



**BIENNIAL EVALUATION REPORT TO CONGRESS
ON THE IMPLEMENTATION OF THE
STATE FORMULA GRANT PROGRAM**

2002-2004

ENGLISH LANGUAGE ACQUISITION,
LANGUAGE ENHANCEMENT AND
ACADEMIC ACHIEVEMENT ACT
(ESEA, TITLE III, PART A)



U.S. Department of Education

March 15, 2005

U.S. Department of Education

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Secretary

**Office of English Language Acquisition, Language Enhancement and
Academic Achievement for Limited English Proficient Students**

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EXECUTIVE SUMMARY

On January 8, 2002, President George W. Bush signed *The No Child Left Behind Act of 2001*¹ (NCLB), reauthorizing the Elementary and Secondary Education Act of 1965 (ESEA). Under the reauthorized ESEA, the needs of limited English proficient (LEP) children and youth are specifically addressed within Title III, Language Instruction for Limited English Proficient and Immigrant Students.² The overall goals of Title III are to ensure that LEP students attain English language proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards set by each State for all of its students (Section 3102(1)).³ To accomplish these goals, each State must develop an integrated system of English language proficiency standards, assessment(s), and objectives that are linked to its State academic content and student academic achievement standards.

Perhaps no program was changed as dramatically by the reauthorization of the ESEA as the former Title VII, the Bilingual Education Act. NCLB reflects a fundamental transformation in the relationship between the federal government and the States with regard to the education of LEP students. As a result, not only have the number of students served and the funding mechanisms changed, but the manner in which services to LEP students are planned, delivered, and evaluated has also changed. Understanding the magnitude of the change from Title VII to Title III is critical to understanding the context of this first Secretary's Report to Congress on the implementation of Title III of the ESEA and the progress made by States. NCLB's passage replaced Title VII with Title III, the centerpiece of which is a formula grant program to the States. While the ultimate goal of Title III is similar to that of its predecessor—improving “the education of limited English proficient children, by assisting the children to learn English and meet challenging State academic content and student academic achievement standards” (Section 3115(a)), Title III changes the manner in which this is to be accomplished. Title III is a formula grant program to

¹ All legislative citations, unless otherwise noted, are to the Elementary and Secondary Education Act, as reauthorized by the No Child Left Behind Act of 2001, Public Law 107-110, 115 Statutes, 1425 (January 8, 2002).

² The academic achievement of LEP students is also addressed in the ESEA, Title I—Improving the Academic Achievement of the Disadvantaged—Part A—Improving Basic Programs Operated by Local Educational Agencies, §1111-1127.

³ The term “State” includes, for the purposes of this report, the District of Columbia and the Commonwealth of Puerto Rico (Section 9109(40)). The outlying areas, the United States Virgin Islands, Guam, American Samoa, and the Commonwealth of the Northern Mariana Islands, though included in the definition of “State” in Section 9109(40), (Section 9109(30)), are not included in this report because their allocation of funds under Title III is provided for through a separate reservation of funds established in Section 3111(c)(1)(B).

States, whereas Title VII provided funding for projects and services at the State, district, and school levels. When NCLB was enacted, States' educational programs for LEP students did not form a cohesive system. Most States had to develop new English language proficiency standards and new aligned English language proficiency assessments to meet Title III requirements. Title III focuses on the establishment of comprehensive, integrated, Statewide systems to meet the needs of *all* limited English proficient students.

Title III, Part A, Subpart 1 provides for the distribution of formula grants to States in allotments determined by the numbers of LEP students reported in the 2000 U.S. Census (80 percent of the formula) and the State-reported numbers of immigrant children and youth enrolled in U.S. schools (20 percent of the formula).⁴ States, in turn, make subgrants to local educational agencies (LEAs) by allocating funds based on the LEP and immigrant student populations served in those LEAs. In addition, States are required to set aside a portion of their allotments, up to 15 percent, for subgrants to LEAs that have, when compared to the two preceding fiscal years, experienced a significant increase in the number of immigrant students (Section 3114).

The change from competitive, discretionary grants to performance-based formula grants means that many local districts that had never before received federal funding for LEP programs are now receiving such funding from States. In fiscal year (FY) 2003, States served more than four million LEP students through subgrants to local educational agencies using \$477 million distributed through the Title III State Formula Grant program. States served these LEP students through more than 4,800 Title III subgrants. Based on the most currently available data from the States, there are approximately 5.1 million LEP students nationwide.⁵ Title III services reach approximately 80 percent of these students.

⁴ Section 3111(c)(4)(B)(i) instructs the Secretary to use data available from the Bureau of Census or submitted by the States for the 2 fiscal years following the date of enactment of NCLB. In subsequent years, according to Section 3111(c)(4)(B)(ii), the Secretary shall use the more accurate of (1) data available from the American Community Survey available from the Department of Commerce or (2) the number of children being assessed for English language proficiency in a State as required under Section 1111(b)(7). For Title III allocations made to States for fiscal year 2004, Congress directed the Department to rely on the data sources set out in Section 3111(c)(4)(B)(i).

⁵ D. Padolsky (March 2005), *Ask NCELA No. 1: How many school-aged English language learners (ELLs) are there in the U.S.?* Retrieved (March 9, 2005) from the World Wide Web: <http://www.ncela.gwu.edu/expert/faq/01lepe.htm> Washington, DC: National Clearinghouse for English Language Acquisition (NCELA), The George Washington University.

DATA COLLECTION

In order to systematically collect the data needed for the Secretary's Report to Congress, the Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (OELA) staff analyzed the legislative requirements for the Report and worked with the Office of Management and Budget (OMB) to develop a Biennial Evaluation Report data collection form. The final form approved by OMB (CFDA № 84.365A, OMB № 1885-0553, through August 2007) requests data from the States on the nine evaluation elements listed in Section 3123(b)(1-9).

This report represents States' initial efforts to collect, synthesize, and report data required by Title III of the ESEA Section 3123(b)(1-9). It is useful as baseline information; however, States continue to revise and submit data to the U.S. Department of Education as they refine their data collection and reporting systems.

GENERAL FINDINGS

These data provide information on the number of LEP students served by Title III, the number of Title III subgrants to States, and LEP student performance in meeting State Title III annual measurable achievement objectives. The report also includes information regarding the implementation of Title III requirements in States and Title III-funded local educational agencies.

Program Participants

Data provided by the States about programs and participants in the 2003-2004 school year indicate that:

- 51 of 52 States reported serving a total of 4,017,504 LEP students through 4,923 subgrants to LEAs;
- 45 of 52 States reported funding 1,389 additional subgrants to LEAs that experienced significant increases in the number or percentage of immigrant children and youth;

- All 52 States reported a total of 1,218,238 immigrant children and youth, 827,638 of whom were served by Title III; and
- 51 States reported that 316,273 certified/licensed teachers were working in language instruction educational programs.

Language Instruction Educational Programs and their Supports

All States use a combination of language instruction educational programs to meet LEP students' needs:

- All 52 States have Title III subgrantees that use at least one type of English as a second language instructional program; and
- 40 States have Title III subgrantees that use both English as a second language instructional programs and bilingual instructional programs.⁶

Under Title III, States are expected to provide professional development activities to assist educational personnel in meeting State and local certification and licensing requirements for teaching limited English proficient children. All 52 States require that all teachers who teach in language instruction educational programs for LEP students meet the Title III language fluency requirements.

Student Outcomes

The goal of Title III is to ensure that LEP students attain proficiency in English and meet the same standards for academic achievement as all students. As described in Title III Section 3122(a)(3)(A), States must also develop annual measurable achievement objectives (AMAOs) to measure progress towards this goal. These AMAOs must include (1) annual increases in the number or percentage of children making progress in learning English, (2) annual increases in the number or percentage of children attaining English proficiency by

⁶ English as a second language instructional programs only use English as the medium of instruction. Bilingual instructional programs use both the native language and English. See "Textbox 1: Types of language instruction educational programs," on page 25 of this Report for further information.

the end of each school year; and (3) making adequate yearly progress in academic content achievement for LEP children as described in Title I, Part A, Section 1111 (b)(2)(B).

States determine Title III AMAO targets. Through the State Biennial Evaluation Report, States reported targets and indicated the progress they had made towards achieving AMAO targets during 2002-03 and 2003-04.

For reasons cited in the body of this report, data are best examined on a State-by-State basis, allowing comparisons to be made only between a State's targets and that State's actual progress.

- Of the 42 States that provided progress targets and performance data, 33 reported meeting their AMAO targets for students making progress in learning English; and
- Of those States (45) that provided proficiency targets and performance data, 41 met at least some of these targets for students' attainment of English language proficiency.

The final chapter of this report provides greater detail through State profiles for each evaluation element. The State profiles are important for understanding the degree of Title III implementation. This data collection effort will serve as a foundation for future progress reports from each State in its implementation of Title III.

It is important to note that comparisons between States are not appropriate. Such comparisons would be both inaccurate and misleading due to differences across States in their development of integrated systems of English language proficiency standards, assessments, and AMAOs.

SUMMARY

States have made significant progress towards implementing Title III in a very short period of time. States have developed and implemented English language proficiency standards and aligned assessments; provided for annual assessment of the English language

proficiency of all limited English proficient students in the four language domains of reading, writing, listening, and speaking; and carried out all aspects of implementation of the Title III State Formula Grant program. Title III-funded subgrants serve more than four million LEP students, or 80 percent of the total number of LEP students nationwide. The data indicate that these students are making progress in learning English, attaining English language proficiency, and transitioning into classrooms not designed for limited English proficient students. As the infrastructure for language instruction educational programs is expanded and enhanced, States' data systems should yield even more complete information and more accurate details regarding the performance of Title III-served students in making progress in learning English, attaining English language proficiency, and mastering academic content knowledge.

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INTRODUCTION

On December 18, 2001, the 107th Congress passed the No Child Left Behind Act of 2001 (NCLB), reauthorizing the Elementary and Secondary Education Act of 1965 (ESEA). President George W. Bush signed the bill into law on January 8, 2002. Title III (Language Instruction for Limited English Proficient and Immigrant Students) of NCLB addresses the needs of limited English proficient children and youth.

The overall goals of Title III are to ensure that LEP students attain English language proficiency, develop a high level of academic achievement in the core academic content areas, and meet the academic achievement targets set by each State for all its students. To accomplish these goals, each State must develop an integrated system of English language proficiency standards linked to its State academic content and achievement standards for all students.

More specific purposes of Title III include the following:

- To help ensure that LEP children, including immigrant children and youth, attain English proficiency, develop a high level of academic attainment in English, and meet the same standards expected of all children;
- To develop and provide high-quality language instruction educational programs to assist all LEP students in meeting the State-established targets for Annual Measurable Achievement Objectives (AMAOs): making annual progress in learning English, attaining English language proficiency, and making adequate yearly progress (AYP) in reading/language arts and mathematics;
- To assist State educational agencies (SEAs) and local educational agencies (LEAs) to develop their capacity to serve limited English proficient children, including immigrant children and youth;
- To promote parental and community participation in language instruction educational programs;
- To hold SEAs, LEAs, and schools accountable for annual increases in English language proficiency and the core academic content knowledge of LEP students; and

- To provide SEAs and LEAs with the flexibility to implement scientifically based language instruction educational programs most effective for teaching English to limited English proficient students.

Part A of Title III, the English Language Acquisition, Language Enhancement, and Academic Achievement Act, is composed of three main subparts:

- *Subpart 1—Grants and Subgrants for English Language Acquisition and Language Enhancement*, covering formula grants to the States and subgrants from the States to eligible entities (LEAs);
- *Subpart 2—Accountability and Administration*, including requirements regarding evaluations, achievement objectives and accountability, and reporting requirements; and
- *Subpart 3—National Activities*, providing for a national professional development program of competitive discretionary grants.

BACKGROUND AND CONTEXT

Perhaps no program was changed as dramatically by the reauthorization of the ESEA as the former Title VII, the Bilingual Education Act. NCLB reflects a fundamental transformation in the relationship between the federal government and the States with regard to the education of LEP students. As a result, not only have the number of students served and the funding mechanisms changed, but the manner in which services to LEP students are planned, delivered, and evaluated has also been altered.

Understanding the magnitude of the change from Title VII to Title III is critical to understanding the context of the Secretary's Report to Congress on the implementation of Title III of the ESEA and the progress made by States. An overview of the changes follows.

Since its creation in the 1968 reauthorization of ESEA, Title VII, the Bilingual Education Act, had been a competitive, discretionary grant program. Under Title VII, school districts, schools, community-based organizations, and institutions of higher education were invited to compete for grant funds by submitting proposals directly to the federal government for seed money to “develop and enhance their capacity to pro-

vide high-quality instruction...to children and youth of limited English proficiency” (H.R. 6; Report 103-761, September 28, 1994, Part A, Subpart 1, Section 7111).

NCLB’s passage replaced Title VII with Title III, the centerpiece of which is a formula grant program to the States. While the ultimate goal of Title III is similar to that of its predecessor—improving “the education of limited English proficient children, by assisting the children to learn English and meet challenging State academic content and student academic achievement standards” (Section 3115(a)), Title III changes the manner in which this is to be accomplished. Title III is a formula grant program to States, whereas Title VII provided funding for projects and services at the State, district, and school levels. Title III focuses on the establishment of comprehensive, integrated, Statewide systems to meet the needs of *all* limited English proficient students. Thus, NCLB requires States to develop detailed plans and assurances to ensure that LEP students increase their English language proficiency and academic achievement. In addition, the law requires States to develop objectives to demonstrate that LEP students are making progress toward State targets and goals. States’ and LEAs’ progress toward meeting Title III annual measurable achievement objectives is to be assessed annually, and evaluation reports must be produced biennially.

Title III, Part A, Subpart 1 provides for the distribution of formula grants to States in amounts determined by the numbers of LEP students based on data from the U.S. Census Bureau (80 percent of the formula) and the State-reported numbers of immigrant children and youth enrolled in U.S. schools (20 percent of the formula). States, in turn, make subgrants to LEAs and other eligible entities.

The change from competitive, discretionary grants to performance-based formula grants means that many local districts that had never before received federal funding for LEP programs are now receiving such funding from States. As detailed later in this report, with the \$477 million distributed through the Title III State Formula Grant program in FY 2003, States served more than four million LEP students through more than 4,900 Title III subgrants. Based on the most currently available data from the States, there are approximately 5.1 million LEP students nationwide. Title III services reach approximately 80 percent of these students.

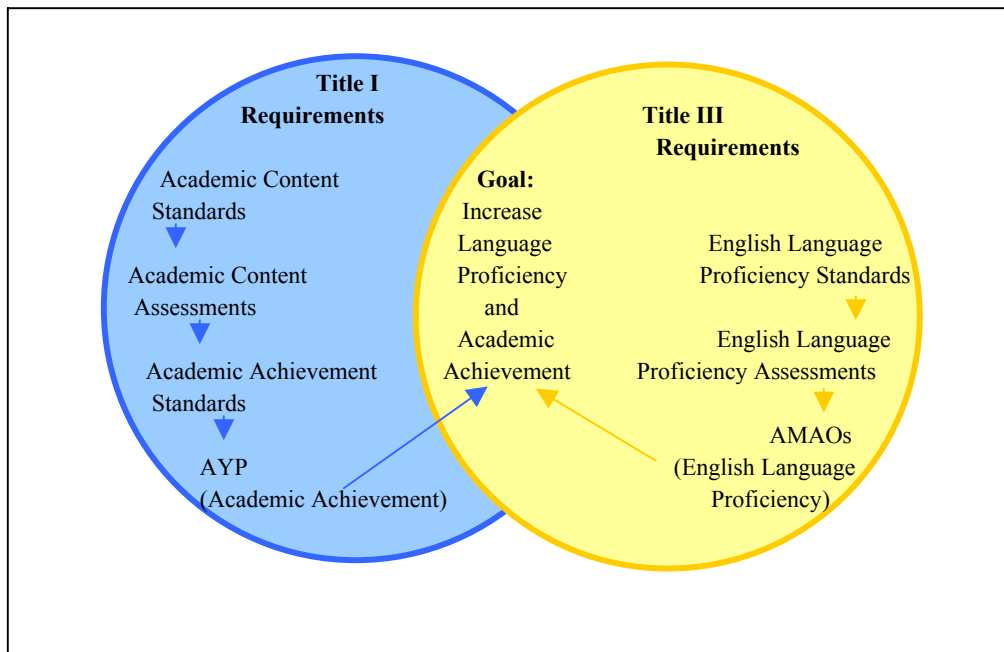
CURRENT ADMINISTRATION OF TITLE III

Within the U.S. Department of Education, the Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (OELA) administers Title III. As such, OELA is responsible for distributing Title III funds, providing technical assistance and policy guidance to States and LEAs, monitoring State performance, and reviewing State Biennial Evaluation Reports, as well as sections of the NCLB Consolidated State Applications and Reports to determine State progress toward implementation of Title III.

All States, including Puerto Rico and the District of Columbia, submitted plans for implementing Title III program requirements under the Consolidated State Application process in June 2002 and September 2003. Under the Title III State Formula Grant program, the U.S. Department of Education distributed \$403,350,000 in fiscal year 2002 and \$477,117,950 in fiscal year 2003.

At the time that NCLB was enacted, States' educational programs for LEP students did not form a cohesive system. Very few States had integrated systems of English language proficiency standards, assessments, and accountability designed to produce a high standard of academic achievement that included LEP students. NCLB creates such a comprehensive system through State academic standards and assessments, as described in Title I, and their linkage with State English language proficiency standards and assessments for LEP students, defined in Title III. These new systems focus on the relationship between LEP students' academic achievement and English language development. Exhibit 1 demonstrates the interplay of academic content achievement and English language acquisition required by ESEA Title I and Title III for LEP students.

Exhibit 1: Separate and common goals of Title I and Title III⁷



Since 2002, most States had to develop new integrated systems of English language proficiency standards and assessments and include LEP students in their State accountability systems. States had to write and approve English language proficiency standards, develop aligned English language proficiency assessments, and examine and alter data collection systems to maintain information on LEP and immigrant students. In addition, Title III-funded districts were required to implement language instruction educational programs and professional development based on scientifically based research.

States, districts, and schools have made significant progress towards implementing Title III requirements. For example, prior to the enactment of NCLB in 2002, only seven States had developed English language proficiency standards that defined

⁷ U.S. Department of Education (February 2003, draft). *Non-Regulatory Guidance on the Title III State Formula Grant Program. Part II: Standards, Assessments, and Accountability*. Washington, DC: U.S. Department of Education, Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students.

progressive levels of competence in acquiring language.⁸ Since the signing of NCLB, all States, including the District of Columbia and Puerto Rico, have established English language proficiency standards that are linked to State academic content standards in English for reading/language arts and mathematics.

Prior to the passage of NCLB, States used a variety of English language proficiency assessments that were not fully aligned with English language proficiency standards. Now, all States are in the process of developing English language proficiency assessments that are aligned with their English language proficiency standards. During the past two years, more than 35 States have participated in developing such standards and aligned assessments under the Enhanced Assessment Grants funded by the Department of Education under the ESEA Title VI Section 6112. All States also have developed annual measurable achievement objectives (AMAOs) for English language proficiency to demonstrate annual increases in the number or percentage of limited English proficient students who will make progress in learning English and who will attain proficiency, as well as making adequate yearly progress (AYP), as specified under Title I, Part A, Section 1111(b).

States have made these improvements through substantial efforts by State-level personnel, and with technical assistance and guidance from the OELA State Consolidated Grants Division. Since February 2002, OELA has provided the following technical assistance to States:

- Published two sets of non-regulatory guidance and other technical assistance documents;
- Held five technical assistance meetings with State educational agency representatives to address specific issues;
- Delivered technical assistance through more than 20 video-teleconferences;
- Conducted three national summits to disseminate information on effective research-based practices and programs;
- Provided training through more than 30 presentations at national and regional conferences across the United States;

⁸ Council of Chief State School Officers, Summary of State Responses to Informal Survey (Washington, DC: December 10, 2001). According to the survey, the following States had developed English language proficiency standards by early 2002: California, Colorado, Maine, New Jersey, New York, North Carolina, and Texas.

- Collaborated with other program offices at the U.S. Department of Education to provide technical assistance related to requirements for serving LEP students under NCLB;
- Responded to State-driven queries through the Council of Great City Schools, Council of Chief State School Officers, and other national and State organizations;
- Conducted more than 35 visits to States to provide technical assistance; and
- Communicated regularly with Title III State Directors and other State personnel, and closely monitored States' progress in implementing Title III program requirements.

OELA continues to assist the States in their efforts to fulfill Title III requirements by developing additional non-regulatory guidance, collaborating with expert researchers in the areas of assessment and language development, and providing the most up-to-date information to all stakeholders responsible for the academic success of LEP students.

METHODOLOGY

This report represents the first effort to collect, synthesize, and report data required by NCLB Section 3123(b)(1-9). It is useful as baseline information; however, data continue to be revised by States and submitted to the U.S. Department of Education, and changes continue to take place in the States as they improve and refine their data collection and information systems. In this section, the methods used to collect, analyze, and report data and the challenges encountered in preparing this report are described.

REQUIREMENTS

NCLB (Section 3121(a)) requires that each local educational agency (LEA) receiving Title III funds (referred to as a “subgrantee”) prepare a Biennial Evaluation Report for the State. Subgrantees must provide:

- (1) A description of the programs and activities conducted by the entity with funds received under Title III during the two immediately preceding fiscal years;
- (2) A description of the progress made by children in learning the English language and meeting challenging State academic content and student academic achievement standards;
- (3) The number and percentage of children in the programs and activities attaining English proficiency by the end of each school year, as determined by a valid and reliable assessment of English proficiency; and
- (4) A description of the progress made by children in meeting challenging State academic content and student academic achievement standards for each of the two years after such children are no longer receiving services under Title III.

States collect and synthesize the data from their subgrantees, add State-level data, and provide the Department of Education with this information. As described in Section 3123(a):

Based upon the evaluations provided to a State educational agency under Section 3121, each such agency that receives a grant under this part

shall prepare and submit every second year to the Secretary a report on programs and activities carried out by the State educational agency under this part and the effectiveness of such programs and activities in improving the education provided to children who are limited English proficient.

Based on State-reported data, the Secretary of Education, through OELA, prepares the Secretary's Report to Congress, pursuant to Section 3123(b)(1-9). This report includes the following information:

- (1) the programs and activities carried out to serve limited English proficient children under this part, and the effectiveness of such programs and activities in improving the academic achievement and English proficiency of children who are limited English proficient;
- (2) the types of language instruction educational programs used by local educational agencies or eligible entities receiving funding under this part to teach limited English proficient children;
- (3) a critical synthesis of data reported by eligible entities to States under Section 3121(a);
- (4) a description of technical assistance and other assistance provided by State educational agencies under Section 3111(b)(2)(C);
- (5) an estimate of the number of certified or licensed teachers working in language instruction educational programs and educating limited English proficient children, and an estimate of the number of such teachers that will be needed for the succeeding 5 fiscal years;
- (6) the major findings of scientifically-based research carried out under this part;
- (7) the number of programs or activities, if any, that were terminated because the entities carrying out the programs or activities were not able to reach program goals;
- (8) the number of limited English proficient children served by eligible entities receiving funding under this part who were transitioned out of language instruction educational programs funded under this part into classrooms where instruction is not tailored for limited English proficient children; and

(9) other information gathered from the evaluations from specially qualified agencies and other reports submitted to the Secretary under this title when applicable.

DATA COLLECTION APPROACH

To collect the needed data in a systematic fashion, OELA staff analyzed the legislative requirements for the Secretary's Report to Congress and worked with the Office of Management and Budget (OMB) to create a Biennial Evaluation Report data collection form. The final Biennial Evaluation Report form, approved by OMB (CFDA № 84.365A, OMB № 1885-0553, through August 2007), requests data from States on the nine evaluation elements listed in Section 3123(b)(1-9).

The Biennial Evaluation Report form includes items that require respondents to choose one or more responses from a list; to fill in tables with specific data, such as the percentage and number of LEP students reaching certain levels of English language proficiency and content achievement; and to provide some responses in narrative form. (See Appendix A for a copy of the OMB-approved Biennial Report form.) OELA disseminated this Biennial Evaluation Report form to chief State school officers and Title III State educational agency directors in September 2004. Completed forms were due to OELA by December 1, 2004. During the States' data collection period, OELA offered technical assistance to States in interpreting the questions and developing responses.

Data Review and Entry

There were two types of data collected through the Biennial Evaluation Report form: (1) counts and numbers (e.g., types of language instruction educational programs implemented in each State, number of LEP students served, number and percentage of students attaining English language proficiency and making progress in English, number and percentage of students at the proficient and advanced levels in reading/language arts and mathematics), and (2) narrative responses, such as descriptions of successful professional development activities.

Although all 52 States did submit Biennial Evaluation Report forms, they varied in depth and breadth. OELA reviewed the data, and then contacted States to clarify answers and/or determine when missing data might be provided. OELA informed States that further explanations and additional data would be accepted for inclusion in the report until December 8, 2004. In an effort to report the most current data available, OELA permitted States the opportunity to update their data submissions through February 2, 2005. These responses are included in this Report.

Two databases were developed to record data submitted by States: (1) a database for the numeric data (counts, “checks” from lists, and student achievement data), and (2) categories of narrative responses. The numeric database was revised several times because of the many and varied responses. The end result is a large, complex system that allows several different types of analyses to be performed. The database can be expanded further to add data from future Biennial Evaluation Reports, and to allow longitudinal analyses in future years.

While NCLB provides a definition of “limited English proficient” (Section 9101(25)), there is no one, common, approved method to operationalize this term either for initial identification purposes or for transition from language instruction educational programs. States use different assessments to determine levels of English language proficiency, and even States that use the same assessment may use different cut-off scores for classifying students as LEP. Data from the various States are therefore not equivalent and cannot be compared.

In order to meet Title III requirements, each State defined “proficient” in English, then created its own English language proficiency standards, identified or created its own assessments, and identified different cohorts for whom data would be reported. Therefore, the information in the body of this report is presented in individual State profiles that provide an overview of the activities and programs supported by Title III within each State, and the progress students are making in each State. To the extent possible, data are reported as provided by the States. There are exceptions: (1) when questions arose, OELA staff contacted the Title III State Director, requested clarification(s), and data reported herein are based on those revised data, (2) when appropriate, numbers are reported at one decimal place using standard rounding procedures, and (3) some minor adjustments were made so data could be reported in as systematic a fashion as possible.

