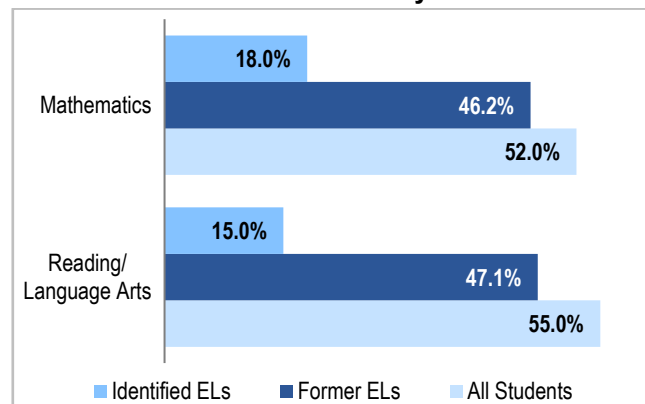


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



Note: Due to data quality concerns with the SY 2016–17 data, only the SY 2017–18 science assessment results are included in this report. The SY 2016–17 and SY 2017–18 profiles are different since SY 2017–18 marks the transition to the ESEA, as amended by ESSA.

## Massachusetts: School Year 2017–18

### State Summary

#### Massachusetts 2017–18

Title III Funding	\$14,887,920
Total Number of ELs	93,358
National Rank of EL Population	#12

### National Comparisons

(percent of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

All Students	1.9%
Identified ELs	1.9%
Exited ELs	1.2%
ELs With Disabilities	2.3%

### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)

ELs	90.5%
Immigrant Children and Youth	85.1%

### Top Five Languages Spoken by ELs in State

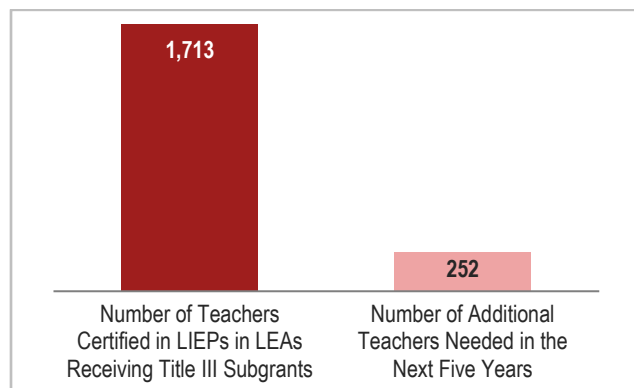
Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	50,517	54.1%
Portuguese	9,614	10.3%
Chinese	4,097	4.4%
Creoles and pidgins	3,928	4.2%
Haitian; Haitian Creole	3,643	3.9%

### Language Instruction Education Programs (LIEPs)

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

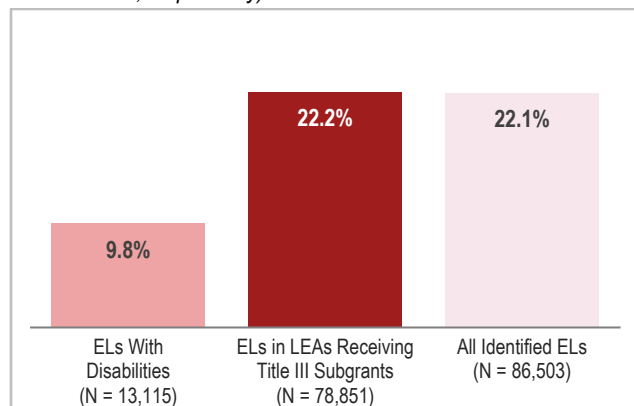
LIEPs	Percentage of ELs
Content classes with integrated ESL support	● 87.9%
Dual language or two-way immersion	● 1.2%
English as a second language (ESL) or English language development (ELD)	
Newcomer programs	
Transitional bilingual	● 1.5%
Other	

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

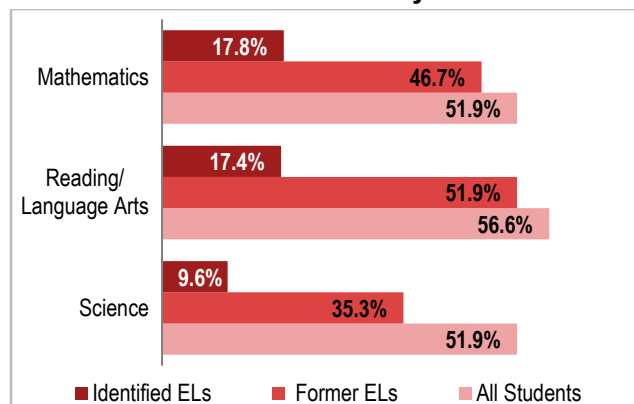


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs With Disabilities, ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



Note: The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2016–18 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 reading/language arts, mathematics, 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 2016–17. EDFacts, SY 2017–18.

## Michigan: School Year 2016–17

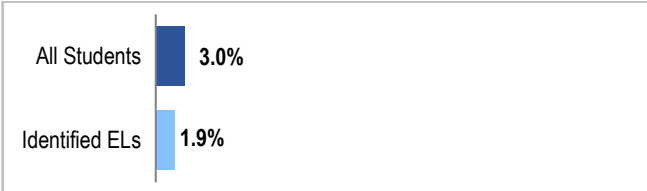
### State Summary

#### Michigan 2016–17

Title III Funding	\$11,691,758
Total Number of ELs	94,648
National Rank of EL Population	#10

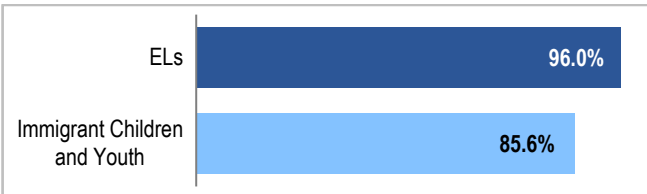
### National Comparisons

(percent of total U.S. students: all students and identified ELs, respectively)



### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)



### Top Five Languages Spoken by ELs in State

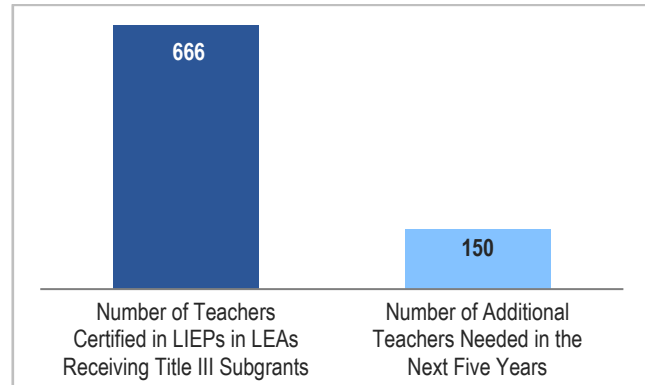
Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	38,801	41.0%
Arabic	25,989	27.5%
Bengali	2,712	2.9%
Chinese	1,922	2.0%
Albanian	1,725	1.8%

### Language Instruction Education Programs (LIEPs)

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

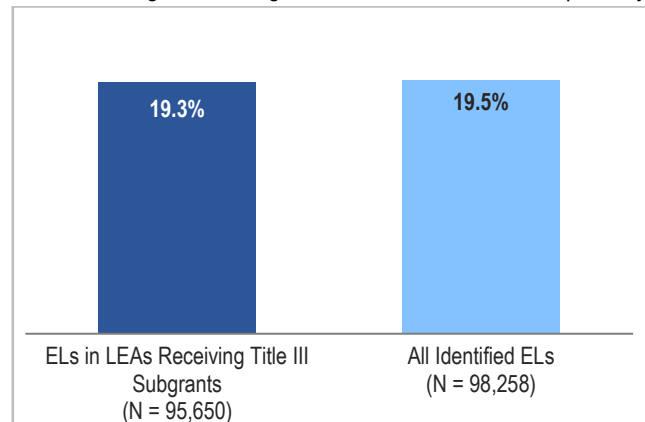
LIEPs That Use English and Another Language	LIEPs That Use English Only
Developmental bilingual	Content-based ESL ●
Dual language ●	Pull-out ESL ●
Heritage language ●	Sheltered English instruction ●
Transitional bilingual ●	Specially designed academic instruction in English ●
Two-way immersion ●	Structured English immersion ●

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

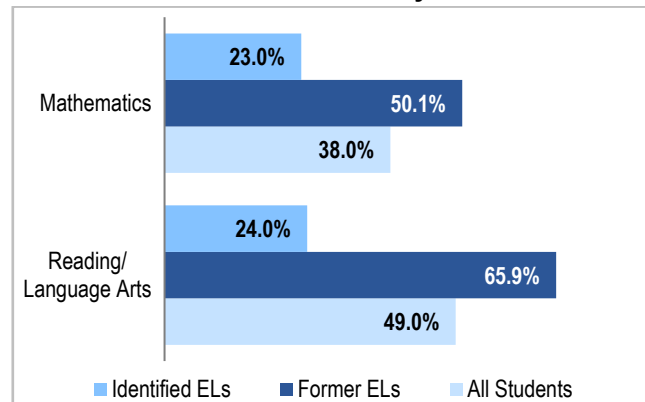


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



Note: Due to data quality concerns with the SY 2016–17 data, only the SY 2017–18 science assessment results are included in this report. The SY 2016–17 and SY 2017–18 profiles are different since SY 2017–18 marks the transition to the ESEA, as amended by ESSA.



## Michigan: School Year 2017–18

### State Summary

#### Michigan 2017–18

Title III Funding	\$12,289,474
Total Number of ELs	97,560
National Rank of EL Population	#11

### National Comparisons

(percent of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

All Students	3.0%
Identified ELs	1.9%
Exited ELs	0.8%
ELs With Disabilities	1.4%

### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)

ELs	96.2%
Immigrant Children and Youth	88.7%

### Top Five Languages Spoken by ELs in State

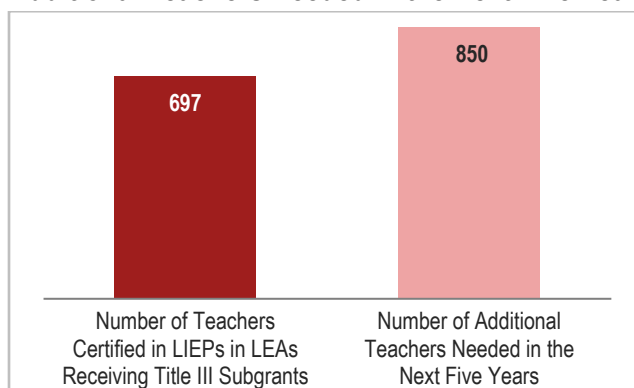
Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	39,753	40.7%
Arabic	27,114	27.8%
Bengali	3,050	3.1%
Albanian	1,774	1.8%
Chinese	1,744	1.8%

### Language Instruction Education Programs (LIEPs)

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

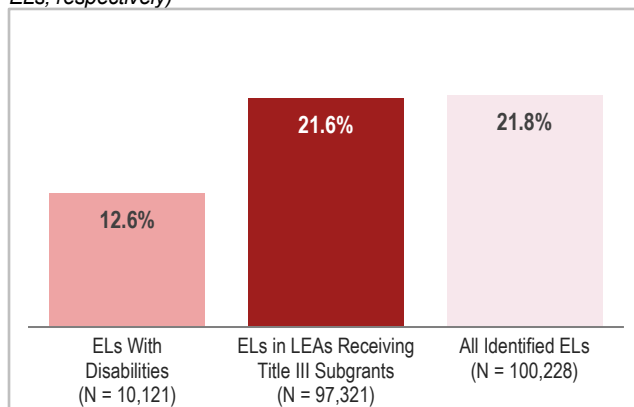
LIEPs	Percentage of ELs
Content classes with integrated ESL support ●	11.2%
Dual language or two-way immersion ●	2.4%
English as a second language (ESL) or English language development (ELD) ●	67.2%
Newcomer programs ●	2.1%
Transitional bilingual ●	4.0%
Other ●	9.3%

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

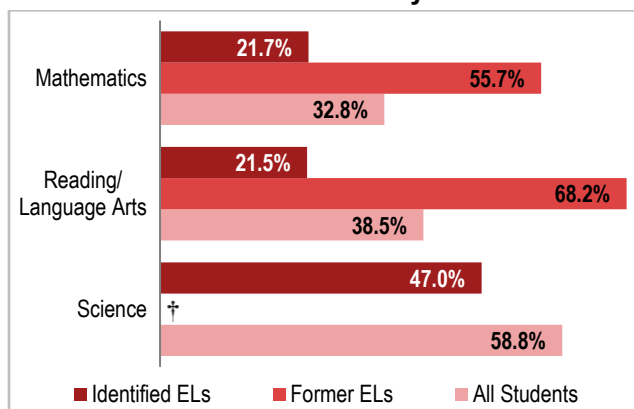


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs With Disabilities, ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2016–18* 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 reading/language arts, mathematics, 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 2016–17. EDFacts, SY 2017–18.

## Minnesota: School Year 2016–17

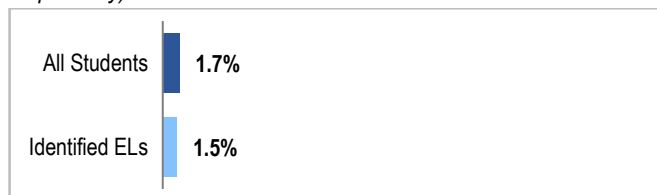
### State Summary

#### Minnesota 2016–17

Title III Funding	\$9,433,542
Total Number of ELs	72,061
National Rank of EL Population	#14

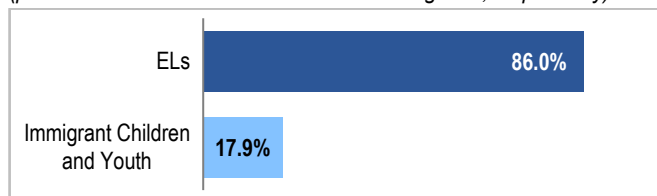
### National Comparisons

(percent of total U.S. students: all students and identified ELs, respectively)



### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)



### Top Five Languages Spoken by ELs in State

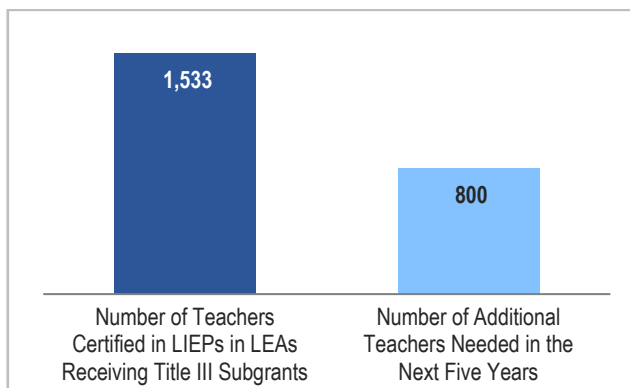
Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	27,374	38.0%
Somali	15,294	21.2%
Hmong	11,429	15.9%
Karen languages	3,693	5.1%
Arabic	1,483	2.1%

### Language Instruction Education Programs (LIEPs)

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

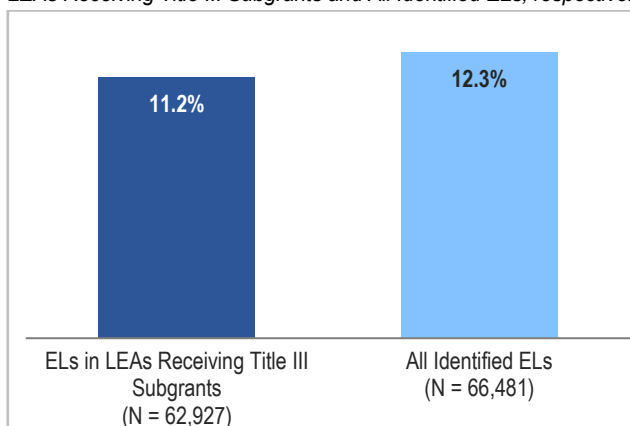
LIEPs That Use English and Another Language	LIEPs That Use English Only
Developmental bilingual	• Content-based ESL •
Dual language	• Pull-out ESL •
Heritage language	• Sheltered English instruction •
Transitional bilingual	• Specially designed academic instruction in English •
Two-way immersion	• Structured English immersion •

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

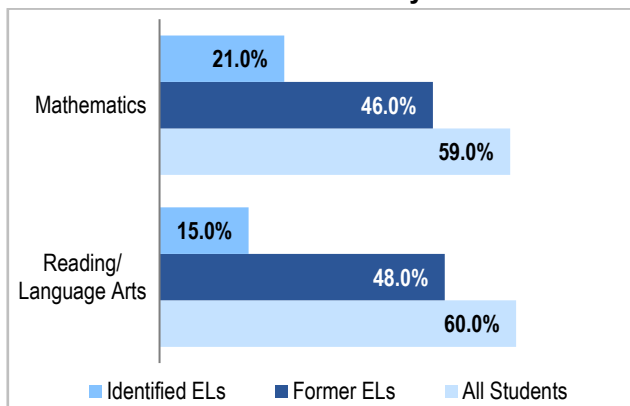


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



Note: Due to data quality concerns with the SY 2016–17 data, only the SY 2017–18 science assessment results are included in this report. The SY 2016–17 and SY 2017–18 profiles are different since SY 2017–18 marks the transition to the ESEA, as amended by ESSA.

## Minnesota: School Year 2017–18

### State Summary

#### Minnesota 2017–18

Title III Funding	\$9,551,472
Total Number of ELs	73,129
National Rank of EL Population	#17

### National Comparisons

(percent of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

All Students	1.7%
Identified ELs	1.5%
Exited ELs	†
ELs With Disabilities	1.5%

### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)

ELs	86.6%
Immigrant Children and Youth	55.3%

### Top Five Languages Spoken by ELs in State

Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	27,549	37.7%
Somali	16,810	23.0%
Hmong	10,585	14.5%
Karen languages	3,631	5.0%
Arabic	1,531	2.1%

### Language Instruction Education Programs (LIEPs)

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

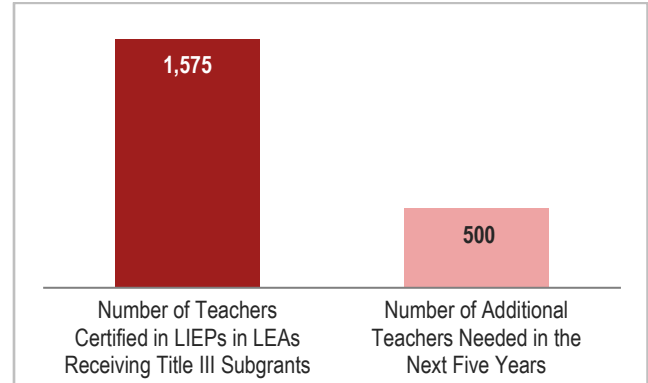
LIEPs	Percentage of ELs
Content classes with integrated ESL support	● 6.9%
Dual language or two-way immersion	● 0.8%
English as a second language (ESL) or English language development (ELD)	● 16.0%
Newcomer programs	● 0.6%
Transitional bilingual	● 0.5%
Other	● 0.5%

† These data are not available or data did not meet quality criteria.

Note: The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2016–18 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 reading/language arts, mathematics, 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.

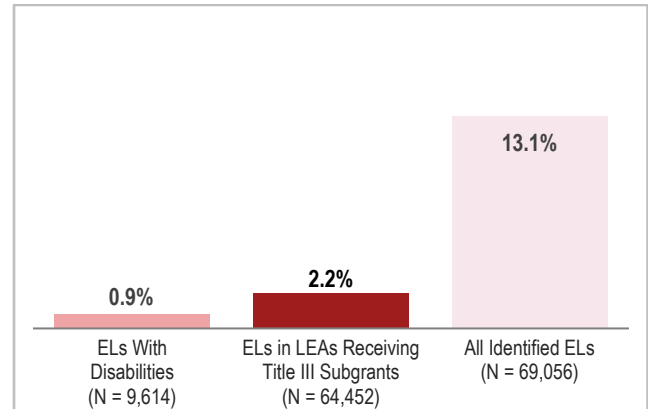
Source: Consolidated State Performance Report, SY 2016–17. EDFacts, SY 2017–18.

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

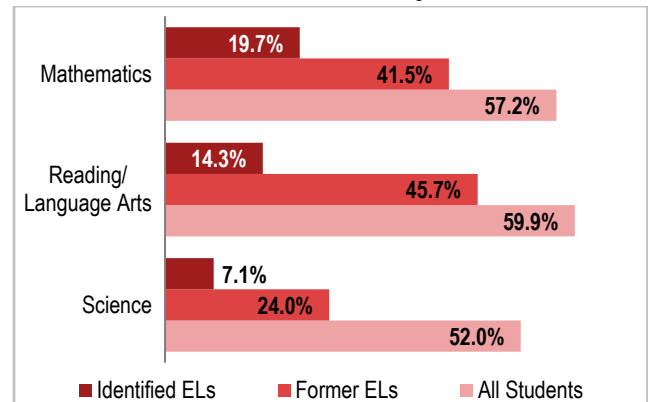


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs With Disabilities, ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



## Mississippi: School Year 2016–17

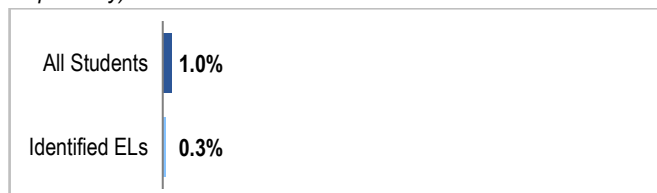
### State Summary

#### Mississippi 2016–17

Title III Funding	\$1,514,344
Total Number of ELs	13,019
National Rank of EL Population	#39

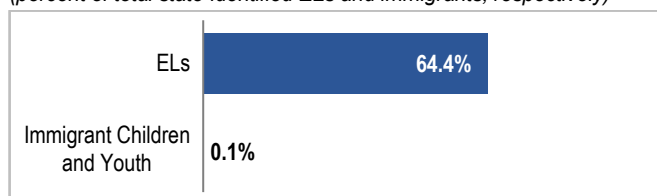
### National Comparisons

(percent of total U.S. students: all students and identified ELs, respectively)



### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)



### Top Five Languages Spoken by ELs in State

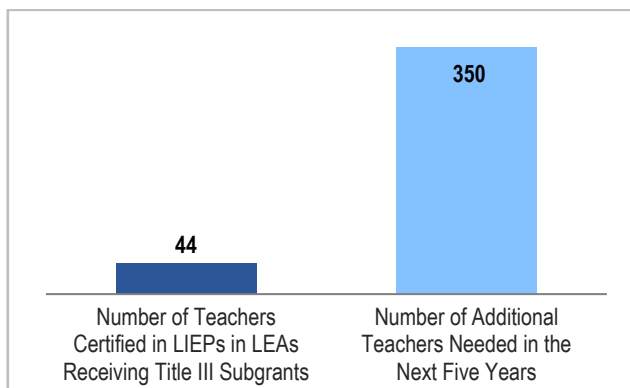
Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	9,479	72.8%
Arabic	665	5.1%
Vietnamese	431	3.3%
Chinese	295	2.3%
Gujarati	89	0.7%

### Language Instruction Education Programs (LIEPs)

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

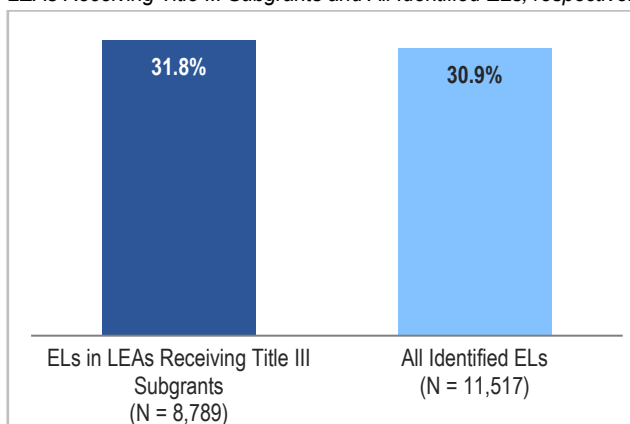
LIEPs That Use English and Another Language	LIEPs That Use English Only
Developmental bilingual	Content-based ESL ●
Dual language	Pull-out ESL ●
Heritage language	Sheltered English instruction ●
Transitional bilingual	Specially designed academic instruction in English
Two-way immersion	Structured English immersion ●

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

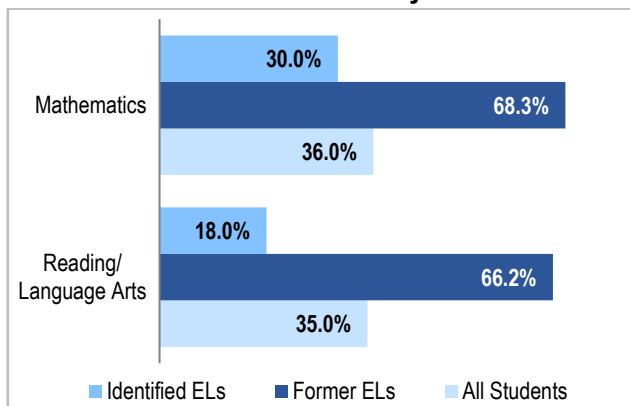


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



Note: Due to data quality concerns with the SY 2016–17 data, only the SY 2017–18 science assessment results are included in this report. The SY 2016–17 and SY 2017–18 profiles are different since SY 2017–18 marks the transition to the ESEA, as amended by ESSA.

## Mississippi: School Year 2017–18

### State Summary

#### Mississippi 2017–18

Title III Funding	\$1,493,246
Total Number of ELs	12,852
National Rank of EL Population	#40

### National Comparisons

(percent of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

All Students	0.9%
Identified ELs	0.3%
Exited ELs	0.1%
ELs With Disabilities	0.2%

### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)

ELs	46.1%
Immigrant Children and Youth	78.3%

### Top Five Languages Spoken by ELs in State

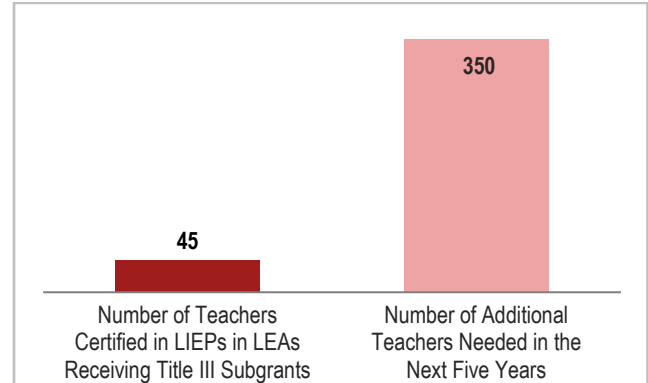
Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	8,705	82.3%
Arabic	681	6.4%
Vietnamese	335	3.2%
Chinese	260	2.5%
Gujarati	85	0.8%

### Language Instruction Education Programs (LIEPs)

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

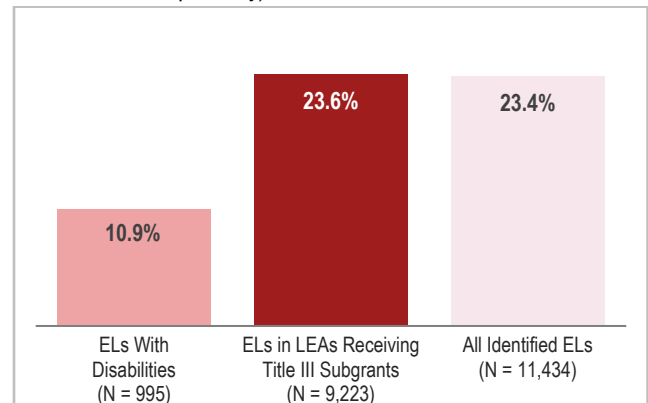
LIEPs	Percentage of ELs
Content classes with integrated ESL support ●	5.1%
Dual language or two-way immersion	
English as a second language (ESL) or English language development (ELD) ●	41.0%
Newcomer programs	
Transitional bilingual	
Other	

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

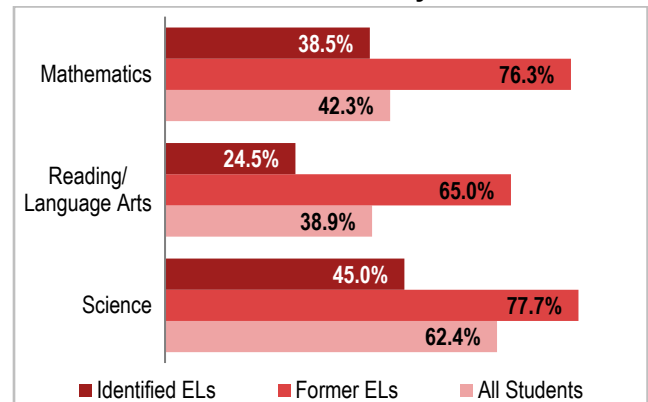


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs With Disabilities, ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



Note: The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2016–18 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 reading/language arts, mathematics, 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 2016–17. EDFacts, SY 2017–18.