Challenges

The stipulations for reporting data required in the Biennial Evaluation Report set forth in Section 3121(a)(1-4) require a data collection and reporting system that no State had in place at the start of NCLB. The nine evaluation elements required by Section 3123(b)(1-9) address not only descriptive data on practices and services, but also quantitative data on teachers and students in a broad range of areas. Many States are still establishing or refining systems to collect these data, but, in many cases, they were not able to implement the data system fully within the timeframe for this report. Thus, in a number of areas, States have reported that data are not yet available or that data on LEP students served by Title III cannot be separated from data on all LEP students. These problems are most prevalent in reporting on academic achievement in the content areas with regard to both students currently served and students who have been transitioned out of language instruction educational programs. Where gaps exist, States have submitted plans to OELA for completing the data collection and reporting process.

Similarly, States do not yet maintain all the data requested regarding teachers. States are limited in their ability to report on the number of certified/licensed teachers currently working in language instruction educational programs, or the numbers needed five years from now. Many States provided an estimate of the current number of teachers, and could make only approximate projections on future needs for teachers.

While Title III requires States to establish an integrated system of English language proficiency standards, assessments, and annual measurable achievement objectives, States have considerable flexibility in how this system is established. States select English language proficiency assessment instruments, and develop English language proficiency standards linked to their own academic content and achievement standards.

Collecting and reporting these data have not been without challenges. However, taken collectively, profiles of activities and progress within each State and across States are possible. The next section of this report examines the evaluation elements and the information each provides on Title III programs and services.

EVALUATION ELEMENTS

The Biennial Evaluation Report form was designed specifically to correlate with the nine evaluation elements described in Section 3123(b)(1-9). These nine areas, referred to as evaluation elements one through nine in this report, are defined and described below. All references to Tables are to those contained within each State's profile presented in the last section of this report. Table numbers correspond to evaluation element numbers, and to question numbers on the Biennial Evaluation Report form.

EVALUATION ELEMENT 1:

Types of language instruction educational programs used by subgrantees to teach LEP students [Section 3121(a)(1), Section 3123(b)(1) and (2)]

Title III requires subgrantees to use funds to “increase the English proficiency of LEP children by providing high-quality language instruction educational programs that are based on scientifically-based research demonstrating the effectiveness of the programs in increasing English proficiency and student academic achievement in the core academic subjects” (Section 3115(c)(1)). Using a list of nationally recognized language instruction educational program types, States indicated which types of programs were used by subgrantees in the State. Their responses are provided on the first page of each State profile.

EVALUATION ELEMENT 2:

Critical synthesis of data reported by subgrantees on student performance [Section 3121(a), Section 3123(b)(3)]

Evaluation element two is a synthesis of the data submitted to each State by its subgrantees and a description of the progress being made on a State-wide level toward increasing the English language proficiency and academic content knowledge of LEP students in Title III-funded LEAs. LEP student academic content achievement and progress toward the attainment of English language proficiency are measured by State-developed AMAOs. Title III AMAOs must include:

- annual increases in the number or percentage of children making progress in learning English;
- annual increases in the number or percentage of children attaining English language proficiency by the end of each school year; and
- making adequate yearly progress (AYP) for LEP children as described in Section 1111(b)(2)(B) of Title I, Part A of the ESEA.

AMAOs must also “reflect the amount of time an individual child has been enrolled in a language instruction educational program” (Section 3122(a)(2)(A)). Under Performance Indicator 2.1 of the Consolidated State Application, submitted by States in June 2002, States committed to following the progress of LEP students in attaining English language proficiency on a cohort basis. States have flexibility in defining these cohorts, and many States set different AMAO targets for different cohorts. For example, some States defined cohorts as LEP students in grades K-5, 6-8, and 9-12, and made different projections for the number or percentage of students in each of these cohorts who would make progress in learning English and attain English language proficiency. Some examples of cohorts reported by States include:

- LEP students K-12;
- LEP students in individual grades K (or 2) through 12;
- LEP students in each of the grade-spans, such as elementary, middle school, high school;
- LEP students at a particular English language proficiency level the previous year (or when entering the program);
- Students’ length of time in a language instruction educational program; and
- LEP students who were served by Title III in 2002-03.

It is important to note that although States are following the progress of Title III-served LEP students using quasi-longitudinal or longitudinal cohorts, Title III AMAO determinations are made at the LEA level. In other words, as LEAs are the eligible entities under Title III, States must determine annually whether each LEA, or consortium of LEAs, receiving Title III funds met the Title III AMAOs.

The percentage of students in each State-defined cohort making progress in learning English in 2003-04 (AMAO #1) is presented in Table 2.2a in each State pro-

file. The percentage of students attaining English language proficiency in 2003-04 (AMAO #2) is presented in Table 2.2b in each State profile. In each of these tables, the AMAO target for each cohort in the State is presented, as well as the actual performance of those students. Some States developed different cohorts for the English language proficiency attainment AMAO, usually including students who could be expected to attain proficiency in a given year, such as those who had already attained high levels of English language proficiency, and/or those who had been enrolled in a language instruction educational program for some period of time.

The AMAO targets, and the percentage of Title III-served LEP students who scored at the proficient and advanced levels on State-administered mathematics assessments in 2002-03 and 2003-04, are presented in Table 2.3a of each State profile. The same information with regard to reading/language arts is shown in Table 2.3b of each State profile. The performance of LEP students on native language versions of reading/language arts assessments, if such assessments are offered in the State, is depicted in Tables 2.3c and 2.3d of each State profile. State profiles follow after the body of this Report.

Finally, when testing for academic content knowledge, States must provide “reasonable accommodations on assessments... including, to the extent practicable, assessments in the language and form most likely to yield accurate data on what students know and can do in academic content areas...” (Section 1111(b)(3)(C)(ix)(III)). The accommodations provided to LEP students in each State, on State academic achievement tests, are listed in Table 2.3 in each State profile.

EVALUATION ELEMENT 3:

Effectiveness of Title III programs and activities in assisting LEP students to make progress in attaining English language proficiency and meeting State academic content and student academic achievement standards [Section 3123(b)(1), Section 3121(b)(2)]

Evaluation element three requires States to report information on three areas related to program effectiveness: the number of students participating in Title III-funded language instruction educational programs, the number of subgrantees funded within the State, and the number of subgrantees that reported meeting the State-

defined Title III AMAOs. These data are presented in Table 3.1 in the individual State profiles.

EVALUATION ELEMENT 4:

Professional development activities conducted by the State and by subgrantees [Section 3115(c)(2), Section 3116(c), Section 3123(b)(5)]

Title III requires that all teachers working in any Title III-funded language instruction educational program for LEP students be fluent in English and any other language used for instruction, including having written and oral communication skills (Section 3116(c)). Evaluation element four contains State-reported data on the number of teachers currently working in language instruction educational programs, the number of teachers projected to be needed five years from now, and information related to teacher language fluency. These data are presented in Table 4.1 in each State profile.

EVALUATION ELEMENT 5:

Description of State-level activities conducted and technical assistance provided to subgrantees [Section 3111(b)(2)(B-D), Section 3123(b)(4)]

States may reserve up to five percent of their Title III grant allocation to carry out professional development; conduct planning, evaluation, administration, and inter-agency coordination; provide technical assistance; and provide recognition to subgrantees (LEAs) that have exceeded annual measurable achievement objectives.

In each State profile, the types of technical assistance activities provided by the State to subgrantees are listed in Table 5.1a. Other State activities conducted during 2002-04 are listed in Table 5.2a.

EVALUATION ELEMENT 6:

Number of programs or activities that were terminated for failure to reach program goals [Section 3121(b)(3), Section 3123(b)(7)]

Evaluation element six documents the termination of any Title III programs or activities, including a description of terminated programs or activities and the circum-

stances surrounding the termination. Program termination is based on student results and program performance. Subgrantees are accountable to the State for meeting the State-determined Title III AMAO targets. If a State determines that a subgrantee has failed to meet the AMAOs for four consecutive years, program funding can be terminated, as provided for in Section 3122(b)(2-4). As NCLB has only been in place for three years, no subgrantees have received funding for four years. Therefore, programs would not have been terminated for failure to meet program goals. Evaluation element six in each State profile indicates if any programs were terminated. Only one State reported that a program had been terminated.

EVALUATION ELEMENT 7:

Number and percentage of LEP students transitioned out of language instruction educational programs into classrooms where instruction is not designed for LEP students [Section 3121(a)(4), Section 3123(b)(8)]

The primary goal of any language instruction educational program is that LEP students learn English and achieve the same high academic standards set by the State for all students. In order to achieve this goal, LEP students must learn English and meet the criteria established by the State to transition from the language instruction educational program into classrooms where instruction is not designed for LEP students.⁹

Under Title III, the performance of formerly Title III-served LEP students on State content and achievement standards must be monitored for two years after these students transition out of language instruction educational programs. State-reported numbers and percentages of LEP students who were transitioned out of language instruction educational programs in 2002-03 and 2003-04 are presented in Table 7.1 in the individual State profiles. States were asked to provide data concerning former Title III-served, currently-monitored LEP students who scored at the proficient or advanced levels on the State mathematics and reading/language arts content assess-

⁹ Exceptions are programs such as dual language, two-way immersion, maintenance, enrichment bilingual education, and some heritage language and developmental bilingual education programs in which the programmatic goal is full literacy in two languages, English and another language, as well as high academic achievement. Students in these programs are not transitioned when they attain English language proficiency, but rather remain in the program because they are receiving high-level academic content instruction in two languages, one of which is English..

ments. These data are presented in the State profiles in Tables 7.2a and 7.2b, respectively.

EVALUATION ELEMENT 8:

Description of the activities that provide enhanced instructional opportunities for immigrant children and youth [Section 3115 (e)(1)]

Evaluation element eight provides information on activities conducted by LEAs using Title III subgrants to serve immigrant children and youth. Under Title III, this group of students is defined as individuals who:

- (A) are aged 3 through 21;
- (B) were not born in any State; and
- (C) have not been attending one or more schools in any one or more States for more than 3 full academic years (Section 3301(6)).

While LEP immigrant children and youth may be served within any Title III-funded language instruction educational program, there is a provision in Title III to provide for subgrants to LEAs that have experienced a significant increase in the number of immigrant children and youth enrolled in their districts. NCLB specifies that each State may reserve up to 15 percent of its Title III allotment to award subgrants to LEAs 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...” (Section 3114(d)(1)).

Evaluation element eight reports the number of immigrant children and youth served by these subgrantees, and the types of activities conducted by subgrantees. This information is found in Tables 8.1 and 8.2a, respectively, in each State profile.

EVALUATION ELEMENT 9:

Optional Questions

The final evaluation element includes information regarding student mobility rates and State teacher requirements. These data were collected in order to help the U.S. De-

partment of Education better understand State data. These questions were optional, and many States did not respond. States' responses are presented on the last page of each State profile.

GENERAL FINDINGS

This FY 2002-2004 Biennial Report to Congress on the Implementation of NCLB, Title III, Part A, Subpart 1 (the State Formula Grant program) is the first in-depth account by the 50 States, the District of Columbia, and Puerto Rico to the U.S. Department of Education and Congress concerning LEP students' English language acquisition and academic achievement since NCLB was enacted. A wealth of information was gleaned from the numeric and narrative responses submitted by the States. These data define States' language instruction educational programs, accountability systems, LEP students and their academic outcomes, teachers of LEP students, and many other types of resources and support in Title III-funded programs in the nation's K-12 public schools. This section provides a summary of some of these key findings, based on the nine evaluation elements listed in Section 3123(b)(1-9). These key findings are organized around three principal themes: descriptions of program participants, programs and their supports, and student outcomes.

PROGRAM PARTICIPANTS

In response to the Evaluation Elements, States provided information on the overall profile of program participation. These data provide a baseline about participants in the Title III program. The data address numbers of:

- subgrantees and students served,
- immigrant children and youth served,
- students transitioning out of Title III programs, and
- certified/licensed teachers serving LEP students.

Subgrantees and Students Served

States were asked to report the number of LEP students served by Title III and the number of subgrants funded in 2002-03 and 2003-04. The numbers are somewhat difficult to report because States did not systematically report both numbers. For example, a State may have reported the number of LEP students served, but not the number of subgrants. For 2002-03, the numbers available indicate that States (48) re-

port serving 3,649,255 LEP students through Title III programs; they (48 States) funded 4,618 subgrants.

In 2003-04, States (51) reported that LEAs served 4,017,504 LEP students through 4,923 Title III subgrants. These figures do not reflect the total LEP population, because (1) not all States reported the data, (2) LEP students in school districts that do not receive Title III funding are not included in the numbers, and (3) students whose parents declined services are not included in the numbers.

Immigrant Students and Immigrant Students Served

States that receive Title III grants must reserve up to 15 percent of their award for subgrants to LEAs that have experienced a significant increase, compared to the average of the two preceding fiscal years, in the percentage or number of immigrant children and youth enrolled in public and nonpublic elementary and secondary schools (Section 3114(d)(1)). States were asked to report: (1) the total number of immigrant children and youth in the State (as defined in Section 3301(6)), (2) the number of immigrant students served through Title III subgrants, and (3) the number of subgrants funded specifically to support immigrant children and youth. For both 2002-03 and 2003-04, all States reported at least two of the figures mentioned above. For example, some States reported the total number of immigrant students in the State, and the number of subgrants for immigrant children and youth, but did not report the number of immigrant children and youth served.

The figures reported by 51 States indicated a total of 1,224,813 immigrant children and youth in 2002–03. Of 49 States reporting, Title III served 753,085 immigrant children and youth. A total of 46 States reported funding 1,485 immigrant education subgrants in 2002-03, with an additional five States reporting that immigrant education subgrants were not funded in that year because the number of immigrant children and youth had not increased sufficiently from the previous two years.

All 52 States reported a total of 1,218,238 immigrant children and youth in 2003–04, 827,638 of whom were served by Title III. A total of 45 States reported funding 1,389 subgrants for immigrant students in 2003-04, and an additional six States reported that immigrant education subgrants were not funded because the num-

ber or percentage of immigrant children and youth in the State had not increased significantly.

Students Transitioning Out of Title III Programs

States reported numbers and percentages of LEP students who were transitioned out of language instruction educational programs into mainstream classrooms. “Transitioned out” means that an LEP student has scored “proficient” on the State’s English language proficiency assessment, met any state-defined criteria for exiting the Title III-funded program (e.g., teacher recommendation, achievement test scores or classroom grades), and no longer receives Title III services. Some programs, such as two-way bilingual, have as their goal full literacy and achievement in two languages. As a result, these students generally do not exit from these programs, regardless of their English language proficiency.

Overall, 36 States reported that 378,903 students transitioned out in 2002–03. In 2003–04, 44 States reported 444,451 students transitioned out or exited. These numbers were difficult for States to report because they had not tracked these students before the enactment of NCLB. Because different numbers of States, and different States, are reporting data, comparison of these numbers either from year to year or from State to State is difficult.

Certified/Licensed Teachers Serving LEP Students

States reported the number of certified/licensed teachers currently working in language instruction educational programs, as well as estimates of the total number of certified teachers that will be needed five years from now. The current number of teachers was provided by 51 States, while the projected number of teachers needed was provided by 47 States. Thus, the numbers are not comparable. Overall, 51 States reported that 316,273 certified/licensed teachers worked in language instruction educational programs in 2003-2004.

States had difficulty reporting data concerning the number of teachers needed five years from now. Therefore, the resulting numbers are difficult to interpret and are not reported in the aggregate.

PROGRAMS AND THEIR SUPPORTS

This section provides an overview of the data on the characteristics of programs and services that States and their subgrantees provide to support Title III-served LEP students. The data address:

- Types of language instruction educational programs offered through Title III,
- Services to immigrant children and youth in Title III programs,
- Professional development activities,
- Technical assistance activities, and
- Requirements for teachers.

Types of Language Instruction Educational Programs Offered through Title III

Title III-served LEP students are first identified as LEP by a State-approved English language assessment instrument and then are recommended for placement in a language instruction educational program. The goal of all language instruction educational programs is that LEP students (1) acquire English to allow them to achieve in academic content areas, such as reading/language arts and mathematics in English, and (2) achieve at the same level of academic success established by the State for all students. Title III does not endorse or promote any specific language instruction educational program for LEP students. Title III does require that any specific program, method, or strategy chosen by a State or district to instruct LEP students be based on valid scientific research. In the Biennial Evaluation Report form, for FY 2004, States were asked to list the types of language instruction educational programs used by the LEAs in the State. Using a list provided in the Biennial Evaluation Report form, States indicated the types of language instruction educational programs implemented by Title III subgrantees during school years 2002–03 and 2003–04. These are listed and defined in textbox 1.

All States reported a combination of language instruction educational programs being used to meet LEP students' needs throughout their State. In numerous States, the

particular programs selected are dependant, to a large extent, upon State legislative requirements. Arizona, Massachusetts, Florida, California, Illinois, Georgia, and Texas, are examples of States with required legislated program choices. Some of the other factors that affect program selection include: student demographics, number and types of languages spoken within the LEP student population, and students' literacy levels in their native languages.

Sheltered English instruction, pull-out English as a second language (ESL), content-based ESL, structured English immersion, dual language, and transitional bilingual education were reported by at least 30 States each. Less frequently reported programs such as two-way immersion, heritage language, and developmental bilingual education still were used by a minimum of 10 States each. Overall:

- Forty States have subgrantees that use bilingual (native language and English) as well as English-only programs;
- Twelve States have subgrantees that use only English-medium programs;
- All 52 States have subgrantees that use some type of English as a second language instructional program; and
- No State uses only one program type.

The following textbox includes a list of the types of language instruction educational programs and their definitions.

Textbox 1: Types of language instruction educational programs¹⁰

Programs that focus on developing literacy in two languages include:

- **Two-way immersion or two-way bilingual**
 - The goal is to develop strong skills and proficiency in both L1 (home language) and L2 (English)
 - Includes students with an English background and students from one other language background
 - Instruction is in both languages, typically starting with smaller proportions of instruction in English, and gradually moving to half in each language
 - Students typically stay in the program throughout elementary school
- **Dual language**
 - When called “dual language immersion,” usually the same as two-way immersion or two-way bilingual
 - When called “dual language,” may refer to students from one language group developing full literacy skills in two languages – L1 and English
- **Late exit transitional, developmental bilingual, or maintenance education**
 - The goal is to develop some skills and proficiency in L1 and strong skills and proficiency in L2
 - Instruction at lower grades is in L1, gradually transitioning to English; students typically transition into mainstream classrooms with their English-speaking peers
 - Differences among the 3 programs focus on the degree of literacy students develop in the home language
- **Early exit transitional**
 - The goal is to develop English skills as quickly as possible, without delaying learning of academic core content
 - Instruction begins in L1, but rapidly moves to English; students typically are transitioned into mainstream classrooms with their English-speaking peers as soon as possible
- **Heritage language or Indigenous language program**
 - The goal is literacy in two languages
 - Content taught in both languages, with teachers fluent in both languages
 - Differences between the two programs: heritage language programs typically target students who are non-English speakers or who have weak literacy skills in L1; indigenous language programs support endangered minority language in which students may have weak receptive and no productive skills; both programs often serve American Indian students

Programs that focus on developing literacy in only English include:

- **Sheltered English, Specially Designed Academic Instruction in English (SDAIE), or Content-based English as a Second Language (ESL)**
 - The goal is proficiency in English while learning content in an all-English setting
 - Students from various linguistic and cultural backgrounds can be in the same class
 - Instruction is adapted to students’ proficiency level and supplemented by gestures, visual aids
 - May be used with other methods; e.g., early exit may use L1 for some classes and SDAIE for others
- **Structured English Immersion (SEI)**
 - The goal is fluency in English, with only LEP students in the class
 - All instruction is in English, adjusted to the proficiency level of students so subject matter is comprehensible
 - Teachers need receptive skill in students’ L1 and sheltered instructional techniques
- **English language development (ELD) or ESL Pull-out**
 - The goal is fluency in English
 - Students leave their mainstream classroom to spend part of the day receiving ESL instruction; often focused on grammar, vocabulary, and communication skills, not academic content
 - There is typically no support for students’ home languages

¹⁰ Modified from work by R. Linqunti (1999), *Fostering academic success for English language learners: What do we know?* San Francisco: WestEd. Retrieved (January 29, 2005) from the World Wide Web: www.wested.org/policy/pubs/fostering/models.htm and N. Zelasko and B. Antunez (2000), *If your child learns in two languages: A parent’s guide for improving educational opportunities for children acquiring English as a second language*. Washington, DC: National Clearinghouse for English Language Acquisition, The George Washington University.

Services to Immigrant Children and Youth

Title III authorizes subgrantees to implement a variety of program activities designed to “provide enhanced instructional opportunities for immigrant children and youth” (3115(e)(1)). Reports from 49 States indicate that Title III funds were used for:

- Family literacy, parent outreach, and training programs;
- Tutorials, mentoring, and academic career counseling;
- Identification and acquisition of curricular materials, software, and technologies;
- Support for personnel, including teacher aides, to provide services for immigrant children and youth; and/or
- Basic instructional services for immigrant children and youth.

Professional Development Activities

States are expected to provide professional development activities to assist personnel in meeting State and local certification and licensing requirements for teaching LEP children. In this report, 41 States (79 percent) indicated that they have done so. In providing additional information, States generally described

- How professional development was provided—
 - States provided the professional development activities, often at no cost, or
 - they coordinated with institutions of higher education, professional organizations, or other State or federal entities;
- Who participated in professional development activities—
 - in-service teachers,
 - pre-service teachers,
 - paraprofessionals,
 - administrators; and
- How States defined successful professional development activities by reviewing:
 - evaluations or feedback forms,

- the number of teachers and paraprofessionals who received endorsements or certifications in bilingual education/ESL or another language, and
- student achievement data or AMAO determinations at the districts in which professional development occurred.

Technical Assistance Activities

States indicated the types of technical assistance they provided to subgrantees in the two preceding fiscal years. Nearly all States carry out the following, all of which are specifically defined in Section 3111(b)(2)(C):

- Identify or develop and implement English language proficiency assessments;
- Assist LEAs to ensure that LEP students meet State academic content and student academic achievement standards expected of all students;
- Identify and implement English language instructional programs and curricula that are based on scientific research; and
- Promote parental and community participation in programs that serve LEP children.

Requirements for Teachers

Title III requires that each Title III-funded LEA “include in its plan a certification that all teachers in any language instruction educational program for limited English proficient children under . . . [Title III] . . . are fluent in English and any other language used for instruction, including having written and oral communication skills” (Section 3116(c)). All 52 States require language fluency for teachers who teach in language instruction educational programs for LEP students. In addition, the vast majority of States require special certification/licensure/endorsement for teachers who teach in language instruction educational programs. Of the 47 States responding, 39 (83 percent) reported that this requirement was in place.

STUDENT OUTCOMES

The goal of Title III is to promote English language proficiency and support LEP students to meet the same standards for academic achievement as all students. States provided considerable baseline data on their success in meeting their annual measurable achievement objective (AMAO) targets in these areas. For reasons cited previously, these results are best examined on a State-by-State basis, allowing comparisons to be made between a State's targets or projected performance and that State's actual performance for the various State-designated cohorts.

Students' Progress in Learning English

States reported the percentage of students expected to make progress in learning English (target) and the percentage of students who actually did make progress in learning English (performance). While many States were able to provide these data, some did not. Many of those States that were not able to provide data explained that they had encountered data collection problems, such as a testing cycle that did not coincide with this Title III report, or a Statewide database that still is being revised to meet Title III requirements. States reported data by cohorts of students: Some reported by grade level, others by grade level grouping, language proficiency level when first identified, and so on. Of the 42 States that provided target and performance data, 33 report meeting at least some of their AMAO targets regarding progress in English language proficiency.

Students' Progress in Attaining English

States reported the percentage of students expected to attain English language proficiency each year (target), and the percentage of students who did attain English language proficiency each year (performance). Most States that did not provide data indicated that the data were unavailable because of testing cycles or because they were in the process of changing assessments. The States that did not provide the necessary data have submitted plans with timelines to fulfill the requirements established by Title III. States again reported data by cohort, but some of these cohorts differed from those reported for progress in learning English. In these cases, the States reported on cohorts of students who were expected to attain English language proficiency in a

given year. Of those States (45) that did provide one or more targets as well as performance data, 41 met some or all of their AMAOs.

Achievement in Mathematics and Reading/Language Arts

The third AMAO is making adequate yearly progress (AYP) for LEP students served by Title III. The content areas currently measured for AYP are mathematics and reading/language arts.

For this third AMAO, States reported their projected *versus* actual number or percentage of Title III-served LEP students scoring at the “proficient” and “advanced” levels on the State-administered assessments of mathematics and reading/language arts in 2002–03 and 2003–04. The data show that:

- Some States reported data for every grade for which they were currently assessing in reading/language arts and mathematics. Through the 2004–2005 school year test administrations, States are required to test in reading/language arts and mathematics at least once in grades 3–5, once in grades 6–9, and once in grades 10–12. Beginning with tests administered in the 2005–2006 school year, States must assess in reading/language arts and mathematics in each of grades 3 through 8, and at least once in grades 10–12;
- States reported a wide range of targets that they expected LEAs to meet; and
- States found these data particularly difficult to report because they were still developing databases to follow students over time, they were in the process of changing assessments (or recently had changed assessments), they did not have enough previous data to project targets, and/or because testing cycles did not provide results within the data collection timeframe for this report.

Testing Accommodations. An accommodation is a change in testing conditions that does not interfere with the validity or reliability of the test’s results.¹¹ Although the ESEA requires that LEP students be “provided reasonable accommodations” (Section 1111(b)(3)(C)(ix)(III)), States decide which accommodations to provide. Accommodations are not appropriate to English language proficiency assessments (except in the

¹¹ National Center for Educational Outcomes, *Decision-making matrix for students with limited English proficiency: Graduation standards and statewide accountability testing* (Minneapolis: Author, 1999). Retrieved from <http://www.coled.umn.edu/NCEO/MAP/LEPI.html> (February 6, 2004).

case of a disabled student who requires an accommodation to such assessment due to his/her disability), but are important to the fairness of academic achievement assessments. However, it should be noted that research regarding accommodations is ongoing and incomplete. The most frequently reported accommodations included extra assessment time, small group or individual administration, separate room administration, directions read aloud or explained, use of dictionaries, oral directions provided in the native language, and breaks during testing and/or administrations of the tests.