## Missouri: School Year 2016–17

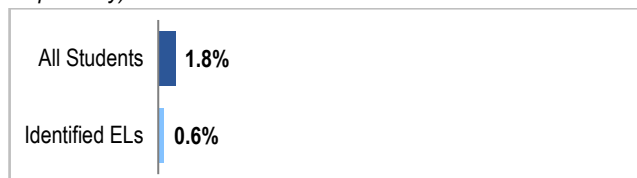
### State Summary

#### Missouri 2016–17

Title III Funding	\$4,993,456
Total Number of ELs	30,880
National Rank of EL Population	#31

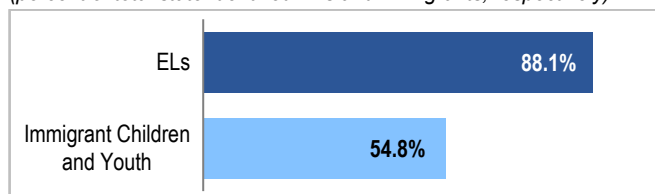
### National Comparisons

(percent of total U.S. students: all students and identified ELs, respectively)



### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)



### Top Five Languages Spoken by ELs in State

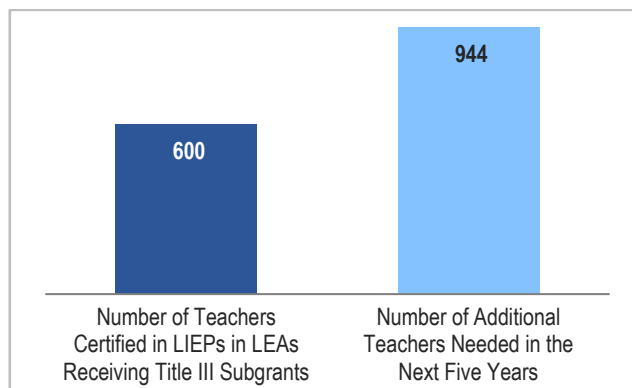
Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	16,798	54.4%
Arabic	1,774	5.7%
Bosnian	1,278	4.1%
Somali	1,131	3.7%
Vietnamese	980	3.2%

### Language Instruction Education Programs (LIEPs)

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

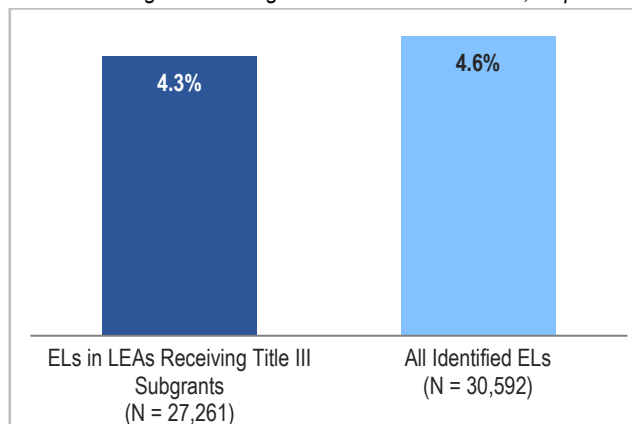
LIEPs That Use English and Another Language	LIEPs That Use English Only	
Developmental bilingual	Content-based ESL	●
Dual language	Pull-out ESL	●
Heritage language	Sheltered English instruction	●
Transitional bilingual	Specially designed academic instruction in English	●
Two-way immersion	Structured English immersion	●

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

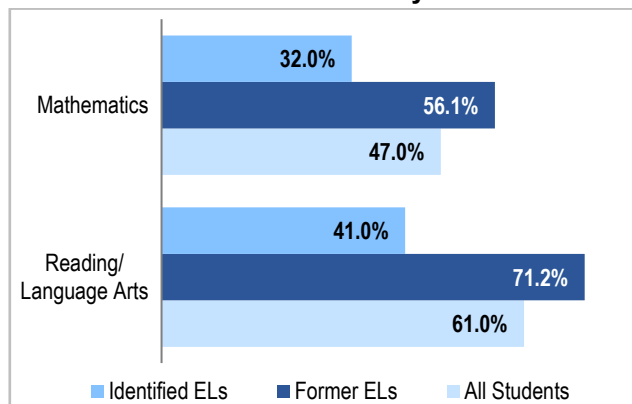


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



Note: Due to data quality concerns with the SY 2016–17 data, only the SY 2017–18 science assessment results are included in this report. The SY 2016–17 and SY 2017–18 profiles are different since SY 2017–18 marks the transition to the ESEA, as amended by ESSA.

## Missouri: School Year 2017–18

### State Summary

#### Missouri 2017–18

Title III Funding	\$4,682,033
Total Number of ELs	33,893
National Rank of EL Population	#31

### National Comparisons

(percent of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

All Students	1.8%
Identified ELs	0.7%
Exited ELs	0.3%
ELs With Disabilities	0.5%

### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)

ELs	88.6%
Immigrant Children and Youth	78.3%

### Top Five Languages Spoken by ELs in State

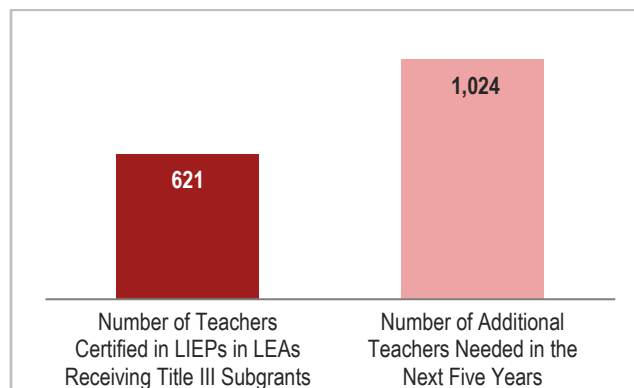
Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	17,673	52.2%
Arabic	2,050	6.1%
Bosnian	1,325	3.9%
Somali	1,280	3.8%
Vietnamese	1,002	3.0%

### Language Instruction Education Programs (LIEPs)

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

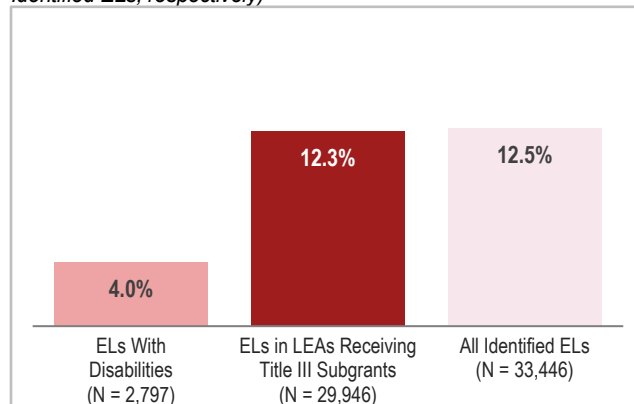
LIEPs	Percentage of ELs
Content classes with integrated ESL support ●	29.9%
Dual language or two-way immersion ●	1.8%
English as a second language (ESL) or English language development (ELD) ●	37.8%
Newcomer programs ●	2.4%
Transitional bilingual ●	<0.1%
Other ●	16.6%

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

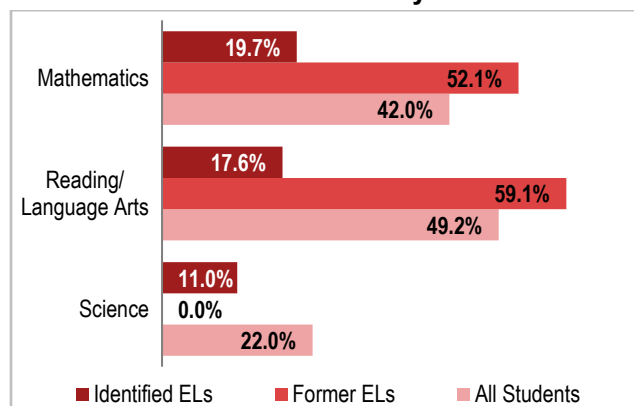


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs With Disabilities, ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



Note: The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2016–18 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 reading/language arts, mathematics, 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 2016–17. EDFacts, SY 2017–18.



## Montana: School Year 2016–17

### State Summary

#### Montana 2016–17

Title III Funding	\$500,000
Total Number of ELs	2,915
National Rank of EL Population	#48

### National Comparisons

(percent of total U.S. students: all students and identified ELs, respectively)

All Students	0.3%
Identified ELs	0.1%

### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)

ELs	90.0%
Immigrant Children and Youth	0.0%

### Top Five Languages Spoken by ELs in State

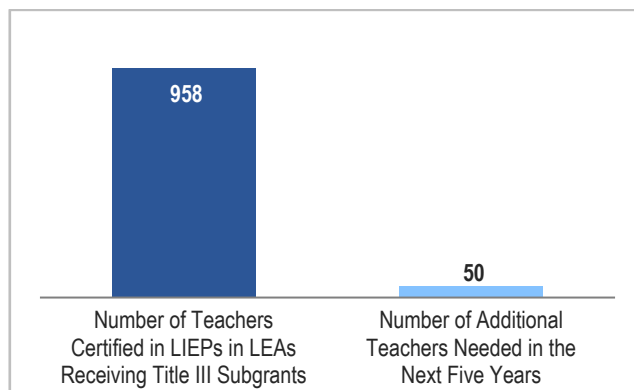
Language	Number of Speakers	Percentage of Speakers Among State ELs
German	323	11.1%
Spanish; Castilian	218	7.5%
North American Indian	51	1.7%
Chinese	38	1.3%
Undetermined	38	1.3%

### Language Instruction Education Programs (LIEPs)

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

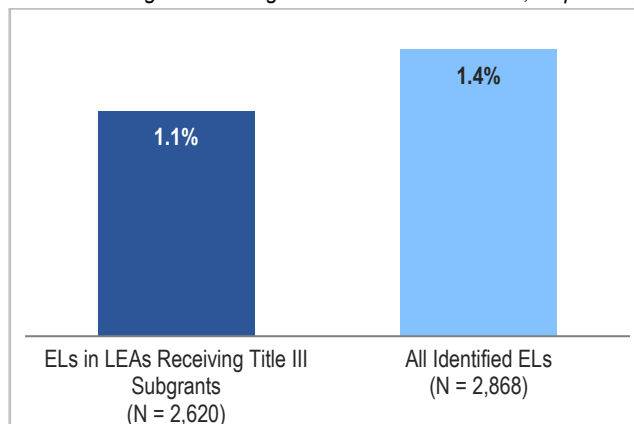
LIEPs That Use English and Another Language	LIEPs That Use English Only
Developmental bilingual	Content-based ESL
Dual language	Pull-out ESL
Heritage language	• Sheltered English instruction
Transitional bilingual	Specially designed academic instruction in English
Two-way immersion	• Structured English immersion

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

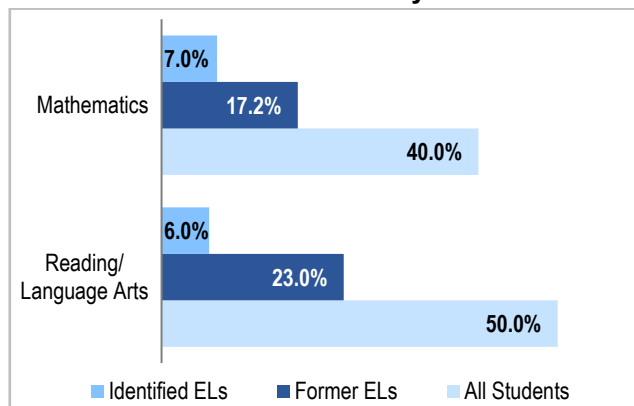


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



Note: Due to data quality concerns with the SY 2016–17 data, only the SY 2017–18 science assessment results are included in this report. The SY 2016–17 and SY 2017–18 profiles are different since SY 2017–18 marks the transition to the ESEA, as amended by ESSA.

## Montana: School Year 2017–18

### State Summary

#### Montana 2017–18

Title III Funding	\$500,000
Total Number of ELs	3,111
National Rank of EL Population	#48

### National Comparisons

(percent of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

All Students	0.3%
Identified ELs	0.1%
Exited ELs	<0.1%
ELs With Disabilities	0.1%

### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)

ELs	88.0%
Immigrant Children and Youth	28.9%

### Top Five Languages Spoken by ELs in State

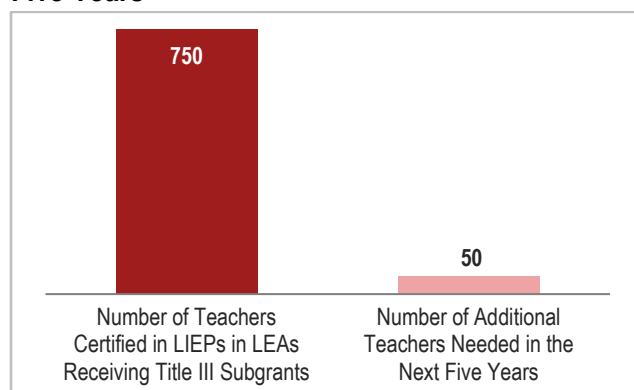
Language	Number of Speakers	Percentage of Speakers Among State ELs
German	371	11.9%
Spanish; Castilian	277	8.9%
Uncoded languages	72	2.3%
North American Indian	58	1.9%
Chinese	43	1.4%

### Language Instruction Education Programs (LIEPs)

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

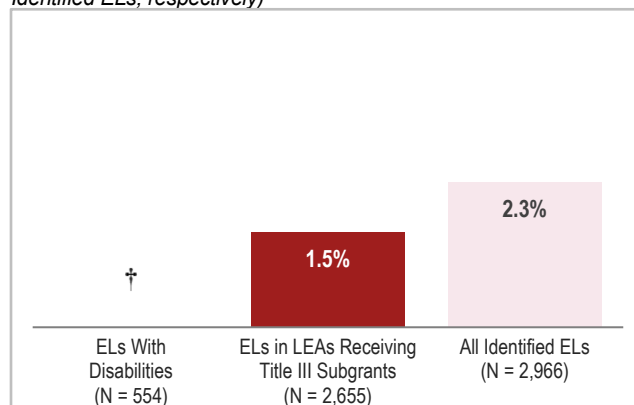
LIEPs	Percentage of ELs
Content classes with integrated ESL support	● 88.0%
Dual language or two-way immersion	● <0.1%
English as a second language (ESL) or English language development (ELD)	
Newcomer programs	
Transitional bilingual	
Other	

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

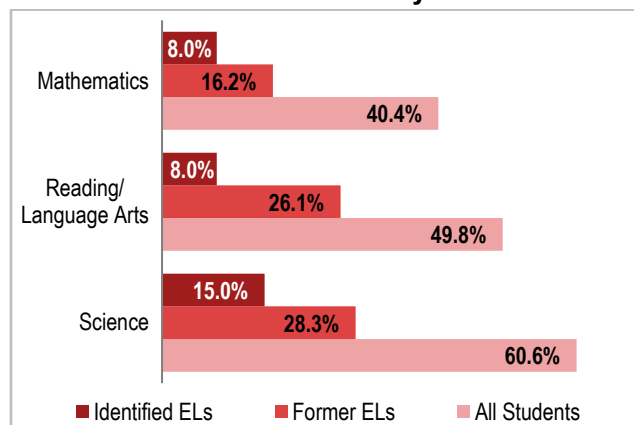


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs With Disabilities, ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



† These data are not available or data did not meet quality criteria.

Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2016–18* 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 reading/language arts, mathematics, 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 2016–17. EDFacts, SY 2017–18.

## Nebraska: School Year 2016–17

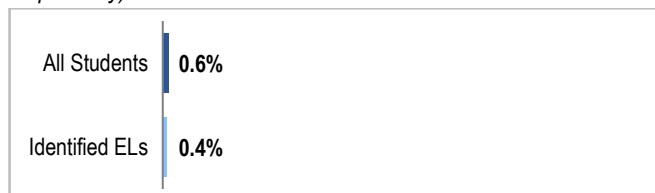
### State Summary

#### Nebraska 2016–17

Title III Funding	\$3,229,131
Total Number of ELs	22,154
National Rank of EL Population	#34

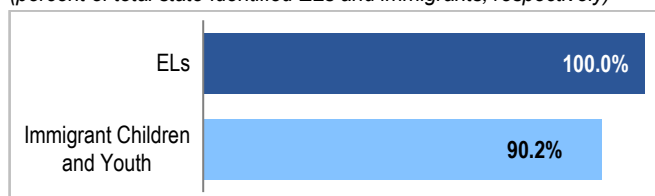
### National Comparisons

(percent of total U.S. students: all students and identified ELs, respectively)



### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)



### Top Five Languages Spoken by ELs in State

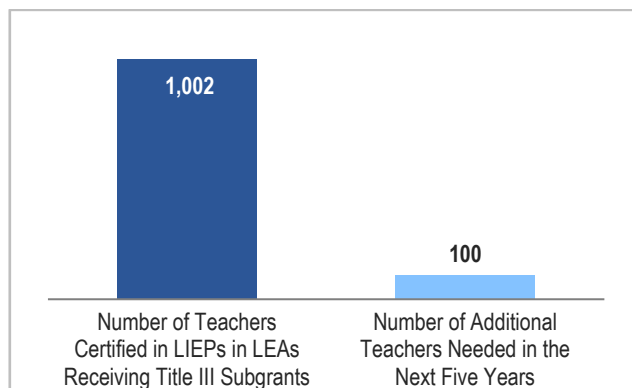
Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	15,016	67.8%
Karen languages	1,557	7.0%
Arabic	1,173	5.3%
Somali	664	3.0%
Kurdish	567	2.6%

### Language Instruction Education Programs (LIEPs)

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

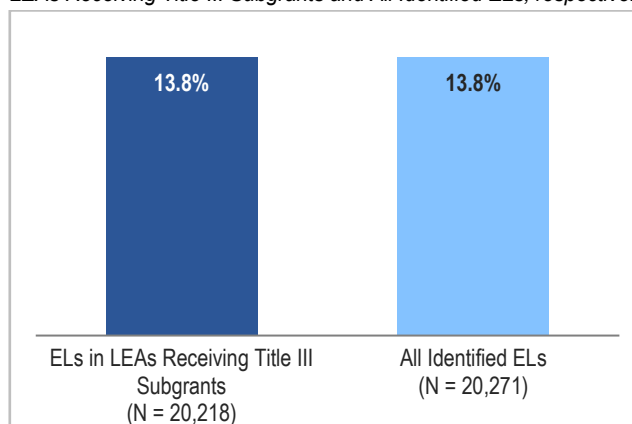
LIEPs That Use English and Another Language		LIEPs That Use English Only	
Developmental bilingual		Content-based ESL	•
Dual language	•	Pull-out ESL	•
Heritage language	•	Sheltered English instruction	•
Transitional bilingual		Specially designed academic instruction in English	
Two-way immersion	•	Structured English immersion	•

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

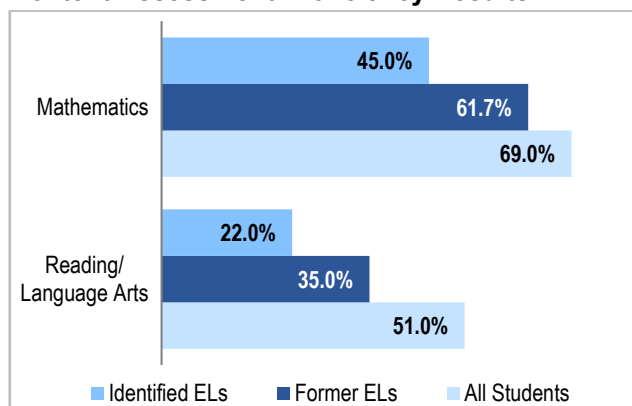


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



Note: Due to data quality concerns with the SY 2016–17 data, only the SY 2017–18 science assessment results are included in this report. The SY 2016–17 and SY 2017–18 profiles are different since SY 2017–18 marks the transition to the ESEA, as amended by ESSA.

## Nebraska: School Year 2017–18

### State Summary

Nebraska 2017–18	
Title III Funding	\$3,402,846
Total Number of ELs	23,279
National Rank of EL Population	#36

### National Comparisons

(percent of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

All Students	0.6%
Identified ELs	0.5%
Exited ELs	0.5%
ELs With Disabilities	0.4%

### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)

ELs	99.4%
Immigrant Children and Youth	89.1%

### Top Five Languages Spoken by ELs in State

Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	15,787	67.8%
Karen languages	1,592	6.8%
Arabic	1,260	5.4%
Somali	809	3.5%
Kurdish	617	2.7%

### Language Instruction Education Programs (LIEPs)

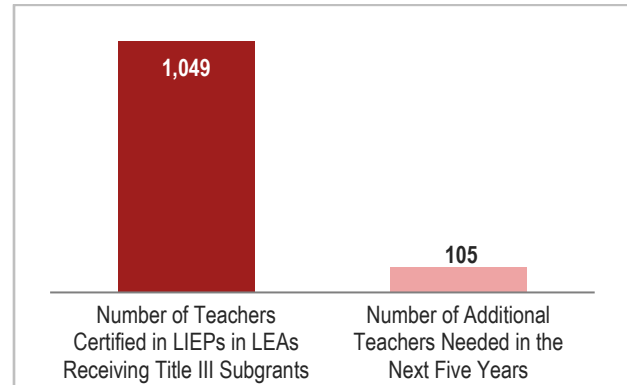
LIEPs	Percentage of ELs
Content classes with integrated ESL support	
Dual language or two-way immersion	†
English as a second language (ESL) or English language development (ELD)	
Newcomer programs	
Transitional bilingual	†
Other	

† These data are not available or data did not meet quality criteria.

Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2016–18* 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 reading/language arts, mathematics, 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.

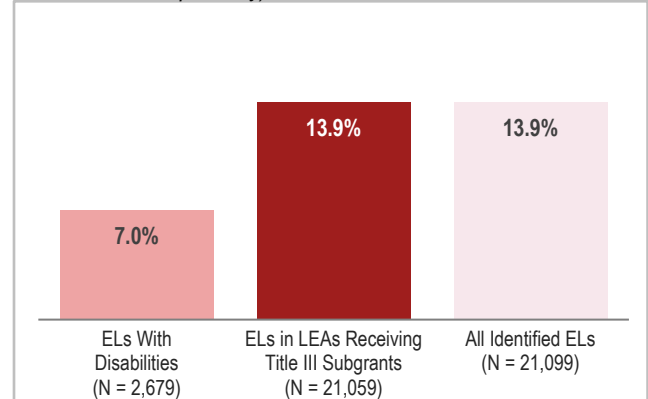
Source: Consolidated State Performance Report, SY 2016–17. EDFacts, SY 2017–18.

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

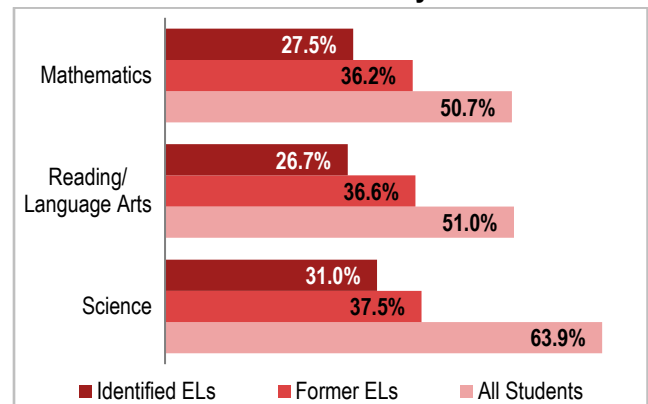


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs With Disabilities, ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



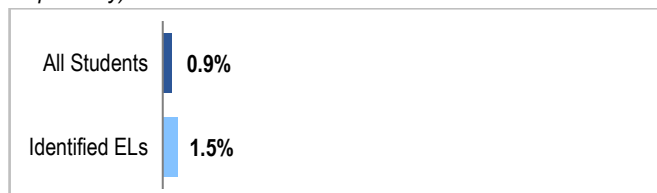
## Nevada: School Year 2016–17

### State Summary

Nevada 2016–17	
Title III Funding	\$6,773,205
Total Number of ELs	75,430
National Rank of EL Population	#13

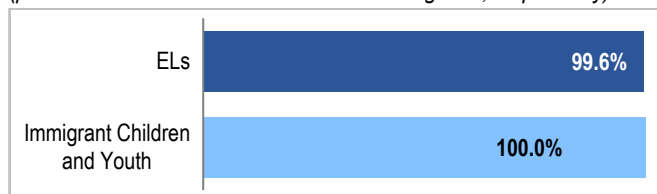
### National Comparisons

(percent of total U.S. students: all students and identified ELs, respectively)



### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)



### Top Five Languages Spoken by ELs in State

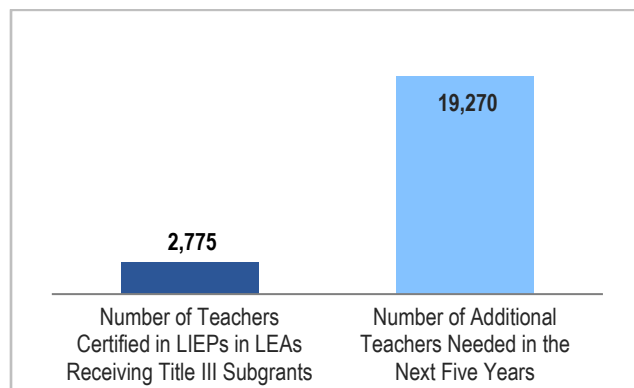
Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	54,656	72.5%
Filipino; Philipino	933	1.2%
Tagalog	607	0.8%
Chinese	419	0.6%
Amharic	292	0.4%

### Language Instruction Education Programs (LIEPs)

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

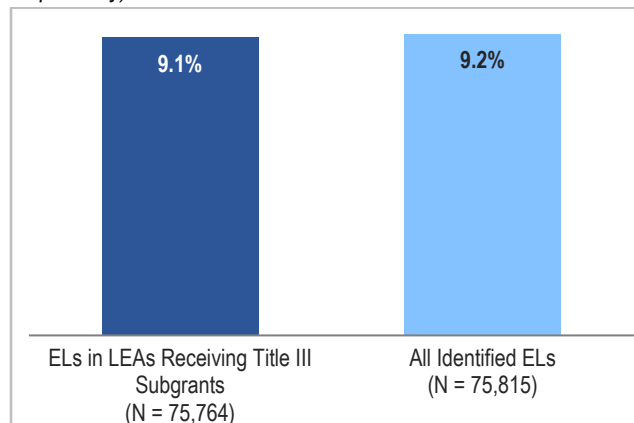
LIEPs That Use English and Another Language	LIEPs That Use English Only
Developmental bilingual	Content-based ESL ●
Dual language	Pull-out ESL ●
Heritage language	Sheltered English instruction ●
Transitional bilingual	Specially designed academic instruction in English
Two-way immersion ●	Structured English immersion ●

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

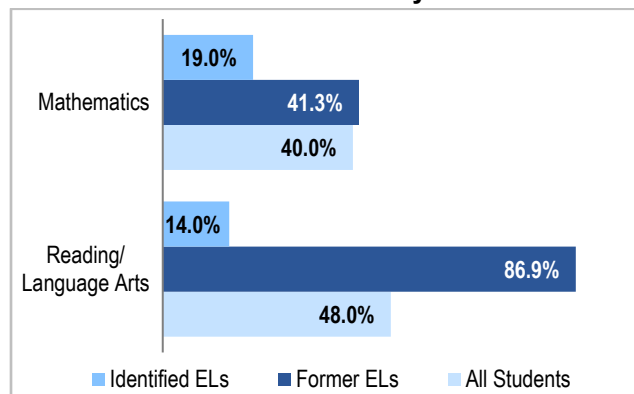


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



Note: Due to data quality concerns with the SY 2016–17 data, only the SY 2017–18 science assessment results are included in this report. The SY 2016–17 and SY 2017–18 profiles are different since SY 2017–18 marks the transition to the ESEA, as amended by ESSA.

## Nevada: School Year 2017–18

### State Summary

#### Nevada 2017–18

Title III Funding	\$6,641,518
Total Number of ELs	81,635
National Rank of EL Population	#13

### National Comparisons

(percent of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

All Students	1.0%
Identified ELs	1.6%
Exited ELs	0.9%
ELs With Disabilities	1.9%

### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)

ELs	99.8%
Immigrant Children and Youth	100.0%

### Top Five Languages Spoken by ELs in State

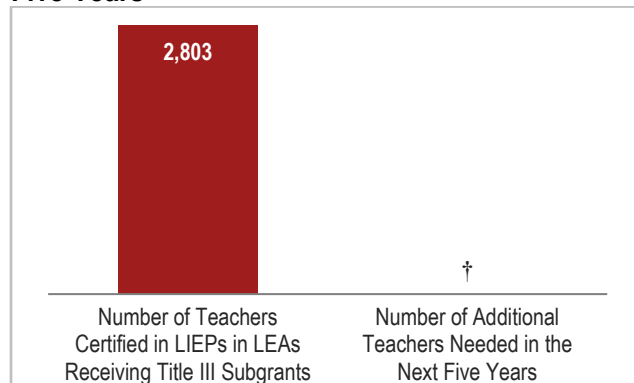
Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	50,906	62.4%
Filipino; Filipino	936	1.1%
Undetermined	927	1.1%
Chinese	896	1.1%
Tagalog	470	0.6%

### Language Instruction Education Programs (LIEPs)

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

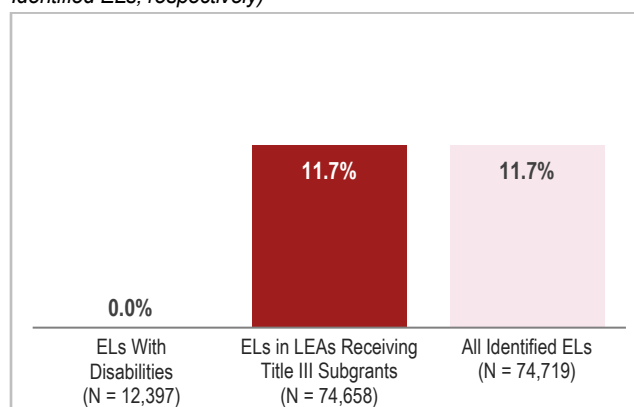
LIEPs	Percentage of ELs
Content classes with integrated ESL support ●	74.0%
Dual language or two-way immersion ●	0.1%
English as a second language (ESL) or English language development (ELD) ●	12.6%
Newcomer programs ●	0.1%
Transitional bilingual	
Other ●	3.8%

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

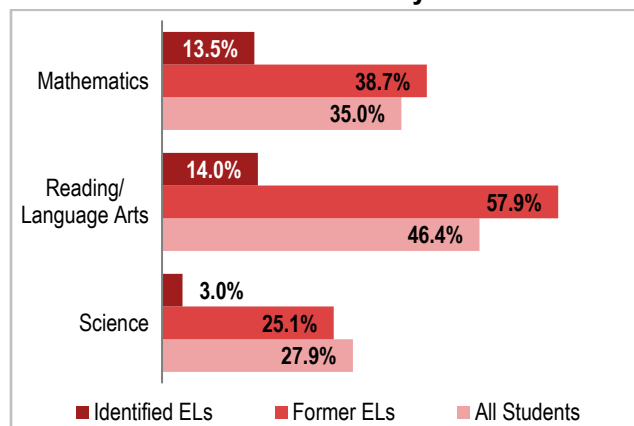


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs With Disabilities, ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



† These data are not available or data did not meet quality criteria.

Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2016–18* 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 reading/language arts, mathematics, 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 2016–17. EDFacts, SY 2017–18.