Achievement of Students Who Transitioned Out of Language Instruction Educational Programs. Students in most language instruction educational programs move from program classrooms to full-time all-English classrooms with no language support once they have attained English language proficiency and met any other State- or district-defined criteria. These students are said to have “transitioned out.” States provided data for these former Title III-served LEP students whose achievement in the academic content areas must be monitored for two years after transitioning from a language instruction educational program. States defined continued success as LEP students scoring at the proficient and advanced levels on the State’s academic achievement assessments. A total of 26 States were able to provide complete data regarding mathematics and 27 States for reading/language arts. In several States, the data are incomplete for various reasons. Many States have never tracked students as required within the Title III evaluation requirements, and are still in the process of developing databases and other mechanisms for compiling data. Given the inadequacy of data at this time, it is not possible to provide an adequate national picture on this evaluation element

Number of Programs Terminated

Under Section 3122(b)(4), Title III subgrants can be terminated if the subgrantee does not meet the Title III annual measurable achievement objectives for four consecutive years. During the years from 2002-2004, no Title III programs were terminated due to lack of progress. One State reported having terminated a program during the preceding two years for failure to assess LEP students and provide the State with an evaluation. Since then, a new director has been installed for that program and

funding has been reinstated. The new director has indicated that assessing students and evaluating the program will become an integral part of program implementation.

STATE PROFILES

This chapter presents profiles of each of the 52 States. The profiles are organized around the nine evaluation elements presented previously. Only data from the items requesting quantitative data are presented. States often wrote extensive detailed narrative responses; these are not included in the State profiles because of their length.

In documenting the State data, each profile provides the information as it was submitted by the State in the original Biennial Evaluation Report form, or as clarified in further submissions. Where a State provided no data for an element or part of an element, the tables indicate whether the State reported that the data were not applicable, not available, or simply submitted no data without an explanation (labeled as “State did not provide data”). Extensive footnotes on the tables document unique issues or explain information.

ALABAMA

Evaluation Element 1

**Types of language instruction educational programs used by subgrantees to teach LEP students
[SEC. 3121(a)(1), 3123(b)(1) and (2)]**

- Sheltered English instruction
- Structured English immersion
- Specially designed academic instruction in English (SDAIE)
- Content-based ESL
- Pull-out ESL
- Other ESL

Evaluation Element 2

**Critical synthesis of data reported by subgrantees on student performance
[SEC. 3121(a), 3123(b)(3)]**

Table 2.2a Students making progress in learning English, by cohort		
Cohort	Making progress	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Grades K–12	50.0	56.0

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Alabama

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Evaluation Element 2—continued

Table 2.2b Students attaining English language proficiency, by cohort		
Cohort	Attaining English proficiency	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Kindergarten	22.0	18.0
Grade 1	37.0	38.0
Grade 2	40.0	45.0
Grade 3	50.0	55.0
Grade 4	50.0	49.0
Grade 5	54.0	60.0
Grade 6	50.0	67.0
Grade 7	49.0	43.0
Grade 8	45.0	47.0
Grade 9	38.0	36.0
Grade 10	46.0	44.0
Grade 11	46.0	42.0
Grade 12	59.0	67.0
Total	42.0	47.0

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Evaluation Element 2—continued

Table 2.3 Accommodations offered to LEP students taking State achievement tests	
Type of accommodation	Reported use of each accommodation
Presentation	
Assessment in the native language	
Text changes in vocabulary	
Modification of linguistic complexity	
Addition of visual supports	
Use of glossaries in native language	
Use of glossaries in English	
Linguistic modification of test directions	
Additional example items/tasks	
Oral directions in the native language	✓
Use of dictionaries	✓
Reading aloud of questions in English	✓
Directions read aloud or explained	✓
Response	
Answers written directly in test booklet	
Answers dictated	
Responses in native language	
Timing/Scheduling	
Extra assessment time	✓
Breaks during testing	✓
Administration in several sessions	
Setting	
Small-group or individual administration	✓
Separate room administration	✓

Alabama

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 2—continued

Table 2.3a Title III-served LEP students scoring at the proficient and advanced levels on State-administered mathematics assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5						
4		—	—	—	50.0	450	52.3
5							
6	6–9	—	—	—	30.0	229	35.6
7							
8							
9							
10	10–12						
11		—	—	—	50.0	130	58.8
12		—	—	—	85.0	118	90.1

—State did not provide data.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Table 2.3b Title III-served LEP students scoring at the proficient and advanced levels on State-administered reading/language arts assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5						
4		—	—	—	40.0	385	47.1
5							
6	6–9	—	—	—	50.0	322	53.6
7							
8							
9							
10	10–12						
11		—	—	—	40.0	96	44.0
12		—	—	—	70.0	98	73.7

—State did not provide data.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 3

Effectiveness of Title III programs and activities in assisting LEP students to make progress in attaining English language proficiency and meeting State academic content and student academic achievement standards
[SEC. 3123(b)(1), 3121(b)(2)]

Table 3.1 Number of LEP students served and number of subgrantees for 2002–04, and number of Title III subgrantees meeting AMAOs for 2003–04				
2002–03		2003–04		
Number of LEP students served in Title III	Number of subgrantees	Number of LEP students served in Title III	Number of subgrantees	Number of Title III subgrantees meeting Title III AMAOs
10,000	40	11,815	42	33

Evaluation Element 4

Professional development activities conducted by the State and by subgrantees
[SEC. 3115(c)(2), 3116(c), 3123(b)(5)]

Table 4.1 Number of certified/licensed teachers working in language instruction educational programs, 2003–04 and estimated in 5 years	
Number of certified/licensed teachers currently working in language instruction educational programs	Estimated number of certified/licensed teachers State will need in the next 5 years to staff language instruction educational programs
126	1,600*

**The figure indicated in column 2 is the sum of the number of certified/licensed teachers currently working in language instruction educational programs (column 1) plus the estimated number of certified/licensed teachers needed in the next 5 years.*

Has the State provided professional development activities to assist personnel in meeting State and local certification and licensing requirements for teaching limited English proficient children?

Yes

No

Evaluation Element 5

Description of State level activities conducted and technical assistance provided to subgrantees
[SEC. 3111(b)(2)(B-D), 3123(b)(4)]

Table 5.1a Types of technical assistance the State provided to subgrantees in last 2 years	
Technical assistance provided	Check all that apply
Identifying and implementing English language instructional programs and curricula that are based on scientific research	✓
Helping LEP students to meet academic content and student academic achievement standards expected of all students	✓
Identifying or developing and implementing measures of English language proficiency	✓
Promoting parental and community participation in programs that serve LEP children	✓
Providing recognition of sub-grantees that exceeded the English language proficiency annual measurable achievement objectives	✓
Other	✓

Table 5.2a Other State activities conducted in 2002–04	
Type of technical assistance	Check all that apply
Planning	✓
Evaluation	✓
Administration	
Interagency cooperation	
Other	

Evaluation Element 6

Number of programs or activities that were terminated for failure to reach program goals
[SEC. 3121(b)(3), 3123(b)(7)]

Number of programs or activities terminated in the two preceding fiscal years: 0

Evaluation Element 7

Number and percentage of LEP students transitioned out of language instruction educational programs into classrooms where instruction is not designed for LEP students [SEC. 3121(a)(4), 3123(b)(8)]

Table 7.1 Number and percentage of Title III LEP students transitioned out			
2002–03		2003–04	
Number of students	Percentage of students	Number of students	Percentage of students
1,056	9.5	2,078	15.5

Table 7.2a Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State mathematics assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5				
4		—	—	180	84.5
5					
6	6–9	—	—	118	70.2
7					
8					
9					
10	10–12				
11		—	—	*	*
12					

*State reported that no former LEP students had been flagged as there was no means for disaggregating data.

—State did not provide data.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 7—continued

Table 7.2b Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State reading/language arts assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5				
4		—	—	450 ¹	75.3 ¹
5		—	—	188 ²	88.7 ²
6	6–9				
7					
8		—	—	377 ¹	70.0 ¹
9		—	—	243 ²	71.3 ²
10	10–12	*	*	*	*
11					
12					

*State reported that no former LEP students had been flagged as there was no means for disaggregating data.

—State did not provide data.

¹For grades 4 and 8, the number and percent refer to the SAT10 test.

²For grades 5 and 9, the number and percent refer to the ARMT test.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 8

Description of the activities that provide enhanced instructional opportunities for immigrant children and youth [SEC. 3115(e)(1)]

Table 8.1 Number of immigrant children and youth, number served by Title III, and number of subgrants for immigrant children and youth programs for 2002–03 and 2003–04					
Number of immigrant children and youth	2002–03		2003–04		
	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs	Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs
5,355	5,355	41	4,166	4,166	42

Evaluation Element 8—continued

Table 8.2a Type of activities conducted by subgrantees for programs for immigrant children and youth	
Programs offered	Check all that apply
Family literacy, parent outreach, and training	✓
Support for personnel, including teacher aides, to provide services for immigrant children and youth	✓
Provision of tutorials, mentoring and academic career counseling	✓
Identification and acquisition of curricular materials, software and technologies	✓
Basic instructional services	✓
Other instructional services such as programs of introduction to the educational system and civics education	✓
Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities to assist parents by offering comprehensive services	✓

Evaluation Element 9

Optional questions

Do LEAs provide information to the State on mobility rates? Yes No

State calculates a mobility rate. Yes No

State requires a special certification/licensure/ endorsement for teachers who teach in language instruction educational programs. Yes No

Alaska

Evaluation Element 1

Types of language instruction educational programs used by subgrantees to teach LEP students
[SEC. 3121(a)(1), 3123(b)(1) and (2)]

- Dual language
- Two-way immersion
- Transitional bilingual
- Developmental bilingual
- Sheltered English instruction
- Structured English immersion
- Other bilingual and ESL

Evaluation Element 2

Critical synthesis of data reported by subgrantees on student performance
[SEC. 3121(a), 3123(b)(3)]

Table 2.2a Students making progress in learning English, by cohort		
Cohort	Making progress	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Grades K–5	75.0	41.8
Grades 6–12	75.0	50.3
Total	—	45.7

—State did not provide data.

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Evaluation Element 2—continued

Cohort	Attaining English proficiency	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Grades K–5	8.0	20.0
Grades 6–12	20.0	31.8
Total	—	25.5

—State did not provide data.

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Type of accommodation	Reported use of each accommodation
Presentation	
Assessment in the native language	
Text changes in vocabulary	
Modification of linguistic complexity	✓
Addition of visual supports	✓
Use of glossaries in native language	✓
Use of glossaries in English	✓
Linguistic modification of test directions	✓
Additional example items/tasks	
Oral directions in the native language	✓
Use of dictionaries	
Reading aloud of questions in English	✓
Directions read aloud or explained	✓
Response	
Answers written directly in test booklet	
Answers dictated	
Responses in native language	
Timing/Scheduling	
Extra assessment time	✓
Breaks during testing	✓
Administration in several sessions	✓
Setting	
Small-group or individual administration	✓
Separate room administration	✓

Evaluation Element 2—continued

Table 2.3a Title III-served LEP students scoring at the proficient and advanced levels on State-administered mathematics assessments							
		2002–03			2003–04		
Grade	Grade span	Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5	54.9	748	47.8	54.9	781	48.5
4		54.9	662	41.7	54.9	664	39.2
5		54.9	592	38.4	54.9	635	38.1
6	6–9	54.9	659	39.8	54.9	546	34.0
7		54.9	635	40.0	54.9	661	40.0
8		54.9	618	39.7	54.9	520	35.2
9		54.9	498	38.0	54.9	480	31.1
10	10–12	54.9	497	41.0	54.9	389	35.5
11							
12							

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Table 2.3b Title III-served LEP students scoring at the proficient and advanced levels on State-administered reading/language arts assessments							
		2002–03			2003–04		
Grade	Grade span	Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5	64.0	640	40.9	64.0	621	38.6
4		64.0	743	46.8	64.0	746	44.0
5		64.0	659	42.8	64.0	745	44.7
6	6–9	64.0	760	45.9	64.0	678	42.3
7		64.0	680	42.9	64.0	715	43.3
8		64.0	647	41.6	64.0	579	39.2
9		64.0	537	40.0	64.0	529	34.4
10	10–12	64.0	492	42.5	64.0	467	42.6
11							
12							

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 3

Effectiveness of Title III programs and activities in assisting LEP students to make progress in attaining English language proficiency and meeting State academic content and student academic achievement standards
[SEC. 3123(b)(1), 3121(b)(2)]

Table 3.1 Number of LEP students served and number of subgrantees for 2002–04, and number of Title III subgrantees meeting AMAOs for 2003–04				
2002–03		2003–04		
Number of LEP students served in Title III	Number of subgrantees	Number of LEP students served in Title III	Number of subgrantees	Number of Title III subgrantees meeting Title III AMAOs
18,544	16	15,588	14	0

Evaluation Element 4

Professional development activities conducted by the State and by subgrantees
[SEC. 3115(c)(2), 3116(c), 3123(b)(5)]

Table 4.1 Number of certified/licensed teachers working in language instruction educational programs, 2003–04 and estimated in 5 years	
Number of certified/licensed teachers working in language instruction educational programs	Estimated number of certified/licensed teachers State will need in the next 5 years to staff language instruction educational programs
829	915

Provided professional development activities to assist personnel in meeting State and local certification and licensing requirements for teaching limited English proficient children.

Yes No

Evaluation Element 5

Description of State level activities conducted and technical assistance provided to subgrantees
[SEC. 3111(b)(2)(B-D), 3123(b)(4)]

Table 5.1a Types of technical assistance the State provided to subgrantees in last 2 years	
Technical assistance provided	Check all that apply
Identifying and implementing English language instructional programs and curricula that are based on scientific research	✓
Helping LEP students to meet academic content and student academic achievement standards expected of all students	✓
Identifying or developing and implementing measures of English language proficiency	✓
Promoting parental and community participation in programs that serve LEP children	✓
Providing recognition of sub-grantees that exceeded the English language proficiency annual measurable achievement objectives	
Other	

Table 5.2a Other State activities conducted in 2002–04	
Type of technical assistance	Check all that apply
Planning	✓
Evaluation	
Administration	✓
Interagency cooperation	✓
Other	

Evaluation Element 6

Number of programs or activities that were terminated for failure to reach program goals
[SEC. 3121(b)(3), 3123(b)(7)]

Number of programs or activities terminated in the two preceding fiscal years: 0

Evaluation Element 7

Number and percentage of LEP students transitioned out of language instruction educational programs into classrooms where instruction is not designed for LEP students [SEC. 3121(a)(4), 3123(b)(8)]

Table 7.1 Number and percentage of Title III LEP students transitioned out			
2002–03		2003–04	
Number of students	Percentage of students	Number of students	Percentage of students
1,472	7.7	306	2.5

Table 7.2a Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State mathematics assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	—	—	23	92.0
4		—	—	22	81.5
5		—	—	58	92.1
6	6–9	—	—	33	84.6
7		—	—	31	88.6
8		—	—	40	88.9
9		—	—	25	80.7
10	10–12	—	—	29	70.7
11					
12					

—State did not provide data.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 7—continued

Table 7.2b Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State reading/language arts assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	—	—	25	100.0
4		—	—	25	92.6
5		—	—	63	100.0
6	6–9	—	—	36	92.3
7		—	—	34	97.1
8		—	—	44	97.8
9		—	—	28	90.3
10	10–12	—	—	39	95.1
11					
12					

—State did not provide data.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 8

Description of the activities that provide enhanced instructional opportunities for immigrant children and youth [SEC. 3115(e)(1)]

Table 8.1 Number of immigrant children and youth, number served by Title III, and number of subgrants for immigrant children and youth programs for 2002–03 and 2003–04

Number of immigrant children and youth	2002–03		2003–04		
	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs	Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs
1,818	0	0	1,163	66	2

Evaluation Element 8—continued

Table 8.2a Type of activities conducted by subgrantees for programs for immigrant children and youth	
Programs offered	Check all that apply
Family literacy, parent outreach, and training	✓
Support for personnel, including teacher aides, to provide services for immigrant children and youth	
Provision of tutorials, mentoring and academic career counseling	
Identification and acquisition of curricular materials, software and technologies	
Basic instructional services	✓
Other instructional services such as programs of introduction to the educational system and civics education	
Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities to assist parents by offering comprehensive services	

Evaluation Element 9

Optional questions

Do LEAs provide information to the State on mobility rates?
Alaska did not answer. Yes No

State calculates a mobility rate.
Alaska did not answer. Yes No

State requires a special certification/licensure/endorsement for teachers who teach in language instruction educational programs.
Alaska did not answer. Yes No

Arizona

Evaluation Element 1

Types of language instruction educational programs used by subgrantees to teach LEP students
[SEC. 3121(a)(1), 3123(b)(1) and (2)]

- Dual language
- Transitional bilingual
- Heritage language
- Sheltered English instruction
- Content-based ESL

Evaluation Element 2

Critical synthesis of data reported by subgrantees on student performance
[SEC. 3121(a), 3123(b)(3)]

Table 2.2a Students making progress in learning English, by cohort		
Cohort	Making progress	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Grades K–2	*	*
Grades 3–5	*	*
Grades 6–8	*	*
Grades 9–12	*	*

*State reported data not available.

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Evaluation Element 2—continued

Table 2.2b Students attaining English language proficiency, by cohort		
Cohort	Attaining English proficiency	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Grades K–2	*	*
Grades 3–5	*	*
Grades 6–8	*	*
Grades 9–12	*	*

*State reported data not available.

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Table 2.3 Accommodations offered to LEP students taking State achievement tests	
Type of accommodation	Reported use of each accommodation
Presentation	
Assessment in the native language	
Text changes in vocabulary	
Modification of linguistic complexity	
Addition of visual supports	
Use of glossaries in native language	
Use of glossaries in English	
Linguistic modification of test directions	
Additional example items/tasks	
Oral directions in the native language	✓
Use of dictionaries	✓
Reading aloud of questions in English	
Directions read aloud or explained	✓
Response	
Answers written directly in test booklet	
Answers dictated	
Responses in native language	
Timing/Scheduling	
Extra assessment time	✓
Breaks during testing	
Administration in several sessions	
Setting	
Small-group or individual administration	✓
Separate room administration	

Evaluation Element 2—continued

Table 2.3a Title III-served LEP students scoring at the proficient and advanced levels on State-administered mathematics assessments

Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5	32.0	5,218	32.0	32.0	5,104	31.0
4							
5		20.0	2,516	18.0	20.0	2,902	14.0
6	6–9						
7							
8		7.0	354	4.0	7.0	533	5.0
9							
10	10–12	10.0	359	7.0	10.0	617	10.0
11							
12							

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Table 2.3b Title III-served LEP students scoring at the proficient and advanced levels on State-administered reading/language arts assessments

Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5	44.0	5,408	34.0	44.0	5,293	32.0
4							
5		32.0	2,427	17.0	32.0	2,000	14.0
6	6–9						
7							
8		31.0	1,223	13.0	31.0	1,250	11.0
9							
10	10–12	23.0	660	14.0	23.0	756	12.0
11							
12							

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 3

**Effectiveness of Title III programs and activities in assisting LEP students to make progress in attaining English language proficiency and meeting State academic content and student academic achievement standards
[SEC. 3123(b)(1), 3121(b)(2)]**

Table 3.1 Number of LEP students served and number of subgrantees for 2002–04, and number of Title III subgrantees meeting AMAOs for 2003–04				
2002–03		2003–04		
Number of LEP students served in Title III	Number of subgrantees	Number of LEP students served in Title III	Number of subgrantees	Number of Title III subgrantees meeting Title III AMAOs
149,488	225	161,213	162	67

Evaluation Element 4

**Professional development activities conducted by the State and by subgrantees
[SEC. 3115(c)(2), 3116(c), 3123(b)(5)]**

Table 4.1 Number of certified/licensed teachers working in language instruction educational programs, 2003–04 and estimated in 5 years	
Number of certified/licensed teachers working in language instruction educational programs	Estimated number of certified/licensed teachers State will need in the next 5 years to staff language instruction educational programs
7,410	8,160

Provided professional development activities to assist personnel in meeting State and local certification and licensing requirements for teaching limited English proficient children.

Yes No

Evaluation Element 5

Description of State level activities conducted and technical assistance provided to subgrantees
[SEC. 3111(b)(2)(B-D), 3123(b)(4)]

Table 5.1a Types of technical assistance the State provided to subgrantees in last 2 years	
Technical assistance provided	Check all that apply
Identifying and implementing English language instructional programs and curricula that are based on scientific research	✓
Helping LEP students to meet academic content and student academic achievement standards expected of all students	✓
Identifying or developing and implementing measures of English language proficiency	✓
Promoting parental and community participation in programs that serve LEP children	✓
Providing recognition of sub-grantees that exceeded the English language proficiency annual measurable achievement objectives	✓
Other	

Table 5.2a Other State activities conducted in 2002–04	
Type of technical assistance	Check all that apply
Planning	
Evaluation	
Administration	
Interagency cooperation	✓
Other	

Evaluation Element 6

Number of programs or activities that were terminated for failure to reach program goals
[SEC. 3121(b)(3), 3123(b)(7)]

Number of programs or activities terminated in the two preceding fiscal years: 0

Evaluation Element 7

Number and percentage of LEP students transitioned out of language instruction educational programs into classrooms where instruction is not designed for LEP students [SEC. 3121(a)(4), 3123(b)(8)]

Table 7.1 Number and percentage of Title III LEP students transitioned out			
2002–03		2003–04	
Number of students	Percentage of students	Number of students	Percentage of students
7,107	5.0	10,894	7.0

Table 7.2a Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State mathematics assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	2,856	64.0	2,540	62.0
4					
5		2,517	47.0	2,265	43.0
6	6–9				
7					
8		850	15.0	1,038	19.0
9					
10	10–12	987	26.0	976	25.0
11					
12					

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 7—continued

Table 7.2b Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State reading/language arts assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	3,269	73.0	2,912	71.0
4					
5		2,905	54.0	2,530	48.0
6	6–9				
7					
8		2,683	47.0	2,212	40.0
9					
10	10–12	1,898	50.0	1,647	42.0
11					
12					

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 8

Description of the activities that provide enhanced instructional opportunities for immigrant children and youth [SEC. 3115(e)(1)]

Table 8.1 Number of immigrant children and youth, number served by Title III, and number of subgrants for immigrant children and youth programs for 2002–03 and 2003–04					
2002–03			2003–04		
Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs	Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs
40,721	NA ¹	225	34,074	27,447	162

NA = State reported data not applicable.

¹The state determined requirements to be eligible for EIEP funds were such that no districts qualified for funding. After discussions with staff at U.S. ED, it was determined that the unallocated EIEP funds would be rolled into the following year's Title III allocations.

Evaluation Element 8—continued

Table 8.2a Type of activities conducted by subgrantees for programs for immigrant children and youth	
Programs offered	Check all that apply
Family literacy, parent outreach, and training	✓
Support for personnel, including teacher aides, to provide services for immigrant children and youth	✓
Provision of tutorials, mentoring and academic career counseling	✓
Identification and acquisition of curricular materials, software and technologies	✓
Basic instructional services	✓
Other instructional services such as programs of introduction to the educational system and civics education	✓
Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities to assist parents by offering comprehensive services	✓

Evaluation Element 9

Optional questions

Do LEAs provide information to the State on mobility rates?
Arizona did not respond. Yes No

State calculates a mobility rate. Yes No

State requires a special certification/licensure/endorsement for teachers who teach in language instruction educational programs. Yes No

Arkansas

Evaluation Element 1

**Types of language instruction educational programs used by subgrantees to teach LEP students
[SEC. 3121(a)(1), 3123(b)(1) and (2)]**

- Sheltered English instruction
- Structured English immersion
- Specially designed academic instruction in English (SDAIE)
- Content-based ESL
- Pull-out ESL
- Other ESL

Evaluation Element 2

**Critical synthesis of data reported by subgrantees on student performance
[SEC. 3121(a), 3123(b)(3)]**

Table 2.2a Students making progress in learning English, by cohort		
Cohort	Making progress	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
LEP students assessed with MACII	60.0	100.0

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Evaluation Element 2—continued

Table 2.2b Students attaining English language proficiency, by cohort		
Cohort	Attaining English proficiency	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
—	—	—

—State did not provide data.

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Table 2.3 Accommodations offered to LEP students taking State achievement tests	
Type of accommodation	Reported use of each accommodation
Presentation	
Assessment in the native language	
Text changes in vocabulary	
Modification of linguistic complexity	
Addition of visual supports	
Use of glossaries in native language	
Use of glossaries in English	
Linguistic modification of test directions	
Additional example items/tasks	
Oral directions in the native language	
Use of dictionaries	✓
Reading aloud of questions in English	
Directions read aloud or explained	✓
Response	
Answers written directly in test booklet	
Answers dictated	
Responses in native language	
Timing/Scheduling	
Extra assessment time	
Breaks during testing	
Administration in several sessions	
Setting	
Small-group or individual administration	
Separate room administration	

Arkansas

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 2—continued

Table 2.3a Title III-served LEP students scoring at the proficient and advanced levels on State-administered mathematics assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5	*	*	*	*	*	*
4		*	*	*	*	*	*
5		*	*	*	*	*	*
6	6–9	*	*	*	*	*	*
7		*	*	*	*	*	*
8		*	*	*	*	*	*
9		*	*	*	*	*	*
10	10–12	*	*	*	*	*	*
11		*	*	*	*	*	*
12		*	*	*	*	*	*

**State reported data not available.*

Table 2.3b Title III-served LEP students scoring at the proficient and advanced levels on State-administered reading/language arts assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5	*	*	*	*	*	*
4		*	*	*	*	*	*
5		*	*	*	*	*	*
6	6–9	*	*	*	*	*	*
7		*	*	*	*	*	*
8		*	*	*	*	*	*
9		*	*	*	*	*	*
10	10–12	*	*	*	*	*	*
11		*	*	*	*	*	*
12		*	*	*	*	*	*

**State reported data not available.*

Evaluation Element 3

Effectiveness of Title III programs and activities in assisting LEP students to make progress in attaining English language proficiency and meeting State academic content and student academic achievement standards
[SEC. 3123(b)(1), 3121(b)(2)]

Table 3.1 Number of LEP students served and number of subgrantees for 2002–04, and number of Title III subgrantees meeting AMAOs for 2003–04				
2002–03		2003–04		
Number of LEP students served in Title III	Number of subgrantees	Number of LEP students served in Title III	Number of subgrantees	Number of Title III subgrantees meeting Title III AMAOs
10,479	14	13,533	23	23

Evaluation Element 4

Professional development activities conducted by the State and by subgrantees
[SEC. 3115(c)(2), 3116(c), 3123(b)(5)]

Table 4.1 Number of certified/licensed teachers working in language instruction educational programs, 2003–04 and estimated in 5 years	
Number of certified/licensed teachers working in language instruction educational programs	Estimated number of certified/licensed teachers State will need in the next 5 years to staff language instruction educational programs
735	1,394*

*The figure indicated in column 2 is the sum of the number of certified/licensed teachers currently working in language instruction educational programs (column 1) plus the estimated number of certified/licensed teachers needed in the next 5 years.