## New Hampshire: School Year 2016–17

### State Summary

#### New Hampshire 2016–17

Title III Funding	\$1,020,185
Total Number of ELs	4,263
National Rank of EL Population	#46

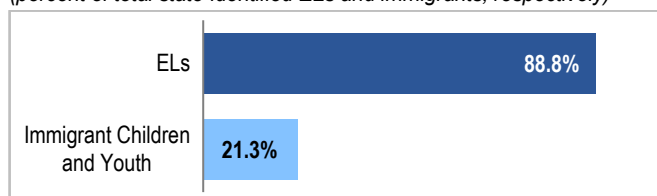
### National Comparisons

(percent of total U.S. students: all students and identified ELs, respectively)

All Students	0.4%
Identified ELs	0.1%

### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)



### Top Five Languages Spoken by ELs in State

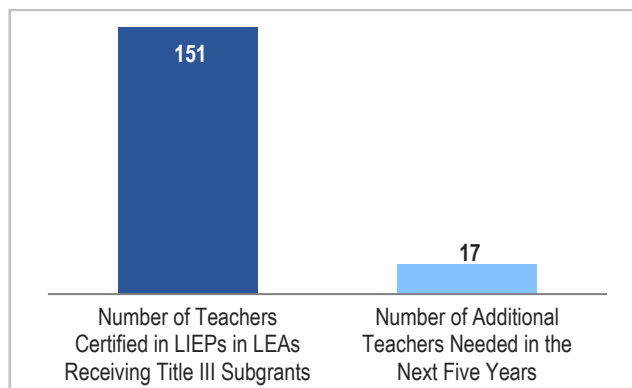
Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	1,805	42.3%
Arabic	294	6.9%
Nepali	249	5.8%
Portuguese	188	4.4%
Chinese	158	3.7%

### Language Instruction Education Programs (LIEPs)

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

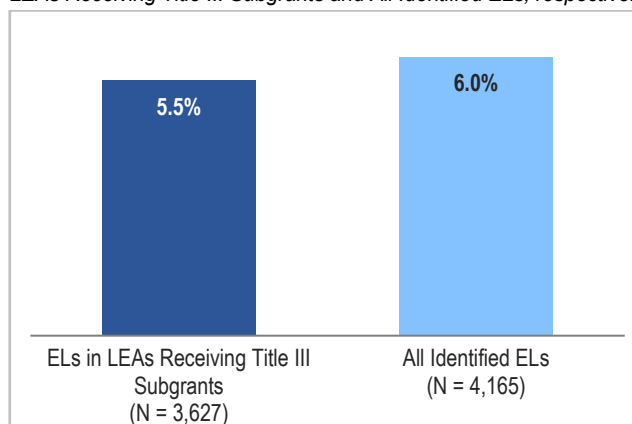
LIEPs That Use English and Another Language	LIEPs That Use English Only
Developmental bilingual	Content-based ESL •
Dual language	Pull-out ESL •
Heritage language	Sheltered English instruction •
Transitional bilingual	Specially designed academic instruction in English •
Two-way immersion	Structured English immersion •

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

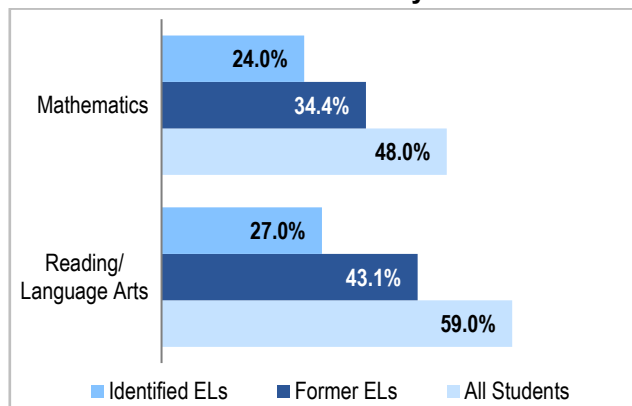


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



Note: Due to data quality concerns with the SY 2016–17 data, only the SY 2017–18 science assessment results are included in this report. The SY 2016–17 and SY 2017–18 profiles are different since SY 2017–18 marks the transition to the ESEA, as amended by ESSA.



## New Hampshire: School Year 2017–18

### State Summary

#### New Hampshire 2017–18

Title III Funding	\$985,134
Total Number of ELs	4,937
National Rank of EL Population	#46

### National Comparisons

(percent of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

All Students	0.4%
Identified ELs	0.1%
Exited ELs	<0.1%
ELs With Disabilities	0.1%

### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)

ELs	85.5%
Immigrant Children and Youth	61.5%

### Top Five Languages Spoken by ELs in State

Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	2,100	42.5%
Arabic	319	6.5%
Nepali	266	5.4%
Portuguese	252	5.1%
Swahili	204	4.1%

### Language Instruction Education Programs (LIEPs)

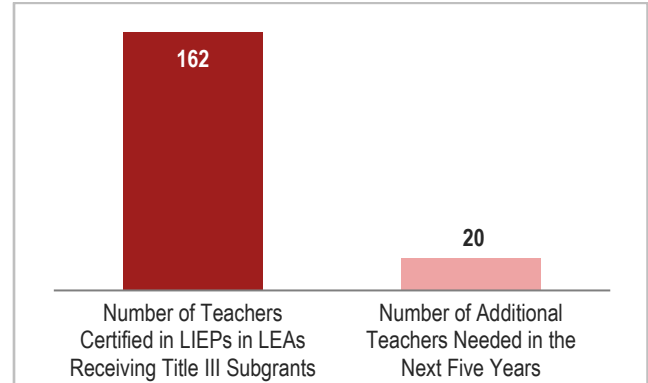
LIEPs	Percentage of ELs
Content classes with integrated ESL support	
Dual language or two-way immersion	†
English as a second language (ESL) or English language development (ELD)	
Newcomer programs	
Transitional bilingual	†
Other	

† These data are not available or data did not meet quality criteria.

Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2016–18* 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 reading/language arts, mathematics, 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.

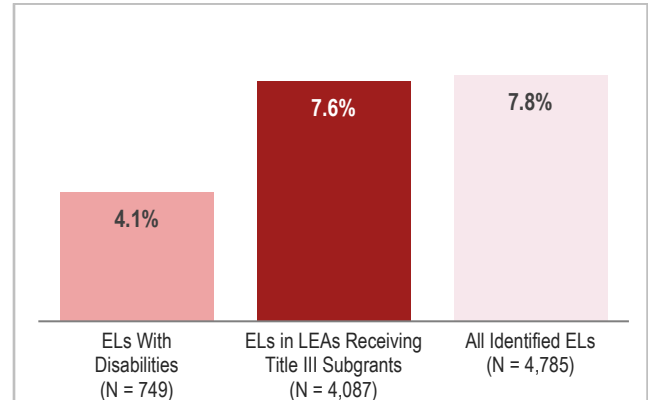
Source: Consolidated State Performance Report, SY 2016–17. EDFacts, SY 2017–18.

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

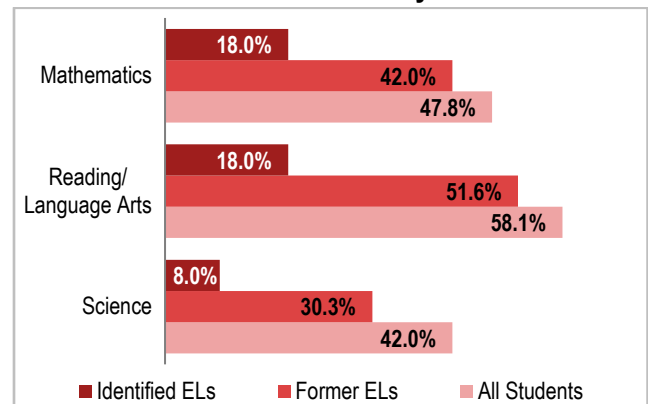


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs With Disabilities, ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



## New Jersey: School Year 2016–17

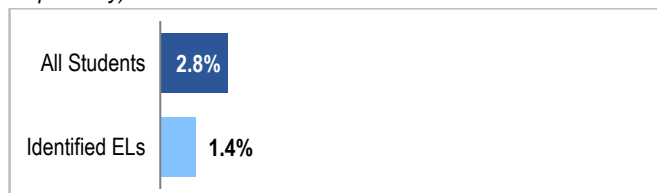
### State Summary

#### New Jersey 2016–17

Title III Funding	\$19,661,602
Total Number of ELs	70,867
National Rank of EL Population	#15

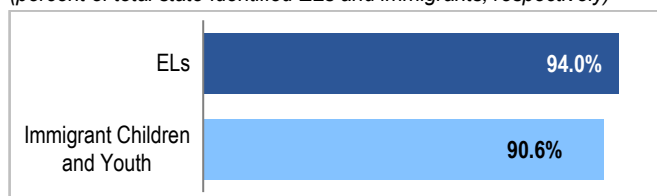
### National Comparisons

(percent of total U.S. students: all students and identified ELs, respectively)



### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)



### Top Five Languages Spoken by ELs in State

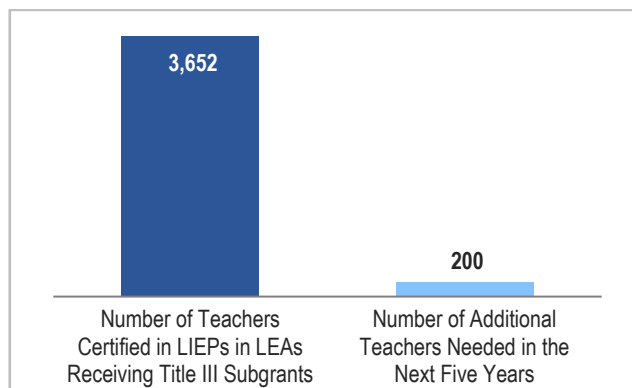
Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	47,329	66.8%
Arabic	2,544	3.6%
Haitian	1,093	1.5%
Chinese	1,087	1.5%
Portuguese	1,061	1.5%

### Language Instruction Education Programs (LIEPs)

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

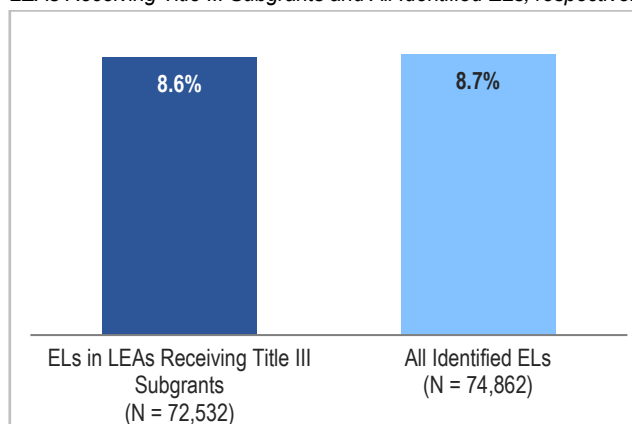
LIEPs That Use English and Another Language		LIEPs That Use English Only	
Developmental bilingual	•	Content-based ESL	•
Dual language	•	Pull-out ESL	•
Heritage language	•	Sheltered English instruction	•
Transitional bilingual	•	Specially designed academic instruction in English	
Two-way immersion		Structured English immersion	

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

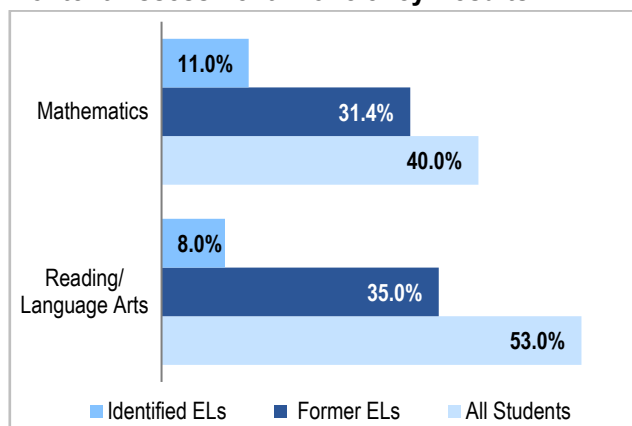


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



Note: Due to data quality concerns with the SY 2016–17 data, only the SY 2017–18 science assessment results are included in this report. The SY 2016–17 and SY 2017–18 profiles are different since SY 2017–18 marks the transition to the ESEA, as amended by ESSA.

## New Jersey: School Year 2017–18

### State Summary

New Jersey 2017–18	
Title III Funding	\$19,092,346
Total Number of ELs	79,513
National Rank of EL Population	#16

### National Comparisons

(percent of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

All Students	2.8%
Identified ELs	1.6%
Exited ELs	1.3%
ELs With Disabilities	0.9%

### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)

ELs	96.8%
Immigrant Children and Youth	89.6%

### Top Five Languages Spoken by ELs in State

Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	56,575	75.2%
Arabic	2,873	3.8%
Portuguese	1,922	2.6%
Haitian	1,383	1.8%
Chinese	1,246	1.7%

### Language Instruction Education Programs (LIEPs)

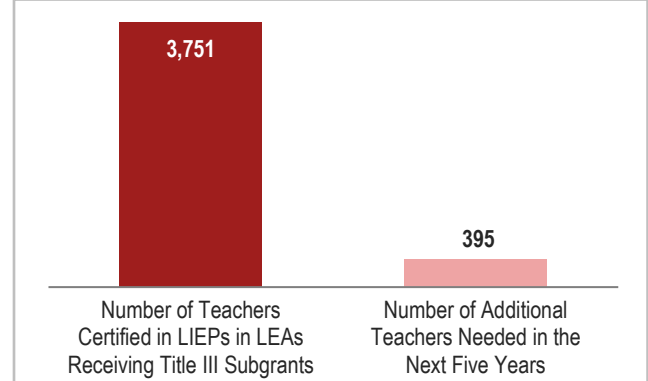
LIEPs	Percentage of ELs
Content classes with integrated ESL support	†
Dual language or two-way immersion	†
English as a second language (ESL) or English language development (ELD)	†
Newcomer programs	†
Transitional bilingual	†
Other	†

† These data are not available or data did not meet quality criteria.

Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2016–18* 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 reading/language arts, mathematics, 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.

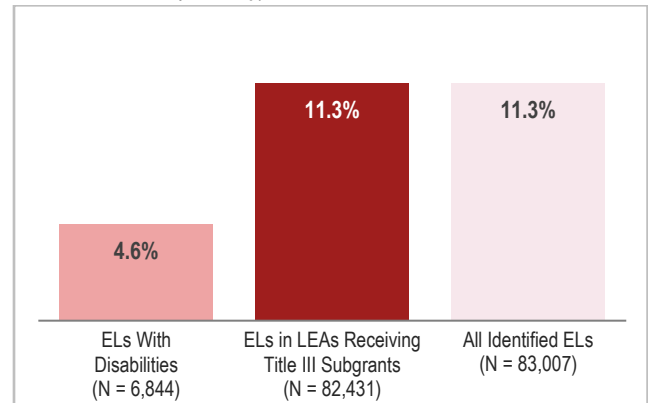
Source: Consolidated State Performance Report, SY 2016–17. EDFacts, SY 2017–18.

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

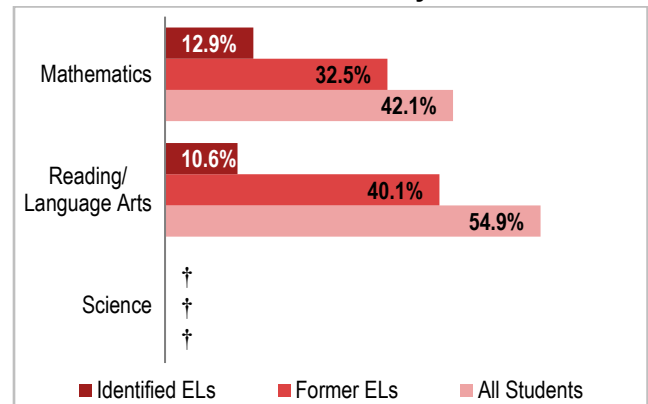


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs With Disabilities, ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



## New Mexico: School Year 2016–17

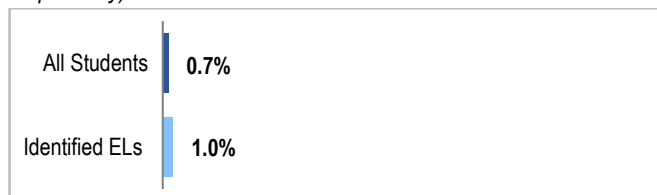
### State Summary

#### New Mexico 2016–17

Title III Funding	\$4,672,916
Total Number of ELs	49,538
National Rank of EL Population	#22

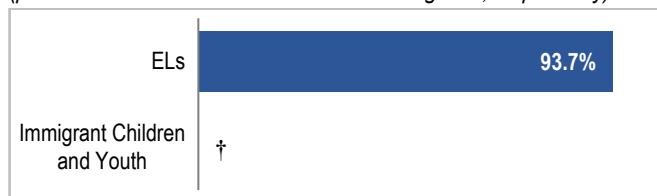
### National Comparisons

(percent of total U.S. students: all students and identified ELs, respectively)



### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)



### Top Five Languages Spoken by ELs in State

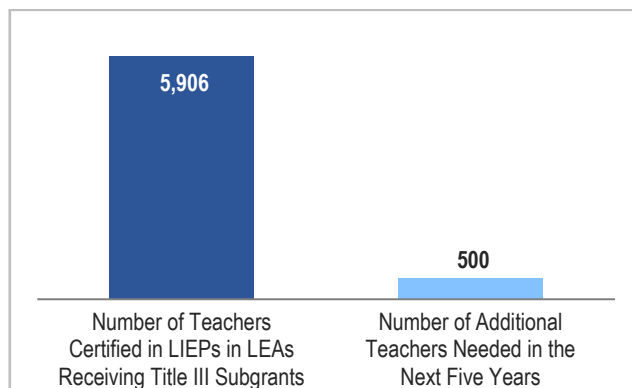
Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	35,688	72.0%
Navajo	6,008	12.1%
North American Indian	981	2.0%
Caucasian (Other)	845	1.7%
Zuni	529	1.1%

### Language Instruction Education Programs (LIEPs)

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

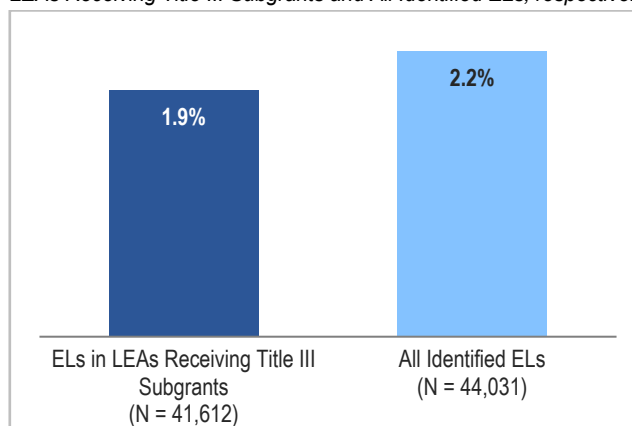
LIEPs That Use English and Another Language	LIEPs That Use English Only
Developmental bilingual	• Content-based ESL •
Dual language	• Pull-out ESL •
Heritage language	• Sheltered English instruction •
Transitional bilingual	• Specially designed academic instruction in English •
Two-way immersion	• Structured English immersion •

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

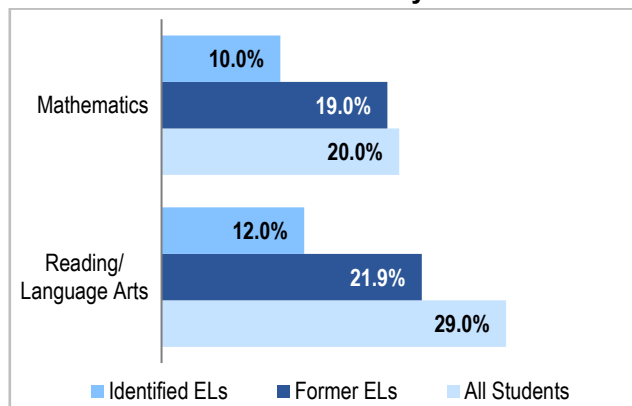


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



† These data are not available or data did not meet quality criteria.

Note: Due to data quality concerns with the SY 2016–17 data, only the SY 2017–18 science assessment results are included in this report. The SY 2016–17 and SY 2017–18 profiles are different since SY 2017–18 marks the transition to the ESEA, as amended by ESSA.

## New Mexico: School Year 2017–18

### State Summary

#### New Mexico 2017–18

Title III Funding	\$4,496,472
Total Number of ELs	52,590
National Rank of EL Population	#21

### National Comparisons

(percent of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

All Students	0.7%
Identified ELs	1.0%
Exited ELs	0.4%
ELs With Disabilities	†

### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)

ELs	63.8%
Immigrant Children and Youth	2.3%

### Top Five Languages Spoken by ELs in State

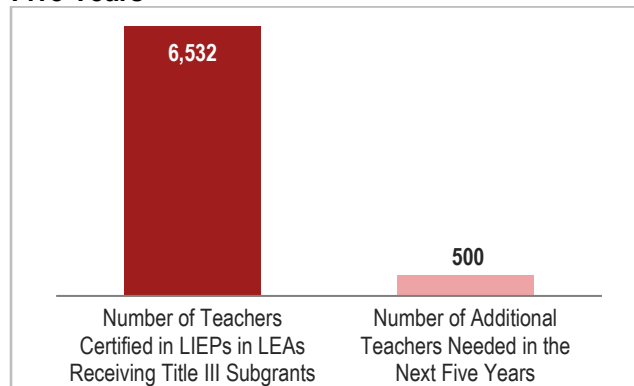
Language	Number of Speakers	Percentage of Speakers Among State ELs
†		
†		
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### Language Instruction Education Programs (LIEPs)

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

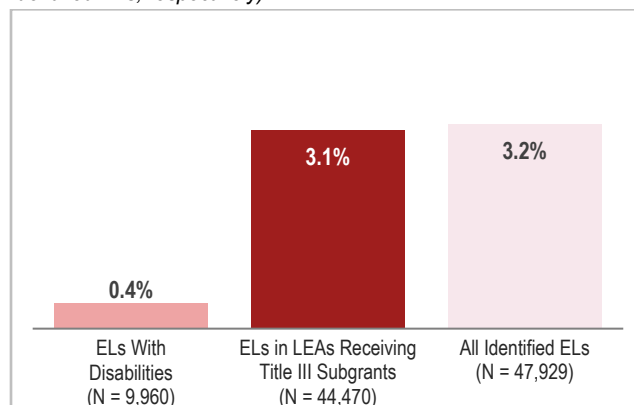
LIEPs	Percentage of ELs
Content classes with integrated ESL support	● 21.6%
Dual language or two-way immersion	● <0.1%
English as a second language (ESL) or English language development (ELD)	● 42.2%
Newcomer programs	
Transitional bilingual	● <0.1%
Other	● <0.1%

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

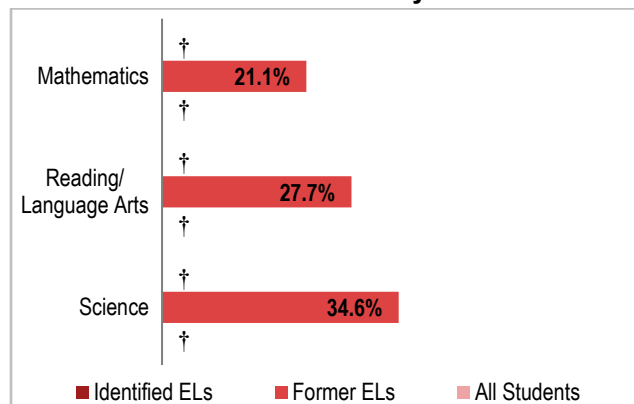


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs With Disabilities, ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



† These data are not available or data did not meet quality criteria.

Note: The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2016–18 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 reading/language arts, mathematics, 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 2016–17. EDFacts, SY 2017–18.

## New York: School Year 2016–17

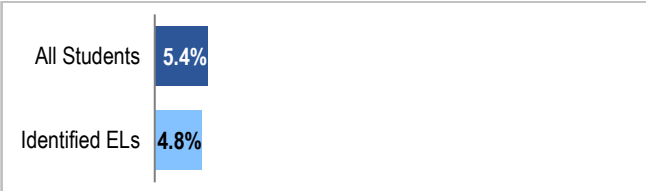
### State Summary

#### New York 2016–17

Title III Funding	\$59,664,679
Total Number of ELs	236,674
National Rank of EL Population	#4

### National Comparisons

(percent of total U.S. students: all students and identified ELs, respectively)



### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)



### Top Five Languages Spoken by ELs in State

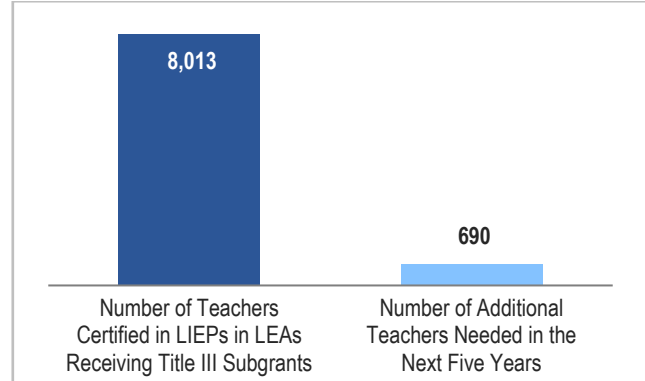
Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	148,792	62.9%
Chinese	21,409	9.0%
Arabic	11,900	5.0%
Bengali	6,591	2.8%
Russian	3,857	1.6%

### Language Instruction Education Programs (LIEPs)

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

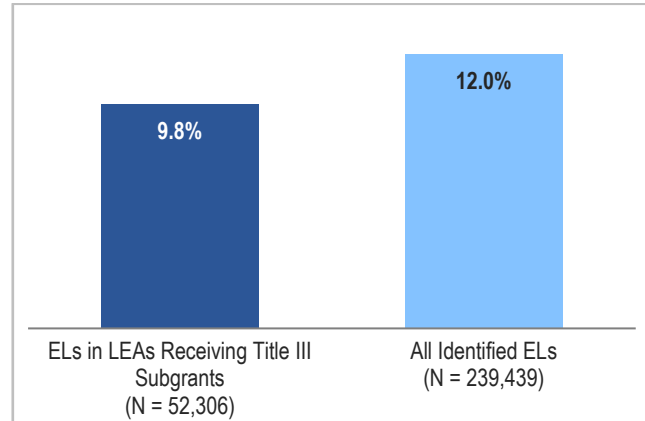
LIEPs That Use English and Another Language	LIEPs That Use English Only
Developmental bilingual	Content-based ESL ●
Dual language ●	Pull-out ESL
Heritage language ●	Sheltered English instruction
Transitional bilingual ●	Specially designed academic instruction in English
Two-way immersion ●	Structured English immersion

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

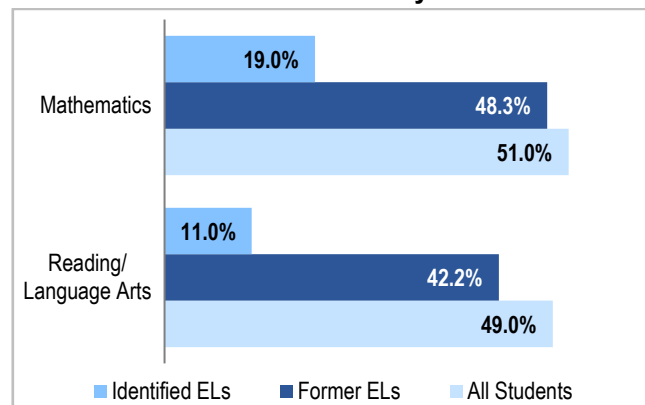


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



Note: Due to data quality concerns with the SY 2016–17 data, only the SY 2017–18 science assessment results are included in this report. The SY 2016–17 and SY 2017–18 profiles are different since SY 2017–18 marks the transition to the ESEA, as amended by ESSA.

## New York: School Year 2017–18

### State Summary

#### New York 2017–18

Title III Funding	\$56,816,372
Total Number of ELs	243,186
National Rank of EL Population	#4

### National Comparisons

(percent of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

All Students	5.4%
Identified ELs	4.9%
Exited ELs	2.4%
ELs With Disabilities	8.0%

### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)

ELs	93.9%
Immigrant Children and Youth	100.0%

### Top Five Languages Spoken by ELs in State

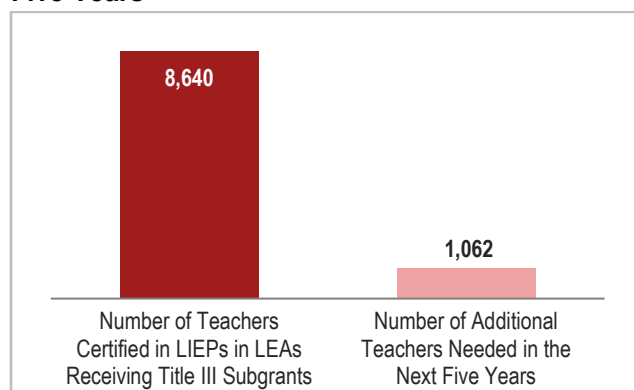
Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	154,400	63.5%
Chinese	21,417	8.8%
Arabic	13,313	5.5%
Bengali	6,523	2.7%
Russian	4,040	1.7%

### Language Instruction Education Programs (LIEPs)

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

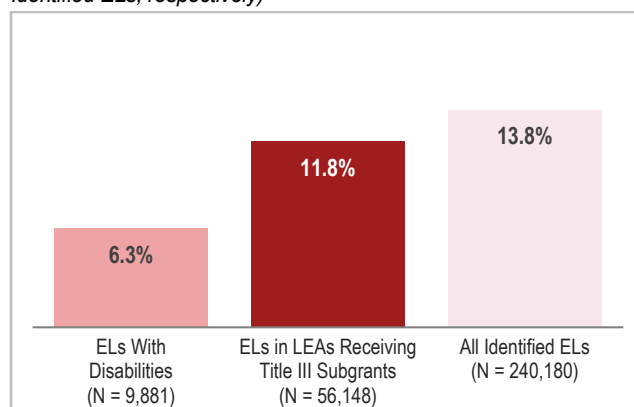
LIEPs	Percentage of ELs
Content classes with integrated ESL support	
Dual language or two-way immersion	● 5.2%
English as a second language (ESL) or English language development (ELD)	● 75.3%
Newcomer programs	
Transitional bilingual	● 13.3%
Other	

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

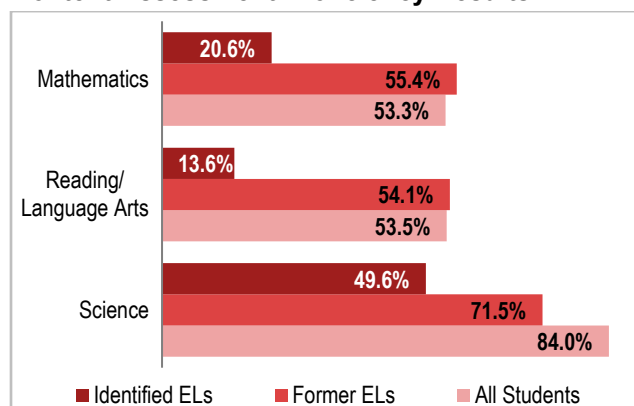


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs With Disabilities, ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



Note: The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2016–18 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 reading/language arts, mathematics, 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 2016–17. EDFacts, SY 2017–18.