Provided professional development activities to assist personnel in meeting State and local certification and licensing requirements for teaching limited English proficient children.

Yes No

Evaluation Element 5

Description of State level activities conducted and technical assistance provided to subgrantees
[SEC. 3111(b)(2)(B-D), 3123(b)(4)]

Table 5.1a Types of technical assistance the State provided to subgrantees in last 2 years	
Technical assistance provided	Check all that apply
Identifying and implementing English language instructional programs and curricula that are based on scientific research	✓
Helping LEP students to meet academic content and student academic achievement standards expected of all students	✓
Identifying or developing and implementing measures of English language proficiency	✓
Promoting parental and community participation in programs that serve LEP children	✓
Providing recognition of sub-grantees that exceeded the English language proficiency annual measurable achievement objectives	
Other	

Table 5.2a Other State activities conducted in 2002–04	
Type of technical assistance	Check all that apply
Planning	✓
Evaluation	
Administration	✓
Interagency cooperation	✓
Other	

Evaluation Element 6

Number of programs or activities that were terminated for failure to reach program goals
[SEC. 3121(b)(3), 3123(b)(7)]

Number of programs or activities terminated in the two preceding fiscal years: 0

Evaluation Element 7

Number and percentage of LEP students transitioned out of language instruction educational programs into classrooms where instruction is not designed for LEP students [SEC. 3121(a)(4), 3123(b)(8)]

Table 7.1 Number and percentage of Title III LEP students transitioned out			
2002-03		2003-04	
Number of students	Percentage of students	Number of students	Percentage of students
*	*	*	*

**State reported data not available.*

Table 7.2a Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State mathematics assessments					
Grade	Grade span	2002-03		2003-04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3-5	*	*	*	*
4		*	*	*	*
5		*	*	*	*
6	6-9	*	*	*	*
7		*	*	*	*
8		*	*	*	*
9		*	*	*	*
10	10-12	*	*	*	*
11		*	*	*	*
12		*	*	*	*

**State reported data not available.*

Evaluation Element 7—continued

Table 7.2b Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State reading/language arts assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	*	*	*	*
4		*	*	*	*
5		*	*	*	*
6	6–9	*	*	*	*
7		*	*	*	*
8		*	*	*	*
9		*	*	*	*
10	10–12	*	*	*	*
11		*	*	*	*
12		*	*	*	*

*State reported data not available.

Evaluation Element 8

Description of the activities that provide enhanced instructional opportunities for immigrant children and youth
[SEC. 3115(e)(1)]

Table 8.1 Number of immigrant children and youth, number served by Title III, and number of subgrants for immigrant children and youth programs for 2002–03 and 2003–04					
2002–03			2003–04		
Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs	Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs
4,626	3,815	3	4,696	4,233	3

Evaluation Element 8—continued

Table 8.2a Type of activities conducted by subgrantees for programs for immigrant children and youth	
Programs offered	Check all that apply
Family literacy, parent outreach, and training	✓
Support for personnel, including teacher aides, to provide services for immigrant children and youth	✓
Provision of tutorials, mentoring and academic career counseling	✓
Identification and acquisition of curricular materials, software and technologies	✓
Basic instructional services	✓
Other instructional services such as programs of introduction to the educational system and civics education	✓
Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities to assist parents by offering comprehensive services	✓

Evaluation Element 9

Optional questions

- Do LEAs provide information to the State on mobility rates? Yes No
- State calculates a mobility rate. Yes No
- State requires a special certification/licensure/endorsement for teachers who teach in language instruction educational programs. Yes No

California

Evaluation Element 1

Types of language instruction educational programs used by subgrantees to teach LEP students
[SEC. 3121(a)(1), 3123(b)(1) and (2)]

- Two-way immersion
- Transitional bilingual
- Structured English immersion
- Specially designed academic instruction in English (SDAIE)
- Other ESL (English Language Development)

Evaluation Element 2

Critical synthesis of data reported by subgrantees on student performance
[SEC. 3121(a), 3123(b)(3)]

Table 2.2a Students making progress in learning English, by cohort		
Cohort	Making progress	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Grades K–12	51.0	61.0

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

California

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Evaluation Element 2—continued

Table 2.2b Students attaining English language proficiency, by cohort		
Cohort	Attaining English proficiency	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Grades K–12	30.0	38.0

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Table 2.3 Accommodations offered to LEP students taking State achievement tests	
Type of accommodation	Reported use of each accommodation
Presentation	
Assessment in the native language	
Text changes in vocabulary	
Modification of linguistic complexity	
Addition of visual supports	
Use of glossaries in native language	✓
Use of glossaries in English	✓
Linguistic modification of test directions	
Additional example items/tasks	
Oral directions in the native language	
Use of dictionaries	
Reading aloud of questions in English	
Directions read aloud or explained	✓
Response	
Answers written directly in test booklet	
Answers dictated	
Responses in native language	
Timing/Scheduling	
Extra assessment time	
Breaks during testing	✓
Administration in several sessions	
Setting	
Small-group or individual administration	✓
Separate room administration	✓

California

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 2—continued

Table 2.3a Title III-served LEP students scoring at the proficient and advanced levels on State-administered mathematics assessments

Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5	16.0	59,209	33.3	16.0	62,984	36.1
4		16.0	60,348	34.4	16.0	59,452	33.4
5		16.0	40,374	23.9	16.0	40,275	24.0
6	6–9	16.0	34,135	20.4	16.0	29,911	18.7
7		16.0	27,562	17.5	16.0	27,322	17.3
8		16.0	26,335	18.3	16.0	22,909	15.1
9							
10	10–12	9.6	28,211	24.4	9.6	33,674	27.4
11							
12							

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Table 2.3b Title III-served LEP students scoring at the proficient and advanced levels on State-administered reading/language arts assessments

Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5	13.6	30,146	17.0	13.6	25,768	14.8
4		13.6	37,277	21.3	13.6	39,816	22.4
5		13.6	31,111	18.4	13.6	33,007	19.7
6	6–9	13.6	28,034	16.8	13.6	23,026	14.4
7		13.6	26,865	17.0	13.6	24,318	15.4
8		13.6	20,862	14.5	13.6	19,446	12.8
9							
10	10–12	11.2	28,366	25.4	11.2	29,603	24.2
11							
12							

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 3

Effectiveness of Title III programs and activities in assisting LEP students to make progress in attaining English language proficiency and meeting State academic content and student academic achievement standards
[SEC. 3123(b)(1), 3121(b)(2)]

Table 3.1 Number of LEP students served and number of subgrantees for 2002–04, and number of Title III subgrantees meeting AMAOs for 2003–04				
2002–03		2003–04		
Number of LEP students served in Title III	Number of subgrantees	Number of LEP students served in Title III	Number of subgrantees	Number of Title III subgrantees meeting Title III AMAOs
1,504,131	740	1,554,172	839	681

Evaluation Element 4

Professional development activities conducted by the State and by subgrantees
[SEC. 3115(c)(2), 3116(c), 3123(b)(5)]

Table 4.1 Number of certified/licensed teachers working in language instruction educational programs, 2003–04 and estimated in 5 years	
Number of certified/licensed teachers working in language instruction educational programs	Estimated number of certified/licensed teachers State will need in the next 5 years to staff language instruction educational programs
154,650	193,312

Provided professional development activities to assist personnel in meeting State and local certification and licensing requirements for teaching limited English proficient children.

Yes No

Evaluation Element 5

Description of State level activities conducted and technical assistance provided to subgrantees
[SEC. 3111(b)(2)(B-D), 3123(b)(4)]

Table 5.1a Types of technical assistance the State provided to subgrantees in last 2 years	
Technical assistance provided	Check all that apply
Identifying and implementing English language instructional programs and curricula that are based on scientific research	✓
Helping LEP students to meet academic content and student academic achievement standards expected of all students	✓
Identifying or developing and implementing measures of English language proficiency	✓
Promoting parental and community participation in programs that serve LEP children	✓
Providing recognition of sub-grantees that exceeded the English language proficiency annual measurable achievement objectives	✓
Other	

Table 5.2a Other State activities conducted in 2002–04	
Type of technical assistance	Check all that apply
Planning	✓
Evaluation	✓
Administration	✓
Interagency cooperation	✓
Other	✓

Evaluation Element 6

Number of programs or activities that were terminated for failure to reach program goals
[SEC. 3121(b)(3), 3123(b)(7)]

Number of programs or activities terminated in the two preceding fiscal years: 0

Evaluation Element 7

Number and percentage of LEP students transitioned out of language instruction educational programs into classrooms where instruction is not designed for LEP students [SEC. 3121(a)(4), 3123(b)(8)]

Table 7.1 Number and percentage of Title III LEP students transitioned out			
2002–03		2003–04	
Number of students	Percentage of students	Number of students	Percentage of students
120,122	7.7	133,476	8.3

Table 7.2a Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State mathematics assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	1,598	77.7	8,655	79.8
4		2,066	70.8	12,376	74.1
5		1,382	47.2	11,730	52.2
6	6–9	766	38.0	7,379	37.7
7		621	31.4	5,121	33.2
8		459	31.7	3,842	27.3
9					
10	10–12	—	—	3,615	44.6
11					
12					

—State did not provide data.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

California

Evaluation Element 7—continued

Table 7.2b Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State reading/language arts assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	1,283	63.9	6,249	57.6
4		1,810	70.4	11,206	67.0
5		1,249	52.6	12,107	53.8
6	6–9	632	38.6	6,488	33.2
7		573	35.6	4,964	32.2
8		347	24.9	3,349	23.8
9					
10	10–12	—	—	3,527	43.6
11					
12					

—State did not provide data.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 8

Description of the activities that provide enhanced instructional opportunities for immigrant children and youth [SEC. 3115(e)(1)]

Table 8.1 Number of immigrant children and youth, number served by Title III, and number of subgrants for immigrant children and youth programs for 2002–03 and 2003–04					
2002–03			2003–04		
Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs	Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs
254,450	133,024	134	269,939	175,200	191

Evaluation Element 8—continued

Table 8.2a Type of activities conducted by subgrantees for programs for immigrant children and youth	
Programs offered	Check all that apply
Family literacy, parent outreach, and training	✓
Support for personnel, including teacher aides, to provide services for immigrant children and youth	✓
Provision of tutorials, mentoring and academic career counseling	✓
Identification and acquisition of curricular materials, software and technologies	✓
Basic instructional services	✓
Other instructional services such as programs of introduction to the educational system and civics education	✓
Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities to assist parents by offering comprehensive services	✓

Evaluation Element 9

Optional questions

Do LEAs provide information to the State on mobility rates?
California did not answer. Yes No

State calculates a mobility rate.
California did not answer. Yes No

State requires a special certification/licensure/endorsement for teachers who teach in language instruction educational programs. Yes No

Colorado

Evaluation Element 1

Types of language instruction educational programs used by subgrantees to teach LEP students
[SEC. 3121(a)(1), 3123(b)(1) and (2)]

- Dual language
- Transitional bilingual
- Heritage language
- Sheltered English instruction
- Specially designed academic instruction in English (SDAIE)
- Content-based ESL
- Pull-out ESL

Evaluation Element 2

Critical synthesis of data reported by subgrantees on student performance
[SEC. 3121(a), 3123(b)(3)]

Table 2.2a Students making progress in learning English, by cohort		
Cohort	Making progress	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
NEP	40.0	49.3
LEP	10.0	16.3

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Colorado

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 2—continued

Table 2.2b Students attaining English language proficiency, by cohort		
Cohort	Attaining English proficiency	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
FEP	25.0	55.7

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Table 2.3 Accommodations offered to LEP students taking State achievement tests	
Type of accommodation	Reported use of each accommodation
Presentation	
Assessment in the native language	✓
Text changes in vocabulary	
Modification of linguistic complexity	
Addition of visual supports	✓
Use of glossaries in native language	✓
Use of glossaries in English	
Linguistic modification of test directions	✓
Additional example items/tasks	
Oral directions in the native language	✓
Use of dictionaries	✓
Reading aloud of questions in English	
Directions read aloud or explained	
Response	
Answers written directly in test booklet	
Answers dictated	✓
Responses in native language	
Timing/Scheduling	
Extra assessment time	✓
Breaks during testing	
Administration in several sessions	
Setting	
Small-group or individual administration	✓
Separate room administration	✓

Colorado

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 2—continued

Table 2.3a Title III-served LEP students scoring at the proficient and advanced levels on State-administered mathematics assessments

Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5						
4							
5		75.9	4,229	70.8	75.9	5,336	76.3
6	6–9	59.5	3,258	61.0	59.5	4,154	63.8
7		59.5	2,800	59.0	59.5	3,308	55.8
8		59.5	1,677	41.7	59.5	2,452	45.7
9		59.5	1,285	32.4	59.5	1,725	36.3
10	10–12	47.0	928	33.9	47.0	1,404	37.2
11							
12							

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Table 2.3b Title III-served LEP students scoring at the proficient and advanced levels on State-administered reading/language arts assessments

Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5	76.9	5,166	83.0	76.9	3,659	88.4
4		76.9	4,784	68.6	76.9	5,550	73.1
5		76.9	3,967	66.4	76.9	5,082	72.7
6	6–9	73.6	3,776	70.9	73.6	4,536	69.9
7		73.6	2,818	59.4	73.6	3,780	63.9
8		73.6	2,701	66.9	73.6	3,582	66.7
9		73.6	2,646	66.7	73.6	3,455	73.0
10	10–12	79.7	1,851	67.7	79.7	2,784	74.0
11							
12							

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Colorado

Evaluation Element 2—continued

Colorado offers native language achievement tests.
Table 2.3d was designed to present data on testing in students' native language(s) as required by OMB No. 1885-0553.

Table 2.3d Title III-served LEP students scoring at the proficient and advanced levels on State-administered reading assessments in native language

Grade	Grade span	2002-03		2003-04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3-5	1,410	84.8	1,400	85.1
4		505	71.2	521	75.1
5	6-9				
6					
7					
8					
9	10-12				
10					
11					
12					

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003-2004 school year.

Evaluation Element 3

**Effectiveness of Title III programs and activities in assisting LEP students to make progress in attaining English language proficiency and meeting State academic content and student academic achievement standards
[SEC. 3123(b)(1), 3121(b)(2)]**

Table 3.1 Number of LEP students served and number of subgrantees for 2002-04, and number of Title III subgrantees meeting AMAOs for 2003-04

2002-03		2003-04		
Number of LEP students served in Title III	Number of subgrantees	Number of LEP students served in Title III	Number of subgrantees	Number of Title III subgrantees meeting Title III AMAOs
86,129	131	91,751	134	102

Evaluation Element 4

Professional development activities conducted by the State and by subgrantees
[SEC. 3115(c)(2), 3116(c), 3123(b)(5)]

Table 4.1 Number of certified/licensed teachers working in language instruction educational programs, 2003–04 and estimated in 5 years	
Number of certified/licensed teachers working in language instruction educational programs	Estimated number of certified/licensed teachers State will need in the next 5 years to staff language instruction educational programs
1,844	*

*State reported data not available.

Provided professional development activities to assist personnel in meeting State and local certification and licensing requirements for teaching limited English proficient children.

Yes No

Evaluation Element 5

Description of State level activities conducted and technical assistance
provided to subgrantees
[SEC. 3111(b)(2)(B-D), 3123(b)(4)]

Table 5.1a Types of technical assistance the State provided to subgrantees in last 2 years	
Technical assistance provided	Check all that apply
Identifying and implementing English language instructional programs and curricula that are based on scientific research	✓
Helping LEP students to meet academic content and student academic achievement standards expected of all students	✓
Identifying or developing and implementing measures of English language proficiency	✓
Promoting parental and community participation in programs that serve LEP children	✓
Providing recognition of sub-grantees that exceeded the English language proficiency annual measurable achievement objectives	
Other	

Evaluation Element 5—continued

Table 5.2a Other State activities conducted in 2002–04	
Type of technical assistance	Check all that apply
Planning	✓
Evaluation	✓
Administration	
Interagency cooperation	✓
Other	

Evaluation Element 6

Number of programs or activities that were terminated for failure to reach program goals [SEC. 3121(b)(3), 3123(b)(7)]

Number of programs or activities terminated in the two preceding fiscal years: 0

Evaluation Element 7

Number and percentage of LEP students transitioned out of language instruction educational programs into classrooms where instruction is not designed for LEP students [SEC. 3121(a)(4), 3123(b)(8)]

Table 7.1 Number and percentage of Title III LEP students transitioned out			
2002–03		2003–04	
Number of students	Percentage of students	Number of students	Percentage of students
*	*	4,012	55.7

**State reported data not available.*

Colorado

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 7—continued

Table 7.2a Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State mathematics assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5				
4					
5		1,139	87.2	2,221	89.6
6	6–9	1,110	75.7	1,968	77.7
7		823	72.0	1,734	70.7
8		480	54.4	1,231	59.5
9		357	41.5	910	48.3
10	10–12	273	42.5	699	47.2
11					
12					

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Table 7.2b Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State reading/language arts assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	992	97.5	1,298	95.7
4		1,164	90.2	2,020	92.5
5		1,150	87.3	2,239	90.4
6	6–9	1,299	87.8	2,176	85.6
7		919	80.4	1,994	81.3
8		757	85.4	1,745	84.2
9		730	83.9	1,642	86.9
10	10–12	547	85.1	1,282	86.9
11					
12					

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 8

Description of the activities that provide enhanced instructional opportunities for immigrant children and youth
[SEC. 3115(e)(1)]

Table 8.1 Number of immigrant children and youth, number served by Title III, and number of subgrants for immigrant children and youth programs for 2002–03 and 2003–04

2002–03			2003–04		
Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs	Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs
10,486	9,086	38	15,642	9,541	53

Table 8.2a Type of activities conducted by subgrantees for programs for immigrant children and youth

Programs offered	Check all that apply
Family literacy, parent outreach, and training	✓
Support for personnel, including teacher aides, to provide services for immigrant children and youth	✓
Provision of tutorials, mentoring and academic career counseling	✓
Identification and acquisition of curricular materials, software and technologies	✓
Basic instructional services	✓
Other instructional services such as programs of introduction to the educational system and civics education	
Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities to assist parents by offering comprehensive services	

Evaluation Element 9

Optional questions

Do LEAs provide information to the State on mobility rates? Yes No

State calculates a mobility rate. Yes No

State requires a special certification/licensure/endorsement for teachers who teach in language instruction educational programs. Yes No

Connecticut

Evaluation Element 1

Types of language instruction educational programs used by subgrantees to teach LEP students
[SEC. 3121(a)(1), 3123(b)(1) and (2)]

- Dual language
- Transitional bilingual
- Sheltered English instruction
- Structured English immersion
- Content-based ESL
- Pull-out ESL

Evaluation Element 2

Critical synthesis of data reported by subgrantees on student performance
[SEC. 3121(a), 3123(b)(3)]

Table 2.2a Students making progress in learning English, by cohort		
Cohort	Attaining English proficiency	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Grades K–12	48.0	65.6

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Connecticut

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 2—continued

Table 2.2b Students attaining English language proficiency, by cohort		
Cohort	Attaining English proficiency	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Grades K–12	12.0	15.9

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Table 2.3 Accommodations offered to LEP students taking State achievement tests	
Type of accommodation	Reported use of each accommodation
Presentation	
Assessment in the native language	
Text changes in vocabulary	
Modification of linguistic complexity	
Addition of visual supports	
Use of glossaries in native language	
Use of glossaries in English	
Linguistic modification of test directions	
Additional example items/tasks	
Oral directions in the native language	✓
Use of dictionaries	✓
Reading aloud of questions in English	✓
Directions read aloud or explained	✓
Response	
Answers written directly in test booklet	
Answers dictated	
Responses in native language	
Timing/Scheduling	
Extra assessment time	✓
Breaks during testing	✓
Administration in several sessions	✓
Setting	
Small-group or individual administration	✓
Separate room administration	✓

Connecticut

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 2—continued

Table 2.3a Title III-served LEP students scoring at the proficient and advanced levels on State-administered mathematics assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
4	4–8	65.0	1,435	49.0	—	—	—
5							
6							
7							
8							
10	10–12	59.0	208	35.0	—	—	—
11							
12							

—State reported data will be available in June 2005.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Table 2.3b Title III-served LEP students scoring at the proficient and advanced levels on State-administered reading/language arts assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
4	4–8	57.0	687	28.0	—	—	—
5							
6							
7							
8							
10	10–12	62.0	179	52.0	—	—	—
11							
12							

—State reported data will be available in June 2005.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 3

**Effectiveness of Title III programs and activities in assisting LEP students to make progress in attaining English language proficiency and meeting State academic content and student academic achievement standards
[SEC. 3123(b)(1), 3121(b)(2)]**

Table 3.1 Number of LEP students served and number of subgrantees for 2002–04, and number of Title III subgrantees meeting AMAOs for 2003–04				
2002–03		2003–04		
Number of LEP students served in Title III	Number of subgrantees	Number of LEP students served in Title III	Number of subgrantees	Number of Title III subgrantees meeting Title III AMAOs
21,963	97	24,840	95	64

Evaluation Element 4

**Professional development activities conducted by the State and by subgrantees
[SEC. 3115(c)(2), 3116(c), 3123(b)(5)]**

Table 4.1 Number of certified/licensed teachers working in language instruction educational programs, 2003–04 and estimated in 5 years	
Number of certified/licensed teachers working in language instruction educational programs	Estimated number of certified/licensed teachers State will need in the next 5 years to staff language instruction educational programs
2,257	3,178*

**The figure indicated in column 2 is the sum of the number of certified/licensed teachers currently working in language instruction educational programs (column 1) plus the estimated number of certified/licensed teachers needed in the next 5 years.*

Provided professional development activities to assist personnel in meeting State and local certification and licensing requirements for teaching limited English proficient children.

Yes No

Evaluation Element 5

Description of State level activities conducted and technical assistance provided to subgrantees
[SEC. 3111(b)(2)(B-D), 3123(b)(4)]

Table 5.1a Types of technical assistance the State provided to subgrantees in last 2 years	
Technical assistance provided	Check all that apply
Identifying and implementing English language instructional programs and curricula that are based on scientific research	✓
Helping LEP students to meet academic content and student academic achievement standards expected of all students	✓
Identifying or developing and implementing measures of English language proficiency	✓
Promoting parental and community participation in programs that serve LEP children	*
Providing recognition of sub-grantees that exceeded the English language proficiency annual measurable achievement objectives	*
Other	

*State reported data not available.

Table 5.2a Other State activities conducted in 2002–04	
Type of technical assistance	Check all that apply
Planning	✓
Evaluation	✓
Administration	✓
Interagency cooperation	✓
Other	

Evaluation Element 6

Number of programs or activities that were terminated for failure to reach program goals
[SEC. 3121(b)(3), 3123(b)(7)]

Number of programs or activities terminated in the two preceding fiscal years: 0

Evaluation Element 7

Number and percentage of LEP students transitioned out of language instruction educational programs into classrooms where instruction is not designed for LEP students [SEC. 3121(a)(4), 3123(b)(8)]

Table 7.1 Number and percentage of Title III LEP students transitioned out			
2002-03		2003-04	
Number of students	Percentage of students	Number of students	Percentage of students
*	*	*	*

*State reported data not available.

Table 7.2a Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State mathematics assessments					
Grade	Grade span	2002-03		2003-04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3-5	*	*	*	*
4		*	*	*	*
5		*	*	*	*
6	6-9	*	*	*	*
7		*	*	*	*
8		*	*	*	*
9		*	*	*	*
10	10-12	*	*	*	*
11		*	*	*	*
12		*	*	*	*

*State reported data not available.

Evaluation Element 7—continued

Table 7.2b Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State reading/language arts assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	*	*	*	*
4		*	*	*	*
5		*	*	*	*
6	6–9	*	*	*	*
7		*	*	*	*
8		*	*	*	*
9		*	*	*	*
10	10–12	*	*	*	*
11		*	*	*	*
12		*	*	*	*

*State reported data not available.