## North Carolina: School Year 2016–17

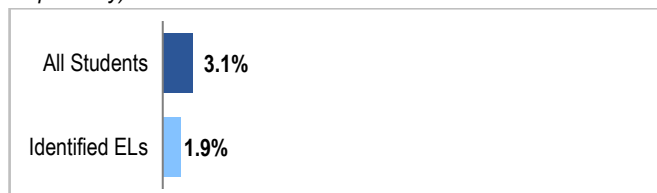
### State Summary

#### North Carolina 2016–17

Title III Funding	\$14,667,709
Total Number of ELs	92,333
National Rank of EL Population	#11

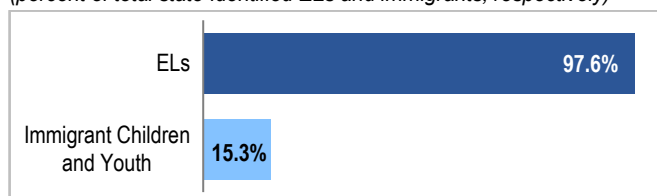
### National Comparisons

(percent of total U.S. students: all students and identified ELs, respectively)



### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)



### Top Five Languages Spoken by ELs in State

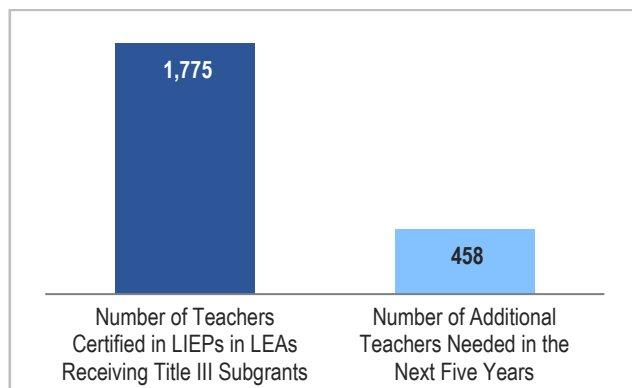
Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	76,447	82.8%
Arabic	2,437	2.6%
Chinese	1,266	1.4%
Vietnamese	983	1.1%
Hmong	707	0.8%

### Language Instruction Education Programs (LIEPs)

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

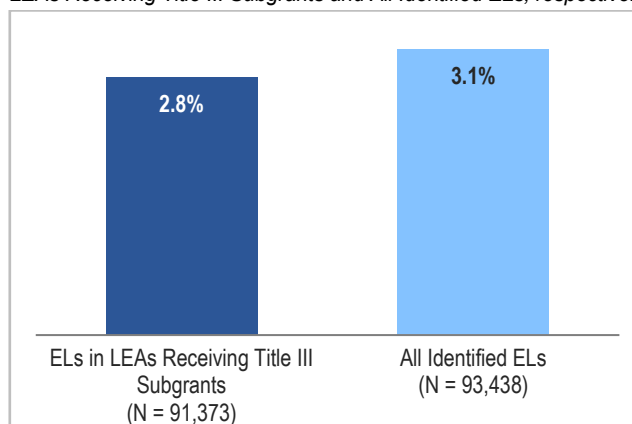
LIEPs That Use English and Another Language		LIEPs That Use English Only	
Developmental bilingual		Content-based ESL	●
Dual language	●	Pull-out ESL	
Heritage language	●	Sheltered English instruction	
Transitional bilingual	●	Specially designed academic instruction in English	
Two-way immersion	●	Structured English immersion	

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

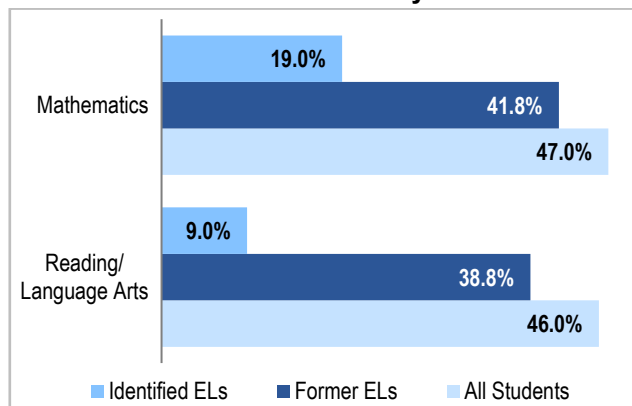


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



Note: Due to data quality concerns with the SY 2016–17 data, only the SY 2017–18 science assessment results are included in this report. The SY 2016–17 and SY 2017–18 profiles are different since SY 2017–18 marks the transition to the ESEA, as amended by ESSA.

## North Carolina: School Year 2017–18

### State Summary

#### North Carolina 2017–18

Title III Funding	\$14,467,817
Total Number of ELs	105,694
National Rank of EL Population	#9

### National Comparisons

(percent of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

All Students	3.1%
Identified ELs	2.1%
Exited ELs	1.7%
ELs With Disabilities	2.5%

### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)

ELs	96.8%
Immigrant Children and Youth	14.7%

### Top Five Languages Spoken by ELs in State

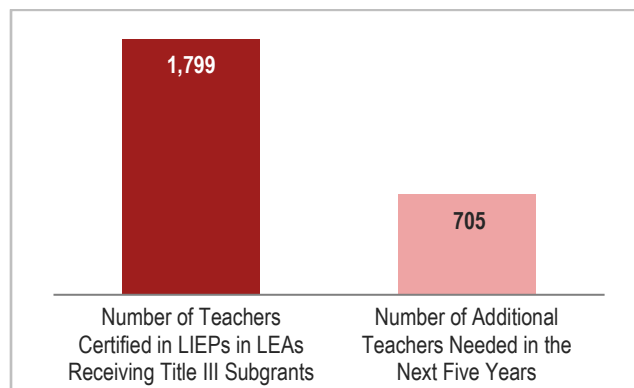
Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	81,944	82.4%
Arabic	2,827	2.8%
Chinese	1,326	1.3%
Vietnamese	1,116	1.1%
Hmong	773	0.8%

### Language Instruction Education Programs (LIEPs)

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

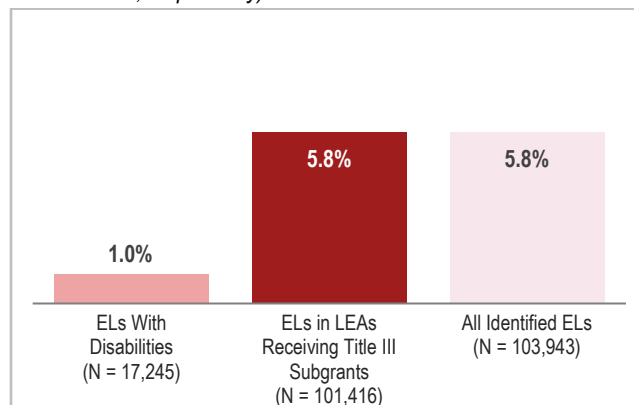
LIEPs	Percentage of ELs
Content classes with integrated ESL support	
Dual language or two-way immersion	
English as a second language (ESL) or English language development (ELD)	● 96.8%
Newcomer programs	
Transitional bilingual	
Other	

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

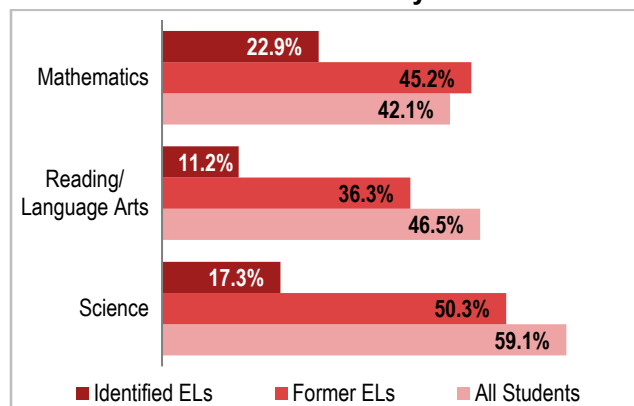


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs With Disabilities, ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



Note: The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2016–18 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 reading/language arts, mathematics, 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 2016–17. EDFacts, SY 2017–18.

## North Dakota: School Year 2016–17

### State Summary

#### North Dakota 2016–17

Title III Funding	\$592,193
Total Number of ELs	3,164
National Rank of EL Population	#47

### National Comparisons

(percent of total U.S. students: all students and identified ELs, respectively)

All Students	0.2%
Identified ELs	0.1%

### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)

ELs	94.3%
Immigrant Children and Youth	63.7%

### Top Five Languages Spoken by ELs in State

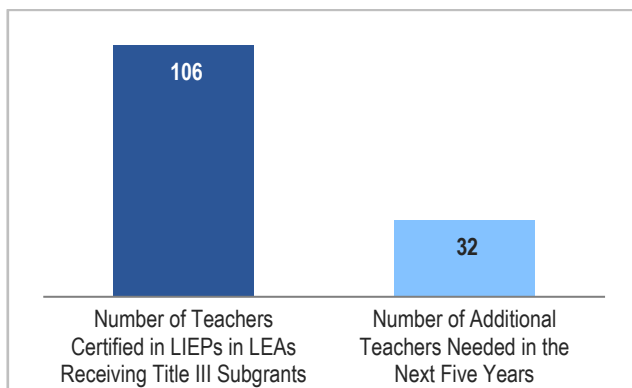
Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	941	29.7%
Somali	470	14.9%
Nepali	396	12.5%
Arabic	176	5.6%
Creoles and pidgins, English-based (Other)	172	5.4%

### Language Instruction Education Programs (LIEPs)

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

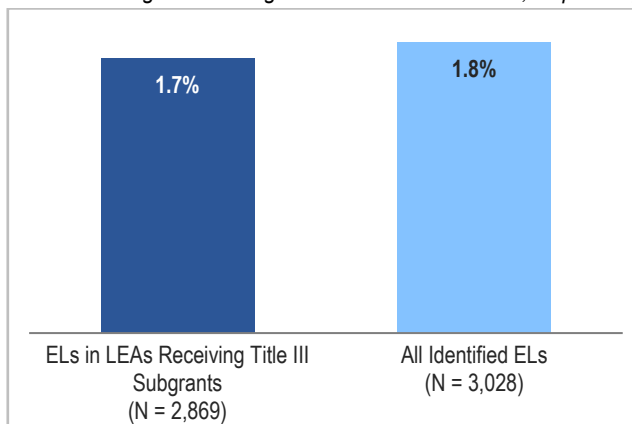
LIEPs That Use English and Another Language	LIEPs That Use English Only
Developmental bilingual	Content-based ESL •
Dual language	Pull-out ESL •
Heritage language	Sheltered English instruction •
Transitional bilingual	Specially designed academic instruction in English •
Two-way immersion	Structured English immersion

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

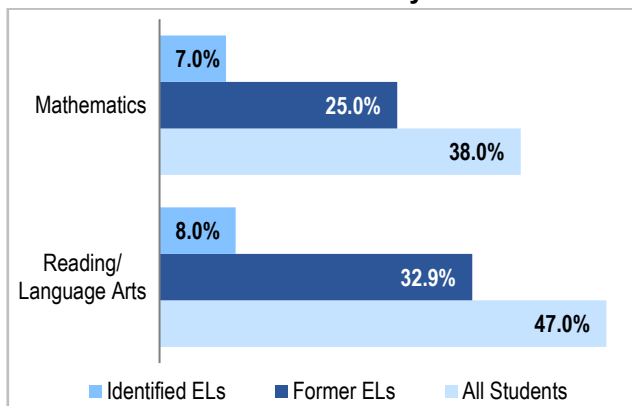


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



Note: Due to data quality concerns with the SY 2016–17 data, only the SY 2017–18 science assessment results are included in this report. The SY 2016–17 and SY 2017–18 profiles are different since SY 2017–18 marks the transition to the ESEA, as amended by ESSA.

## North Dakota: School Year 2017–18

### State Summary

#### North Dakota 2017–18

Title III Funding	\$530,394
Total Number of ELs	3,632
National Rank of EL Population	#47

### National Comparisons

(percent of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

All Students	0.2%
Identified ELs	0.1%
Exited ELs	<0.1%
ELs With Disabilities	0.1%

### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)

ELs	97.7%
Immigrant Children and Youth	1.5%

### Top Five Languages Spoken by ELs in State

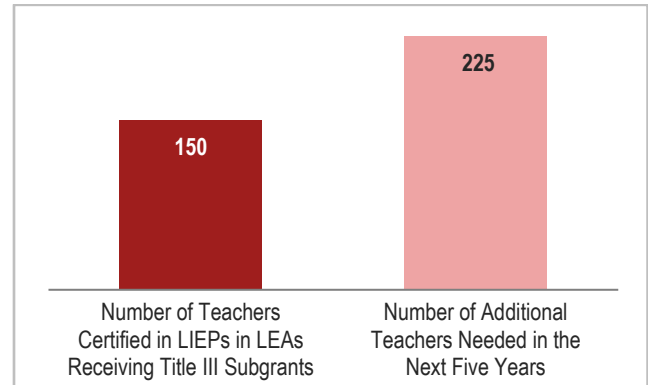
Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	1,056	29.1%
Somali	544	15.0%
Nepali	450	12.4%
Creoles and pidgins, English-based (Other)	209	5.8%
Arabic	194	5.3%

### Language Instruction Education Programs (LIEPs)

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

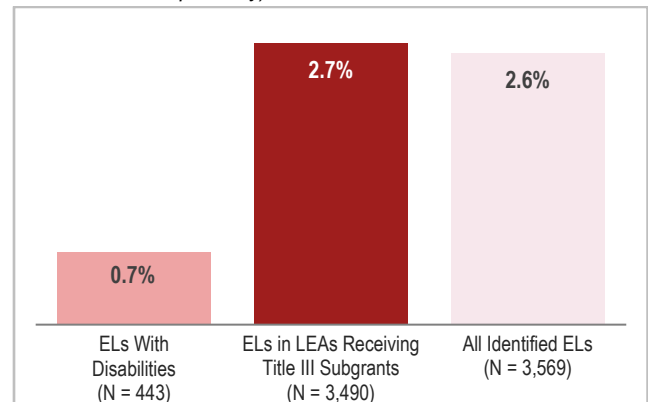
LIEPs	Percentage of ELs
Content classes with integrated ESL support	● 27.4%
Dual language or two-way immersion	
English as a second language (ESL) or English language development (ELD)	● 68.4%
Newcomer programs	
Transitional bilingual	
Other	● 1.9%

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

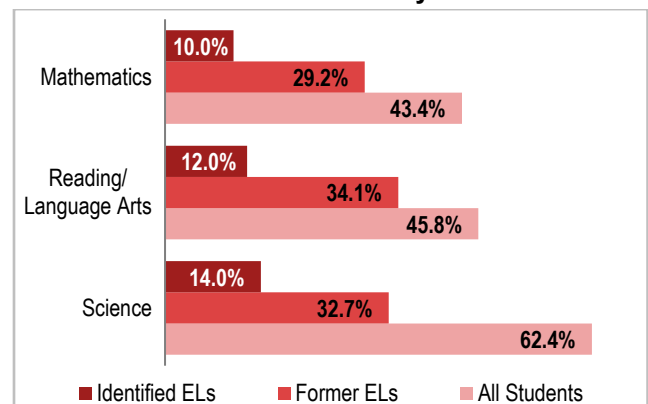


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs With Disabilities, ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



Note: The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2016–18 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 reading/language arts, mathematics, 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 2016–17. EDFacts, SY 2017–18.

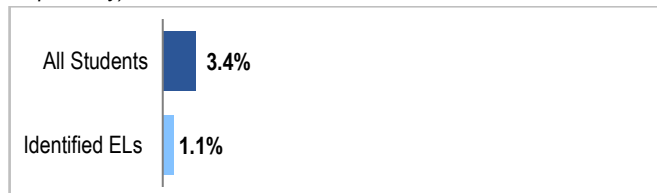
## Ohio: School Year 2016–17

### State Summary

Ohio 2016–17	
Title III Funding	\$10,629,695
Total Number of ELs	56,624
National Rank of EL Population	#18

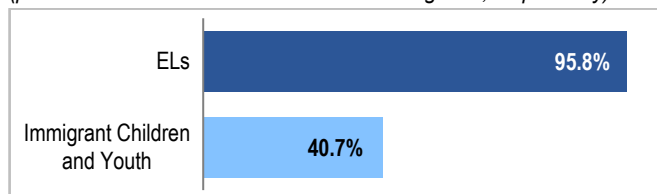
### National Comparisons

(percent of total U.S. students: all students and identified ELs, respectively)



### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)



### Top Five Languages Spoken by ELs in State

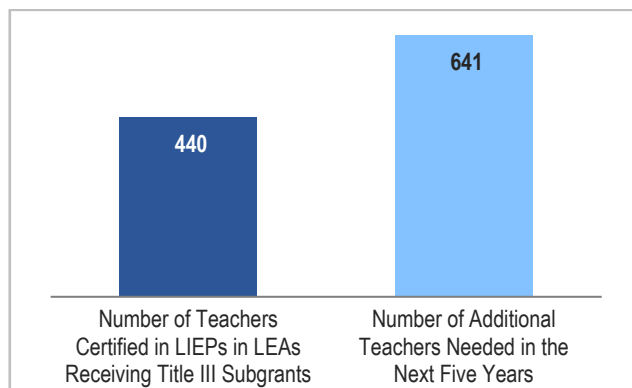
Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	21,341	37.7%
Somali	4,011	7.1%
Arabic	3,793	6.7%
Chinese	1,104	1.9%
German	780	1.4%

### Language Instruction Education Programs (LIEPs)

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

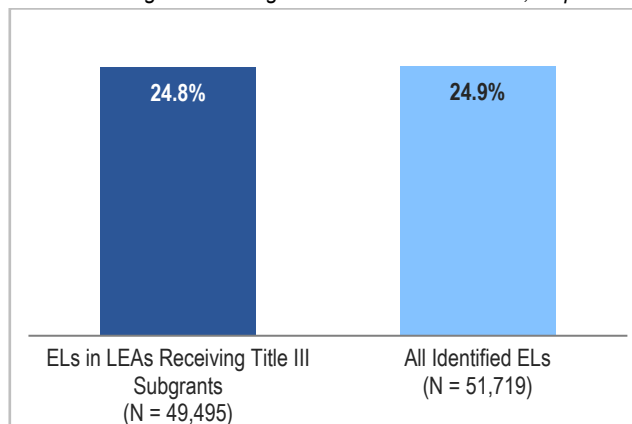
LIEPs That Use English and Another Language		LIEPs That Use English Only	
Developmental bilingual	●	Content-based ESL	●
Dual language	●	Pull-out ESL	●
Heritage language	●	Sheltered English instruction	●
Transitional bilingual	●	Specially designed academic instruction in English	●
Two-way immersion	●	Structured English immersion	●

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

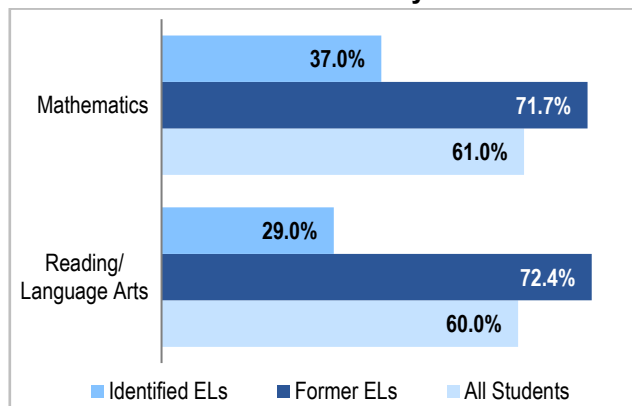


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



Note: Due to data quality concerns with the SY 2016–17 data, only the SY 2017–18 science assessment results are included in this report. The SY 2016–17 and SY 2017–18 profiles are different since SY 2017–18 marks the transition to the ESEA, as amended by ESSA.

## Ohio: School Year 2017–18

### State Summary

#### Ohio 2017–18

Title III Funding	\$10,150,789
Total Number of ELs	52,957
National Rank of EL Population	#20

### National Comparisons

(percent of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

All Students	3.4%
Identified ELs	1.1%
Exited ELs	0.7%
ELs With Disabilities	0.9%

### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)

ELs	96.6%
Immigrant Children and Youth	77.2%

### Top Five Languages Spoken by ELs in State

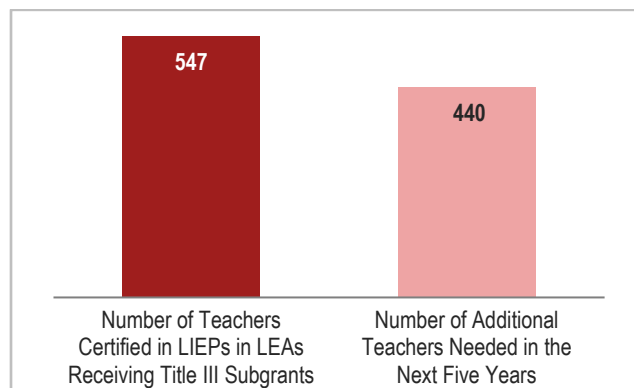
Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	20,182	44.1%
Somali	3,978	8.7%
Arabic	3,591	7.8%
Chinese	855	1.9%
Japanese	671	1.5%

### Language Instruction Education Programs (LIEPs)

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

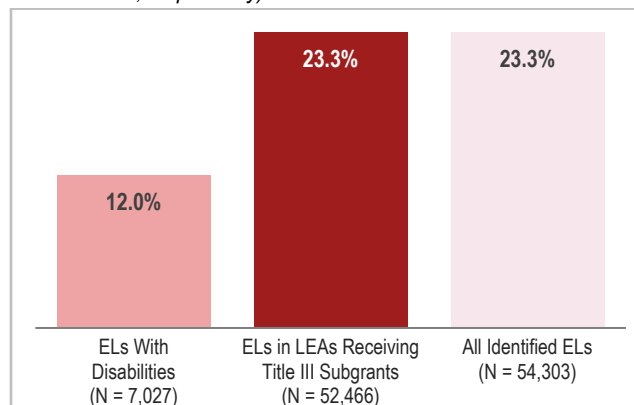
LIEPs	Percentage of ELs
Content classes with integrated ESL support	
Dual language or two-way immersion	
English as a second language (ESL) or English language development (ELD)	● 63.4%
Newcomer programs	
Transitional bilingual	● 6.1%
Other	

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

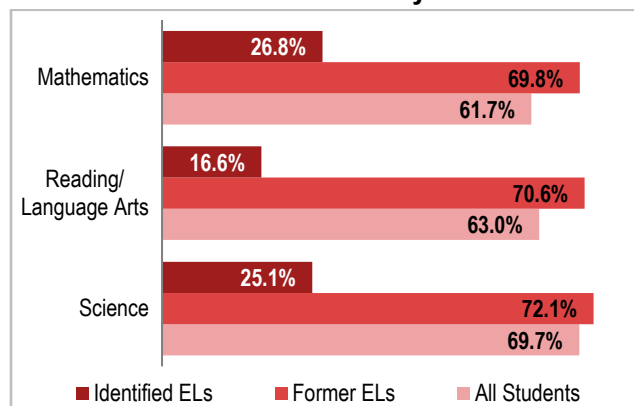


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs With Disabilities, ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



Note: The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2016–18 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 reading/language arts, mathematics, 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 2016–17. EDFacts, SY 2017–18.

## Oklahoma: School Year 2016–17

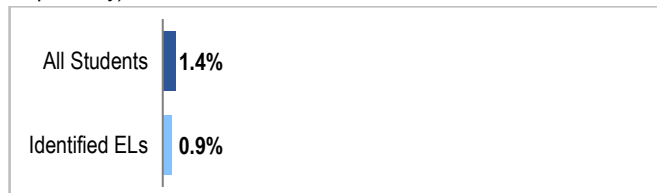
### State Summary

#### Oklahoma 2016–17

Title III Funding	\$5,340,226
Total Number of ELs	46,327
National Rank of EL Population	#24

### National Comparisons

(percent of total U.S. students: all students and identified ELs, respectively)



### Students Served With Title III Funds

(percent of total state-identified ELs and immigrants, respectively)



### Top Five Languages Spoken by ELs in State

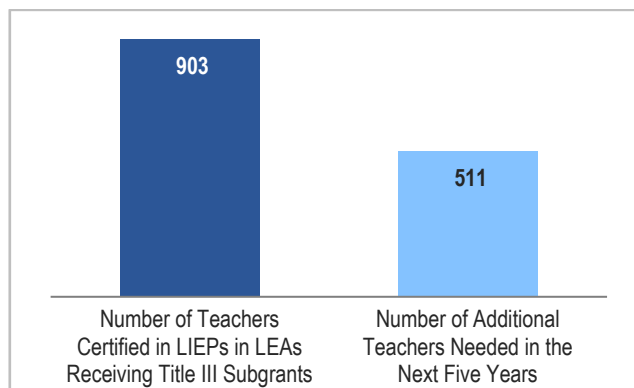
Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	39,230	84.7%
Burmese	952	2.1%
Vietnamese	857	1.8%
Cherokee	698	1.5%
Marshallese	670	1.4%

### Language Instruction Education Programs (LIEPs)

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

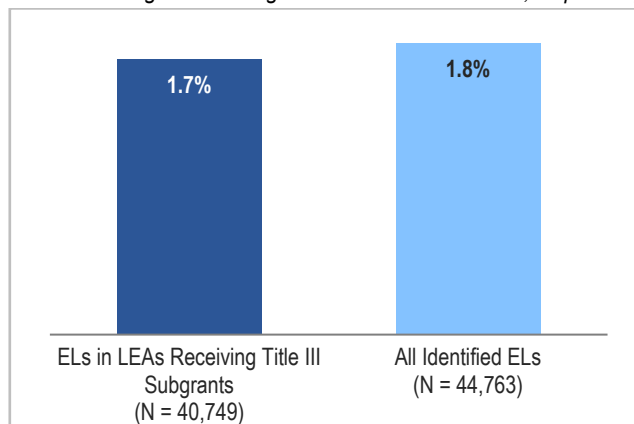
LIEPs That Use English and Another Language	LIEPs That Use English Only
Developmental bilingual	● Content-based ESL ●
Dual language	● Pull-out ESL ●
Heritage language	Sheltered English instruction ●
Transitional bilingual	● Specially designed academic instruction in English ●
Two-way immersion	● Structured English immersion ●

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

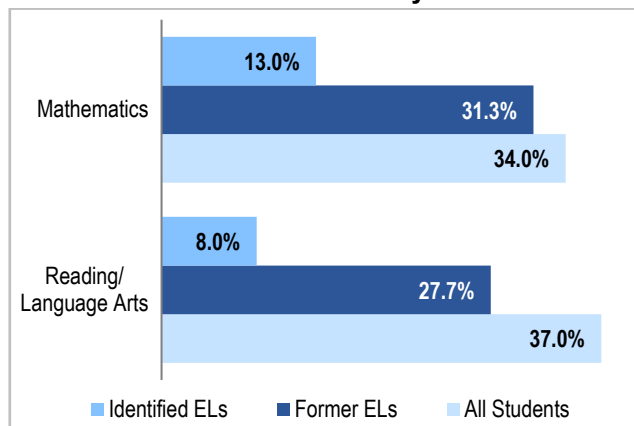


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



Note: Due to data quality concerns with the SY 2016–17 data, only the SY 2017–18 science assessment results are included in this report. The SY 2016–17 and SY 2017–18 profiles are different since SY 2017–18 marks the transition to the ESEA, as amended by ESSA



## Oklahoma: School Year 2017–18

### State Summary

#### Oklahoma 2017–18

Title III Funding	\$5,350,095
Total Number of ELs	52,130
National Rank of EL Population	#22

### National Comparisons

(percent of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

All Students	1.4%
Identified ELs	1.0%
Exited ELs	<0.1%
ELs With Disabilities	1.2%

### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)

ELs	91.9%
Immigrant Children and Youth	70.7%

### Top Five Languages Spoken by ELs in State

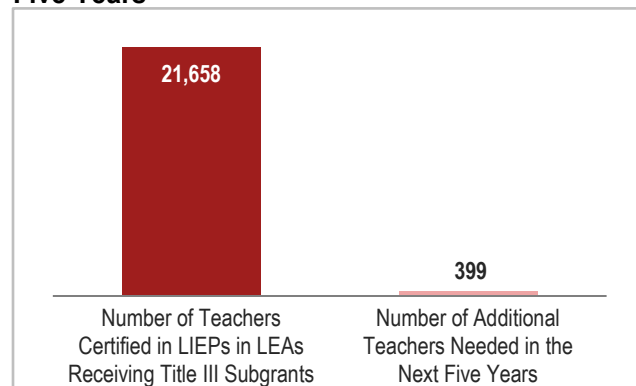
Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	43,655	83.7%
Burmese	1,143	2.2%
Vietnamese	1,029	2.0%
Marshallese	732	1.4%
Cherokee	711	1.4%

### Language Instruction Education Programs (LIEPs)

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

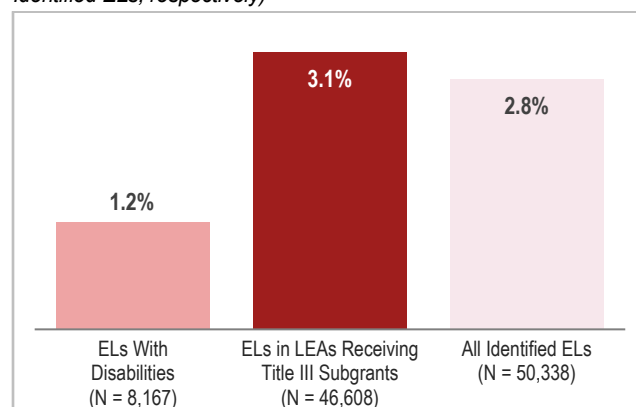
LIEPs	Percentage of ELs
Content classes with integrated ESL support ●	34.8%
Dual language or two-way immersion ●	2.5%
English as a second language (ESL) or English language development (ELD) ●	52.2%
Newcomer programs ●	2.0%
Transitional bilingual ●	0.2%
Other ●	0.2%

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

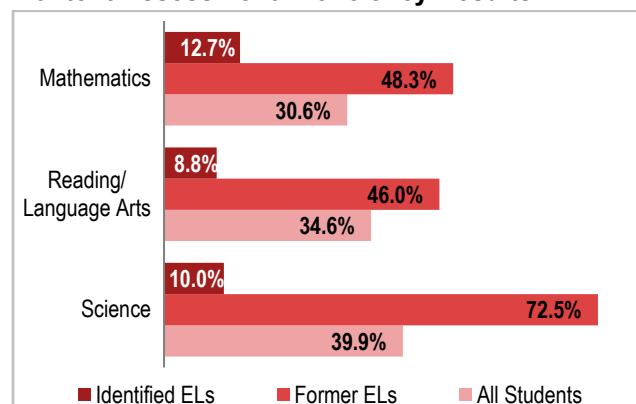


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs With Disabilities, ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



Note: The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2016–18 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 reading/language arts, mathematics, 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 2016–17. EDFacts, SY 2017–18.

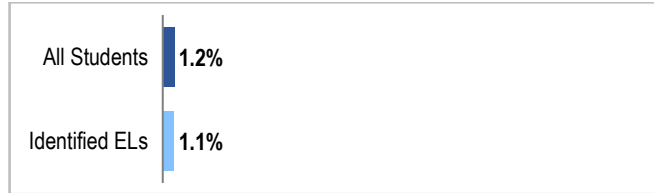
## Oregon: School Year 2016–17

### State Summary

Oregon 2016–17	
Title III Funding	\$7,166,764
Total Number of ELs	56,568
National Rank of EL Population	#19

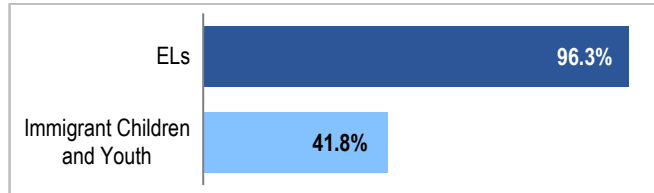
### National Comparisons

(percent of total U.S. students: all students and identified ELs, respectively)



### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)



### Top Five Languages Spoken by ELs in State

Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	43,288	76.5%
Russian	1,845	3.3%
Vietnamese	1,409	2.5%
Arabic	1,021	1.8%
Chinese	1,015	1.8%

### Language Instruction Education Programs (LIEPs)

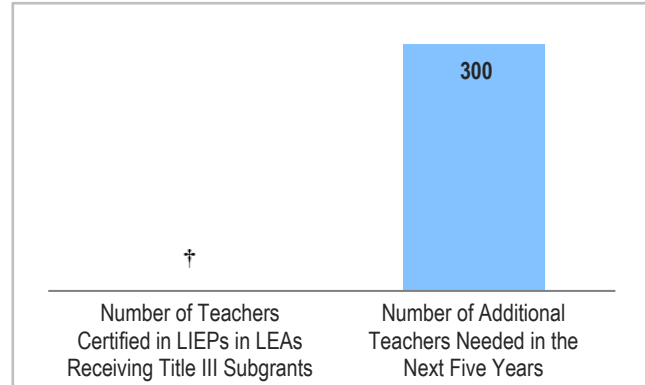
(● indicates a LIEP was in place during the school year)

LIEPs That Use English and Another Language		LIEPs That Use English Only	
Developmental bilingual		Content-based ESL	
Dual language	●	Pull-out ESL	●
Heritage language	●	Sheltered English instruction	●
Transitional bilingual	●	Specially designed academic instruction in English	
Two-way immersion	●	Structured English immersion	

† These data are not available or data did not meet quality criteria.

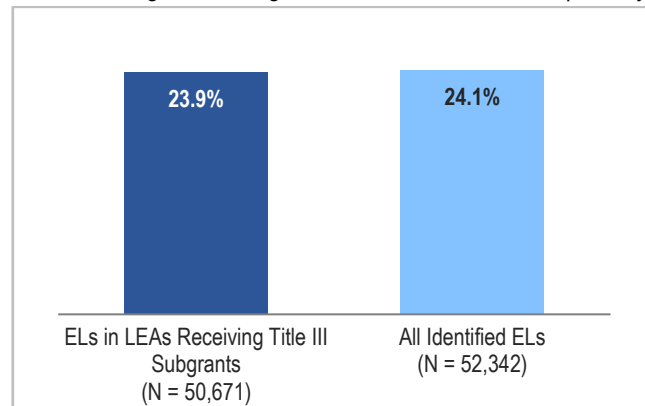
Note: Due to data quality concerns with the SY 2016–17 data, only the SY 2017–18 science assessment results are included in this report. The SY 2016–17 and SY 2017–18 profiles are different since SY 2017–18 marks the transition to the ESEA, as amended by ESSA.

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

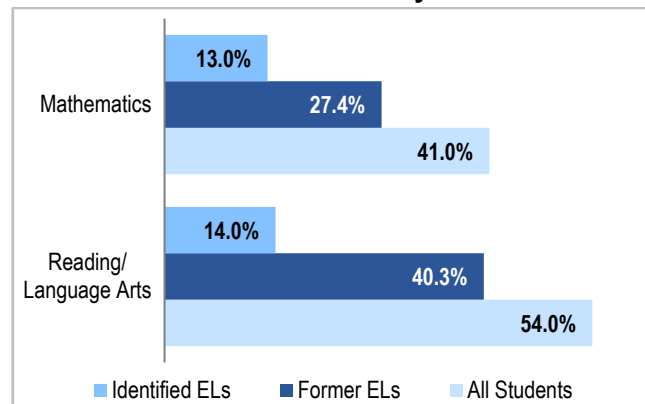


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



## Oregon: School Year 2017–18

### State Summary

#### Oregon 2017–18

Title III Funding	\$7,058,225
Total Number of ELs	51,015
National Rank of EL Population	#23

### National Comparisons

(percent of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

All Students	1.2%
Identified ELs	1.0%
Exited ELs	1.3%
ELs With Disabilities	1.4%

### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)

ELs	97.0%
Immigrant Children and Youth	18.4%

### Top Five Languages Spoken by ELs in State

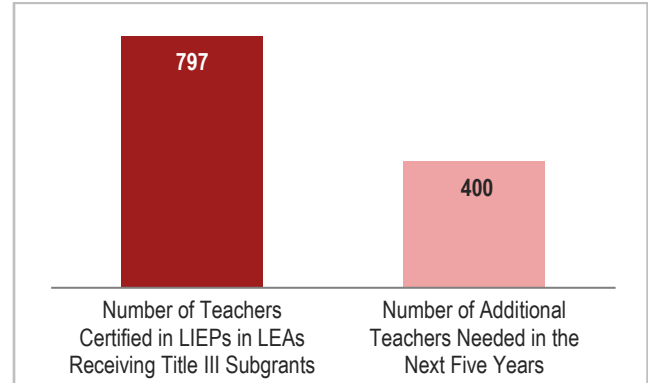
Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	38,922	77.1%
Russian	1,593	3.2%
Vietnamese	1,100	2.2%
Arabic	954	1.9%
Chinese	945	1.9%

### Language Instruction Education Programs (LIEPs)

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

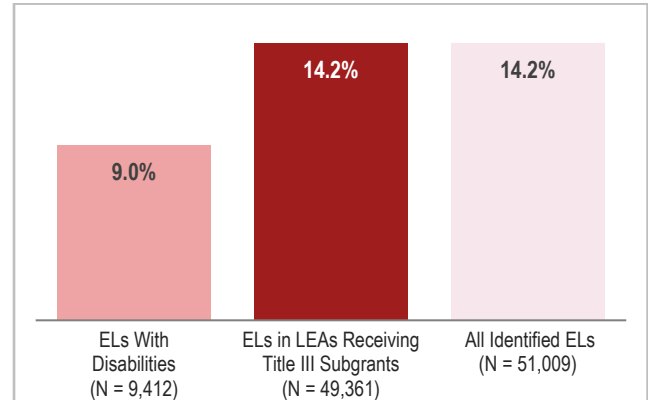
LIEPs	Percentage of ELs
Content classes with integrated ESL support	
Dual language or two-way immersion	
English as a second language (ESL) or English language development (ELD)	● 96.3%
Newcomer programs	● 0.7%
Transitional bilingual	
Other	

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

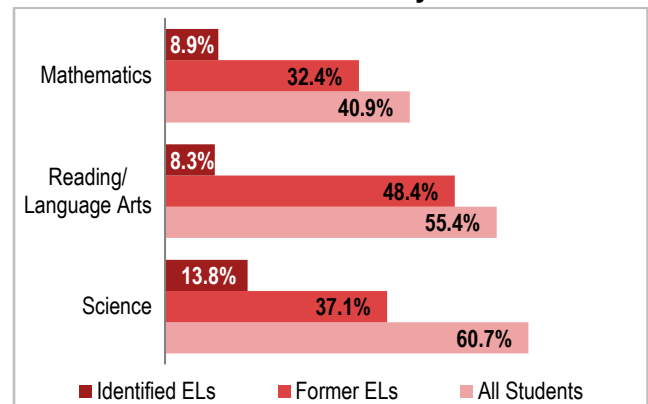


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs With Disabilities, ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



Note: The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2016–18 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 reading/language arts, mathematics, 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 2016–17. EDFacts, SY 2017–18.

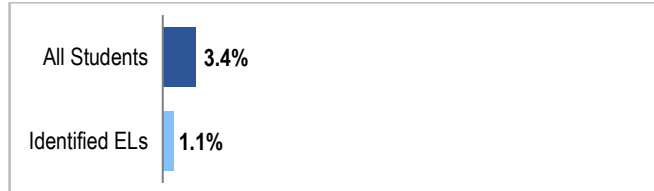
## Pennsylvania: School Year 2016–17

### State Summary

Pennsylvania 2016–17	
Title III Funding	\$15,407,005
Total Number of ELs	56,142
National Rank of EL Population	#20

### National Comparisons

(percent of total U.S. students: all students and identified ELs, respectively)



### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)



### Top Five Languages Spoken by ELs in State

Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	35,815	63.8%
Arabic	2,628	4.7%
Chinese	2,497	4.4%
Nepali	1,599	2.8%
Vietnamese	1,113	2.0%

### Language Instruction Education Programs (LIEPs)

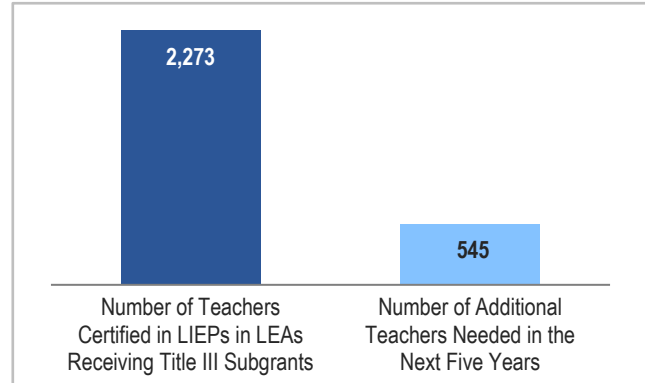
(• indicates a LIEP was in place during the school year)

LIEPs That Use English and Another Language	LIEPs That Use English Only
Developmental bilingual	• Content-based ESL •
Dual language	• Pull-out ESL •
Heritage language	• Sheltered English instruction •
Transitional bilingual	• Specially designed academic instruction in English •
Two-way immersion	• Structured English immersion •

† These data are not available or data did not meet quality criteria.

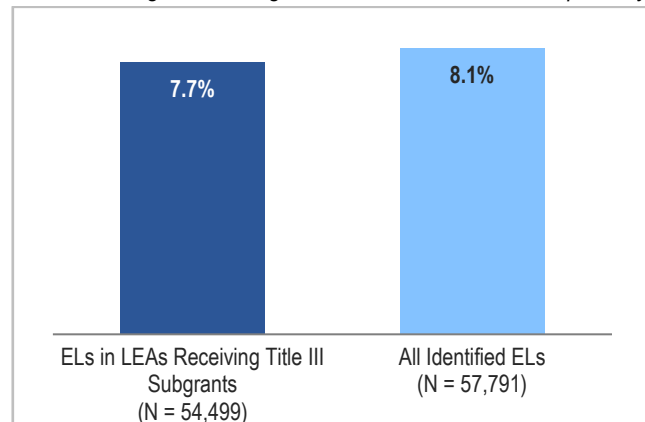
Note: Due to data quality concerns with the SY 2016–17 data, only the SY 2017–18 science assessment results are included in this report. The SY 2016–17 and SY 2017–18 profiles are different since SY 2017–18 marks the transition to the ESEA, as amended by ESSA.

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

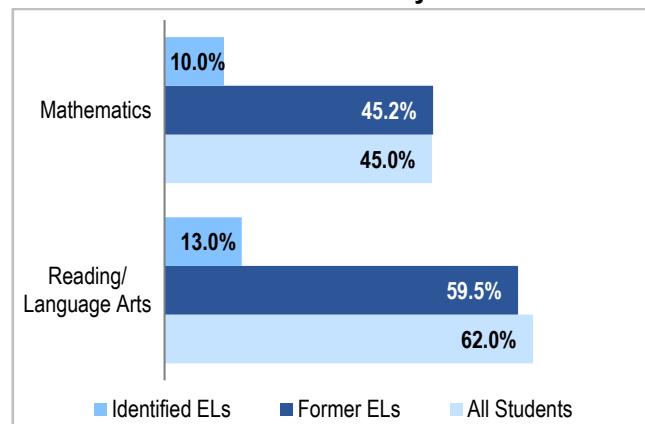


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



## Pennsylvania: School Year 2017–18

### State Summary

#### Pennsylvania 2017–18

Title III Funding	\$14,975,784
Total Number of ELs	62,056
National Rank of EL Population	#18

### National Comparisons

(percent of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

All Students	3.4%
Identified ELs	1.2%
Exited ELs	0.4%
ELs With Disabilities	1.5%

### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)

ELs	99.4%
Immigrant Children and Youth	†

### Top Five Languages Spoken by ELs in State

Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	38,612	62.2%
Arabic	3,112	5.0%
Chinese	2,773	4.5%
Nepali	1,691	2.7%
Russian	1,251	2.0%

### Language Instruction Education Programs (LIEPs)

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

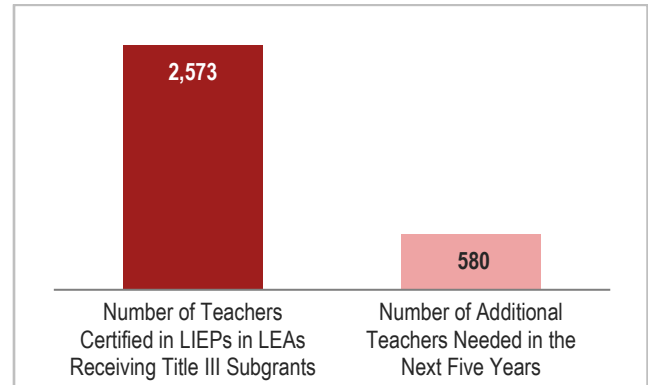
LIEPs	Percentage of ELs
Content classes with integrated ESL support	● 93.4%
Dual language or two-way immersion	● 3.0%
English as a second language (ESL) or English language development (ELD)	
Newcomer programs	
Transitional bilingual	● 2.9%
Other	

† These data are not available.

Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2016–18* 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 reading/language arts, mathematics, 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.

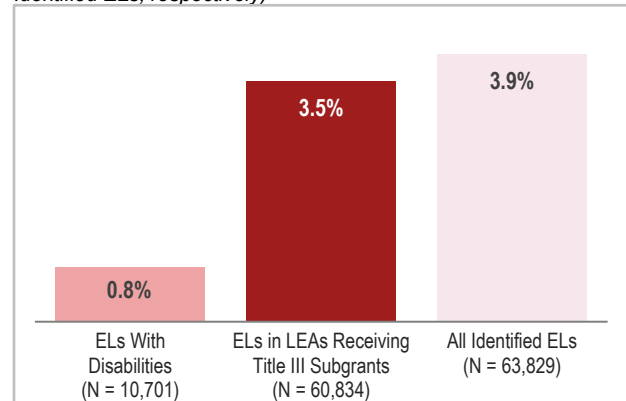
Source: Consolidated State Performance Report, SY 2016–17. EDFacts, SY 2017–18.

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

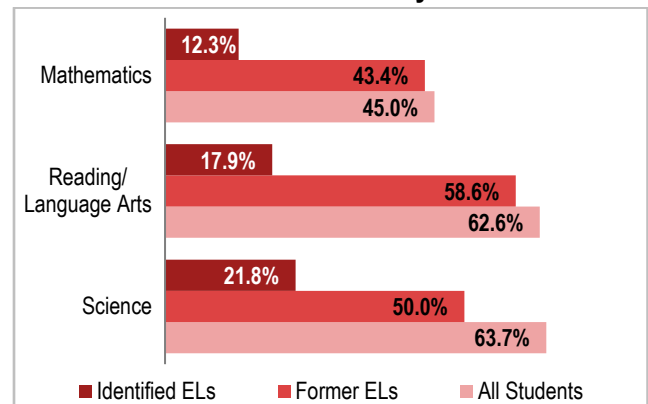


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs With Disabilities, ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



## \*Puerto Rico: School Year 2016–17

\*In Puerto Rico, limited Spanish proficient students are identified and receive services in Title III-supported LIEPs. The language of instruction is Spanish. These Spanish learners (SLs) complete a Spanish language proficiency assessment, and their content assessments are in Spanish.

### State Summary

#### Puerto Rico 2016–17

Title III Funding	\$3,403,910
Total Number of SLs	977

### Students Enrolled in LEA Receiving Title III Subgrants for SLs and Immigrant Children and Youth

(percent of total state identified SLs and immigrants, respectively)

SLs	100.0%
Immigrant Children and Youth	100.0%

### Top Five Languages Spoken by Spanish learners in State

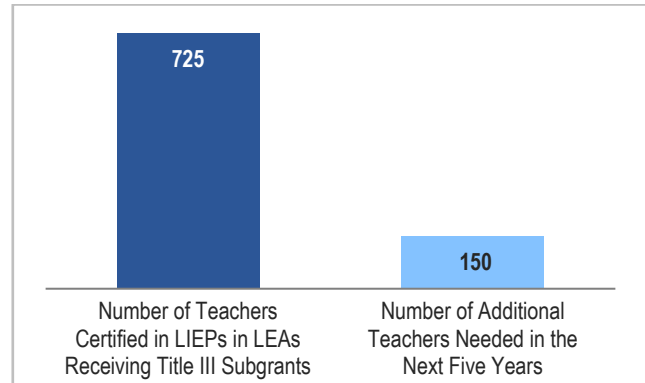
Language	Number of Speakers	Percentage of Speakers Among State SLs
Undetermined	17	1.7%
Haitian; Haitian Creole	11	1.1%
Arabic	5	0.5%
Chinese	5	0.5%
Mandingo	5	0.5%

### Language Instruction Education Programs (LIEPs)

LIEPs That Use English and Another Language	LIEPs That Use English Only
Developmental bilingual	Content-based ESL
Dual language	Pull-out ESL
Heritage language	Sheltered English instruction
Transitional bilingual	Specially designed academic instruction in English
Two-way immersion	Structured English immersion

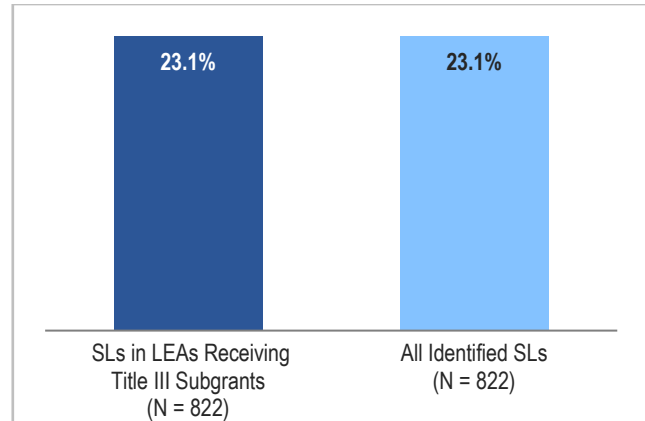
NOTE: In Puerto Rico, LIEPs use Spanish.

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

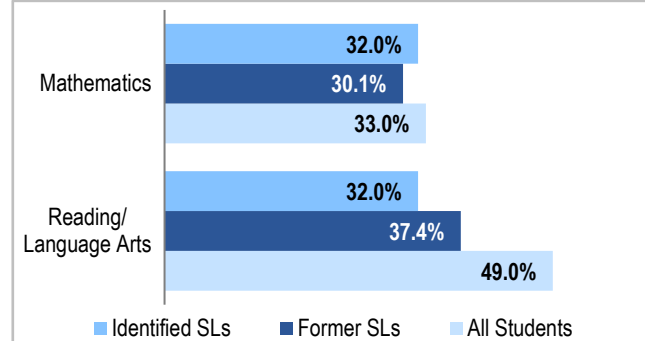


### Spanish Language Proficiency Assessment Results

(percent of SLs at or above proficient and number participated: SLs in LEAs Receiving Title III Subgrants and All Identified SLs, respectively)



### Content Assessment Proficiency Results



Note: Due to data quality concerns with the SY 2016–17 data, only the SY 2017–18 science assessment results are included in this report. The SY 2016–17 and SY 2017–18 profiles are different since SY 2017–18 marks the transition to the ESEA, as amended by ESSA.

## \*Puerto Rico: School Year 2017–18

\*In Puerto Rico, limited Spanish proficient students are identified and receive services in Title III-supported LIEPs. The language of instruction is Spanish. These Spanish learners (SLs) complete a Spanish language proficiency assessment, and their content assessments are in Spanish.

### State Summary

#### Puerto Rico 2017–18

Title III Funding	\$3,386,765
Total Number of SLs	957

### Students Enrolled in LEA Receiving Title III Subgrants for SLs and Immigrant Children and Youth

(percent of total state-identified SLs and immigrants, respectively)

SLs	100.0%
Immigrant Children and Youth	100.0%

### Top Five Languages Spoken by Spanish learners in Territory

Language	Number of Speakers	Percentage of Speakers Among State SLs
Haitian; Haitian Creole	20	2.1%
Spanish; Castilian	12	1.3%
Chinese	7	0.7%
Arabic	4	0.4%
Mandingo	4	0.4%

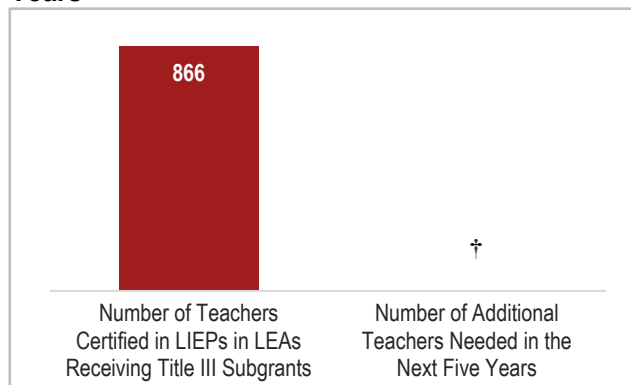
### Language Instruction Education Programs (LIEPs)

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

LIEPs	Percentage of SLs
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	
Other (Spanish LIEPs)	● 100.0%

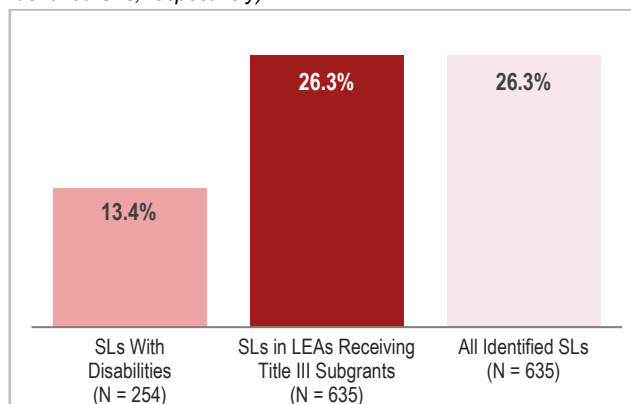
**NOTE:** In Puerto Rico, LIEPs use Spanish.

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

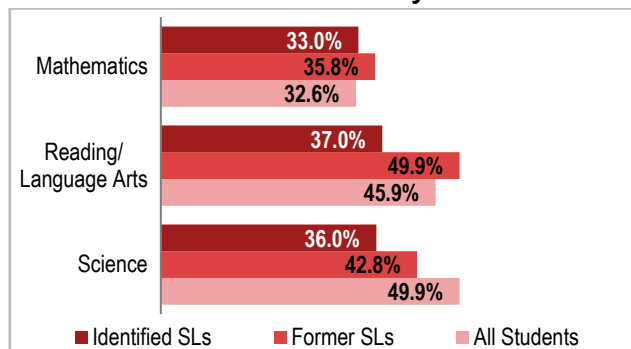


### Spanish Language Proficiency Assessment Results

(percent of SLs at or above proficient and number participated: SLs With Disabilities, SLs in LEAs Receiving Title III Subgrants and All Identified SLs, respectively)



### Content Assessment Proficiency Results



† These data are not available or data did not meet quality criteria.

**Note.** The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2016–18 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 reading/language arts, mathematics, 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 2016–17. EDFacts, SY 2017–18.



## Rhode Island: School Year 2016–17

### State Summary

#### Rhode Island 2016–17

Title III Funding	\$1,961,293
Total Number of ELs	11,087
National Rank of EL Population	#41

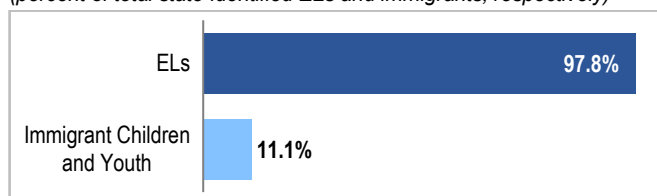
### National Comparisons

(percent of total U.S. students: all students and identified ELs, respectively)

All Students	0.3%
Identified ELs	0.2%

### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)



### Top Five Languages Spoken by ELs in State

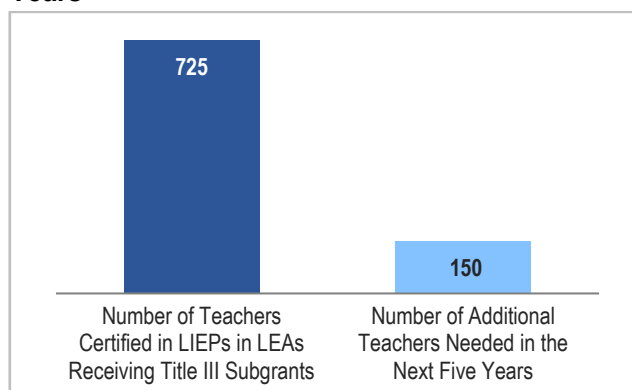
Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	7,194	64.9%
Creoles and pidgins, Portuguese-based (Other)	381	3.4%
Portuguese	208	1.9%
Chinese	120	1.1%
Arabic	102	0.9%

### Language Instruction Education Programs (LIEPs)

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

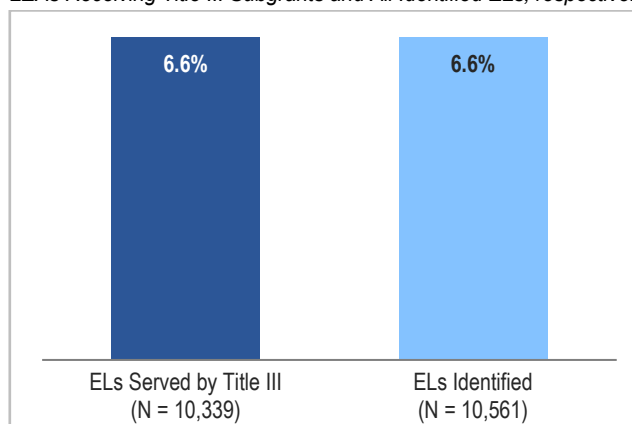
LIEPs That Use English and Another Language	LIEPs That Use English Only
Developmental bilingual	• Content-based ESL •
Dual language	• Pull-out ESL •
Heritage language	Sheltered English instruction •
Transitional bilingual	• Specially designed academic instruction in English •
Two-way immersion	• Structured English immersion •

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

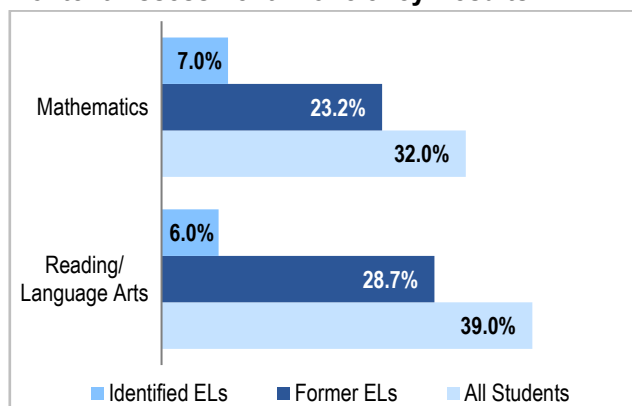


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



Note: Due to data quality concerns with the SY 2016–17 data, only the SY 2017–18 science assessment results are included in this report. The SY 2016–17 and SY 2017–18 profiles are different since SY 2017–18 marks the transition to the ESEA, as amended by ESSA.