Evaluation Element 8

Description of the activities that provide enhanced instructional opportunities for immigrant children and youth
[SEC. 3115(e)(1)]

Table 8.1 Number of immigrant children and youth, number served by Title III, and number of subgrants for immigrant children and youth programs for 2002–03 and 2003–04					
2002–03			2003–04		
Number of im-migrant children and youth	Number of im-migrant children and youth served by Title III	Number of subgrants awarded to LEAs for im-migrant children and youth programs	Number of im-migrant children and youth	Number of im-migrant children and youth served by Title III	Number of subgrants awarded to LEAs for im-migrant children and youth programs
14,977	6,487	12	16,398	6,245	11

Connecticut

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 8—continued

Table 8.2a Type of activities conducted by subgrantees for programs for immigrant children and youth	
Programs offered	Check all that apply
Family literacy, parent outreach, and training	✓
Support for personnel, including teacher aides, to provide services for immigrant children and youth	✓
Provision of tutorials, mentoring and academic career counseling	✓
Identification and acquisition of curricular materials, software and technologies	✓
Basic instructional services	✓
Other instructional services such as programs of introduction to the educational system and civics education	✓
Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities to assist parents by offering comprehensive services	✓

Evaluation Element 9

Optional questions

- Do LEAs provide information to the State on mobility rates? Yes No
- State calculates a mobility rate. Yes No
- State requires a special certification/licensure/endorsement for teachers who teach in language instruction educational programs. Yes No

Delaware

Evaluation Element 1

Types of language instruction educational programs used by subgrantees to teach LEP students
[SEC. 3121(a)(1), 3123(b)(1) and (2)]

- Dual language
- Two-way immersion
- Transitional bilingual
- Sheltered English instruction
- Structured English immersion
- Content-based ESL
- Pull-out ESL
- Other ESL (Push-in ESL)

Evaluation Element 2

Critical synthesis of data reported by subgrantees on student performance
[SEC. 3121(a), 3123(b)(3)]

Table 2.2a Students making progress in learning English, by cohort		
Cohort	Attaining English proficiency	
	AMAO target for 2003–04	Performance data for 2003-04
	%	%
Grades K–12	80.0	85.9

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Delaware

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 2—continued

Table 2.2b Students attaining English language proficiency, by cohort		
Cohort	Attaining English proficiency	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Grades K–12	5.0	5.6

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Table 2.3 Accommodations offered to LEP students taking State achievement tests	
Type of accommodation	Reported use of each accommodation
Presentation	
Assessment in the native language	✓
Text changes in vocabulary	
Modification of linguistic complexity	
Addition of visual supports	
Use of glossaries in native language	
Use of glossaries in English	
Linguistic modification of test directions	✓
Additional example items/tasks	
Oral directions in the native language	✓
Use of dictionaries	✓
Reading aloud of questions in English	✓
Directions read aloud or explained	✓
Response	
Answers written directly in test booklet	
Answers dictated	
Responses in native language	✓
Timing/Scheduling	
Extra assessment time	✓
Breaks during testing	✓
Administration in several sessions	
Setting	
Small-group or individual administration	✓
Separate room administration	✓

Delaware

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 2—continued

Table 2.3a Title III-served LEP students scoring at the proficient and advanced levels on State-administered mathematics assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5	33.0	129	51.2	33.0	266	69.9
4							
5		33.0	84	53.6	33.0	116	61.2
6	6–9						
7							
8		33.0	98	23.5	33.0	132	22.7
9							
10	10–12	33.0	79	24.1	33.0	104	29.8
11							
12							

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Table 2.3b Title III-served LEP students scoring at the proficient and advanced levels on State-administered reading/language arts assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5	57.0	94	67.0	57.0	209	67.5
4							
5		57.0	70	51.4	57.0	71	70.4
6	6–9						
7							
8		57.0	83	15.7	57.0	101	18.8
9							
10	10–12	57.0	75	14.7	57.0	78	23.1
11							
12							

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 2—continued

Delaware offers native language achievement tests.
 Table 2.3c was designed to present data on testing in students' native language(s) as required by OMB No. 1885-0553.

Table 2.3c Title III-served LEP students scoring at the proficient and advanced levels on State-administered mathematics assessments in native language

Grade	Grade span	2002-03		2003-04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3-5	15	44.1	58	80.6
4					
5		0	0	13	50.0
6	6-9				
7					
8		4	26.7	11	32.4
9					
10	10-12	1	14.3	6	20.0
11					
12					

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003-2004 school year.

Evaluation Element 3

Effectiveness of Title III programs and activities in assisting LEP students to make progress in attaining English language proficiency and meeting State academic content and student academic achievement standards
 [SEC. 3123(b)(1), 3121(b)(2)]

Table 3.1 Number of LEP students served and number of subgrantees for 2002-04, and number of Title III subgrantees meeting AMAOs for 2003-04

2002-03		2003-04		
Number of LEP students served in Title III	Number of subgrantees	Number of LEP students served in Title III	Number of subgrantees	Number of Title III subgrantees meeting Title III AMAOs
3,264	21	3,629	19	14

Evaluation Element 4

Professional development activities conducted by the State and by subgrantees [SEC. 3115(c)(2), 3116(c), 3123(b)(5)]

Table 4.1 Number of certified/licensed teachers working in language instruction educational programs, 2003–04 and estimated in 5 years	
Number of certified/licensed teachers working in language instruction educational programs	Estimated number of certified/licensed teachers State will need in the next 5 years to staff language instruction educational programs
94	163*

*The figure indicated in column 2 is the sum of the number of certified/licensed teachers currently working in language instruction educational programs (column 1) plus the estimated number of certified/licensed teachers needed in the next 5 years.

Provided professional development activities to assist personnel in meeting State and local certification and licensing requirements for teaching limited English proficient children.

Yes No

Evaluation Element 5

Description of State level activities conducted and technical assistance provided to subgrantees [SEC. 3111(b)(2)(B-D), 3123(b)(4)]

Technical assistance provided	Check all that apply
Identifying and implementing English language instructional programs and curricula that are based on scientific research	✓
Helping LEP students to meet academic content and student academic achievement standards expected of all students	✓
Identifying or developing and implementing measures of English language proficiency	✓
Promoting parental and community participation in programs that serve LEP children	✓
Providing recognition of sub-grantees that exceeded the English language proficiency annual measurable achievement objectives	
Other	

Evaluation Element 5—continued

Table 5.2a Other State activities conducted in 2002–04	
Type of technical assistance	Check all that apply
Planning	✓
Evaluation	
Administration	✓
Interagency cooperation	
Other	

Evaluation Element 6

Number of programs or activities that were terminated for failure to reach program goals [SEC. 3121(b)(3), 3123(b)(7)]

Number of programs or activities terminated in the two preceding fiscal years: 0

Evaluation Element 7

Number and percentage of LEP students transitioned out of language instruction educational programs into classrooms where instruction is not designed for LEP students [SEC. 3121(a)(4), 3123(b)(8)]

Table 7.1 Number and percentage of Title III LEP students transitioned out			
2002–03		2003–04	
Number of students	Percentage of students	Number of students	Percentage of students
319	13.6	561	19.5

Delaware

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 7—continued

Table 7.2a Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State mathematics assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	52	78.8	76	91.6
4					
5		33	75.0	54	68.4
6	6–9				
7					
8		7	30.4	10	43.5
9					
10	10–12	1	12.5	1	25.0
11					
12					

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Table 7.2b Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State reading/language arts assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	50	79.4	74	90.2
4					
5		31	70.5	62	79.5
6	6–9				
7					
8		15	65.2	12	54.5
9					
10	10–12	3	37.5	2	50.0
11					
12					

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 8

Description of the activities that provide enhanced instructional opportunities for immigrant children and youth
[SEC. 3115(e)(1)]

Table 8.1 Number of immigrant children and youth, number served by Title III, and number of subgrants for immigrant children and youth programs for 2002–03 and 2003–04

2002–03			2003–04		
Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs	Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs
1,665	1,186	18	1,327	1,127	15

Table 8.2a Type of activities conducted by subgrantees for programs for immigrant children and youth

Programs offered	Check all that apply
Family literacy, parent outreach, and training	
Support for personnel, including teacher aides, to provide services for immigrant children and youth	✓
Provision of tutorials, mentoring and academic career counseling	✓
Identification and acquisition of curricular materials, software and technologies	✓
Basic instructional services	✓
Other instructional services such as programs of introduction to the educational system and civics education	✓
Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities to assist parents by offering comprehensive services	

Evaluation Element 9

Optional questions

Do LEAs provide information to the State on mobility rates? Yes No

State calculates a mobility rate. Yes No

State requires a special certification/licensure/endorsement for teachers who teach in language instruction educational programs. Yes No

Florida

Evaluation Element 1

Types of language instruction educational programs used by subgrantees to teach LEP students
[SEC. 3121(a)(1), 3123(b)(1) and (2)]

- Dual language
- Heritage language
- Sheltered English instruction
- Structured English immersion
- Specially designed academic instruction in English (SDAIE)
- Content-based ESL
- Pull-out ESL

Evaluation Element 2

Critical synthesis of data reported by subgrantees on student performance
[SEC. 3121(a), 3123(b)(3)]

Table 2.2a Students making progress in learning English, by cohort		
Cohort	Making progress	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
*	*	*

*State reported data not available.

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Florida

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 2—continued

Table 2.2b Students attaining English language proficiency, by cohort		
Cohort	Attaining English proficiency	
	AMAO target	Performance data
	%	%
Kindergarten	5.0	10.2
Grade 1	5.0	32.0
Grade 2	5.0	56.9
Grade 3	5.0	95.0
Grade 4	5.0	94.2
Grade 5	5.0	68.0
Grade 6	5.0	80.7
Grade 7	5.0	64.5
Grade 8	5.0	49.9
Grade 9	5.0	44.7
Grade 10	5.0	42.4
Grade 11	5.0	43.7
Grade 12	5.0	62.9
Total	5.0	51.2

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Evaluation Element 2—continued

Table 2.3 Accommodations offered to LEP students taking State achievement tests	
Type of accommodation	Reported use of each accommodation
Presentation	
Assessment in the native language	
Text changes in vocabulary	
Modification of linguistic complexity	
Addition of visual supports	
Use of glossaries in native language	
Use of glossaries in English	
Linguistic modification of test directions	
Additional example items/tasks	
Oral directions in the native language	✓
Use of dictionaries	✓
Reading aloud of questions in English	✓
Directions read aloud or explained	✓
Response	
Answers written directly in test booklet	
Answers dictated	
Responses in native language	
Timing/Scheduling	
Extra assessment time	✓
Breaks during testing	✓
Administration in several sessions	✓
Setting	
Small-group or individual administration	✓
Separate room administration	✓

Florida

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 2—continued

Table 2.3a Title III-served LEP students scoring at the proficient and advanced levels on State-administered mathematics assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5	38.0	5,256	35.0	31.0	6,234	40.3
4		38.0	3,407	25.7	31.0	3,417	37.9
5		38.0	2,604	22.8	31.0	2,383	24.6
6	6–9	38.0	1,718	17.2	31.0	1,436	18.2
7		38.0	1,928	19.1	31.0	1,499	18.9
8		38.0	2,304	23.7	31.0	2,071	26.2
9		38.0	2,876	24.2	31.0	1,934	21.9
10	10–12	38.0	2,798	30.3	31.0	2,482	24.4
11							
12							

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Table 2.3b Title III-served LEP students scoring at the proficient and advanced levels on State-administered reading/language arts assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5	31.0	4,153	27.7	38.0	5,674	36.8
4		31.0	2,895	21.9	38.0	3,269	36.3
5		31.0	1,877	16.4	38.0	1,789	18.4
6	6–9	31.0	1,173	11.8	38.0	924	11.7
7		31.0	1,202	11.9	38.0	979	12.3
8		31.0	959	9.8	38.0	630	8.0
9		31.0	402	3.4	38.0	258	2.9
10	10–12	31.0	323	3.4	38.0	513	3.6
11							
12							

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 3

Effectiveness of Title III programs and activities in assisting LEP students to make progress in attaining English language proficiency and meeting State academic content and student academic achievement standards
[SEC. 3123(b)(1), 3121(b)(2)]

Table 3.1 Number of LEP students served and number of subgrantees for 2002–04, and number of Title III subgrantees meeting AMAOs for 2003–04				
2002–03		2003–04		
Number of LEP students served in Title III	Number of subgrantees	Number of LEP students served in Title III	Number of subgrantees	Number of Title III subgrantees meeting Title III AMAOs
209,211	68	206,660	44	*

*State reported data not available.

Evaluation Element 4

Professional development activities conducted by the State and by subgrantees
[SEC. 3115(c)(2), 3116(c), 3123(b)(5)]

Table 4.1 Number of certified/licensed teachers working in language instruction educational programs, 2003–04 and estimated in 5 years	
Number of certified/licensed teachers working in language instruction educational programs	Estimated number of certified/licensed teachers State will need in the next 5 years to staff language instruction educational programs
46,000	*

*State reported data not available.

Provided professional development activities to assist personnel in meeting State and local certification and licensing requirements for teaching limited English proficient children.

Yes No

Evaluation Element 5

Description of State level activities conducted and technical assistance provided to subgrantees
[SEC. 3111(b)(2)(B-D), 3123(b)(4)]

Table 5.1a Types of technical assistance the State provided to subgrantees in last 2 years	
Technical assistance provided	Check all that apply
Identifying and implementing English language instructional programs and curricula that are based on scientific research	✓
Helping LEP students to meet academic content and student academic achievement standards expected of all students	✓
Identifying or developing and implementing measures of English language proficiency	✓
Promoting parental and community participation in programs that serve LEP children	✓
Providing recognition of sub-grantees that exceeded the English language proficiency annual measurable achievement objectives	
Other	✓

Table 5.2a Other State activities conducted in 2002–04	
Type of technical assistance	Check all that apply
Planning	✓
Evaluation	✓
Administration	✓
Interagency cooperation	✓
Other	

Evaluation Element 6

Number of programs or activities that were terminated for failure to reach program goals
[SEC. 3121(b)(3), 3123(b)(7)]

Number of programs or activities terminated in the two preceding fiscal years: 0

Evaluation Element 7

Number and percentage of LEP students transitioned out of language instruction educational programs into classrooms where instruction is not designed for LEP students [SEC. 3121(a)(4), 3123(b)(8)]

Table 7.1 Number and percentage of Title III LEP students transitioned out			
2002–03		2003–04	
Number of students	Percentage of students	Number of students	Percentage of students
85,213	29.0	82,738	29.0

Table 7.2a Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State mathematics assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	7,967	58.5	8,421	59.5
4		5,171	46.7	5,550	62.6
5		3,044	42.0	3,252	47.2
6	6–9	2,482	37.5	2,347	35.9
7		1,931	35.5	2,197	41.7
8		1,943	45.7	1,919	48.8
9		1,809	42.2	1,921	46.6
10	10–12	1,580	49.6	1,672	45.9
11					
12					

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Florida

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 7—continued

Table 7.2b Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State reading/language arts assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	7,535	55.3	8,655	61.2
4		5,580	50.5	6,059	38.2
5		3,083	42.5	3,329	48.5
6	6–9	2,482	37.5	2,356	37.1
7		1,900	35.0	2,011	38.1
8		1,420	33.3	1,165	29.6
9		658	15.3	684	16.6
10	10–12	516	15.5	573	12.0
11					
12					

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 8

Description of the activities that provide enhanced instructional opportunities for immigrant children and youth [SEC. 3115(e)(1)]

Table 8.1 Number of immigrant children and youth, number served by Title III, and number of subgrants for immigrant children and youth programs for 2002–03 and 2003–04					
2002–03			2003–04		
Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs	Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs
169,819	169,819	60	158,168	150,185	45

Evaluation Element 8—continued

Table 8.2a Type of activities conducted by subgrantees for programs for immigrant children and youth	
Programs offered	Check all that apply
Family literacy, parent outreach, and training	✓
Support for personnel, including teacher aides, to provide services for immigrant children and youth	✓
Provision of tutorials, mentoring and academic career counseling	✓
Identification and acquisition of curricular materials, software and technologies	✓
Basic instructional services	✓
Other instructional services such as programs of introduction to the educational system and civics education	
Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities to assist parents by offering comprehensive services	✓

Evaluation Element 9

Optional questions

Do LEAs provide information to the State on mobility rates?
Mobility rates not available. Yes No

State calculates a mobility rate. Yes No

State requires a special certification/licensure/endorsement for teachers who teach in language instruction educational programs. Yes No

Georgia

Evaluation Element 1

**Types of language instruction educational programs used by subgrantees to teach LEP students
[SEC. 3121(a)(1), 3123(b)(1) and (2)]**

- Structured English immersion
- Content-based ESL
- Pull-out ESL

Evaluation Element 2

**Critical synthesis of data reported by subgrantees on student performance
[SEC. 3121(a), 3123(b)(3)]**

Table 2.2a Students making progress in learning English, by cohort		
Cohort	Making progress	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Grades K–12	60.0	100.0

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Georgia

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 2—continued

Table 2.2b Students attaining English language proficiency, by cohort		
Cohort	Attaining English proficiency	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Grades K–12	25.0	27.0

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Table 2.3 Accommodations offered to LEP students taking State achievement tests	
Type of accommodation	Reported use of each accommodation
Presentation	
Assessment in the native language	
Text changes in vocabulary	
Modification of linguistic complexity	
Addition of visual supports	
Use of glossaries in native language	
Use of glossaries in English	
Linguistic modification of test directions	
Additional example items/tasks	
Oral directions in the native language	
Use of dictionaries	
Reading aloud of questions in English	✓
Directions read aloud or explained	✓
Response	
Answers written directly in test booklet	
Answers dictated	
Responses in native language	
Timing/Scheduling	
Extra assessment time	✓
Breaks during testing	
Administration in several sessions	✓
Setting	
Small-group or individual administration	✓
Separate room administration	✓

Georgia

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 2—continued

Table 2.3a Title III-served LEP students scoring at the proficient and advanced levels on State-administered mathematics assessments

Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5						
4		50.0	—	46.0	60.0	—	64.0
5							
6	6–9						
7		60.0	—	46.0	60.0	—	50.3
8							
9							
10	10–12						
11		60.0	—	46.0	60.0	—	78.8
12							

—State did not provide data.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Table 2.3b Title III-served LEP students scoring at the proficient and advanced levels on State-administered reading/language arts assessments

Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5						
4		60.0	—	46.0	60.0	—	58.4
5							
6	6–9						
7		60.0	—	46.0	60.0	—	51.0
8							
9							
10	10–12						
11		88.0	—	46.0	88.0	—	66.1
12							

—State did not provide data.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 3

Effectiveness of Title III programs and activities in assisting LEP students to make progress in attaining English language proficiency and meeting State academic content and student academic achievement standards
[SEC. 3123(b)(1), 3121(b)(2)]

Table 3.1 Number of LEP students served and number of subgrantees for 2002–04, and number of Title III subgrantees meeting AMAOs for 2003–04				
2002–03		2003–04		
Number of LEP students served in Title III	Number of subgrantees	Number of LEP students served in Title III	Number of subgrantees	Number of Title III subgrantees meeting Title III AMAOs
46,000	56	66,695	61	61

Evaluation Element 4

Professional development activities conducted by the State and by subgrantees
[SEC. 3115(c)(2), 3116(c), 3123(b)(5)]

Table 4.1 Number of certified/licensed teachers working in language instruction educational programs, 2003–04 and estimated in 5 years	
Number of certified/licensed teachers working in language instruction educational programs	Estimated number of certified/licensed teachers State will need in the next 5 years to staff language instruction educational programs
2,831	3,460*

*The figure indicated in column 2 is the sum of the number of certified/licensed teachers currently working in language instruction educational programs (column 1) plus the estimated number of certified/licensed teachers needed in the next 5 years.

Provided professional development activities to assist personnel in meeting State and local certification and licensing requirements for teaching limited English proficient children.

Yes No

Evaluation Element 5

Description of State level activities conducted and technical assistance provided to subgrantees
[SEC. 3111(b)(2)(B-D), 3123(b)(4)]

Table 5.1a Types of technical assistance the State provided to subgrantees in last 2 years	
Technical assistance provided	Check all that apply
Identifying and implementing English language instructional programs and curricula that are based on scientific research	✓
Helping LEP students to meet academic content and student academic achievement standards expected of all students	
Identifying or developing and implementing measures of English language proficiency	✓
Promoting parental and community participation in programs that serve LEP children	
Providing recognition of sub-grantees that exceeded the English language proficiency annual measurable achievement objectives	
Other	

Table 5.2a Other State activities conducted in 2002–04	
Type of technical assistance	Check all that apply
Planning	✓
Evaluation	✓
Administration	
Interagency cooperation	✓
Other	

Evaluation Element 6

Number of programs or activities that were terminated for failure to reach program goals
[SEC. 3121(b)(3), 3123(b)(7)]

Number of programs or activities terminated in the two preceding fiscal years: 0

Evaluation Element 7

Number and percentage of LEP students transitioned out of language instruction educational programs into classrooms where instruction is not designed for LEP students [SEC. 3121(a)(4), 3123(b)(8)]

Table 7.1 Number and percentage of Title III LEP students transitioned out			
2002-03		2003-04	
Number of students	Percentage of students	Number of students	Percentage of students
10,032	23.0	12,712	27.0

Table 7.2a Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State mathematics assessments					
Grade	Grade span	2002-03		2003-04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3-5	*	*	*	*
4		*	*	*	*
5		*	*	*	*
6	6-9	*	*	*	*
7		*	*	*	*
8		*	*	*	*
9		*	*	*	*
10	10-12	*	*	*	*
11		*	*	*	*
12		*	*	*	*

*State reported data not available.

Evaluation Element 7—continued

Table 7.2b Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State reading/language arts assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	*	*	*	*
4		*	*	*	*
5		*	*	*	*
6	6–9	*	*	*	*
7		*	*	*	*
8		*	*	*	*
9		*	*	*	*
10	10–12	*	*	*	*
11		*	*	*	*
12		*	*	*	*

*State reported data not available.

Evaluation Element 8

Description of the activities that provide enhanced instructional opportunities for immigrant children and youth [SEC. 3115(e)(1)]

Table 8.1 Number of immigrant children and youth, number served by Title III, and number of subgrants for immigrant children and youth programs for 2002–03 and 2003–04					
2002–03			2003–04		
Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs	Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs
38,919	37,805	47	40,150	38,919	44

Evaluation Element 8—continued

Table 8.2a Type of activities conducted by subgrantees for programs for immigrant children and youth	
Programs offered	Check all that apply
Family literacy, parent outreach, and training	✓
Support for personnel, including teacher aides, to provide services for immigrant children and youth	✓
Provision of tutorials, mentoring and academic career counseling	✓
Identification and acquisition of curricular materials, software and technologies	✓
Basic instructional services	✓
Other instructional services such as programs of introduction to the educational system and civics education	
Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities to assist parents by offering comprehensive services	

Evaluation Element 9

Optional questions

Do LEAs provide information to the State on mobility rates? Yes No

State calculates a mobility rate. Yes No

State requires a special certification/licensure/endorsement for teachers who teach in language instruction educational programs. Yes No

Hawaii

Evaluation Element 1

**Types of language instruction educational programs used by subgrantees to teach LEP students
[SEC. 3121(a)(1), 3123(b)(1) and (2)]**

- Transitional bilingual
- Sheltered English instruction
- Content-based ESL
- Pull-out ESL
- Other ESL

Evaluation Element 2

**Critical synthesis of data reported by subgrantees on student performance
[SEC. 3121(a), 3123(b)(3)]**

Table 2.2a Students making progress in learning English, by cohort		
Cohort	Making progress	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Kindergarten	75.0	—
Grade 1	75.0	—
Grade 2	75.0	36.0
Grade 3	75.0	36.0
Grade 4	75.0	20.0
Grade 5	75.0	31.0
Grade 6	75.0	20.0
Grade 7	75.0	10.0
Grade 8	75.0	23.0
Grade 9	75.0	19.0
Grade 10	75.0	22.0
Grade 11	75.0	25.0
Grade 12	75.0	16.0
Total	75.0	24.0

—State did not provide data.

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Hawaii

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 2—continued

Cohort	Attaining English proficiency	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Kindergarten	5.0	7.0
Grade 1	5.0	6.0
Grade 2	5.0	12.0
Grade 3	5.0	15.0
Grade 4	5.0	12.0
Grade 5	5.0	13.0
Grade 6	5.0	19.0
Grade 7	5.0	8.0
Grade 8	5.0	14.0
Grade 9	5.0	8.0
Grade 10	5.0	6.0
Grade 11	5.0	10.0
Grade 12	5.0	24.0
Total	5.0	23.0

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Evaluation Element 2—continued

Table 2.3 Accommodations offered to LEP students taking State achievement tests	
Type of accommodation	Reported use of each accommodation
Presentation	
Assessment in the native language	
Text changes in vocabulary	
Modification of linguistic complexity	
Addition of visual supports	
Use of glossaries in native language	
Use of glossaries in English	
Linguistic modification of test directions	✓
Additional example items/tasks	
Oral directions in the native language	
Use of dictionaries	✓
Reading aloud of questions in English	✓
Directions read aloud or explained	✓
Response	
Answers written directly in test booklet	
Answers dictated	
Responses in native language	
Timing/Scheduling	
Extra assessment time	✓
Breaks during testing	✓
Administration in several sessions	✓
Setting	
Small-group or individual administration	✓
Separate room administration	✓

Evaluation Element 2—continued

Table 2.3a Title III-served LEP students scoring at the proficient and advanced levels on State-administered mathematics assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5	10.0	54	5.9	10.0	105	9.5
4							
5		10.0	22	2.9	10.0	37	4.4
6	6–9						
7							
8		10.0	32	4.3	10.0	60	7.4
9							
10	10–12	10.0	30	4.7	10.0	56	6.9
11							
12							

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Table 2.3b Title III-served LEP students scoring at the proficient and advanced levels on State-administered reading/language arts assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5	30.0	70	8.4	30.0	201	18.1
4							
5		30.0	41	5.9	30.0	104	12.2
6	6–9						
7							
8		30.0	32	4.6	30.0	65	8.0
9							
10	10–12	30.0	43	7.2	30.0	81	9.9
11							
12							

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 3

**Effectiveness of Title III programs and activities in assisting LEP students to make progress in attaining English language proficiency and meeting State academic content and student academic achievement standards
[SEC. 3123(b)(1), 3121(b)(2)]**

Table 3.1 Number of LEP students served and number of subgrantees for 2002–04, and number of Title III subgrantees meeting AMAOs for 2003–04				
2002–03		2003–04		
Number of LEP students served in Title III	Number of subgrantees	Number of LEP students served in Title III	Number of subgrantees	Number of Title III subgrantees meeting Title III AMAOs¹
NA	1	15,750	1	1

NA = State reported data not applicable.

¹The 6,108 students meeting Title III AMAOs are mainstreamed students because of their academic achievement in the core content areas, teacher recommendation, and their attainment of the Full English Proficiency level. This number excludes students who were exited from the program because of such reasons as parental refusal of services, determination of special education needs, and determination through original school screening that they had no need for Title III services.

NOTE: In Hawaii, the SEA serves also as the LEA, obviating the need for subgrantees.

Evaluation Element 4

**Professional development activities conducted by the State and by subgrantees
[SEC. 3115(c)(2), 3116(c), 3123(b)(5)]**

Table 4.1 Number of certified/licensed teachers working in language instruction educational programs, 2003–04 and estimated in 5 years	
Number of certified/licensed teachers working in language instruction educational programs	Estimated number of certified/licensed teachers State will need in the next 5 years to staff language instruction educational programs
140	200

Provided professional development activities to assist personnel in meeting State and local certification and licensing requirements for teaching limited English proficient children.