## Rhode Island: School Year 2017–18

### State Summary

#### Rhode Island 2017–18

Title III Funding	\$1,903,554
Total Number of ELs	12,616
National Rank of EL Population	#42

### National Comparisons

(percent of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

All Students	0.3%
Identified ELs	0.3%
Exited ELs	0.3%
ELs With Disabilities	0.3%

### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)

ELs	99.3%
Immigrant Children and Youth	60.6%

### Top Five Languages Spoken by ELs in State

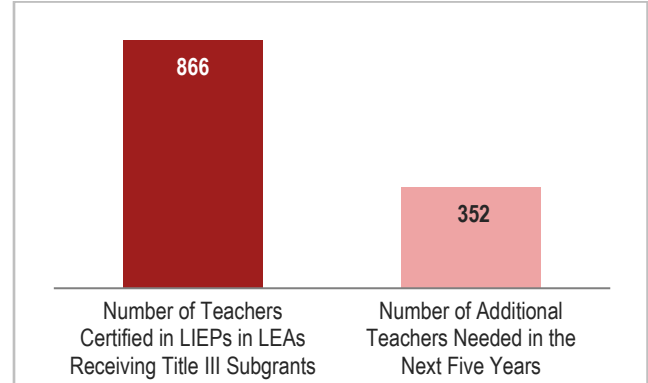
Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	8,346	80.5%
Creoles and pidgins, Portuguese-based (Other)	437	4.2%
Portuguese	233	2.2%
Arabic	169	1.6%
Chinese	160	1.5%

### Language Instruction Education Programs (LIEPs)

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

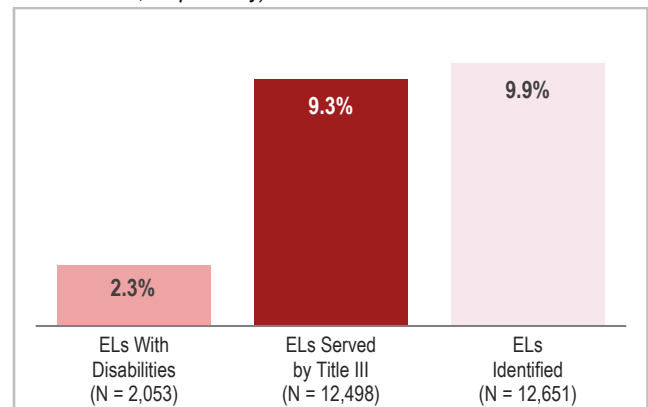
LIEPs	Percentage of ELs
Content classes with integrated ESL support	● 23.6%
Dual language or two-way immersion	● 2.8%
English as a second language (ESL) or English language development (ELD)	● 16.9%
Newcomer programs	● 0.8%
Transitional bilingual	● 5.5%
Other	● 49.7%

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

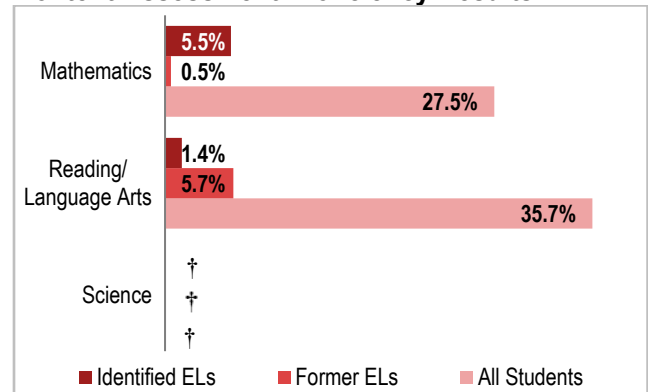


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs With Disabilities, ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



† These data are not available or data did not meet quality criteria.

Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2016–18* 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 reading/language arts, mathematics, 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 2016–17. EDFacts, SY 2017–18.

## South Carolina: School Year 2016–17

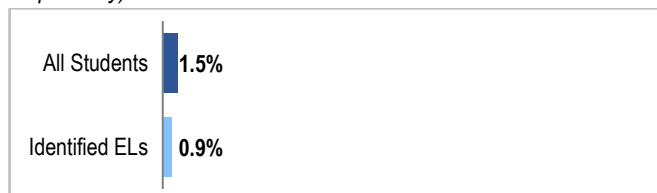
### State Summary

#### South Carolina 2016–17

Title III Funding	\$4,252,671
Total Number of ELs	44,299
National Rank of EL Population	#26

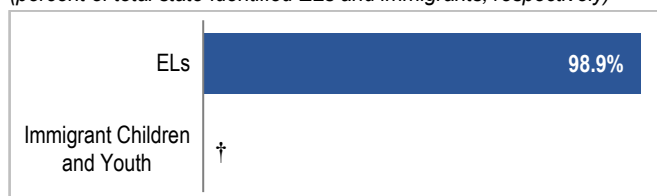
### National Comparisons

(percent of total U.S. students: all students and identified ELs, respectively)



### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)



### Top Five Languages Spoken by ELs in State

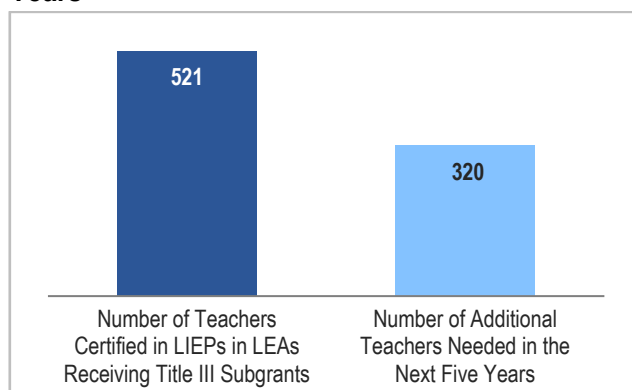
Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	36,261	81.9%
Undetermined	1,716	3.9%
Russian	904	2.0%
Chinese	739	1.7%
Vietnamese	716	1.6%

### Language Instruction Education Programs (LIEPs)

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

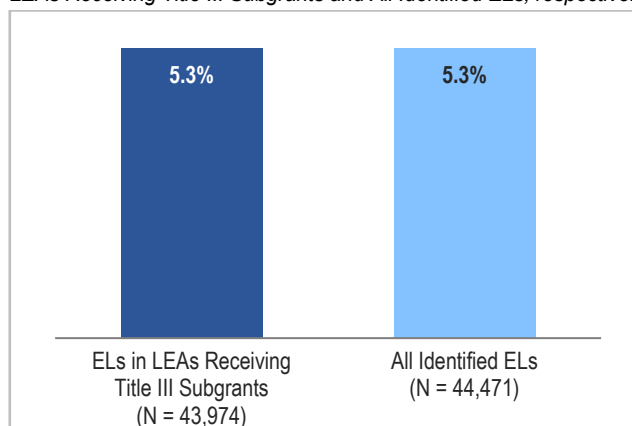
LIEPs That Use English and Another Language	LIEPs That Use English Only
Developmental bilingual	Content-based ESL •
Dual language	Pull-out ESL •
Heritage language	Sheltered English instruction •
Transitional bilingual	Specially designed academic instruction in English
Two-way immersion	Structured English immersion

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

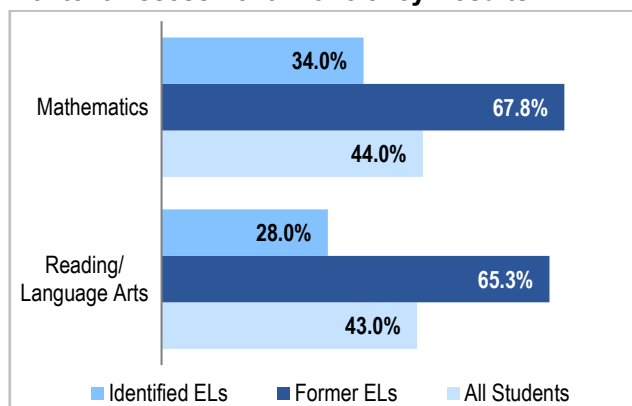


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



† These data are not available or data did not meet quality criteria.

Note: Due to data quality concerns with the SY 2016–17 data, only the SY 2017–18 science assessment results are included in this report. The SY 2016–17 and SY 2017–18 profiles are different since SY 2017–18 marks the transition to the ESEA, as amended by ESSA.

## South Carolina: School Year 2017–18

### State Summary

#### South Carolina 2017–18

Title III Funding	\$4,376,064
Total Number of ELs	45,574
National Rank of EL Population	#27

### National Comparisons

(percent of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

All Students	1.5%
Identified ELs	0.9%
Exited ELs	0.2%
ELs With Disabilities	0.8%

### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)

ELs	99.8%
Immigrant Children and Youth	53.3%

### Top Five Languages Spoken by ELs in State

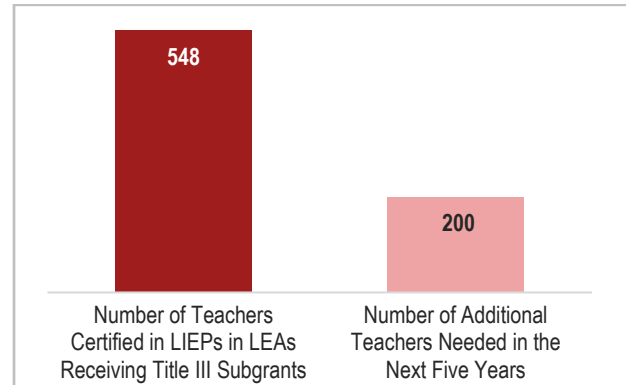
Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	37,232	81.7%
Undetermined	1,580	3.5%
Russian	1,000	2.2%
Chinese	746	1.6%
Vietnamese	715	1.6%

### Language Instruction Education Programs (LIEPs)

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

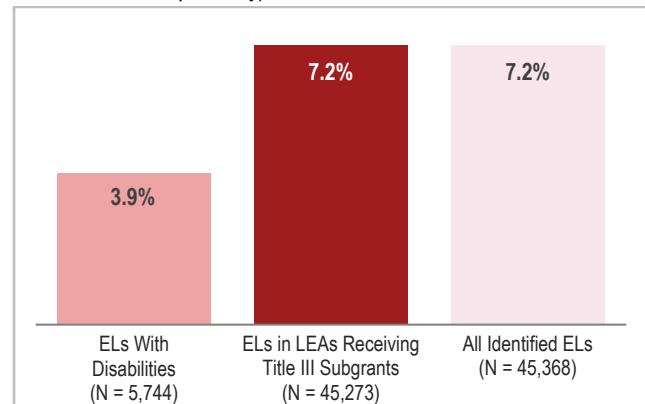
LIEPs	Percentage of ELs
Content classes with integrated ESL support ●	32.7%
Dual language or two-way immersion	
English as a second language (ESL) or English language development (ELD) ●	35.9%
Newcomer programs ●	<0.1%
Transitional bilingual	
Other ●	31.1%

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

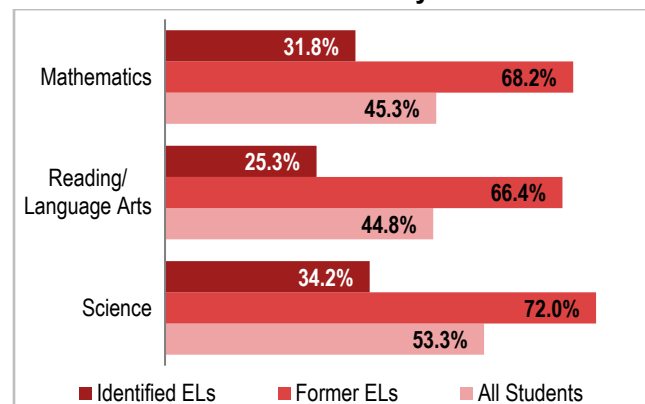


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs With Disabilities, ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



Note: The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2016–18 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 reading/language arts, mathematics, 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 2016–17. EDFacts, SY 2017–18.

## South Dakota: School Year 2016–17

### State Summary

#### South Dakota 2016–17

Title III Funding	\$901,320
Total Number of ELs	136,302
National Rank of EL Population	#45

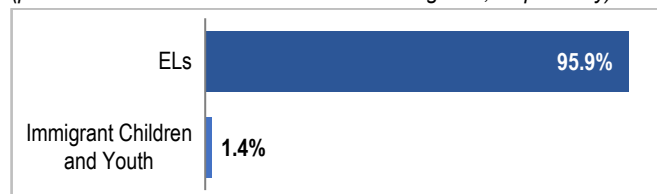
### National Comparisons

(percent of total U.S. students: all students and identified ELs, respectively)

All Students	0.3%
Identified ELs	0.1%

### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)



### Top Five Languages Spoken by ELs in State

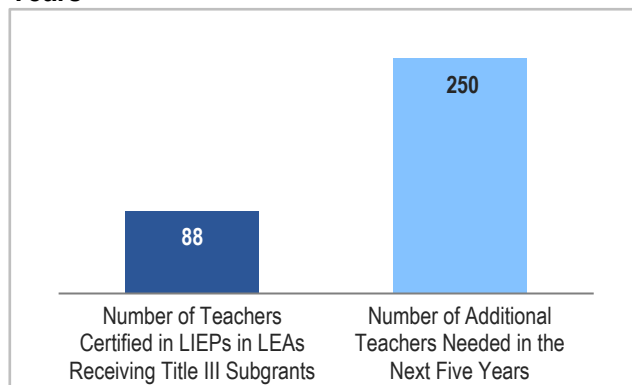
Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	1,605	34.6%
German	781	16.8%
Karen languages	472	10.2%
Nepali	254	5.5%
Somali	161	3.5%

### Language Instruction Education Programs (LIEPs)

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

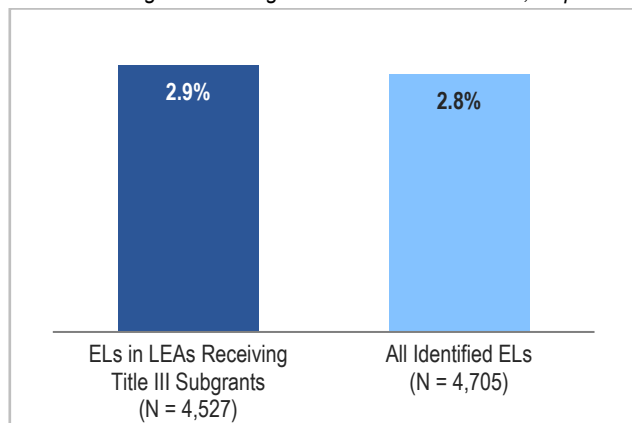
LIEPs That Use English and Another Language	LIEPs That Use English Only
Developmental bilingual	Content-based ESL ●
Dual language	Pull-out ESL ●
Heritage language	Sheltered English instruction ●
Transitional bilingual	Specially designed academic instruction in English
Two-way immersion	Structured English immersion ●

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

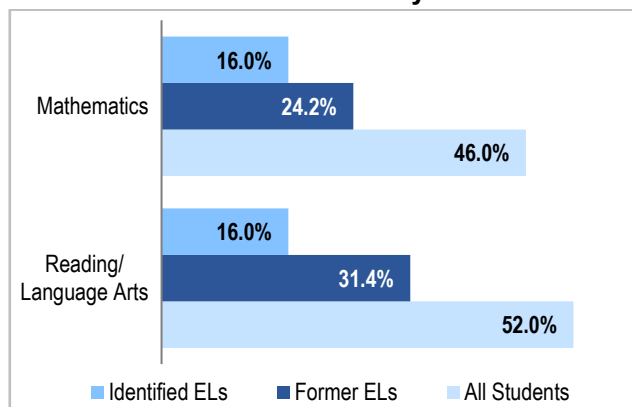


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



Note: Due to data quality concerns with the SY 2016–17 data, only the SY 2017–18 science assessment results are included in this report. The SY 2016–17 and SY 2017–18 profiles are different since SY 2017–18 marks the transition to the ESEA, as amended by ESSA.

## South Dakota: School Year 2017–18

### State Summary

#### South Dakota 2017–18

Title III Funding	\$893,605
Total Number of ELs	5,417
National Rank of EL Population	#45

### National Comparisons

(percent of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

All Students	0.3%
Identified ELs	0.1%
Exited ELs	0.0%
ELs With Disabilities	0.1%

### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)

ELs	96.4%
Immigrant Children and Youth	0.2%

### Top Five Languages Spoken by ELs in State

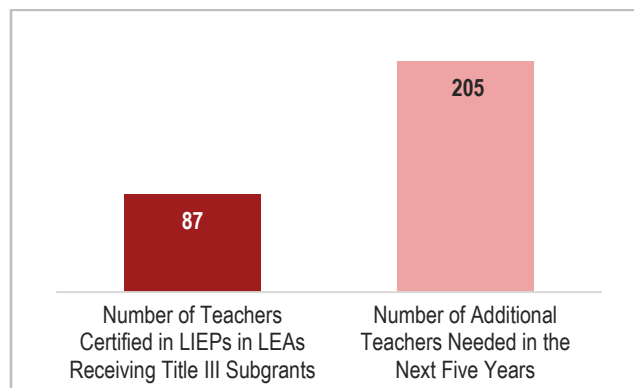
Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	1,909	35.2%
German	880	16.2%
Karen languages	484	8.9%
Nepali	267	4.9%
Swahili	211	3.9%

### Language Instruction Education Programs (LIEPs)

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

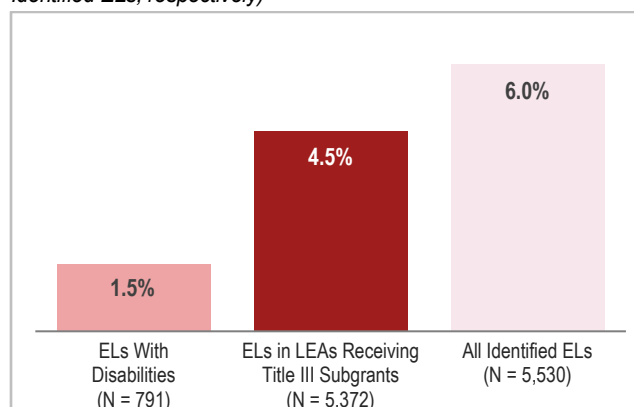
LIEPs	Percentage of ELs
Content classes with integrated ESL support ●	10.2%
Dual language or two-way immersion	
English as a second language (ESL) or English language development (ELD) ●	75.1%
Newcomer programs ●	0.5%
Transitional bilingual	
Other ●	10.7%

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

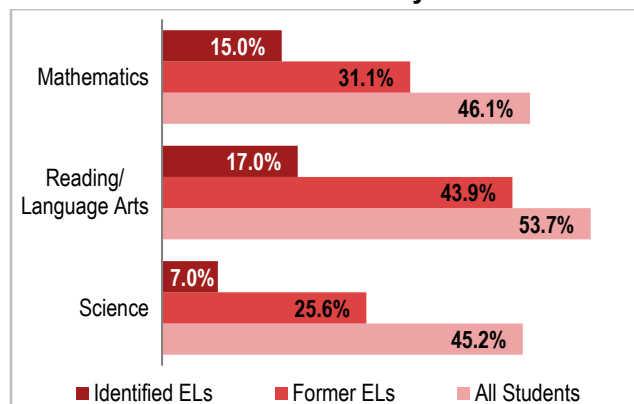


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs With Disabilities, ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



Note: The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2016–18 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 reading/language arts, mathematics, 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 2016–17. EDFacts, SY 2017–18.

## Tennessee: School Year 2016–17

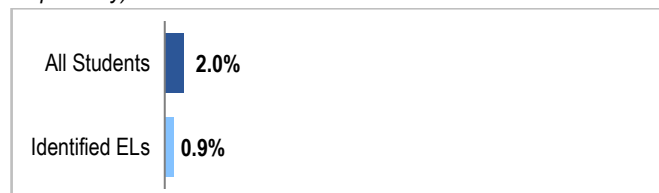
### State Summary

#### Tennessee 2016–17

Title III Funding	\$5,974,748
Total Number of ELs	1,001,562
National Rank of EL Population	#27

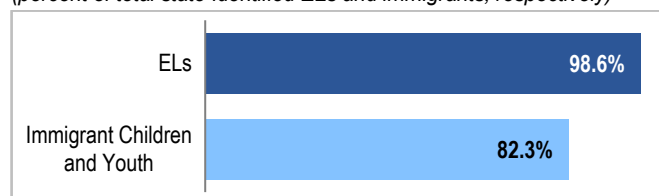
### National Comparisons

(percent of total U.S. students: all students and identified ELs, respectively)



### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)



### Top Five Languages Spoken by ELs in State

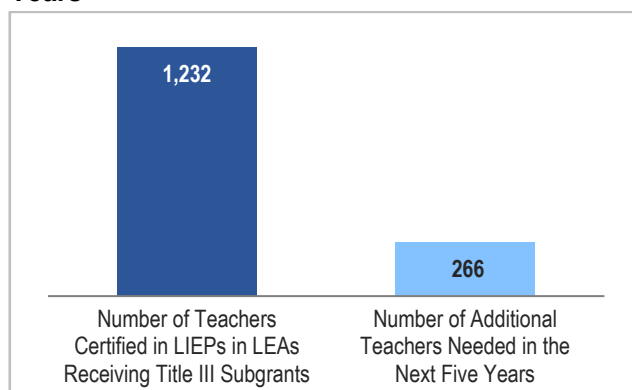
Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	33,148	76.6%
Arabic	2,970	6.9%
Kurdish	492	1.1%
Chinese	488	1.1%
Somali	482	1.1%

### Language Instruction Education Programs (LIEPs)

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

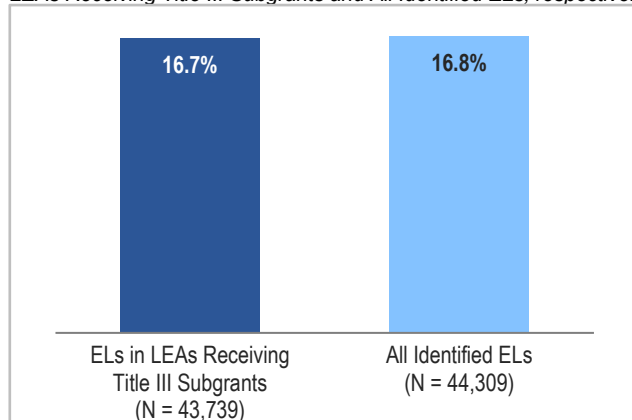
LIEPs That Use English and Another Language	LIEPs That Use English Only
Developmental bilingual	Content-based ESL ●
Dual language	Pull-out ESL ●
Heritage language ●	Sheltered English instruction ●
Transitional bilingual	Specially designed academic instruction in English ●
Two-way immersion	Structured English immersion ●

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

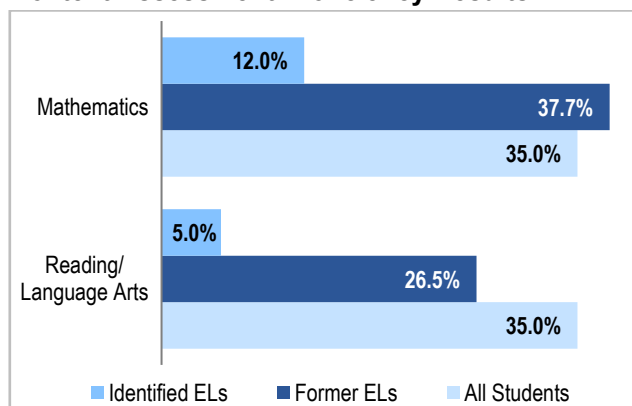


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



Note: Due to data quality concerns with the SY 2016–17 data, only the SY 2017–18 science assessment results are included in this report. The SY 2016–17 and SY 2017–18 profiles are different since SY 2017–18 marks the transition to the ESEA, as amended by ESSA.



## Tennessee: School Year 2017–18

### State Summary

#### Tennessee 2017–18

Title III Funding	\$6,157,837
Total Number of ELs	44,775
National Rank of EL Population	#28

### National Comparisons

(percent of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

All Students	2.0%
Identified ELs	0.9%
Exited ELs	0.8%
ELs With Disabilities	0.8%

### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)

ELs	98.7%
Immigrant Children and Youth	84.7%

### Top Five Languages Spoken by ELs in State

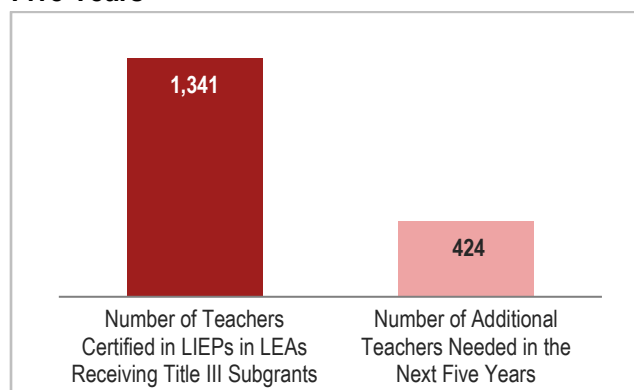
Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	34,380	76.9%
Arabic	3,226	7.2%
Somali	506	1.1%
Chinese	492	1.1%
Swahili	475	1.1%

### Language Instruction Education Programs (LIEPs)

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

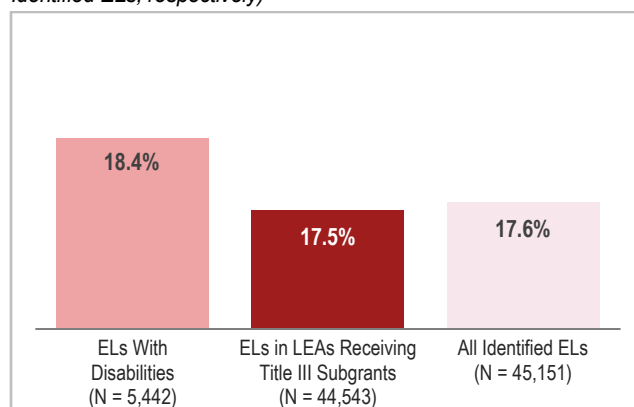
LIEPs	Percentage of ELs
Content classes with integrated ESL support ●	22.5%
Dual language or two-way immersion	
English as a second language (ESL) or English language development (ELD) ●	68.2%
Newcomer programs ●	7.1%
Transitional bilingual	
Other ●	0.8%

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

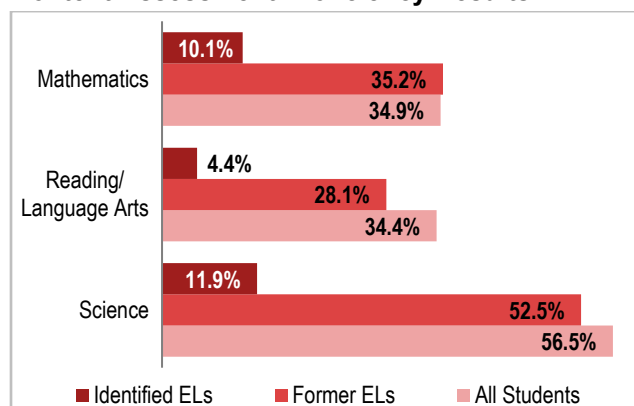


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs With Disabilities, ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



Note: The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2016–18 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 reading/language arts, mathematics, 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 2016–17. EDFacts, SY 2017–18.

## Texas: School Year 2016–17

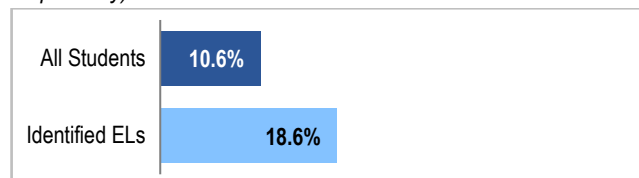
### State Summary

#### Texas 2016–17

Title III Funding	\$112,249,586
Total Number of ELs	921,937
National Rank of EL Population	#2

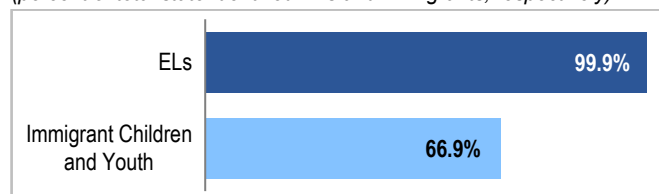
### National Comparisons

(percent of total U.S. students: all students and identified ELs, respectively)



### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)



### Top Five Languages Spoken by ELs in State

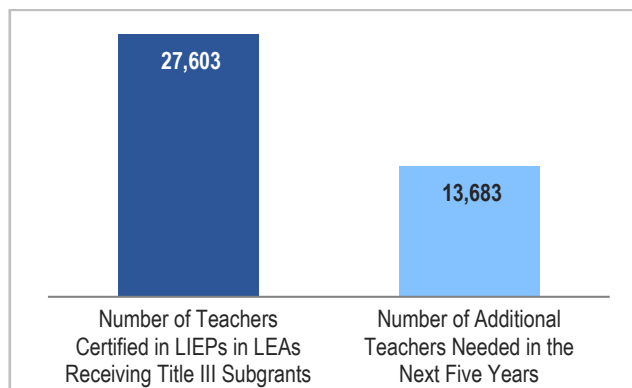
Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	834,114	90.5%
Vietnamese	14,430	1.6%
Arabic	10,546	1.1%
Chinese	6,046	0.7%
Urdu	4,498	0.5%

### Language Instruction Education Programs (LIEPs)

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

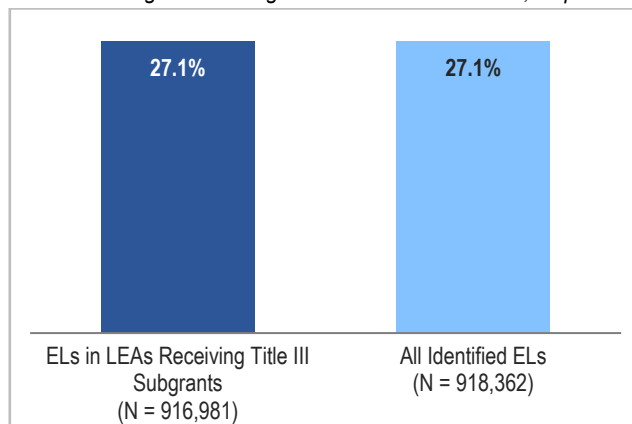
LIEPs That Use English and Another Language	LIEPs That Use English Only
Developmental bilingual	Content-based ESL ●
Dual language ●	Pull-out ESL ●
Heritage language	Sheltered English instruction
Transitional bilingual ●	Specially designed academic instruction in English
Two-way immersion ●	Structured English immersion

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

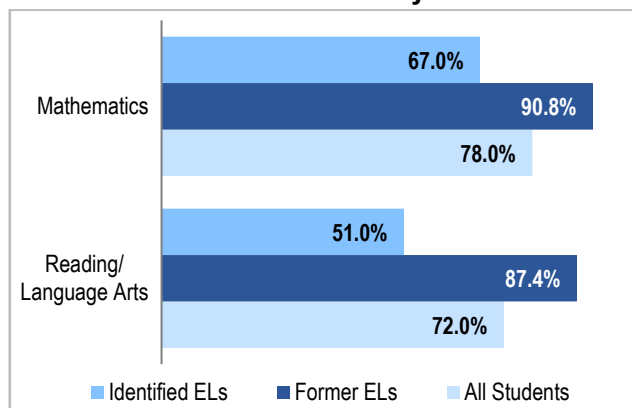


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



Note: Due to data quality concerns with the SY 2016–17 data, only the SY 2017–18 science assessment results are included in this report. The SY 2016–17 and SY 2017–18 profiles are different since SY 2017–18 marks the transition to the ESEA, as amended by ESSA.