Yes No

Evaluation Element 5

Description of State level activities conducted and technical assistance provided to subgrantees [SEC. 3111(b)(2)(B-D), 3123(b)(4)]

Table 5.1a Types of technical assistance the State provided to subgrantees in last 2 years	
Technical assistance provided	Check all that apply
Identifying and implementing English language instructional programs and curricula that are based on scientific research	✓
Helping LEP students to meet academic content and student academic achievement standards expected of all students	✓
Identifying or developing and implementing measures of English language proficiency	✓
Promoting parental and community participation in programs that serve LEP children	✓
Providing recognition of sub-grantees that exceeded the English language proficiency annual measurable achievement objectives	
Other	

Table 5.2a Other State activities conducted in 2002-04	
Type of technical assistance	Check all that apply
Planning	✓
Evaluation	✓
Administration	✓
Interagency cooperation	
Other	

Evaluation Element 6

Number of programs or activities that were terminated for failure to reach program goals [SEC. 3121(b)(3), 3123(b)(7)]

Number of programs or activities terminated in the two preceding fiscal years: 0

Evaluation Element 7

Number and percentage of LEP students transitioned out of language instruction educational programs into classrooms where instruction is not designed for LEP students [SEC. 3121(a)(4), 3123(b)(8)]

Table 7.1 Number and percentage of Title III LEP students transitioned out			
2002–03		2003–04	
Number of students	Percentage of students	Number of students	Percentage of students
2,070	15.0	3,640	23.0

Table 7.2a Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State mathematics assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	*	*	20	18.0
4		*	*		
5		*	*	8	10.0
6	6–9	*	*		
7		*	*		
8		*	*	12	16.0
9		*	*		
10	10–12	*	*	5	15.0
11		*	*		
12		*	*		

*State reported data not available.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 7—continued

Table 7.2b Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State reading/language arts assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	*	*	50	45.0
4		*	*		
5		*	*	24	29.0
6	6–9	*	*		
7		*	*		
8		*	*	20	27.0
9		*	*		
10	10–12	*	*	10	29.0
11		*	*		
12		*	*		

*State reported data not available.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 8

Description of the activities that provide enhanced instructional opportunities for immigrant children and youth [SEC. 3115(e)(1)]

Table 8.1 Number of immigrant children and youth, number served by Title III, and number of subgrants for immigrant children and youth programs for 2002–03 and 2003–04					
2002–03			2003–04		
Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs	Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs
4,678	4,678	7	5,242	5,242	7

Evaluation Element 8—continued

Table 8.2a Type of activities conducted by subgrantees for programs for immigrant children and youth	
Programs offered	Check all that apply
Family literacy, parent outreach, and training	✓
Support for personnel, including teacher aides, to provide services for immigrant children and youth	✓
Provision of tutorials, mentoring and academic career counseling	✓
Identification and acquisition of curricular materials, software and technologies	✓
Basic instructional services	✓
Other instructional services such as programs of introduction to the educational system and civics education	✓
Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities to assist parents by offering comprehensive services	✓

Evaluation Element 9

Optional questions

Do LEAs provide information to the State on mobility rates? Yes No

State calculates a mobility rate. Yes No

State requires a special certification/licensure/endorsement for teachers who teach in language instruction educational programs. Yes No

Idaho

Evaluation Element 1

Types of language instruction educational programs used by subgrantees to teach LEP students
[SEC. 3121(a)(1), 3123(b)(1) and (2)]

- Developmental bilingual
- Sheltered English instruction
- Content-based ESL
- Pull-out ESL
- Other ESL

Evaluation Element 2

Critical synthesis of data reported by subgrantees on student performance
[SEC. 3121(a), 3123(b)(3)]

Table 2.2a Students making progress in learning English, by cohort		
Cohort	Making progress	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Beginning Proficiency Level	75.0	77.5
Early Intermediate Proficiency Level	75.0	61.9
Intermediate Proficiency Level	70.0	47.2
Early Advanced Proficiency Level	65.0	35.6
Advanced Proficiency	60.0	75.4
Total	—	55.7

—State did not provide data.

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Evaluation Element 2—continued

Table 2.2b Students attaining English language proficiency, by cohort		
Cohort	Attaining English proficiency	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Proficient	9.0	8.2

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Table 2.3 Accommodations offered to LEP students taking State achievement tests	
Type of accommodation	Reported use of each accommodation
Presentation	
Assessment in the native language	
Text changes in vocabulary	
Modification of linguistic complexity	
Addition of visual supports	
Use of glossaries in native language	✓
Use of glossaries in English	
Linguistic modification of test directions	✓
Additional example items/tasks	
Oral directions in the native language	✓
Use of dictionaries	✓
Reading aloud of questions in English	✓
Directions read aloud or explained	✓
Response	
Answers written directly in test booklet	✓
Answers dictated	✓
Responses in native language	
Timing/Scheduling	
Extra assessment time	✓
Breaks during testing	✓
Administration in several sessions	✓
Setting	
Small-group or individual administration	✓
Separate room administration	✓

Evaluation Element 2—continued

Table 2.3a Title III-served LEP students scoring at the proficient and advanced levels on State-administered mathematics assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5	—	—	—	51.0	879	68.4
4		51.0	476	48.4	51.0	750	62.1
5							
6	6–9						
7		—	—	—	51.0	376	37.1
8		51.0	160	21.9	51.0	328	31.5
9							
10	10–12	51.0	186	34.3	51.0	286	37.5
11							
12							

—State did not provide data.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Table 2.3b Title III-served LEP students scoring at the proficient and advanced levels on State-administered reading/language arts assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5	—	—	—	66.0	874	67.9
4		66.0	379	39.0	66.0	634	52.8
5							
6	6–9						
7		—	—	—	66.0	407	40.1
8		66.0	265	39.7	66.0	483	46.9
9							
10	10–12	66.0	163	30.1	66.0	251	32.7
11							
12							

—State did not provide data.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 3

**Effectiveness of Title III programs and activities in assisting LEP students to make progress in attaining English language proficiency and meeting State academic content and student academic achievement standards
[SEC. 3123(b)(1), 3121(b)(2)]**

Table 3.1 Number of LEP students served and number of subgrantees for 2002–04, and number of Title III subgrantees meeting AMAOs for 2003–04				
2002–03		2003–04		
Number of LEP students served in Title III	Number of subgrantees	Number of LEP students served in Title III	Number of subgrantees	Number of Title III subgrantees meeting Title III AMAOs
15,333	30	17,171	34	2

Evaluation Element 4

**Professional development activities conducted by the State and by subgrantees
[SEC. 3115(c)(2), 3116(c), 3123(b)(5)]**

Table 4.1 Number of certified/licensed teachers working in language instruction educational programs, 2003–04 and estimated in 5 years	
Number of certified/licensed teachers working in language instruction educational programs	Estimated number of certified/licensed teachers State will need in the next 5 years to staff language instruction educational programs
3,488	3,926

Provided professional development activities to assist personnel in meeting State and local certification and licensing requirements for teaching limited English proficient children.

Yes No

Evaluation Element 5

Description of State level activities conducted and technical assistance provided to subgrantees
[SEC. 3111(b)(2)(B-D), 3123(b)(4)]

Table 5.1a Types of technical assistance the State provided to subgrantees in last 2 years	
Technical assistance provided	Check all that apply
Identifying and implementing English language instructional programs and curricula that are based on scientific research	✓
Helping LEP students to meet academic content and student academic achievement standards expected of all students	✓
Identifying or developing and implementing measures of English language proficiency	
Promoting parental and community participation in programs that serve LEP children	✓
Providing recognition of sub-grantees that exceeded the English language proficiency annual measurable achievement objectives	
Other	

Table 5.2a Other State activities conducted in 2002–04	
Type of technical assistance	Check all that apply
Planning	✓
Evaluation	✓
Administration	✓
Interagency cooperation	✓
Other	

Evaluation Element 6

Number of programs or activities that were terminated for failure to reach program goals
[SEC. 3121(b)(3), 3123(b)(7)]

Number of programs or activities terminated in the two preceding fiscal years: 0

Evaluation Element 7

Number and percentage of LEP students transitioned out of language instruction educational programs into classrooms where instruction is not designed for LEP students [SEC. 3121(a)(4), 3123(b)(8)]

Table 7.1 Number and percentage of Title III LEP students transitioned out			
2002–03		2003–04	
Number of students	Percentage of students	Number of students	Percentage of students
861	6.8	1,233	8.2

Table 7.2a Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State mathematics assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	*	*	72	83.7
4		*	*	62	79.5
5		*	*		
6	6–9	*	*		
7		*	*	24	92.3
8		*	*	31	83.8
9		*	*		
10	10–12	*	*	16	55.2
11		*	*		
12		*	*		

*State reported data not available.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 7—continued

Table 7.2b Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State reading/language arts assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	*	*	70	81.4
4		*	*	59	75.6
5		*	*		
6	6–9	*	*		
7		*	*	23	88.5
8		*	*	33	89.2
9		*	*		
10	10–12	*	*	17	56.7
11		*	*		
12		*	*		

*State reported data not available.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 8

Description of the activities that provide enhanced instructional opportunities for immigrant children and youth
[SEC. 3115(e)(1)]

Table 8.1 Number of immigrant children and youth, number served by Title III, and number of subgrants for immigrant children and youth programs for 2002–03 and 2003–04

Number of immigrant children and youth	2002–03		2003–04		
	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs	Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs
*	1,866	8	1,440	1,570	20

*State reported data not available.

Evaluation Element 8—continued

Table 8.2a Type of activities conducted by subgrantees for programs for immigrant children and youth	
Programs offered	Check all that apply
Family literacy, parent outreach, and training	✓
Support for personnel, including teacher aides, to provide services for immigrant children and youth	✓
Provision of tutorials, mentoring and academic career counseling	
Identification and acquisition of curricular materials, software and technologies	✓
Basic instructional services	✓
Other instructional services such as programs of introduction to the educational system and civics education	
Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities to assist parents by offering comprehensive services	

Evaluation Element 9

Optional questions

- Do LEAs provide information to the State on mobility rates? Yes No
- State calculates a mobility rate. Yes No
- State requires a special certification/licensure/endorsement for teachers who teach in language instruction educational programs. Yes No

Illinois

Evaluation Element 1

Types of language instruction educational programs used by subgrantees to teach LEP students
[SEC. 3121(a)(1), 3123(b)(1) and (2)]

- Dual language
- Two-way immersion
- Transitional bilingual
- Developmental bilingual
- Sheltered English instruction
- Content-based ESL
- Pull-out ESL
- Other bilingual (Team teaching and Newcomer centers)

Evaluation Element 2

Critical synthesis of data reported by subgrantees on student performance
[SEC. 3121(a), 3123(b)(3)]

Table 2.2a Students making progress in learning English, by cohort		
Cohort	Making progress	
	AMAO target for 2003–04 data	Performance data for 2003–04 data¹
	%	%
Grades K–12	85.0	87.0

¹Performance results correspond to the test administered to the most students.

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Illinois

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 2—continued

Table 2.2b Students attaining English language proficiency, by cohort		
Cohort	Attaining English proficiency	
	AMAO target for 2003–04 data	Performance data for 2003–04 data¹
	%	%
Grades K–12	25.5	32.0

¹Performance results correspond to the test administered to the most students.

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Table 2.3 Accommodations offered to LEP students taking State achievement tests	
Type of accommodation	Reported use of each accommodation
Presentation	
Assessment in the native language	
Text changes in vocabulary	✓
Modification of linguistic complexity	✓
Addition of visual supports	✓
Use of glossaries in native language	
Use of glossaries in English	
Linguistic modification of test directions	✓
Additional example items/tasks	
Oral directions in the native language	✓
Use of dictionaries	
Reading aloud of questions in English	✓
Directions read aloud or explained	✓
Response	
Answers written directly in test booklet	
Answers dictated	
Responses in native language	
Timing/Scheduling	
Extra assessment time	
Breaks during testing	
Administration in several sessions	✓
Setting	
Small-group or individual administration	✓
Separate room administration	✓

Illinois

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 2—continued

Table 2.3a Title III-served LEP students scoring at the proficient and advanced levels on State-administered mathematics assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5	37.0	7,002	48.0	37.0	8,309	52.0
4							
5		37.0	1,029	32.0	37.0	2,824	32.0
6	6–9						
7							
8		37.0	554	20.0	37.0	731	20.0
9							
10	10–12						
11		37.0	470	23.0	37.0	510	24.0
12							

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Table 2.3b Title III-served LEP students scoring at the proficient and advanced levels on State-administered reading/language arts assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5	37.0	5,878	41.0	37.0	5,244	34.0
4		37.0	1,054	25.0	37.0	1,724	15.0
5		37.0	1,048	33.0	37.0	2,299	26.0
6	6–9	37.0	554	19.0	37.0	1,211	27.0
7		37.0	694	25.0	37.0	1,307	32.0
8		37.0	832	31.0	37.0	1,355	36.0
9		37.0	206	6.0	37.0	221	6.0
10	10–12	37.0	261	9.0	37.0	271	8.0
11		37.0	191	9.0	37.0	226	10.0
12							

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 3

Effectiveness of Title III programs and activities in assisting LEP students to make progress in attaining English language proficiency and meeting State academic content and student academic achievement standards
 [SEC. 3123(b)(1), 3121(b)(2)]

Table 3.1 Number of LEP students served and number of subgrantees for 2002–04, and number of Title III subgrantees meeting AMAOs for 2003–04				
2002–03		2003–04		
Number of LEP students served in Title III	Number of subgrantees	Number of LEP students served in Title III	Number of subgrantees	Number of Title III subgrantees meeting Title III AMAOs
160,891	170	149,589	172	77

Evaluation Element 4

Professional development activities conducted by the State and by subgrantees
 [SEC. 3115(c)(2), 3116(c), 3123(b)(5)]

Table 4.1 Number of certified/licensed teachers working in language instruction educational programs, 2003–04 and estimated in 5 years	
Number of certified/licensed teachers working in language instruction educational programs	Estimated number of certified/licensed teachers State will need in the next 5 years to staff language instruction educational programs
5,479	5,910

Provided professional development activities to assist personnel in meeting State and local certification and licensing requirements for teaching limited English proficient children.

Yes No

Evaluation Element 5

Description of State level activities conducted and technical assistance provided to subgrantees
[SEC. 3111(b)(2)(B-D), 3123(b)(4)]

Table 5.1a Types of technical assistance the State provided to subgrantees in last 2 years	
Technical assistance provided	Check all that apply
Identifying and implementing English language instructional programs and curricula that are based on scientific research	✓
Helping LEP students to meet academic content and student academic achievement standards expected of all students	✓
Identifying or developing and implementing measures of English language proficiency	✓
Promoting parental and community participation in programs that serve LEP children	✓
Providing recognition of sub-grantees that exceeded the English language proficiency annual measurable achievement objectives	
Other	

Table 5.2a Other State activities conducted in 2002-04	
Type of technical assistance	Check all that apply
Planning	✓
Evaluation	
Administration	✓
Interagency cooperation	✓
Other	

Evaluation Element 6

Number of programs or activities that were terminated for failure to reach program goals
[SEC. 3121(b)(3), 3123(b)(7)]

Number of programs or activities terminated in the two preceding fiscal years: 0

Evaluation Element 7

Number and percentage of LEP students transitioned out of language instruction educational programs into classrooms where instruction is not designed for LEP students [SEC. 3121(a)(4), 3123(b)(8)]

Table 7.1 Number and percentage of Title III LEP students transitioned out			
2002–03		2003–04	
Number of students	Percentage of students	Number of students	Percentage of students
11,673	8.0	13,854	9.0

Table 7.2a Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State mathematics assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	234	82.0	136	81.0
4					
5		2,554	66.0	1,584	63.0
6	6–9				
7					
8		42	40.0	252	39.0
9					
10	10–12	—	—	—	—
11		—	—	—	—
12		—	—	—	—

—State did not provide data.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 7—continued

Table 7.2b Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State reading/language arts assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	179	64.0	96	57.0
4					
5		2,094	54.0	943	38.0
6	6–9				
7					
8		51	49.0	245	37.0
9					
10	10–12	—	—	—	—
11		—	—	—	—
12		—	—	—	—

—State reported data not available

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 8

Description of the activities that provide enhanced instructional opportunities for immigrant children and youth
[SEC. 3115(e)(1)]

Table 8.1 Number of immigrant children and youth, number served by Title III, and number of subgrants for immigrant children and youth programs for 2002–03 and 2003–04					
2002–03			2003–04		
Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs	Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs
61,139	25,227	109	65,629	43,317	91

Evaluation Element 8—continued

Table 8.2a Type of activities conducted by subgrantees for programs for immigrant children and youth	
Programs offered	Check all that apply
Family literacy, parent outreach, and training	✓
Support for personnel, including teacher aides, to provide services for immigrant children and youth	
Provision of tutorials, mentoring and academic career counseling	✓
Identification and acquisition of curricular materials, software and technologies	
Basic instructional services	✓
Other instructional services such as programs of introduction to the educational system and civics education	✓
Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities to assist parents by offering comprehensive services	✓

Evaluation Element 9

Optional questions

- Do LEAs provide information to the State on mobility rates? Yes No
- State calculates a mobility rate. Yes No
- State requires a special certification/licensure/endorsement for teachers who teach in language instruction educational programs. Yes No

Indiana

Evaluation Element 1

Types of language instruction educational programs used by subgrantees to teach LEP students
[SEC. 3121(a)(1), 3123(b)(1) and (2)]

- Transitional bilingual
- Sheltered English instruction
- Structured English immersion
- Pull-out ESL
- Content-based ESL
- Other ESL

Evaluation Element 2

Critical synthesis of data reported by subgrantees on student performance
[SEC. 3121(a), 3123(b)(3)]

Table 2.2a Students making progress in learning English, by cohort		
Cohort	Making progress	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Level 1	11.8	19.6
Level 2	11.6	14.2
Level 3	11.0	25.5
Level 4	4.6	40.7

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Indiana

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 2—continued

Table 2.2b Students attaining English language proficiency, by cohort		
Cohort	Attaining English proficiency	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Level 1	—	—
Level 2	—	—
Level 3	—	—
Level 4	4.6	7.0

—State did not provide data.

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Table 2.3 Accommodations offered to LEP students taking State achievement tests	
Type of accommodation	Reported use of each accommodation
Presentation	
Assessment in the native language	
Text changes in vocabulary	
Modification of linguistic complexity	
Addition of visual supports	
Use of glossaries in native language	
Use of glossaries in English	
Linguistic modification of test directions	
Additional example items/tasks	
Oral directions in the native language	
Use of dictionaries	
Reading aloud of questions in English	
Directions read aloud or explained	
Response	
Answers written directly in test booklet	
Answers dictated	
Responses in native language	
Timing/Scheduling	
Extra assessment time	✓
Breaks during testing	
Administration in several sessions	
Setting	
Small-group or individual administration	✓
Separate room administration	

Indiana

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 2—continued

Table 2.3a Title III-served LEP students scoring at the proficient and advanced levels on State-administered mathematics assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5	57.1	1,013	52.0	57.1	1,277	55.0
4							
5							
6	6–9	57.1	791	49.0	57.1	864	54.0
7							
8		57.1	544	34.0	57.1	686	50.0
9							
10	10–12	57.1	357	34.0	57.1	*	*
11							
12							

**State reported data not available.*

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Table 2.3b Title III-served LEP students scoring at the proficient and advanced levels on State-administered reading/language arts assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5	58.8	927	51.0	58.8	1,193	52.0
4							
5							
6	6–9	58.8	687	45.0	58.8	645	56.0
7							
8		58.8	445	26.0	58.8	556	41.0
9							
10	10–12	58.8	243	25.0	58.8	*	*
11							
12							

**State reported data not available.*

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 3

**Effectiveness of Title III programs and activities in assisting LEP students to make progress in attaining English language proficiency and meeting State academic content and student academic achievement standards
[SEC. 3123(b)(1), 3121(b)(2)]**

Table 3.1 Number of LEP students served and number of subgrantees for 2002–04, and number of Title III subgrantees meeting AMAOs for 2003–04				
2002–03		2003–04		
Number of LEP students served in Title III	Number of subgrantees	Number of LEP students served in Title III	Number of subgrantees	Number of Title III subgrantees meeting Title III AMAOs
16,446	64	19,447	63	44

Evaluation Element 4

**Professional development activities conducted by the State and by subgrantees
[SEC. 3115(c)(2), 3116(c), 3123(b)(5)]**

Table 4.1 Number of certified/licensed teachers working in language instruction educational programs, 2003–04 and estimated in 5 years	
Number of certified/licensed teachers working in language instruction educational programs	Estimated number of certified/licensed teachers State will need in the next 5 years to staff language instruction educational programs
610	950

Provided professional development activities to assist personnel in meeting State and local certification and licensing requirements for teaching limited English proficient children.

Yes No

Evaluation Element 5

Description of State level activities conducted and technical assistance provided to subgrantees
[SEC. 3111(b)(2)(B-D), 3123(b)(4)]

Table 5.1a Types of technical assistance the State provided to subgrantees in last 2 years	
Technical assistance provided	Check all that apply
Identifying and implementing English language instructional programs and curricula that are based on scientific research	✓
Helping LEP students to meet academic content and student academic achievement standards expected of all students	✓
Identifying or developing and implementing measures of English language proficiency	✓
Promoting parental and community participation in programs that serve LEP children	✓
Providing recognition of sub-grantees that exceeded the English language proficiency annual measurable achievement objectives	
Other	

Table 5.2a Other State activities conducted in 2002–04	
Type of technical assistance	Check all that apply
Planning	✓
Evaluation	✓
Administration	✓
Interagency cooperation	✓
Other	

Evaluation Element 6

Number of programs or activities that were terminated for failure to reach program goals
[SEC. 3121(b)(3), 3123(b)(7)]

Number of programs or activities terminated in the two preceding fiscal years: 0

Evaluation Element 7

Number and percentage of LEP students transitioned out of language instruction educational programs into classrooms where instruction is not designed for LEP students [SEC. 3121(a)(4), 3123(b)(8)]

Table 7.1 Number and percentage of Title III LEP students transitioned out			
2002-03		2003-04	
Number of students	Percentage of students	Number of students	Percentage of students
*	*	1,924	7.0

*State reported data not available.

Table 7.2a Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State mathematics assessments					
Grade	Grade span	2002-03		2003-04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3-5	*	*	*	*
4		*	*	*	*
5		*	*	*	*
6	6-9	*	*	*	*
7		*	*	*	*
8		*	*	*	*
9		*	*	*	*
10	10-12	*	*	*	*
11		*	*	*	*
12		*	*	*	*

*State reported data not available.

Evaluation Element 7—continued

Table 7.2b Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State reading/language arts assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	*	*	*	*
4		*	*	*	*
5		*	*	*	*
6	6–9	*	*	*	*
7		*	*	*	*
8		*	*	*	*
9		*	*	*	*
10	10–12	*	*	*	*
11		*	*	*	*
12		*	*	*	*

*State reported data not available.

Evaluation Element 8

Description of the activities that provide enhanced instructional opportunities for immigrant children and youth
[SEC. 3115(e)(1)]

Table 8.1 Number of immigrant children and youth, number served by Title III, and number of subgrants for immigrant children and youth programs for 2002–03 and 2003–04					
2002–03			2003–04		
Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs	Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs
10,686	3,414	8	11,130	2,584	6

Evaluation Element 8—continued

Table 8.2a Type of activities conducted by subgrantees for programs for immigrant children and youth	
Programs offered	Check all that apply
Family literacy, parent outreach, and training	✓
Support for personnel, including teacher aides, to provide services for immigrant children and youth	✓
Provision of tutorials, mentoring and academic career counseling	✓
Identification and acquisition of curricular materials, software and technologies	✓
Basic instructional services	✓
Other instructional services such as programs of introduction to the educational system and civics education	
Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities to assist parents by offering comprehensive services	

Evaluation Element 9

Optional questions

Do LEAs provide information to the State on mobility rates? Yes No

State calculates a mobility rate. Yes No

State requires a special certification/licensure/endorsement for teachers who teach in language instruction educational programs. Yes No

Iowa

Evaluation Element 1

**Types of language instruction educational programs used by subgrantees to teach LEP students
[SEC. 3121(a)(1), 3123(b)(1) and (2)]**

- Dual language
- Two-way immersion
- Transitional bilingual
- Specially designed academic instruction in English (SDAIE)
- Content-based ESL
- Pull-out ESL
- Other bilingual and ESL

Evaluation Element 2

**Critical synthesis of data reported by subgrantees on student performance
[SEC. 3121(a), 3123(b)(3)]**

Table 2.2a Students making progress in learning English, by cohort

Cohort	Making progress	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Grades K–12	90.0	*

*State reported data not available.

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Evaluation Element 2—continued

Table 2.2b Students attaining English language proficiency, by cohort		
Cohort	Attaining English proficiency	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Kindergarten	20.0	23.5
Grade 1	20.0	19.2
Grade 2	20.0	17.8
Grade 3	20.0	25.6
Grade 4	20.0	15.6
Grade 5	20.0	19.3
Grade 6	20.0	17.8
Grade 7	20.0	14.9
Grade 8	20.0	16.2
Grade 9	20.0	14.8
Grade 10	20.0	16.2
Grade 11	20.0	17.7
Grade 12	20.0	16.5
Total	20.0	18.9

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Evaluation Element 2—continued

Table 2.3 Accommodations offered to LEP students taking State achievement tests	
Type of accommodation	Reported use of each accommodation
Presentation	
Assessment in the native language	
Text changes in vocabulary	
Modification of linguistic complexity	
Addition of visual supports	
Use of glossaries in native language	
Use of glossaries in English	✓
Linguistic modification of test directions	
Additional example items/tasks	
Oral directions in the native language	✓
Use of dictionaries	✓
Reading aloud of questions in English	✓
Directions read aloud or explained	✓
Response	
Answers written directly in test booklet	✓
Answers dictated	✓
Responses in native language	✓
Timing/Scheduling	
Extra assessment time	✓
Breaks during testing	✓
Administration in several sessions	✓
Setting	
Small-group or individual administration	✓
Separate room administration	✓

Evaluation Element 2—continued

Table 2.3a Title III-served LEP students scoring at the proficient and advanced levels on State-administered mathematics assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5						
4		46.2	878	50.1	*	1,033	49.0
5							
6	6–9						
7							
8		41.5	444	37.6	*	675	31.0
9							
10	10–12						
11		47.5	413	40.4	*	462	37.2
12							

*State reported data not available.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Table 2.3b Title III-served LEP students scoring at the proficient and advanced levels on State-administered reading/language arts assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5						
4		38.4	884	46.9	*	1,032	41.3
5							
6	6–9						
7							
8		38.4	448	28.3	*	673	26.2
9							
10	10–12						
11		32.6	411	32.6	*	462	32.0
12							

*State reported data not available.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 3

**Effectiveness of Title III programs and activities in assisting LEP students to make progress in attaining English language proficiency and meeting State academic content and student academic achievement standards
[SEC. 3123(b)(1), 3121(b)(2)]**

Table 3.1 Number of LEP students served and number of subgrantees for 2002–04, and number of Title III subgrantees meeting AMAOs for 2003–04				
2002–03		2003–04		
Number of LEP students served in Title III	Number of subgrantees	Number of LEP students served in Title III	Number of subgrantees	Number of Title III subgrantees meeting Title III AMAOs
13,337	15	14,571	14	*

**State reported data not available.*

Evaluation Element 4

**Professional development activities conducted by the State and by subgrantees
[SEC. 3115(c)(2), 3116(c), 3123(b)(5)]**

Table 4.1 Number of certified/licensed teachers working in language instruction educational programs, 2003–04 and estimated in 5 years	
Number of certified/licensed teachers working in language instruction educational programs	Estimated number of certified/licensed teachers State will need in the next 5 years to staff language instruction educational programs
299	590*

**The figure indicated in column 2 is the sum of the number of certified/licensed teachers currently working in language instruction educational programs (column 1) plus the estimated number of certified/licensed teachers needed in the next 5 years.*

Provided professional development activities to assist personnel in meeting State and local certification and licensing requirements for teaching limited English proficient children.