## Texas: School Year 2017–18

### State Summary

#### Texas 2017–18

Title III Funding	\$113,236,866
Total Number of ELs	926,236
National Rank of EL Population	#2

### National Comparisons

(percent of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

All Students	10.6%
Identified ELs	18.5%
Exited ELs	8.5%
ELs With Disabilities	11.8%

### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)

ELs	99.9%
Immigrant Children and Youth	74.6%

### Top Five Languages Spoken by ELs in State

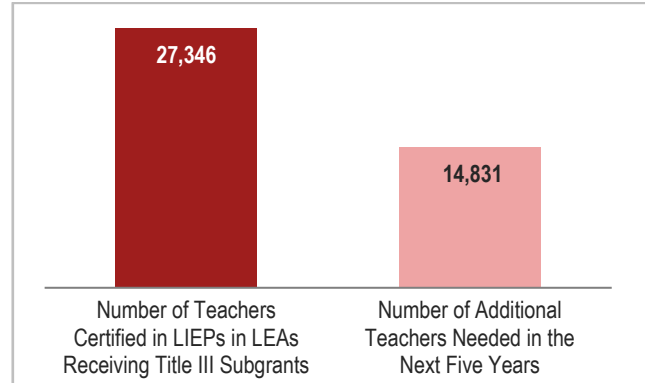
Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	831,922	90.5%
Vietnamese	14,361	1.6%
Arabic	11,227	1.2%
Chinese	6,247	0.7%
Urdu	4,590	0.5%

### Language Instruction Education Programs (LIEPs)

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

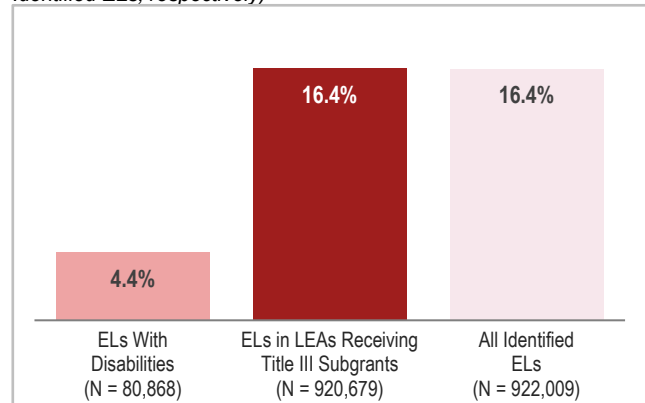
LIEPs	Percentage of ELs
Content classes with integrated ESL support	● 26.6%
Dual language or two-way immersion	● 20.9%
English as a second language (ESL) or English language development (ELD)	● 23.9%
Newcomer programs	
Transitional bilingual	● 24.0%
Other	● 4.6%

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

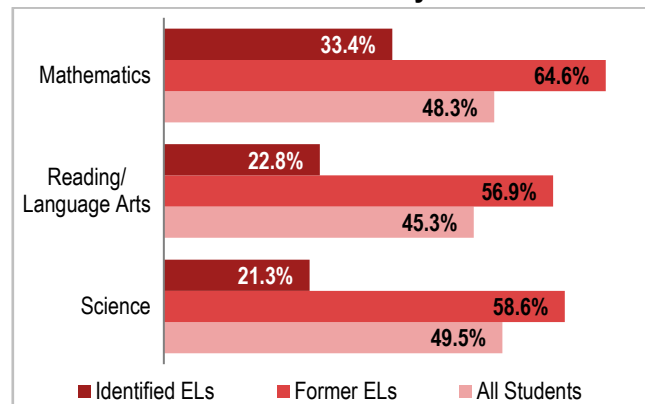


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs With Disabilities, ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



Note: The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2016–18 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 reading/language arts, mathematics, 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 2016–17. EDFacts, SY 2017–18.

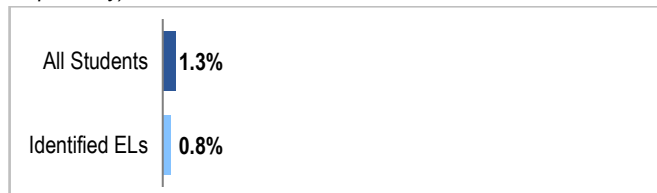
## Utah: School Year 2016–17

### State Summary

Utah 2016–17	
Title III Funding	\$4,227,288
Total Number of ELs	41,314
National Rank of EL Population	#29

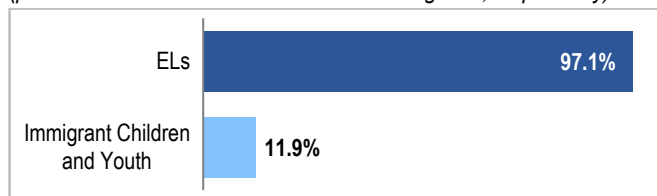
### National Comparisons

(percent of total U.S. students: all students and identified ELs, respectively)



### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)



### Top Five Languages Spoken by ELs in State

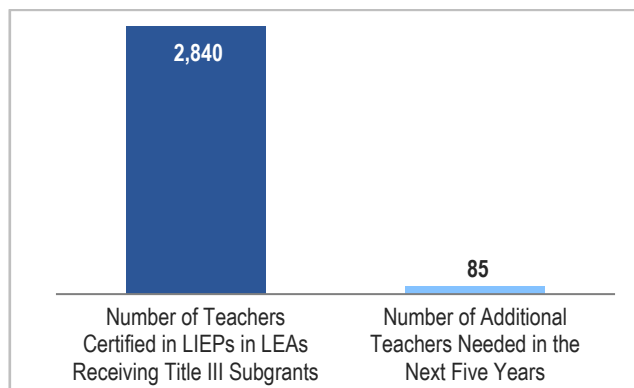
Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	31,842	77.1%
Navajo; Navaho	887	2.1%
Arabic	667	1.6%
Somali	621	1.5%
Portuguese	472	1.1%

### Language Instruction Education Programs (LIEPs)

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

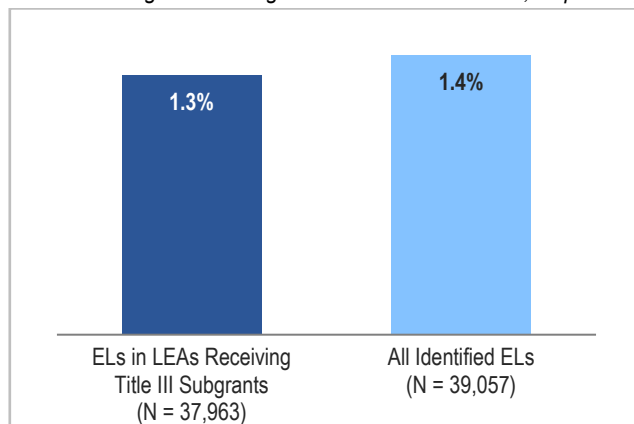
LIEPs That Use English and Another Language		LIEPs That Use English Only	
Developmental bilingual		Content-based ESL	
Dual language	•	Pull-out ESL	
Heritage language	•	Sheltered English instruction	
Transitional bilingual	•	Specially designed academic instruction in English	
Two-way immersion	•	Structured English immersion	

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

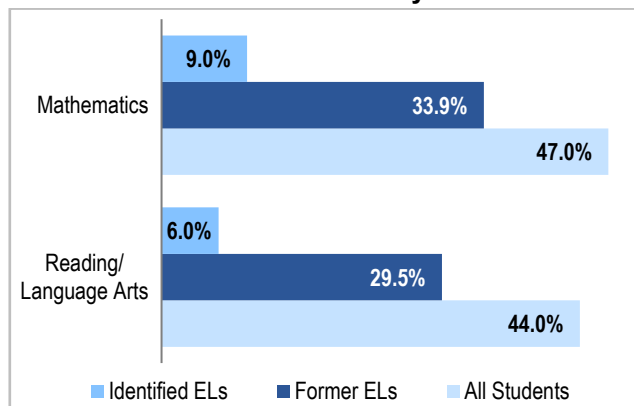


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



Note: Due to data quality concerns with the SY 2016–17 data, only the SY 2017–18 science assessment results are included in this report. The SY 2016–17 and SY 2017–18 profiles are different since SY 2017–18 marks the transition to the ESEA, as amended by ESSA.

## Utah: School Year 2017–18

### State Summary

#### Utah 2017–18

Title III Funding	\$4,313,805
Total Number of ELs	46,192
National Rank of EL Population	#26

### National Comparisons

(percent of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

All Students	1.3%
Identified ELs	0.9%
Exited ELs	0.3%
ELs With Disabilities	1.2%

### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)

ELs	98.0%
Immigrant Children and Youth	11.1%

### Top Five Languages Spoken by ELs in State

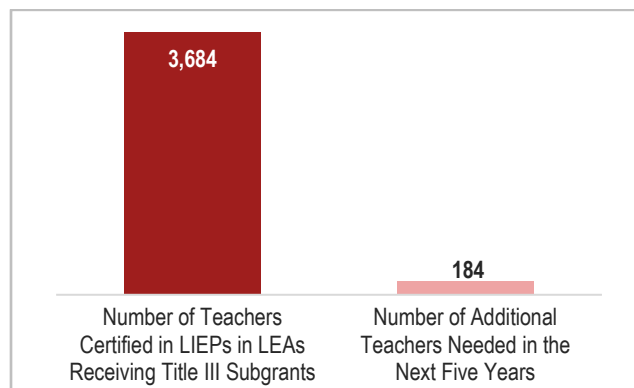
Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	34,814	75.4%
Navajo; Navaho	788	1.7%
Arabic	769	1.7%
Somali	674	1.5%
Portuguese	571	1.2%

### Language Instruction Education Programs (LIEPs)

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

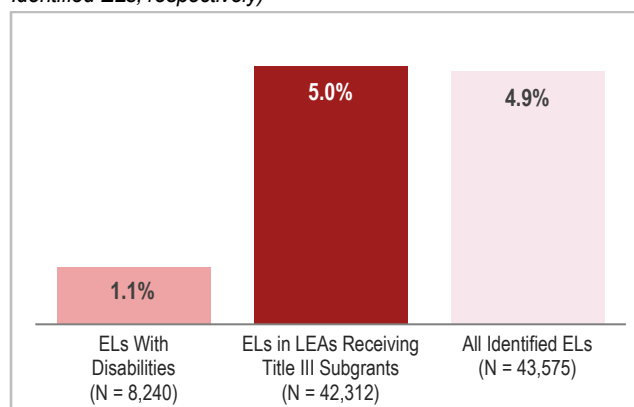
LIEPs	Percentage of ELs
Content classes with integrated ESL support	
Dual language or two-way immersion	
English as a second language (ESL) or English language development (ELD)	
Newcomer programs	
Transitional bilingual	
Other	● 98%

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

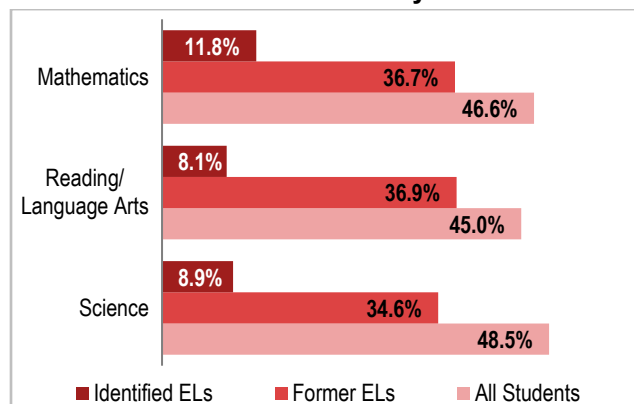


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs With Disabilities, ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



Note: The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2016–18 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 reading/language arts, mathematics, 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 2016–17. EDFacts, SY 2017–18.

## Vermont: School Year 2016–17

### State Summary

#### Vermont 2016–17

Title III Funding	\$500,000
Total Number of ELs	1,429
National Rank of EL Population	#51

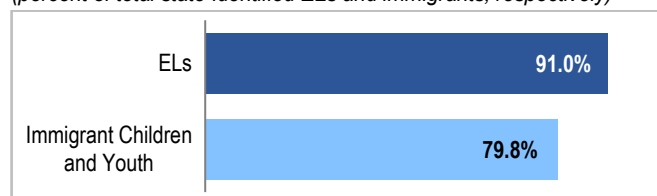
### National Comparisons

(percent of total U.S. students: all students and identified ELs, respectively)

All Students	0.2%
Identified ELs	<0.1%

### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)



### Top Five Languages Spoken by ELs in State

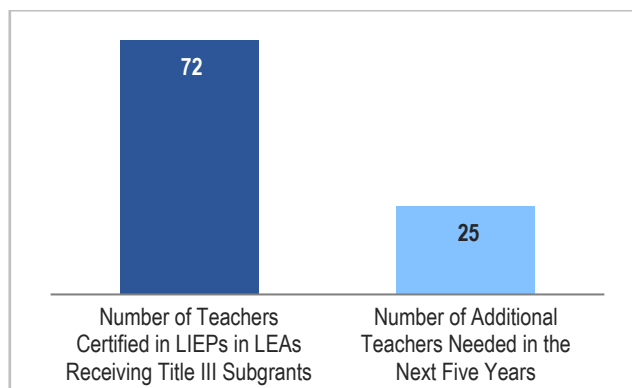
Language	Number of Speakers	Percentage of Speakers Among State ELs
Nepali	341	23.9%
Cushitic (Other)	129	9.0%
Spanish; Castilian	127	8.9%
Somali	94	6.6%
French	85	5.9%

### Language Instruction Education Programs (LIEPs)

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

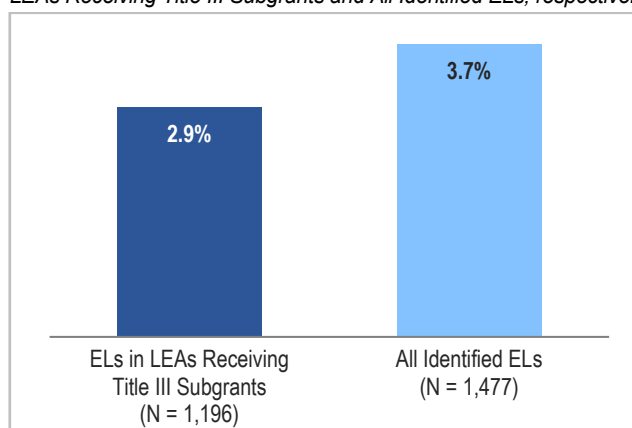
LIEPs That Use English and Another Language	LIEPs That Use English Only
Developmental bilingual	Content-based ESL •
Dual language	Pull-out ESL •
Heritage language	Sheltered English instruction •
Transitional bilingual	Specially designed academic instruction in English
Two-way immersion	Structured English immersion

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

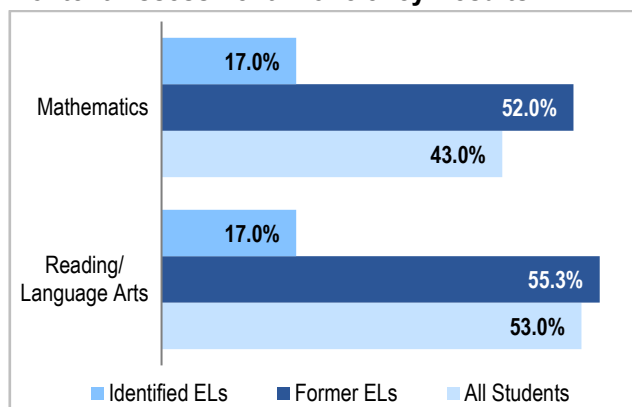


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



Note: Due to data quality concerns with the SY 2016–17 data, only the SY 2017–18 science assessment results are included in this report. The SY 2016–17 and SY 2017–18 profiles are different since SY 2017–18 marks the transition to the ESEA, as amended by ESSA.

## Vermont: School Year 2017–18

### State Summary

#### Vermont 2017–18

Title III Funding	\$500,000
Total Number of ELs	1,687
National Rank of EL Population	#51

### National Comparisons

(percent of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

All Students	0.2%
Identified ELs	<0.1%
Exited ELs	†
ELs With Disabilities	<0.1%

### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)

ELs	†
Immigrant Children and Youth	†

### Top Five Languages Spoken by ELs in State

Language	Number of Speakers	Percentage of Speakers Among State ELs
Nepali	357	21.2%
Spanish; Castilian	168	10.0%
Cushitic (Other)	136	8.1%
Somali	114	6.8%
Chinese	98	5.8%

### Language Instruction Education Programs (LIEPs)

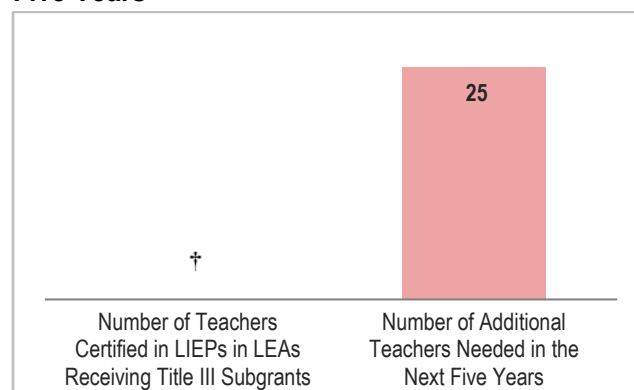
LIEPs	Percentage of ELs
Content classes with integrated ESL support	†
Dual language or two-way immersion	†
English as a second language (ESL) or English language development (ELD)	†
Newcomer programs	†
Transitional bilingual	†
Other	†

† These data are not available or data did not meet quality criteria.

Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2016–18* 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 reading/language arts, mathematics, 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.

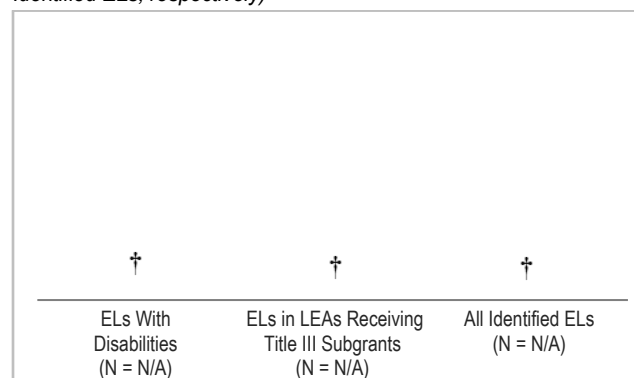
Source: Consolidated State Performance Report, SY 2016–17. EDFacts, SY 2017–18.

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

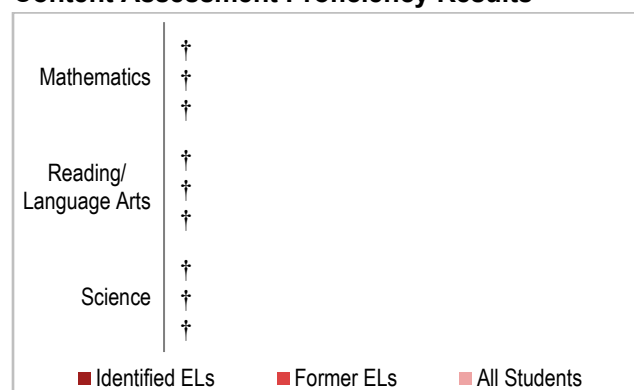


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs With Disabilities, ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results





## Virginia: School Year 2016–17

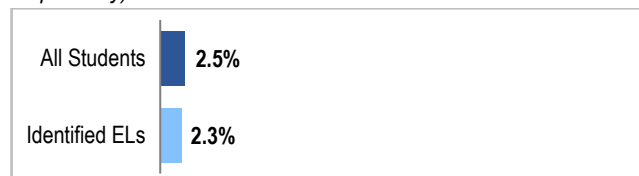
### State Summary

#### Virginia 2016–17

Title III Funding	\$12,743,264
Total Number of ELs	112,127
National Rank of EL Population	#7

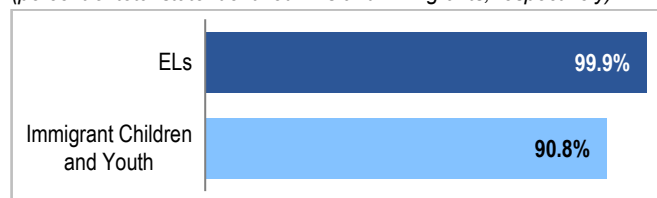
### National Comparisons

(percent of total U.S. students: all students and identified ELs, respectively)



### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)



### Top Five Languages Spoken by ELs in State

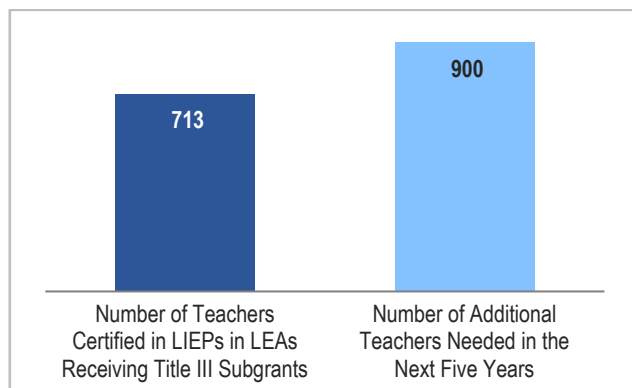
Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	76,887	68.6%
Arabic	6,069	5.4%
Urdu	2,566	2.3%
Vietnamese	2,419	2.2%
Amharic	1,786	1.6%

### Language Instruction Education Programs (LIEPs)

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

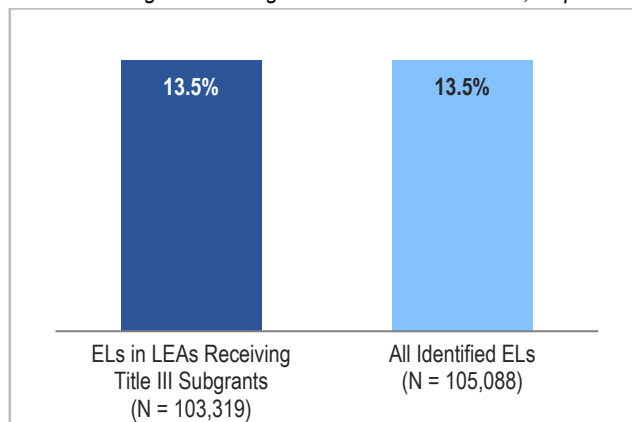
LIEPs That Use English and Another Language	LIEPs That Use English Only
Developmental bilingual	● Content-based ESL
Dual language	● Pull-out ESL
Heritage language	● Sheltered English instruction
Transitional bilingual	● Specially designed academic instruction in English
Two-way immersion	● Structured English immersion

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

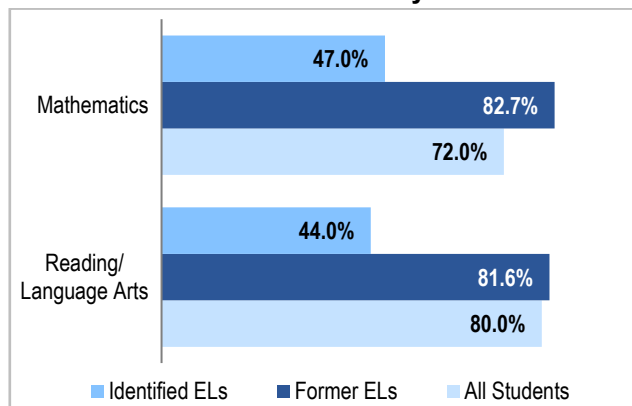


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



Note: Due to data quality concerns with the SY 2016–17 data, only the SY 2017–18 science assessment results are included in this report. The SY 2016–17 and SY 2017–18 profiles are different since SY 2017–18 marks the transition to the ESEA, as amended by ESSA.

## Virginia: School Year 2017–18

### State Summary

#### Virginia 2017–18

Title III Funding	\$13,232,377
Total Number of ELs	113,351
National Rank of EL Population	#8

### National Comparisons

(percent of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

All Students	2.5%
Identified ELs	2.3%
Exited ELs	2.0%
ELs With Disabilities	2.7%

### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)

ELs	99.9%
Immigrant Children and Youth	40.2%

### Top Five Languages Spoken by ELs in State

Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	77,349	69.7%
Arabic	5,899	5.3%
Urdu	2,571	2.3%
Vietnamese	2,409	2.2%
Amharic	1,940	1.7%

### Language Instruction Education Programs (LIEPs)

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

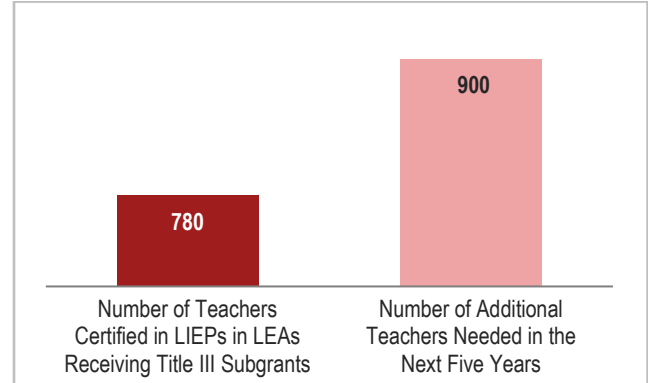
LIEPs	Percentage of ELs
Content classes with integrated ESL support	†
Dual language or two-way immersion	†
English as a second language (ESL) or English language development (ELD)	†
Newcomer programs	†
Transitional bilingual	†
Other	†

† These data are not available or data did not meet quality criteria.

Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2016–18* 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 reading/language arts, mathematics, 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.

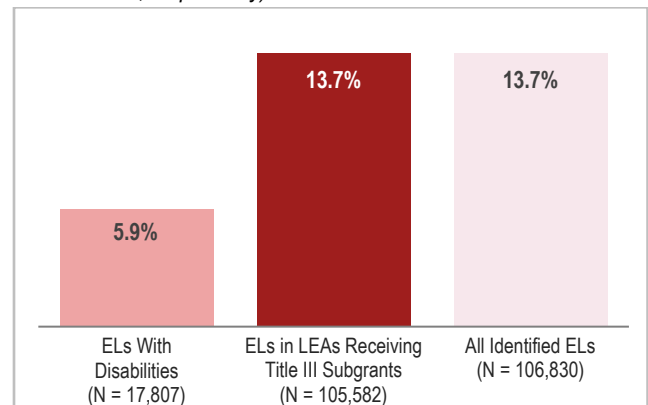
Source: Consolidated State Performance Report, SY 2016–17. EDFacts, SY 2017–18.

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

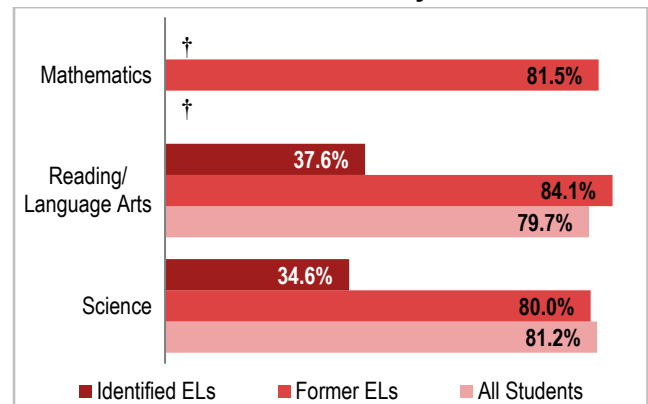


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs With Disabilities, ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



## Washington: School Year 2016–17

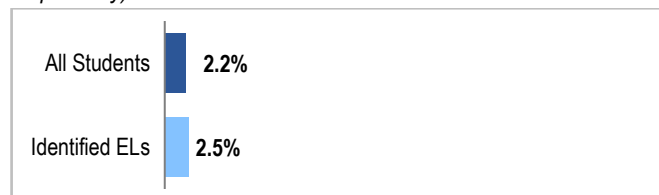
### State Summary

#### Washington 2016–17

Title III Funding	\$16,568,717
Total Number of ELs	122,600
National Rank of EL Population	#6

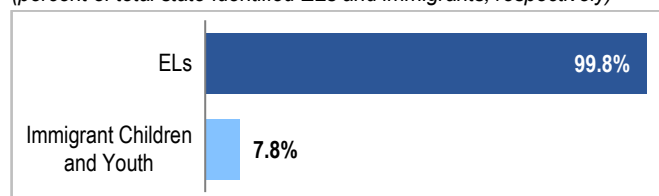
### National Comparisons

(percent of total U.S. students: all students and identified ELs, respectively)



### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)



### Top Five Languages Spoken by ELs in State

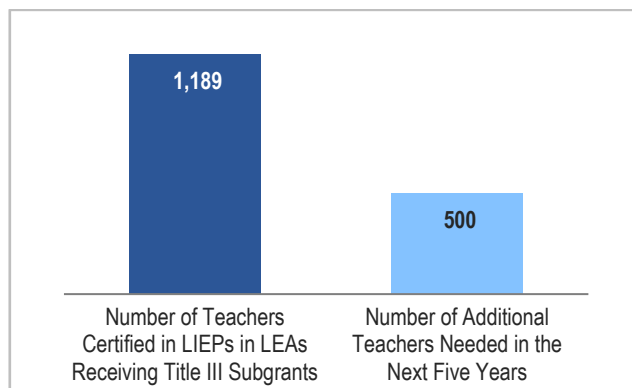
Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	79,716	65.0%
Russian	4,863	4.0%
Vietnamese	3,653	3.0%
Chinese	3,168	2.6%
Somali	2,853	2.3%

### Language Instruction Education Programs (LIEPs)

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

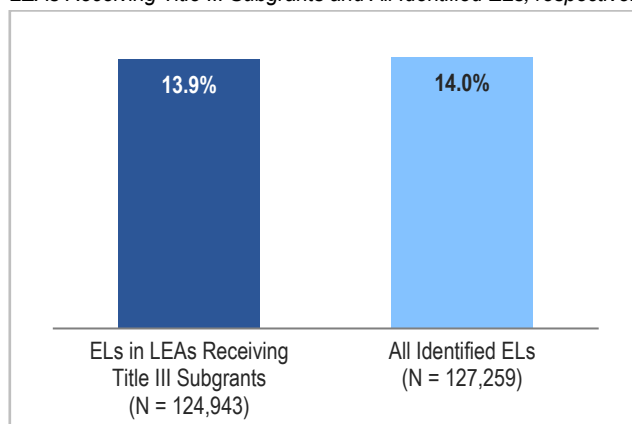
LIEPs That Use English and Another Language		LIEPs That Use English Only	
Developmental bilingual	•	Content-based ESL	•
Dual language	•	Pull-out ESL	•
Heritage language		Sheltered English instruction	•
Transitional bilingual	•	Specially designed academic instruction in English	
Two-way immersion	•	Structured English immersion	

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

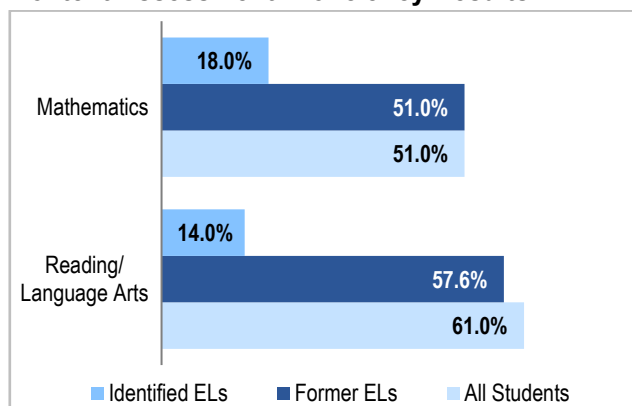


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



Note: Due to data quality concerns with the SY 2016–17 data, only the SY 2017–18 science assessment results are included in this report. The SY 2016–17 and SY 2017–18 profiles are different since SY 2017–18 marks the transition to the ESEA, as amended by ESSA.

## Washington: School Year 2017–18

### State Summary

#### Washington 2017–18

Title III Funding	\$16,707,785
Total Number of ELs	127,759
National Rank of EL Population	#6

### National Comparisons

(percent of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

All Students	2.2%
Identified ELs	2.5%
Exited ELs	2.0%
ELs With Disabilities	2.8%

### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)

ELs	90.8%
Immigrant Children and Youth	8.0%

### Top Five Languages Spoken by ELs in State

Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	81,492	64.0%
Russian	5,157	4.0%
Vietnamese	3,714	2.9%
Chinese	3,354	2.6%
Somali	2,870	2.3%

### Language Instruction Education Programs (LIEPs)

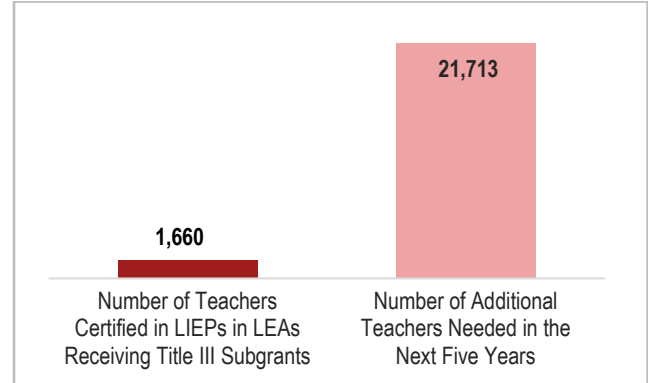
LIEPs	Percentage of ELs
Content classes with integrated ESL support	†
Dual language or two-way immersion	†
English as a second language (ESL) or English language development (ELD)	†
Newcomer programs	†
Transitional bilingual	†
Other	†

† These data are not available or data did not meet quality criteria.

Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2016–18* 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 reading/language arts, mathematics, 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.

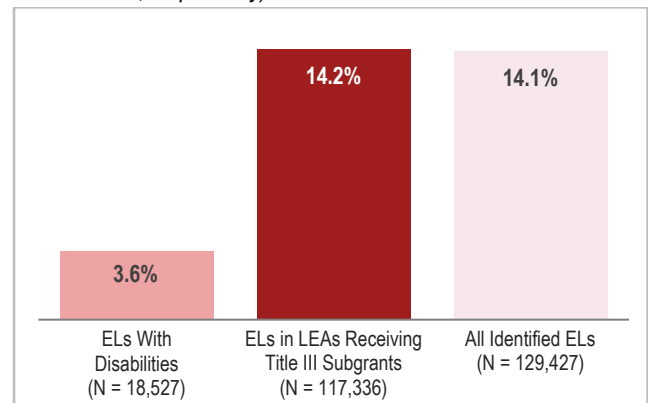
Source: Consolidated State Performance Report, SY 2016–17. EDFacts, SY 2017–18.

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

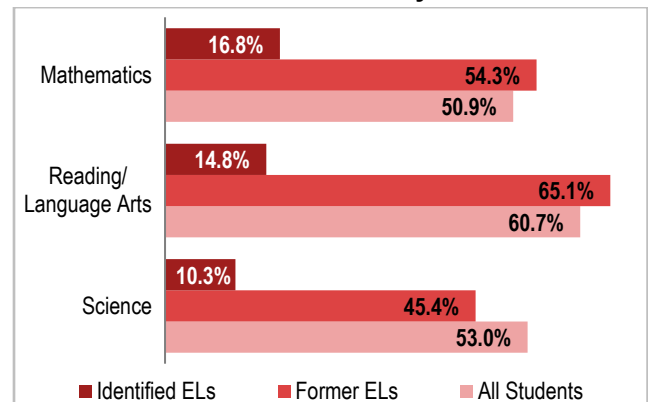


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs With Disabilities, ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



## West Virginia: School Year 2016–17

### State Summary

#### West Virginia 2016–17

Title III Funding	\$613,232
Total Number of ELs	2,656
National Rank of EL Population	#50

### National Comparisons

(percent of total U.S. students: all students and identified ELs, respectively)

All Students	0.5%
Identified ELs	0.1%

### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)

ELs	94.4%
Immigrant Children and Youth	†

### Top Five Languages Spoken by ELs in State

Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	1,315	49.5%
Arabic	301	11.3%
Chinese	239	9.0%
Vietnamese	91	3.4%
Tagalog	42	1.6%

### Language Instruction Education Programs (LIEPs)

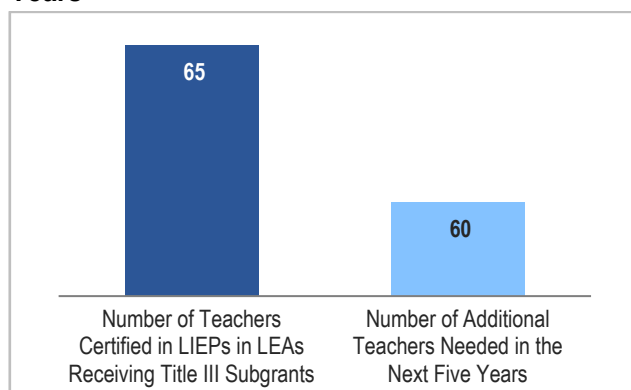
(• indicates a LIEP was in place during the school year)

LIEPs That Use English and Another Language	LIEPs That Use English Only
Developmental bilingual	Content-based ESL •
Dual language	Pull-out ESL •
Heritage language	Sheltered English instruction •
Transitional bilingual	Specially designed academic instruction in English
Two-way immersion	Structured English immersion

† These data are not available or data did not meet quality criteria.

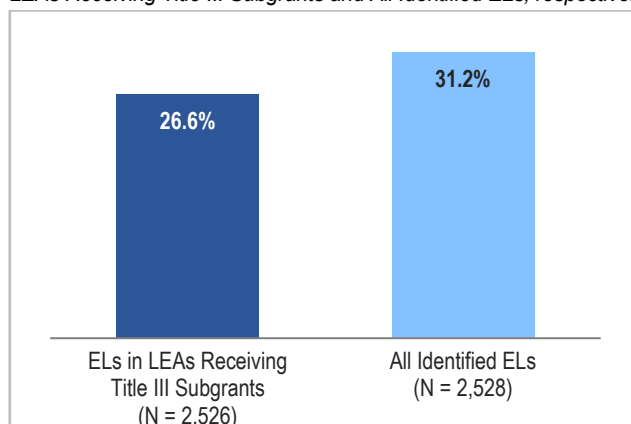
Note: Due to data quality concerns with the SY 2016–17 data, only the SY 2017–18 science assessment results are included in this report. The SY 2016–17 and SY 2017–18 profiles are different since SY 2017–18 marks the transition to the ESEA, as amended by ESSA.

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

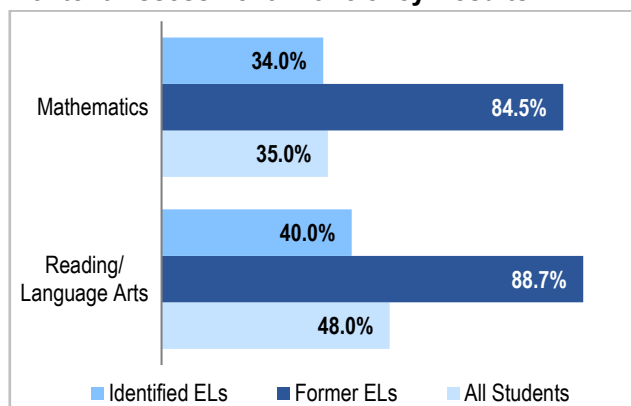


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



## West Virginia: School Year 2017–18

### State Summary

#### West Virginia 2017–18

Title III Funding	\$545,644
Total Number of ELs	2,019
National Rank of EL Population	#50

### National Comparisons

(percent of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

All Students	0.5%
Identified ELs	<0.1%
Exited ELs	<0.1%
ELs With Disabilities	<0.1%

### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)

ELs	100.0%
Immigrant Children and Youth	100.0%

### Top Five Languages Spoken by ELs in State

Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	1,074	53.2%
Arabic	196	9.7%
Chinese	173	8.6%
Vietnamese	57	2.8%
Japanese	36	1.8%

### Language Instruction Education Programs (LIEPs)

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

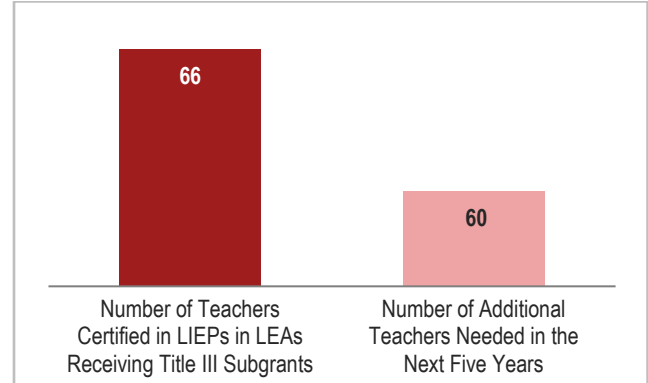
LIEPs	Percentage of ELs
Content classes with integrated ESL support	†
Dual language or two-way immersion	†
English as a second language (ESL) or English language development (ELD)	†
Newcomer programs	†
Transitional bilingual	†
Other	†

† These data are not available or data did not meet quality criteria.

Note: The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2016–18 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 reading/language arts, mathematics, 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.

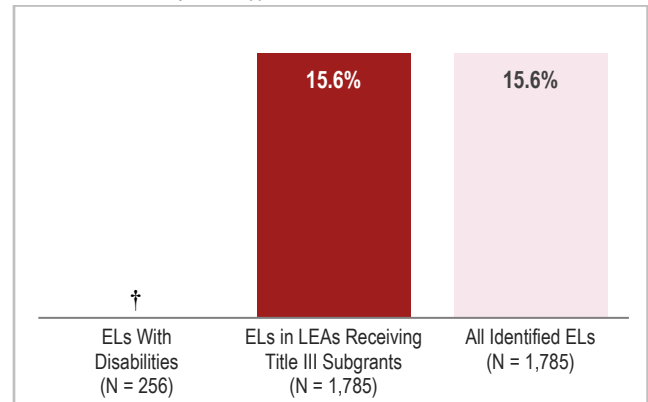
Source: Consolidated State Performance Report, SY 2016–17. EDFacts, SY 2017–18.

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

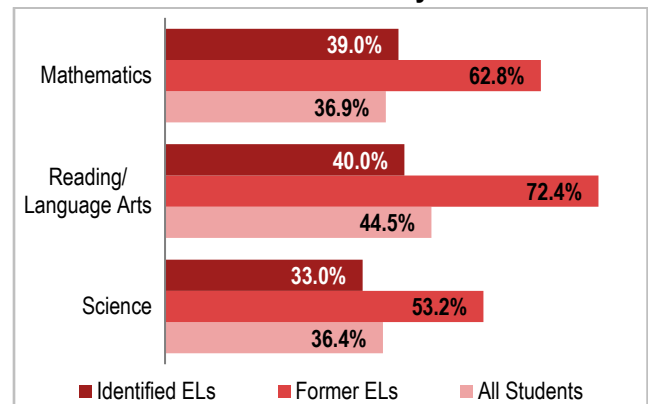


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs With Disabilities, ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



## Wisconsin: School Year 2016–17

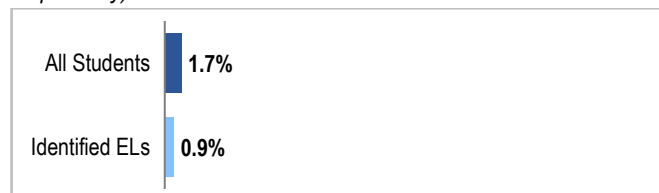
### State Summary

#### Wisconsin 2016–17

Title III Funding	\$7,284,693
Total Number of ELs	46,266
National Rank of EL Population	#25

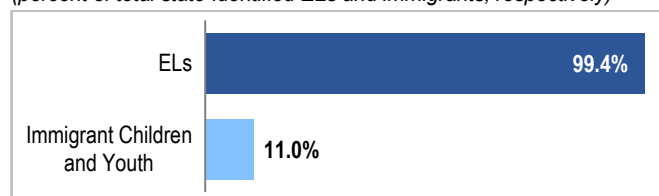
### National Comparisons

(percent of total U.S. students: all students and identified ELs, respectively)



### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)



### Top Five Languages Spoken by ELs in State

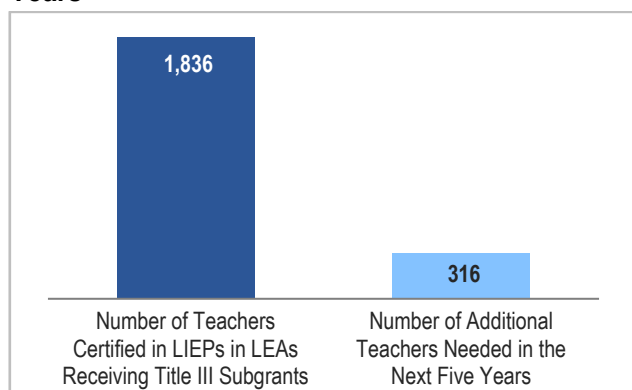
Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	29,594	64.0%
Hmong	6,426	13.9%
Multiple languages	1,114	2.4%
Arabic	865	1.9%
Somali	763	1.6%

### Language Instruction Education Programs (LIEPs)

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

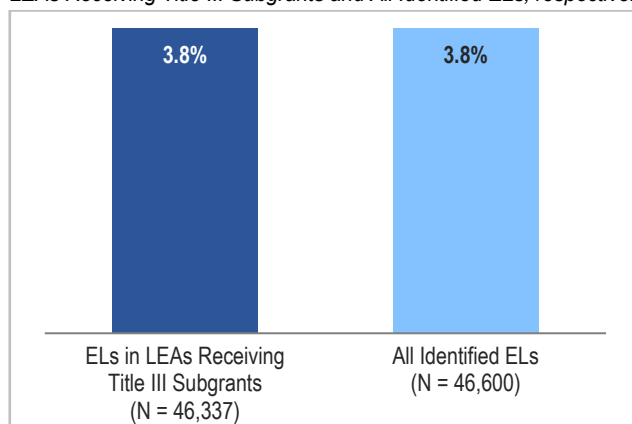
LIEPs That Use English and Another Language		LIEPs That Use English Only	
Developmental bilingual	●	Content-based ESL	●
Dual language	●	Pull-out ESL	●
Heritage language	●	Sheltered English instruction	●
Transitional bilingual	●	Specially designed academic instruction in English	●
Two-way immersion	●	Structured English immersion	●

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

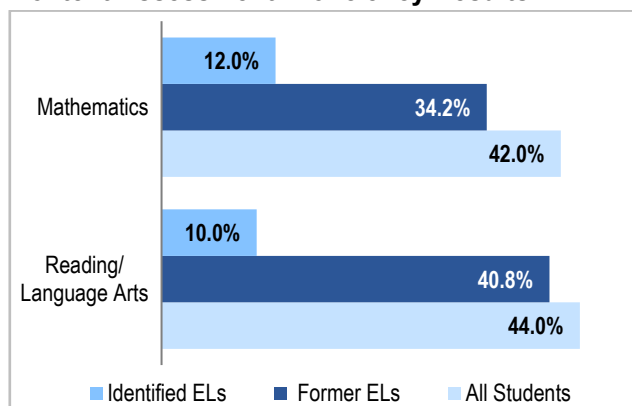


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



Note: Due to data quality concerns with the SY 2016–17 data, only the SY 2017–18 science assessment results are included in this report. The SY 2016–17 and SY 2017–18 profiles are different since SY 2017–18 marks the transition to the ESEA, as amended by ESSA.



## Wisconsin: School Year 2017–18

### State Summary

#### Wisconsin 2017–18

Title III Funding	\$7,143,973
Total Number of ELs	49,830
National Rank of EL Population	#24

### National Comparisons

(percent of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

All Students	1.7%
Identified ELs	1.0%
Exited ELs	0.9%
ELs With Disabilities	1.1%

### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)

ELs	99.8%
Immigrant Children and Youth	13.3%

### Top Five Languages Spoken by ELs in State

Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	31,834	63.9%
Hmong	6,998	14.0%
Arabic	1,055	2.1%
Somali	911	1.8%
Chinese	719	1.4%

### Language Instruction Education Programs (LIEPs)

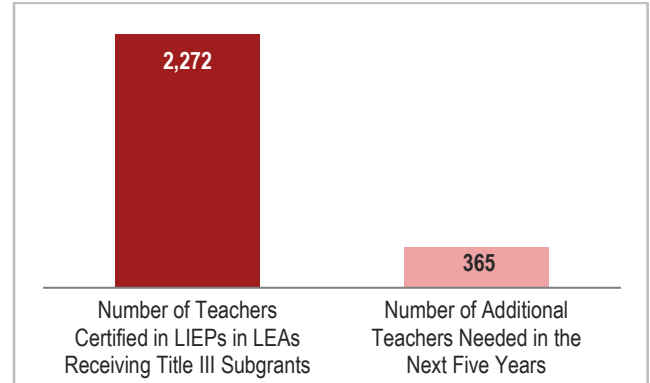
LIEPs	Percentage of ELs
Content classes with integrated ESL support	†
Dual language or two-way immersion	†
English as a second language (ESL) or English language development (ELD)	†
Newcomer programs	†
Transitional bilingual	†
Other	†

† These data are not available or data did not meet quality criteria.

Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2016–18* 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 reading/language arts, mathematics, 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.

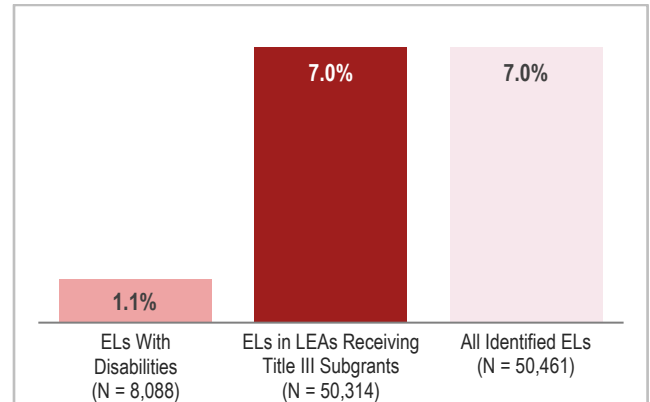
Source: Consolidated State Performance Report, SY 2016–17. EDFacts, SY 2017–18.

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

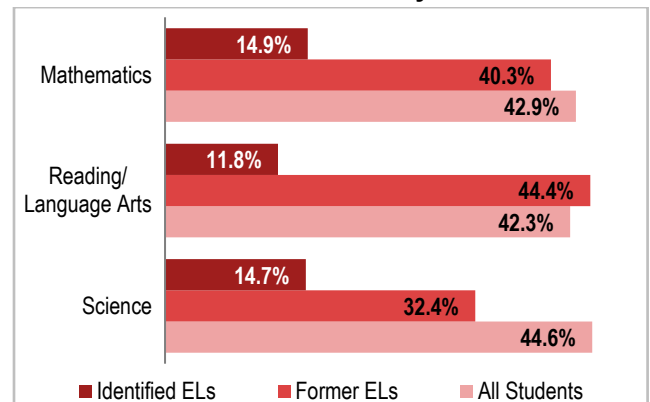


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs With Disabilities, ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



## Wyoming: School Year 2016–17

### State Summary

#### Wyoming 2016–17

Title III Funding	\$500,000
Total Number of ELs	2,832
National Rank of EL Population	#49

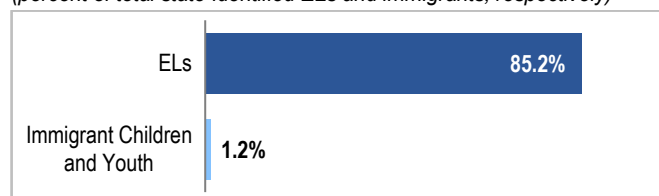
### National Comparisons

(percent of total U.S. students: all students and identified ELs, respectively)

All Students	0.2%
Identified ELs	0.1%

### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)



### Top Five Languages Spoken by ELs in State

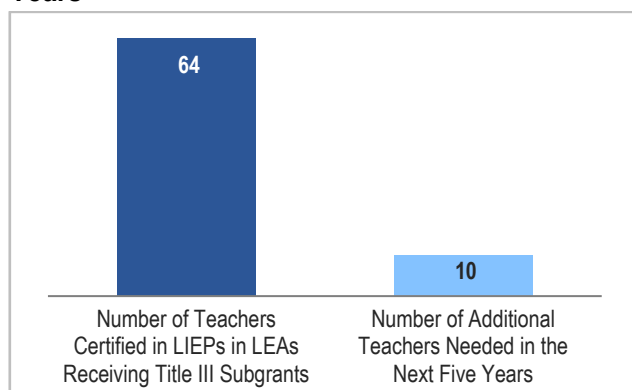
Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	2,123	75.0%
Chinese	51	1.8%
Vietnamese	21	0.7%
Tagalog	16	0.6%
Somali	14	0.5%

### Language Instruction Education Programs (LIEPs)

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

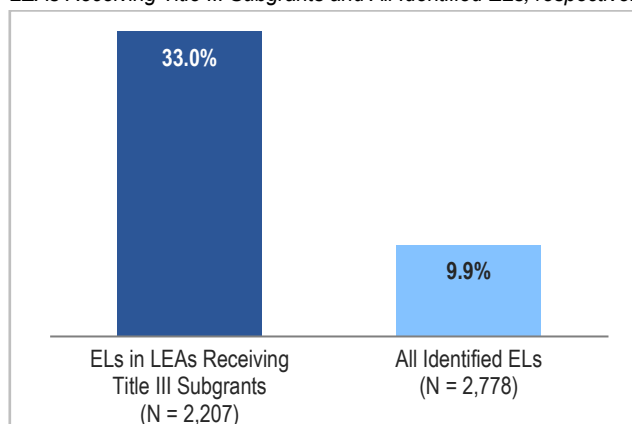
LIEPs That Use English and Another Language		LIEPs That Use English Only	
Developmental bilingual		Content-based ESL	●
Dual language	●	Pull-out ESL	●
Heritage language		Sheltered English instruction	●
Transitional bilingual		Specially designed academic instruction in English	
Two-way immersion	●	Structured English immersion	●

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

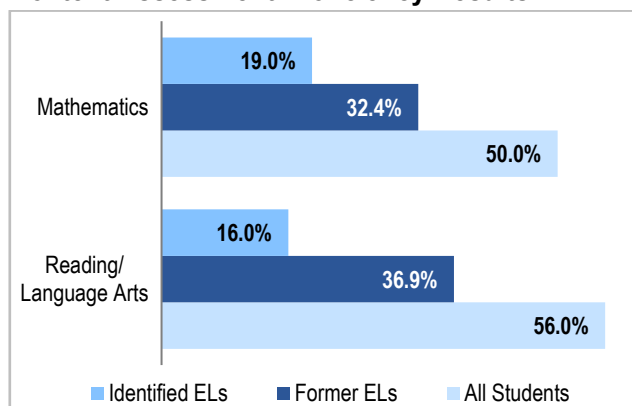


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



Note: Due to data quality concerns with the SY 2016–17 data, only the SY 2017–18 science assessment results are included in this report. The SY 2016–17 and SY 2017–18 profiles are different since SY 2017–18 marks the transition to the ESEA, as amended by ESSA.

## Wyoming: School Year 2017–18

### State Summary

#### Wyoming 2017–18

Title III Funding	\$500,000
Total Number of ELs	2,688
National Rank of EL Population	#49

### National Comparisons

(percent of total U.S. student subgroups: all students, identified ELs, exited ELs, and ELs with disabilities, respectively)

All Students	0.2%
Identified ELs	0.1%
Exited ELs	<0.1%
ELs With Disabilities	0.1%

### Students Enrolled in LEAs Receiving Title III Subgrants for ELs and Immigrant Children and Youth

(percent of total state-identified ELs and immigrants, respectively)

ELs	77.9%
Immigrant Children and Youth	20.4%

### Top Five Languages Spoken by ELs in State

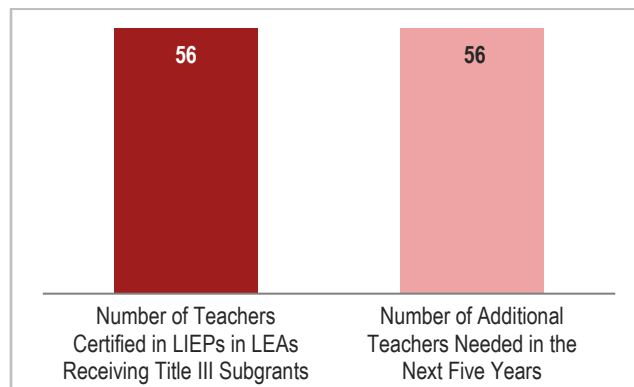
Language	Number of Speakers	Percentage of Speakers Among State ELs
Spanish; Castilian	2,011	74.8%
Chinese	36	1.3%
Tagalog	19	0.7%
Vietnamese	16	0.6%
Russian	11	0.4%

### Language Instruction Education Programs (LIEPs)

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

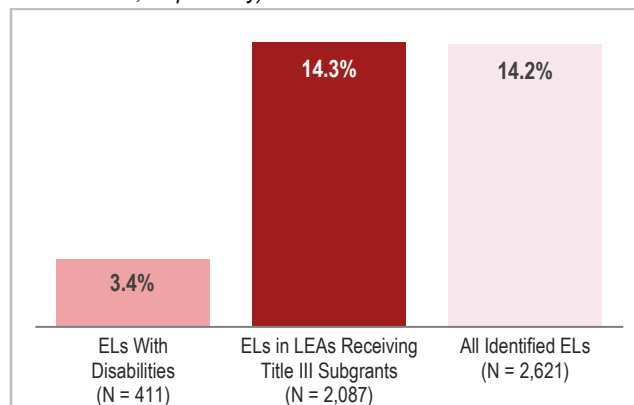
LIEPs	Percentage of ELs
Content classes with integrated ESL support	
Dual language or two-way immersion	
English as a second language (ESL) or English language development (ELD)	● 77.9%
Newcomer programs	
Transitional bilingual	
Other	

### Number of Certified/Licensed Teachers Working in LIEPs in LEAs Receiving Title III Subgrants and Additional Teachers Needed in the Next Five Years

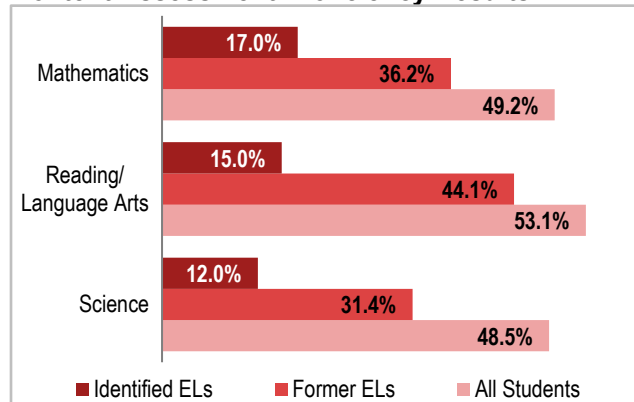


### English Language Proficiency Assessment Results

(percent of ELs at or above proficient and number participated: ELs With Disabilities, ELs in LEAs Receiving Title III Subgrants and All Identified ELs, respectively)



### Content Assessment Proficiency Results



Note: The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2016–18 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 reading/language arts, mathematics, 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 2016–17. EDFacts, SY 2017–18.



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