Yes No

Evaluation Element 5

Description of State level activities conducted and technical assistance provided to subgrantees
[SEC. 3111(b)(2)(B-D), 3123(b)(4)]

Table 5.1a Types of technical assistance the State provided to subgrantees in last 2 years	
Technical assistance provided	Check all that apply
Identifying and implementing English language instructional programs and curricula that are based on scientific research	✓
Helping LEP students to meet academic content and student academic achievement standards expected of all students	✓
Identifying or developing and implementing measures of English language proficiency	✓
Promoting parental and community participation in programs that serve LEP children	✓
Providing recognition of sub-grantees that exceeded the English language proficiency annual measurable achievement objectives	
Other	

Table 5.2a Other State activities conducted in 2002–04	
Type of technical assistance	Check all that apply
Planning	✓
Evaluation	✓
Administration	✓
Interagency cooperation	✓
Other	

Evaluation Element 6

Number of programs or activities that were terminated for failure to reach program goals
[SEC. 3121(b)(3), 3123(b)(7)]

Number of programs or activities terminated in the two preceding fiscal years: 0

Evaluation Element 7

**Number and percentage of LEP students transitioned out of language instruction educational programs into classrooms where instruction is not designed for LEP students
[SEC. 3121(a)(4), 3123(b)(8)]**

Table 7.1 Number and percentage of Title III LEP students transitioned out			
2002–03		2003–04	
Number of students	Percentage of students	Number of students	Percentage of students
1,887	16.4	2,223	14.9

Table 7.2a Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State mathematics assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	*	*	*	*
4		*	*	*	*
5		*	*	*	*
6	6–9	*	*	*	*
7		*	*	*	*
8		*	*	*	*
9		*	*	*	*
10	10–12	*	*	*	*
11		*	*	*	*
12		*	*	*	*

*State reported data not available.

Evaluation Element 7—continued

Table 7.2b Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State reading/language arts assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	*	*	*	*
4		*	*	*	*
5		*	*	*	*
6	6–9	*	*	*	*
7		*	*	*	*
8		*	*	*	*
9		*	*	*	*
10	10–12	*	*	*	*
11		*	*	*	*
12		*	*	*	*

*State reported data not available.

Evaluation Element 8

Description of the activities that provide enhanced instructional opportunities for immigrant children and youth
[SEC. 3115(e)(1)]

Table 8.1 Number of immigrant children and youth, number served by Title III, and number of subgrants for immigrant children and youth programs for 2002–03 and 2003–04

2002–03			2003–04		
Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs	Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs
3,925	3,349	7	3,284	1,441	13

Evaluation Element 8—continued

Table 8.2a Type of activities conducted by subgrantees for programs for immigrant children and youth	
Programs offered	Check all that apply
Family literacy, parent outreach, and training	✓
Support for personnel, including teacher aides, to provide services for immigrant children and youth	✓
Provision of tutorials, mentoring and academic career counseling	✓
Identification and acquisition of curricular materials, software and technologies	✓
Basic instructional services	✓
Other instructional services such as programs of introduction to the educational system and civics education	✓
Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities to assist parents by offering comprehensive services	✓

Evaluation Element 9

Optional questions

- Do LEAs provide information to the State on mobility rates? Yes No
- State calculates a mobility rate. Yes No
- State requires a special certification/licensure/endorsement for teachers who teach in language instruction educational programs. Yes No

Kansas

Evaluation Element 1

Types of language instruction educational programs used by subgrantees to teach LEP students
[SEC. 3121(a)(1), 3123(b)(1) and (2)]

- Dual language
- Two-way immersion
- Transitional bilingual
- Developmental bilingual
- Sheltered English instruction
- Content-based ESL
- Pull-out ESL
- Other ESL (Push-in ESL)

Evaluation Element 2

Critical synthesis of data reported by subgrantees on student performance
[SEC. 3121(a), 3123(b)(3)]

Table 2.2a Students making progress in learning English, by cohort		
Cohort	Making progress	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Grades K–3	20.0	63.0
Grades 4–6	20.0	46.0
Grades 7–12	15.0	69.0
Total	—	60.0

—State did not provide data.

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Evaluation Element 2—continued

Table 2.2b Students attaining English language proficiency, by cohort		
Cohort	Attaining English proficiency	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Grades K–3	15.0	37.0
Grades 4–6	15.0	54.0
Grades 7–12	10.0	31.0
Total	—	40.0

—State did not provide data.

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Table 2.3 Accommodations offered to LEP students taking State achievement tests	
Type of accommodation	Reported use of each accommodation
Presentation	
Assessment in the native language	✓
Text changes in vocabulary	✓
Modification of linguistic complexity	✓
Addition of visual supports	
Use of glossaries in native language	
Use of glossaries in English	
Linguistic modification of test directions	✓
Additional example items/tasks	
Oral directions in the native language	✓
Use of dictionaries	✓
Reading aloud of questions in English	✓
Directions read aloud or explained	✓
Response	
Answers written directly in test booklet	
Answers dictated	
Responses in native language	✓
Timing/Scheduling	
Extra assessment time	✓
Breaks during testing	✓
Administration in several sessions	✓
Setting	
Small-group or individual administration	✓
Separate room administration	✓

Evaluation Element 2—continued

Table 2.3a Title III-served LEP students scoring at the proficient and advanced levels on State-administered mathematics assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5						
4		46.8	1,862	48.6	53.5	2,188	58.1
5							
6	6–9						
7		46.8	1,052	20.4	53.5	1,163	26.1
8							
9							
10	10–12	29.1	744	11.8	38.0	763	12.8
11							
12							

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Table 2.3b Title III-served LEP students scoring at the proficient and advanced levels on State-administered reading/language arts assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5						
4							
5		51.2	1,645	49.0	57.3	1,859	50.2
6	6–9						
7							
8		51.2	970	52.4	57.3	1,124	52.1
9							
10	10–12						
11		44.0	544	51.0	51.0	518	33.2
12							

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 2—continued

Kansas offers native language achievement tests.
 Table 2.3c was designed to present data on testing in students' native language(s) as required by OMB No. 1885-0553.

Table 2.3c Title III-served LEP students scoring at the proficient and advanced levels on State-administered mathematics assessments in native language

Grade	Grade span	2002-03		2003-04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3-5	NA	NA		
4		NA	NA	79	49.0
5		NA	NA		
6	6-9	NA	NA		
7		NA	NA	20	14.0
8		NA	NA		
9		NA	NA		
10	10-12	NA	NA	19	14.0
11		NA	NA		
12		NA	NA		

NA = State reported data not applicable.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003-2004 school year.

Evaluation Element 3

Effectiveness of Title III programs and activities in assisting LEP students to make progress in attaining English language proficiency and meeting State academic content and student academic achievement standards
[SEC. 3123(b)(1), 3121(b)(2)]

Table 3.1 Number of LEP students served and number of subgrantees for 2002–04, and number of Title III subgrantees meeting AMAOs for 2003–04				
2002–03		2003–04		
Number of LEP students served in Title III	Number of subgrantees	Number of LEP students served in Title III	Number of subgrantees	Number of Title III subgrantees meeting Title III AMAOs
20,926	24	21,839	33	13

Evaluation Element 4

Professional development activities conducted by the State and by subgrantees
[SEC. 3115(c)(2), 3116(c), 3123(b)(5)]

Table 4.1 Number of certified/licensed teachers working in language instruction educational programs, 2003–04 and estimated in 5 years	
Number of certified/licensed teachers working in language instruction educational programs	Estimated number of certified/licensed teachers State will need in the next 5 years to staff language instruction educational programs
1,712	3,712*

*The figure indicated in column 2 is the sum of the number of certified/licensed teachers currently working in language instruction educational programs (column 1) plus the estimated number of certified/licensed teachers needed in the next 5 years.

Provided professional development activities to assist personnel in meeting State and local certification and licensing requirements for teaching limited English proficient children.

Yes No

Evaluation Element 5

Description of State level activities conducted and technical assistance provided to subgrantees
[SEC. 3111(b)(2)(B-D), 3123(b)(4)]

Table 5.1a Types of technical assistance the State provided to subgrantees in last 2 years	
Technical assistance provided	Check all that apply
Identifying and implementing English language instructional programs and curricula that are based on scientific research	✓
Helping LEP students to meet academic content and student academic achievement standards expected of all students	✓
Identifying or developing and implementing measures of English language proficiency	✓
Promoting parental and community participation in programs that serve LEP children	✓
Providing recognition of sub-grantees that exceeded the English language proficiency annual measurable achievement objectives	
Other	✓

Table 5.2a Other State activities conducted in 2002–04	
Type of technical assistance	Check all that apply
Planning	
Evaluation	
Administration	✓
Interagency cooperation	✓
Other	✓

Evaluation Element 6

Number of programs or activities that were terminated for failure to reach program goals
[SEC. 3121(b)(3), 3123(b)(7)]

Number of programs or activities terminated in the two preceding fiscal years: 0

Evaluation Element 7

Number and percentage of LEP students transitioned out of language instruction educational programs into classrooms where instruction is not designed for LEP students [SEC. 3121(a)(4), 3123(b)(8)]

Table 7.1 Number and percentage of Title III LEP students transitioned out			
2002-03		2003-04	
Number of students	Percentage of students	Number of students	Percentage of students
3,290	16.0	2,580	12.0

Table 7.2a Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State mathematics assessments					
Grade	Grade span	2002-03		2003-04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3-5	*	*	*	*
4		*	*	*	*
5		*	*	*	*
6	6-9	*	*	*	*
7		*	*	*	*
8		*	*	*	*
9		*	*	*	*
10	10-12	*	*	*	*
11		*	*	*	*
12		*	*	*	*

*State reported data not available.

Evaluation Element 7—continued

Table 7.2b Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State reading/language arts assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	*	*	*	*
4		*	*	*	*
5		*	*	*	*
6	6–9	*	*	*	*
7		*	*	*	*
8		*	*	*	*
9		*	*	*	*
10	10–12	*	*	*	*
11		*	*	*	*
12		*	*	*	*

*State reported data not available.

Evaluation Element 8

Description of the activities that provide enhanced instructional opportunities for immigrant children and youth
[SEC. 3115(e)(1)]

Table 8.1 Number of immigrant children and youth, number served by Title III, and number of subgrants for immigrant children and youth programs for 2002–03 and 2003–04					
2002–03			2003–04		
Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs	Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs
9,184	*	10	7,924	3,639	16

*State reported data not available.

Evaluation Element 8—continued

Table 8.2a Type of activities conducted by subgrantees for programs for immigrant children and youth	
Programs offered	Check all that apply
Family literacy, parent outreach, and training	✓
Support for personnel, including teacher aides, to provide services for immigrant children and youth	✓
Provision of tutorials, mentoring and academic career counseling	✓
Identification and acquisition of curricular materials, software and technologies	
Basic instructional services	
Other instructional services such as programs of introduction to the educational system and civics education	
Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities to assist parents by offering comprehensive services	

Evaluation Element 9

Optional questions

- Do LEAs provide information to the State on mobility rates? Yes No
- State calculates a mobility rate. Yes No
- State requires a special certification/licensure/endorsement for teachers who teach in language instruction educational programs. Yes No

Kentucky

Evaluation Element 1

Types of language instruction educational programs used by subgrantees to teach LEP students
[SEC. 3121(a)(1), 3123(b)(1) and (2)]

- Dual language
- Transitional bilingual
- Heritage language
- Sheltered English instruction
- Structured English immersion
- Content-based ESL
- Pull-out ESL

Evaluation Element 2

Critical synthesis of data reported by subgrantees on student performance
[SEC. 3121(a), 3123(b)(3)]

Table 2.2a Students making progress in learning English, by cohort		
Cohort	Making progress	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
*	*	*

*State reported data not available.

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Kentucky

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Evaluation Element 2—continued

Table 2.2b Students attaining English language proficiency, by cohort		
Cohort	Attaining English proficiency	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
*	*	*

*State reported data not available.

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Table 2.3 Accommodations offered to LEP students taking State achievement tests	
Type of accommodation	Reported use of each accommodation
Presentation	
Assessment in the native language	
Text changes in vocabulary	
Modification of linguistic complexity	
Addition of visual supports	✓
Use of glossaries in native language	✓
Use of glossaries in English	✓
Linguistic modification of test directions	✓
Additional example items/tasks	
Oral directions in the native language	✓
Use of dictionaries	✓
Reading aloud of questions in English	✓
Directions read aloud or explained	✓
Response	
Answers written directly in test booklet	
Answers dictated	✓
Responses in native language	
Timing/Scheduling	
Extra assessment time	✓
Breaks during testing	✓
Administration in several sessions	✓
Setting	
Small-group or individual administration	✓
Separate room administration	✓

Kentucky

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 2—continued

Table 2.3a Title III-served LEP students scoring at the proficient and advanced levels on State-administered mathematics assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5						
4							
5		22.5	80	27.0	22.5	163	32.0
6	6–9						
7							
8		16.5	28	17.0	16.5	85	23.0
9							
10	10–12						
11		19.8	43	18.0	19.8	48	19.0
12							

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Table 2.3b Title III-served LEP students scoring at the proficient and advanced levels on State-administered reading/language arts assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5						
4		47.3	122	39.0	47.3	227	46.0
5							
6	6–9						
7		45.6	70	32.0	45.6	133	38.0
8							
9							
10	10–12	19.3	28	13.0	19.3	44	15.0
11							
12							

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 3

**Effectiveness of Title III programs and activities in assisting LEP students to make progress in attaining English language proficiency and meeting State academic content and student academic achievement standards
[SEC. 3123(b)(1), 3121(b)(2)]**

Table 3.1 Number of LEP students served and number of subgrantees for 2002–04, and number of Title III subgrantees meeting AMAOs for 2003–04				
2002–03		2003–04		
Number of LEP students served in Title III	Number of subgrantees	Number of LEP students served in Title III	Number of subgrantees	Number of Title III subgrantees meeting Title III AMAOs
8,430	45	10,471	57	*

*State reported data not available.

Evaluation Element 4

**Professional development activities conducted by the State and by subgrantees
[SEC. 3115(c)(2), 3116(c), 3123(b)(5)]**

Table 4.1 Number of certified/licensed teachers working in language instruction educational programs, 2003–04 and estimated in 5 years	
Number of certified/licensed teachers working in language instruction educational programs	Estimated number of certified/licensed teachers State will need in the next 5 years to staff language instruction educational programs
195	450

Provided professional development activities to assist personnel in meeting State and local certification and licensing requirements for teaching limited English proficient children.

Yes No

Evaluation Element 5

Description of State level activities conducted and technical assistance provided to subgrantees
[SEC. 3111(B)(2)(B-D), 3123(B)(4)]

Table 5.1a Types of technical assistance the State provided to subgrantees in last 2 years	
Technical assistance provided	Check all that apply
Identifying and implementing English language instructional programs and curricula that are based on scientific research	✓
Helping LEP students to meet academic content and student academic achievement standards expected of all students	✓
Identifying or developing and implementing measures of English language proficiency	✓
Promoting parental and community participation in programs that serve LEP children	✓
Providing recognition of sub-grantees that exceeded the English language proficiency annual measurable achievement objectives	
Other	

Table 5.2a Other State activities conducted in 2002–04	
Type of technical assistance	Check all that apply
Planning	✓
Evaluation	✓
Administration	✓
Interagency cooperation	✓
Other	

Evaluation Element 6

Number of programs or activities that were terminated for failure to reach program goals
[SEC. 3121(b)(3), 3123(b)(7)]

Number of programs or activities terminated in the two preceding fiscal years: 0

Evaluation Element 7

Number and percentage of LEP students transitioned out of language instruction educational programs into classrooms where instruction is not designed for LEP students [SEC. 3121(a)(4), 3123(b)(8)]

Table 7.1 Number and percentage of Title III LEP students transitioned out			
2002–03		2003–04	
Number of students	Percentage of students	Number of students	Percentage of students
*	*	*	*

*State reported data not available.

Table 7.2a Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State mathematics assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5				
4					
5		*	*	19	45.0
6	6–9				
7					
8		*	*	13	37.0
9					
10	10–12				
11		*	*	6	*
12					

*State reported data not available.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 7—continued

Table 7.2b Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State reading/language arts assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5				
4		*	*	33	80.0
5					
6	6–9				
7		*	*	33	70.0
8					
9					
10	10–12	*	*	7	*
11					
12					

*State reported data not available.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 8

Description of the activities that provide enhanced instructional opportunities for immigrant children and youth
[SEC. 3115(e)(1)]

Table 8.1 Number of immigrant children and youth, number served by Title III, and number of subgrants for immigrant children and youth programs for 2002–03 and 2003–04					
2002–03			2003–04		
Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs	Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs
3,397	2,932	10	5,199	4,746	10

Evaluation Element 8—continued

Table 8.2a Type of activities conducted by subgrantees for programs for immigrant children and youth	
Programs offered	Check all that apply
Family literacy, parent outreach, and training	✓
Support for personnel, including teacher aides, to provide services for immigrant children and youth	✓
Provision of tutorials, mentoring and academic career counseling	✓
Identification and acquisition of curricular materials, software and technologies	✓
Basic instructional services	✓
Other instructional services such as programs of introduction to the educational system and civics education	✓
Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities to assist parents by offering comprehensive services	✓

Evaluation Element 9

Optional questions

- Do LEAs provide information to the State on mobility rates? Yes No
- State calculates a mobility rate. Yes No
- State requires a special certification/licensure/endorsement for teachers who teach in language instruction educational programs. Yes No

Louisiana

Evaluation Element 1

Types of language instruction educational programs used by subgrantees to teach LEP students
[SEC. 3121(A)(1), 3123(B)(1) and (2)]

- Sheltered English instruction
- Structured English immersion
- Content-based ESL
- Pull-out ESL

Evaluation Element 2

Critical synthesis of data reported by subgrantees on student performance
[SEC. 3121(a), 3123(b)(3)]

Table 2.2a Students making progress in learning English, by cohort		
Cohort	Making progress	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Grades K–12	74.6	59.6

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Table 2.2b Students attaining English language proficiency, by cohort		
Cohort	Attaining English proficiency	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Grades K–12	25.4	28.7

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Louisiana

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 2—continued

Table 2.3 Accommodations offered to LEP students taking State achievement tests	
Type of accommodation	Reported use of each accommodation
Presentation	
Assessment in the native language	
Text changes in vocabulary	
Modification of linguistic complexity	
Addition of visual supports	
Use of glossaries in native language	
Use of glossaries in English	
Linguistic modification of test directions	
Additional example items/tasks	
Oral directions in the native language	✓
Use of dictionaries	✓
Reading aloud of questions in English	✓
Directions read aloud or explained	✓
Response	
Answers written directly in test booklet	
Answers dictated	
Responses in native language	
Timing/Scheduling	
Extra assessment time	✓
Breaks during testing	✓
Administration in several sessions	✓
Setting	
Small-group or individual administration	✓
Separate room administration	✓

Louisiana

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 2—continued

Table 2.3a Title III-served LEP students scoring at the proficient and advanced levels on State-administered mathematics assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5						
4		30.1	400	57.1	—	401	58.2
5							
6	6–9						
7							
8		30.1	212	44.3	—	245	55.3
9							
10	10–12	30.1	214	44.8	—	228	54.3
11							
12							

—State did not provide data.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Table 2.3b Title III-served LEP students scoring at the proficient and advanced levels on State-administered reading/language arts assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5						
4		36.9	372	53.3	36.9	400	59.8
5							
6	6–9						
7							
8		36.9	154	32.2	36.9	148	35.5
9							
10	10–12	36.9	123	24.0	36.9	162	39.6
11							
12							

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 3

Effectiveness of Title III programs and activities in assisting LEP students to make progress in attaining English language proficiency and meeting State academic content and student academic achievement standards
[SEC. 3123(b)(1), 3121(b)(2)]

Table 3.1 Number of LEP students served and number of subgrantees for 2002–04, and number of Title III subgrantees meeting AMAOs for 2003–04				
2002–03		2003–04		
Number of LEP students served in Title III	Number of subgrantees	Number of LEP students served in Title III	Number of subgrantees	Number of Title III subgrantees meeting Title III AMAOs
6,544	35	8,376	36	36

Evaluation Element 4

Professional development activities conducted by the State and by subgrantees
[SEC. 3115(c)(2), 3116(c), 3123(b)(5)]

Table 4.1 Number of certified/licensed teachers working in language instruction educational programs, 2003–04 and estimated in 5 years	
Number of certified/licensed teachers working in language instruction educational programs	Estimated number of certified/licensed teachers State will need in the next 5 years to staff language instruction educational programs
294	500

Provided professional development activities to assist personnel in meeting State and local certification and licensing requirements for teaching limited English proficient children.

Yes No

Evaluation Element 5

Description of State level activities conducted and technical assistance provided to subgrantees
[SEC. 3111(b)(2)(B-D), 3123(b)(4)]

Table 5.1a Types of technical assistance the State provided to subgrantees in last 2 years	
Technical assistance provided	Check all that apply
Identifying and implementing English language instructional programs and curricula that are based on scientific research	✓
Helping LEP students to meet academic content and student academic achievement standards expected of all students	✓
Identifying or developing and implementing measures of English language proficiency	✓
Promoting parental and community participation in programs that serve LEP children	✓
Providing recognition of sub-grantees that exceeded the English language proficiency annual measurable achievement objectives	
Other	

Table 5.2a Other State activities conducted in 2002–04	
Type of technical assistance	Check all that apply
Planning	✓
Evaluation	✓
Administration	✓
Interagency cooperation	✓
Other	

Evaluation Element 6

Number of programs or activities that were terminated for failure to reach program goals
[SEC. 3121(b)(3), 3123(b)(7)]

Number of programs or activities terminated in the two preceding fiscal years: 0

Evaluation Element 7

Number and percentage of LEP students transitioned out of language instruction educational programs into classrooms where instruction is not designed for LEP students [SEC. 3121(a)(4), 3123(b)(8)]

Table 7.1 Number and percentage of Title III LEP students transitioned out			
2002–03		2003–04	
Number of students	Percentage of students	Number of students	Percentage of students
2,203	25.4	2,400	28.7

Table 7.2a Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State mathematics assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5				
4		230	35.9	235	56.2
5					
6	6–9				
7					
8		135	28.0	122	25.2
9					
10	10–12				
11		70	13.6	81	11.8
12					

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Louisiana

Evaluation Element 7—continued

Table 7.2b Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State reading/language arts assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5				
4		225	35.4	239	56.6
5					
6	6–9				
7					
8		134	28.0	122	25.2
9					
10	10–12				
11		72	14.2	84	12.0
12					

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 8

Description of the activities that provide enhanced instructional opportunities for immigrant children and youth [SEC. 3115(e)(1)]

Table 8.1 Number of immigrant children and youth, number served by Title III, and number of subgrants for immigrant children and youth programs for 2002–03 and 2003–04					
Number of immigrant children and youth	2002–03		2003–04		
	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs	Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs
3,848	3,848	27	3,683	3,683	31

Evaluation Element 8—continued

Table 8.2a Type of activities conducted by subgrantees for programs for immigrant children and youth	
Programs offered	Check all that apply
Family literacy, parent outreach, and training	✓
Support for personnel, including teacher aides, to provide services for immigrant children and youth	✓
Provision of tutorials, mentoring and academic career counseling	✓
Identification and acquisition of curricular materials, software and technologies	✓
Basic instructional services	✓
Other instructional services such as programs of introduction to the educational system and civics education	✓
Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities to assist parents by offering comprehensive services	

Evaluation Element 9

Optional questions

- Do LEAs provide information to the State on mobility rates? Yes No
- State calculates a mobility rate. Yes No
- State requires a special certification/licensure/endorsement for teachers who teach in language instruction educational programs. Yes No

Maine

Evaluation Element 1

**Types of language instruction educational programs used by subgrantees to teach LEP students
[SEC. 3121(a)(1), 3123(b)(1) and (2)]**

- Dual language
- Transitional bilingual
- Heritage language
- Sheltered English instruction
- Structured English immersion
- Specially designed academic instruction in English (SDAIE)
- Content-based ESL
- Other ESL

Evaluation Element 2

**Critical synthesis of data reported by subgrantees on student performance
[SEC. 3121(a), 3123(b)(3)]**

Table 2.2a Students making progress in learning English, by cohort		
Cohort	Making progress	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Kindergarten	80.0	92.0
Grade 1	80.0	89.0
Grade 2	80.0	91.0
Grade 3	80.0	91.0
Grade 4	80.0	89.0
Grade 5	80.0	88.0
Grade 6	80.0	89.0
Grade 7	80.0	88.0
Grade 8	80.0	91.0
Grade 9	80.0	80.0
Grade 10	80.0	73.0
Grade 11	80.0	81.0
Grade 12	80.0	75.0

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Maine

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 2—continued

Table 2.2b Students attaining English language proficiency, by cohort		
Cohort	Attaining English proficiency	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Kindergarten	6.0	21.2
Grade 1	6.0	20.3
Grade 2	6.0	16.7
Grade 3	6.0	18.3
Grade 4	6.0	13.5
Grade 5	6.0	22.6
Grade 6	6.0	16.9
Grade 7	6.0	9.2
Grade 8	6.0	10.0
Grade 9	6.0	24.6
Grade 10	6.0	14.6
Grade 11	6.0	2.2
Grade 12	6.0	0.0
Total	—	15.3

—State did not provide data.

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Evaluation Element 2—continued

Table 2.3 Accommodations offered to LEP students taking State achievement tests	
Type of accommodation	Reported use of each accommodation
Presentation	
Assessment in the native language	
Text changes in vocabulary	✓
Modification of linguistic complexity	✓
Addition of visual supports	
Use of glossaries in native language	
Use of glossaries in English	
Linguistic modification of test directions	✓
Additional example items/tasks	
Oral directions in the native language	✓
Use of dictionaries	✓
Reading aloud of questions in English	✓
Directions read aloud or explained	✓
Response	
Answers written directly in test booklet	
Answers dictated	✓
Responses in native language	
Timing/Scheduling	
Extra assessment time	✓
Breaks during testing	
Administration in several sessions	✓
Setting	
Small-group or individual administration	✓
Separate room administration	✓

Maine

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 2—continued

Table 2.3a Title III-served LEP students scoring at the proficient and advanced levels on State-administered mathematics assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5						
4		25.0	39	21.0	25.0	16	11.0
5							
6	6–9						
7							
8		25.0	23	12.0	25.0	13	9.0
9							
10	10–12						
11		25.0	6	7.0	25.0	9	9.0
12							

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Table 2.3b Title III-served LEP students scoring at the proficient and advanced levels on State-administered reading/language arts assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5						
4		95.0	55	28.0	94.0	26	19.0
5							
6	6–9						
7							
8		99.0	34	20.0	99.0	8	6.0
9							
10	10–12						
11		100.0	20	23.0	100.0	16	16.0
12							

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 3

Effectiveness of Title III programs and activities in assisting LEP students to make progress in attaining English language proficiency and meeting State academic content and student academic achievement standards
 [SEC. 3123(b)(1), 3121(b)(2)]

Table 3.1 Number of LEP students served and number of subgrantees for 2002–04, and number of Title III subgrantees meeting AMAOs for 2003–04				
2002–03		2003–04		
Number of LEP students served in Title III	Number of subgrantees	Number of LEP students served in Title III	Number of subgrantees	Number of Title III subgrantees meeting Title III AMAOs
1,829	16	2,251	18	14

Evaluation Element 4

Professional development activities conducted by the State and by subgrantees
 [SEC. 3115(c)(2), 3116(c), 3123(b)(5)]

Table 4.1 Number of certified/licensed teachers working in language instruction educational programs, 2003–04 and estimated in 5 years	
Number of certified/licensed teachers working in language instruction educational programs	Estimated number of certified/licensed teachers State will need in the next 5 years to staff language instruction educational programs
120	296

Provided professional development activities to assist personnel in meeting State and local certification and licensing requirements for teaching limited English proficient children.

Yes No

Evaluation Element 5

Description of State level activities conducted and technical assistance provided to subgrantees
[SEC. 3111(b)(2)(B-D), 3123(b)(4)]

Table 5.1a Types of technical assistance the State provided to subgrantees in last 2 years	
Technical assistance provided	Check all that apply
Identifying and implementing English language instructional programs and curricula that are based on scientific research	✓
Helping LEP students to meet academic content and student academic achievement standards expected of all students	✓
Identifying or developing and implementing measures of English language proficiency	✓
Promoting parental and community participation in programs that serve LEP children	✓
Providing recognition of sub-grantees that exceeded the English language proficiency annual measurable achievement objectives	
Other	

Table 5.2a Other State activities conducted in 2002–04	
Type of technical assistance	Check all that apply
Planning	✓
Evaluation	✓
Administration	✓
Interagency cooperation	✓
Other	

Evaluation Element 6

Number of programs or activities that were terminated for failure to reach program goals
[SEC. 3121(b)(3), 3123(b)(7)]

Number of programs or activities terminated in the two preceding fiscal years: 1

Evaluation Element 7

Number and percentage of LEP students transitioned out of language instruction educational programs into classrooms where instruction is not designed for LEP students [SEC. 3121(a)(4), 3123(b)(8)]

Table 7.1 Number and percentage of Title III LEP students transitioned out			
2002–03		2003–04	
Number of students	Percentage of students	Number of students	Percentage of students
174	10.5	307	7.3

Table 7.2a Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State mathematics assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5				
4		10	16.0	44	30.0
5					
6	6–9				
7					
8		10	14.0	30	18.0
9					
10	10–12				
11		12	20.0	13	21.0
12					

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 7—continued

Table 7.2b Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State reading/language arts assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5				
4		15	25.0	75	51.0
5					
6	6–9				
7					
8		12	18.0	71	42.0
9					
10	10–12				
11		30	47.0	28	47.0
12					

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 8

Description of the activities that provide enhanced instructional opportunities for immigrant children and youth
[SEC. 3115(e)(1)]

Table 8.1 Number of immigrant children and youth, number served by Title III, and number of subgrants for immigrant children and youth programs for 2002–03 and 2003–04					
2002–03			2003–04		
Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs	Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs
1,129	869	1	1,280	1,031	1

Evaluation Element 8—continued

Table 8.2a Type of activities conducted by subgrantees for programs for immigrant children and youth	
Programs offered	Check all that apply
Family literacy, parent outreach, and training	✓
Support for personnel, including teacher aides, to provide services for immigrant children and youth	
Provision of tutorials, mentoring and academic career counseling	✓
Identification and acquisition of curricular materials, software and technologies	✓
Basic instructional services	✓
Other instructional services such as programs of introduction to the educational system and civics education	✓
Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities to assist parents by offering comprehensive services	✓

Evaluation Element 9

Optional questions

- Do LEAs provide information to the State on mobility rates? Yes No
- State calculates a mobility rate. Yes No
- State requires a special certification/licensure/endorsement for teachers who teach in language instruction educational programs. Yes No

Maryland

Evaluation Element 1

Types of language instruction educational programs used by subgrantees to teach LEP students

[SEC. 3121(a)(1), 3123(b)(1) and (2)]

- Heritage language
- Sheltered English instruction
- Structured English immersion
- Specially designed academic instruction in English (SDAIE)
- Content-based ESL
- Pull-out ESL
- Other ESL (Push-in ESL)

Evaluation Element 2

Critical synthesis of data reported by subgrantees on student performance [SEC. 3121(a), 3123(b)(3)]

Table 2.2a Students making progress in learning English, by cohort		
Cohort	Making progress	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Cohort 1: English Language learning students with less than 2 years in an English language instruction educational program	63.0	90.4
Cohort 2: English Language learning students with at least 2 years and less than 3 years in an English language instruction educational program	74.0	95.0
Cohort 3: English Language learning students with at least 3 years and less than 4 years in an English language instruction educational program	74.0	83.7
Cohort 4: English Language learning students with at least 4 years and less than 5 years in an English language instruction educational program	74.0	79.8
Cohort 5: English Language learning students with at least 5 years and less than 6 years in an English language instruction educational program	74.0	69.0
Cohort 6: English Language learning students with at least 6 years in an English language instruction educational program	74.0	72.3

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Maryland

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 2—continued

Table 2.2b Students attaining English language proficiency, by cohort		
Cohort	Attaining English proficiency	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Cohort 1: English Language learning students with less than 2 years in an English language instruction educational program	4.0	16.7
Cohort 2: English Language learning students with at least 2 years and less than 3 years in an English language instruction educational program	1.0	24.1
Cohort 3: English Language learning students with at least 3 years and less than 4 years in an English language instruction educational program	4.0	20.0
Cohort 4: English Language learning students with at least 4 years and less than 5 years in an English language instruction educational program	6.0	19.0
Cohort 5: English Language learning students with at least 5 years and less than 6 years in an English language instruction educational program	24.0	29.2
Cohort 6: English Language learning students with at least 6 years in an English language instruction educational program	70.0	15.0
Total	—	19.7

—State did not provide data.

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Maryland

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 2—continued

Table 2.3 Accommodations offered to LEP students taking State achievement tests	
Type of accommodation	Reported use of each accommodation
Presentation	
Assessment in the native language	
Text changes in vocabulary	
Modification of linguistic complexity	
Addition of visual supports	
Use of glossaries in native language	
Use of glossaries in English	
Linguistic modification of test directions	
Additional example items/tasks	
Oral directions in the native language	✓
Use of dictionaries	✓
Reading aloud of questions in English	✓
Directions read aloud or explained	✓
Response	
Answers written directly in test booklet	
Answers dictated	
Responses in native language	
Timing/Scheduling	
Extra assessment time	✓
Breaks during testing	✓
Administration in several sessions	✓
Setting	
Small-group or individual administration	✓
Separate room administration	✓

Maryland

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 2—continued

Table 2.3a Title III-served LEP students scoring at the proficient and advanced levels on State-administered mathematics assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5	47.4	—	38.2	49.8	—	45.3
4			—			—	38.8
5		35.4	—	29.2	38.3	—	36.0
6	6–9		—			—	23.5
7			—			—	22.4
8		19.0	—	20.1	22.7	—	24.6
9							
10	10–12	20.9	—	28.5	27.5	—	29.8
11							
12							

—State did not provide data.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Table 2.3b Title III-served LEP students scoring at the proficient and advanced levels on State-administered reading/language arts assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5	40.0	—	67.2	42.7	—	44.7
4			—			—	39.1
5		47.5	—	23.8	49.9	—	30.9
6	6–9		—			—	26.2
7			—			—	19.4
8		43.0	—	12.5	45.6	—	18.3
9							
10	10–12	42.9	—	14.5	45.5	—	15.0
11							
12							

—State did not provide data.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 3

Effectiveness of Title III programs and activities in assisting LEP students to make progress in attaining English language proficiency and meeting State academic content and student academic achievement standards
[SEC. 3123(b)(1), 3121(b)(2)]

Table 3.1 Number of LEP students served and number of subgrantees for 2002–04, and number of Title III subgrantees meeting AMAOs for 2003–04				
2002–03		2003–04		
Number of LEP students served in Title III	Number of subgrantees	Number of LEP students served in Title III	Number of subgrantees	Number of Title III subgrantees meeting Title III AMAOs
27,423	—	27,849	23	23

Evaluation Element 4

Professional development activities conducted by the State and by subgrantees
[SEC. 3115(c)(2), 3116(c), 3123(b)(5)]

Table 4.1 Number of certified/licensed teachers working in language instruction educational programs, 2003–04 and estimated in 5 years	
Number of certified/licensed teachers working in language instruction educational programs	Estimated number of certified/licensed teachers State will need in the next 5 years to staff language instruction educational programs
647	850

Provided professional development activities to assist personnel in meeting State and local certification and licensing requirements for teaching limited English proficient children.

Yes No

Evaluation Element 5

Description of State level activities conducted and technical assistance provided to subgrantees
[SEC. 3111(b)(2)(B-D), 3123(b)(4)]

Table 5.1a Types of technical assistance the State provided to subgrantees in last 2 years	
Technical assistance provided	Check all that apply
Identifying and implementing English language instructional programs and curricula that are based on scientific research	✓
Helping LEP students to meet academic content and student academic achievement standards expected of all students	✓
Identifying or developing and implementing measures of English language proficiency	✓
Promoting parental and community participation in programs that serve LEP children	✓
Providing recognition of sub-grantees that exceeded the English language proficiency annual measurable achievement objectives	
Other	

Table 5.2a Other State activities conducted in 2002–04	
Type of technical assistance	Check all that apply
Planning	
Evaluation	
Administration	
Interagency cooperation	✓
Other	

Evaluation Element 6

Number of programs or activities that were terminated for failure to reach program goals
[SEC. 3121(b)(3), 3123(b)(7)]

Number of programs or activities terminated in the two preceding fiscal years: 0

Evaluation Element 7

Number and percentage of LEP students transitioned out of language instruction educational programs into classrooms where instruction is not designed for LEP students [SEC. 3121(a)(4), 3123(b)(8)]

Table 7.1 Number and percentage of Title III LEP students transitioned out			
2002–03		2003–04	
Number of students	Percentage of students	Number of students	Percentage of students
*	*	5,913	21.0

*State reported data not available.

Table 7.2a Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State mathematics assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	*	*	—	80.5
4		*	*	—	71.3
5		*	*	—	58.0
6	6–9	*	*	—	42.2
7		*	*	—	35.0
8		*	*	—	34.3
9					
10	10–12	*	*	—	*
11					
12					

*State reported data not available.

—State did not provide data.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Maryland

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 7—continued

Table 7.2b Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State reading/language arts assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	*	*	—	76.5
4		*	*	—	75.5
5		*	*	—	63.5
6	6–9	*	*	—	58.4
7		*	*	—	45.5
8		*	*	—	42.0
9		*	*		
10	10–12	*	*	—	45.7
11		*	*		
12		*	*		

*State reported data not available.

—State did not provide data.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 8

Description of the activities that provide enhanced instructional opportunities for immigrant children and youth [SEC. 3115(e)(1)]

Table 8.1 Number of immigrant children and youth, number served by Title III, and number of subgrants for immigrant children and youth programs for 2002–03 and 2003–04

2002–03			2003–04		
Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs	Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs
18,237	18,237	23	18,156	18,156	23

Evaluation Element 8—continued

Table 8.2a Type of activities conducted by subgrantees for programs for immigrant children and youth	
Programs offered	Check all that apply
Family literacy, parent outreach, and training	✓
Support for personnel, including teacher aides, to provide services for immigrant children and youth	
Provision of tutorials, mentoring and academic career counseling	✓
Identification and acquisition of curricular materials, software and technologies	
Basic instructional services	
Other instructional services such as programs of introduction to the educational system and civics education	
Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities to assist parents by offering comprehensive services	✓

Evaluation Element 9

Optional questions

- Do LEAs provide information to the State on mobility rates? Yes No
- State calculates a mobility rate. Yes No
- State requires a special certification/licensure/endorsement for teachers who teach in language instruction educational programs. Yes No

Massachusetts

Evaluation Element 1

**Types of language instruction educational programs used by subgrantees to teach LEP students
[SEC. 3121(a)(1), 3123(b)(1) and (2)]**

- Dual language
- Transitional bilingual
- Structured English immersion

Evaluation Element 2

**Critical synthesis of data reported by subgrantees on student performance
[SEC. 3121(a), 3123(b)(3)]**

Table 2.2a Students making progress in learning English, by cohort		
Cohort	Making progress	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Students who in 2002–03 were “Not Yet Approaching Proficient”	70.0	30.0
Students who in 2002–04 were “Approaching Transitioning”	70.0	36.0
Total	70.0	33.0

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Evaluation Element 2—continued

Table 2.2b Students attaining English language proficiency, by cohort		
Cohort	Attaining English proficiency	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Students who in 2002–03 were “Not Yet Approaching Proficient”	2.0	11.0
Students who in 2002–04 were “Approaching Transitioning”	70.0	36.0
Total	29.0	21.0

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Table 2.3 Accommodations offered to LEP students taking State achievement tests	
Type of accommodation	Reported use of each accommodation
Presentation	
Assessment in the native language	✓
Text changes in vocabulary	
Modification of linguistic complexity	
Addition of visual supports	
Use of glossaries in native language	
Use of glossaries in English	
Linguistic modification of test directions	
Additional example items/tasks	
Oral directions in the native language	
Use of dictionaries	✓
Reading aloud of questions in English	
Directions read aloud or explained	
Response	
Answers written directly in test booklet	
Answers dictated	
Responses in native language	
Timing/Scheduling	
Extra assessment time	
Breaks during testing	
Administration in several sessions	
Setting	
Small-group or individual administration	
Separate room administration	

Massachusetts

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Evaluation Element 2—continued

Table 2.3a Title III-served LEP students scoring at the proficient and advanced levels on State-administered mathematics assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5						
4		—	440	12.0	—	484	15.0
5							
6	6–9	—	266	9.0	—	260	10.0
7							
8		—	211	8.0	—	238	9.0
9							
10	10–12	—	865	29.0	—	530	25.0
11							
12							

—State did not provide data.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Table 2.3b Title III-served LEP students scoring at the proficient and advanced levels on State-administered reading/language arts assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5	—	813	21.0	—	958	24.0
4		—	507	15.0	—	533	16.0
5							
6	6–9						
7		—	540	19.0	—	417	16.0
8							
9							
10	10–12	—	486	16.0	—	245	12.0
11							
12							

—State did not provide data.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Massachusetts offers native language achievement tests, but no data were available.

Evaluation Element 3

**Effectiveness of Title III programs and activities in assisting LEP students to make progress in attaining English language proficiency and meeting State academic content and student academic achievement standards
[SEC. 3123(b)(1), 3121(b)(2)]**

Table 3.1 Number of LEP students served and number of subgrantees for 2002–04, and number of Title III subgrantees meeting AMAOs for 2003–04				
2002–03		2003–04		
Number of LEP students served in Title III	Number of subgrantees	Number of LEP students served in Title III	Number of subgrantees	Number of Title III subgrantees meeting Title III AMAOs
45,929	57	48,758	53	*

*State reported data not available.

Evaluation Element 4

**Professional development activities conducted by the State and by subgrantees
[SEC. 3115(c)(2), 3116(c), 3123(b)(5)]**

Table 4.1 Number of certified/licensed teachers working in language instruction educational programs, 2003–04 and estimated in 5 years	
Number of certified/licensed teachers working in language instruction educational programs	Estimated number of certified/licensed teachers State will need in the next 5 years to staff language instruction educational programs
1,455	6,000*

*The figure indicated in column 2 is the sum of the number of certified/licensed teachers currently working in language instruction educational programs (column 1) plus the estimated number of certified/licensed teachers needed in the next 5 years.

Provided professional development activities to assist personnel in meeting State and local certification and licensing requirements for teaching limited English proficient children.

Yes No

Evaluation Element 5

Description of State level activities conducted and technical assistance provided to subgrantees
[SEC. 3111(b)(2)(B-D), 3123(b)(4)]

Table 5.1a Types of technical assistance the State provided to subgrantees in last 2 years	
Technical assistance provided	Check all that apply
Identifying and implementing English language instructional programs and curricula that are based on scientific research	✓
Helping LEP students to meet academic content and student academic achievement standards expected of all students	✓
Identifying or developing and implementing measures of English language proficiency	✓
Promoting parental and community participation in programs that serve LEP children	
Providing recognition of sub-grantees that exceeded the English language proficiency annual measurable achievement objectives	
Other	✓

Table 5.2a Other State activities conducted in 2002–04	
Type of technical assistance	Check all that apply
Planning	
Evaluation	
Administration	✓
Interagency cooperation	
Other	

Evaluation Element 6

Number of programs or activities that were terminated for failure to reach program goals
[SEC. 3121(b)(3), 3123(b)(7)]

Number of programs or activities terminated in the two preceding fiscal years: 0

Evaluation Element 7

Number and percentage of LEP students transitioned out of language instruction educational programs into classrooms where instruction is not designed for LEP students [SEC. 3121(a)(4), 3123(b)(8)]

Table 7.1 Number and percentage of Title III LEP students transitioned out			
2002-03		2003-04	
Number of students	Percentage of students	Number of students	Percentage of students
1,599	4.0	*	*

*State reported data not available.

Table 7.2a Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State mathematics assessments					
Grade	Grade span	2002-03		2003-04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3-5				
4		308	20.0	672	27.0
5					
6	6-9	490	23.0	432	17.0
7					
8		249	14.0	454	21.0
9					
10	10-12	251	29.0	624	42.0
11					
12					

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003-2004 school year.

Evaluation Element 7—continued

Table 7.2b Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State reading/language arts assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	668	39.0	953	41.0
4		405	26.0	850	34.0
5					
6	6–9				
7		438	30.0	819	38.0
8					
9					
10	10–12	199	24.0	488	34.0
11					
12					

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 8

Description of the activities that provide enhanced instructional opportunities for immigrant children and youth
[SEC. 3115(e)(1)]

Table 8.1 Number of immigrant children and youth, number served by Title III, and number of subgrants for immigrant children and youth programs for 2002–03 and 2003–04					
2002–03			2003–04		
Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs	Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs
21,395	19,743	11	25,740	23,126	7

Evaluation Element 8—continued

Table 8.2a Type of activities conducted by subgrantees for programs for immigrant children and youth	
Programs offered	Check all that apply
Family literacy, parent outreach, and training	✓
Support for personnel, including teacher aides, to provide services for immigrant children and youth	✓
Provision of tutorials, mentoring and academic career counseling	✓
Identification and acquisition of curricular materials, software and technologies	✓
Basic instructional services	✓
Other instructional services such as programs of introduction to the educational system and civics education	
Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities to assist parents by offering comprehensive services	✓

Evaluation Element 9

Optional questions

- Do LEAs provide information to the State on mobility rates? Yes No
- State calculates a mobility rate. Yes No
- State requires a special certification/licensure/endorsement for teachers who teach in language instruction educational programs. Yes No

Michigan

Evaluation Element 1

Types of language instruction educational programs used by subgrantees to teach LEP students
[SEC. 3121(a)(1), 3123(b)(1) and (2)]

- Dual language
- Two-way immersion
- Transitional bilingual
- Heritage language
- Sheltered English instruction
- Structured English immersion
- Content-based ESL
- Pull-out ESL
- Other ESL (Newcomer Center)

Evaluation Element 2

Critical synthesis of data reported by subgrantees on student performance
[SEC. 3121(a), 3123(b)(3)]

Table 2.2a Students making progress in learning English, by cohort		
Cohort¹	Making progress	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Basic–1A	95.0	99.0
Basic–1B	95.0	99.0
Intermediate 2	95.0	99.0
Intermediate 3	95.0	99.0
Intermediate 4	95.0	99.0
Proficient 5	—	—
Total	95.0	99.0

—State did not provide data.

¹The cohorts are the English language proficiency levels as described in Michigan’s State ELP standards.

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Michigan

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Evaluation Element 2—continued

Table 2.2b Students attaining English language proficiency, by cohort		
Cohort	Attaining English proficiency	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Basic–1A	0.0	0.0
Basic–1B	0.0	0.0
Intermediate 2	0.0	0.0
Intermediate 3	0.0	38.0
Intermediate 4	95.0	99.0

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Table 2.3 Accommodations offered to LEP students taking State achievement tests	
Type of accommodation	Reported use of each accommodation
Presentation	
Assessment in the native language	
Text changes in vocabulary	
Modification of linguistic complexity	
Addition of visual supports	
Use of glossaries in native language	
Use of glossaries in English	
Linguistic modification of test directions	
Additional example items/tasks	
Oral directions in the native language	✓
Use of dictionaries	✓
Reading aloud of questions in English	✓
Directions read aloud or explained	✓
Response	
Answers written directly in test booklet	
Answers dictated	
Responses in native language	
Timing/Scheduling	
Extra assessment time	✓
Breaks during testing	✓
Administration in several sessions	
Setting	
Small-group or individual administration	✓
Separate room administration	✓

Michigan

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 2—continued

Table 2.3a Title III-served LEP students scoring at the proficient and advanced levels on State-administered mathematics assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5						
4		47.0	3,491	51.0	47.0	5,456	72.0
5							
6	6–9						
7							
8		31.0	2,378	31.0	31.0	3,959	57.0
9							
10	10–12						
11		33.0	1,390	26.0	33.0	1,797	38.0
12							

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Table 2.3b Title III-served LEP students scoring at the proficient and advanced levels on State-administered reading/language arts assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5						
4		38.0	3,356	43.0	38.0	5,372	59.0
5							
6	6–9						
7		31.0	2,689	31.0	31.0	4,063	51.0
8							
9							
10	10–12						
11		42.0	1,301	27.0	42.0	1,756	43.0
12							

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 3

Effectiveness of Title III programs and activities in assisting LEP students to make progress in attaining English language proficiency and meeting State academic content and student academic achievement standards
[SEC. 3123(b)(1), 3121(b)(2)]

Table 3.1 Number of LEP students served and number of subgrantees for 2002–04, and number of Title III subgrantees meeting AMAOs for 2003–04				
2002–03		2003–04		
Number of LEP students served in Title III	Number of subgrantees	Number of LEP students served in Title III	Number of subgrantees	Number of Title III subgrantees meeting Title III AMAOs
*	*	61,941	77	77

*State reported data not available.

Evaluation Element 4

Professional development activities conducted by the State and by subgrantees
[SEC. 3115(c)(2), 3116(c), 3123(b)(5)]

Table 4.1 Number of certified/licensed teachers working in language instruction educational programs, 2003–04 and estimated in 5 years	
Number of certified/licensed teachers working in language instruction educational programs	Estimated number of certified/licensed teachers State will need in the next 5 years to staff language instruction educational programs
1,000	1,500

Provided professional development activities to assist personnel in meeting State and local certification and licensing requirements for teaching limited English proficient children.

Yes No

Evaluation Element 5

Description of State level activities conducted and technical assistance provided to subgrantees
[SEC. 3111(b)(2)(B-D), 3123(b)(4)]

Table 5.1a Types of technical assistance the State provided to subgrantees in last 2 years	
Technical assistance provided	Check all that apply
Identifying and implementing English language instructional programs and curricula that are based on scientific research	
Helping LEP students to meet academic content and student academic achievement standards expected of all students	✓
Identifying or developing and implementing measures of English language proficiency	✓
Promoting parental and community participation in programs that serve LEP children	✓
Providing recognition of sub-grantees that exceeded the English language proficiency annual measurable achievement objectives	
Other	

Table 5.2a Other State activities conducted in 2002–04	
Type of technical assistance	Check all that apply
Planning	✓
Evaluation	✓
Administration	✓
Interagency cooperation	✓
Other	

Evaluation Element 6

Number of programs or activities that were terminated for failure to reach program goals
[SEC. 3121(b)(3), 3123(b)(7)]

Number of programs or activities terminated in the two preceding fiscal years: 0

Evaluation Element 7

Number and percentage of LEP students transitioned out of language instruction educational programs into classrooms where instruction is not designed for LEP students [SEC. 3121(a)(4), 3123(b)(8)]

Table 7.1 Number and percentage of Title III LEP students transitioned out			
2002–03		2003–04	
Number of students	Percentage of students	Number of students	Percentage of students
3,192	6.0	9,922	20.0

Table 7.2a Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State mathematics assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5				
4		*	*	535	84.0
5					
6	6–9				
7					
8		*	*	519	72.0
9					
10	10–12				
11		*	*	67	49.0
12					

*State reported data not available.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Michigan

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 7—continued

Table 7.2b Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State reading/language arts assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5				
4		*	*	541	73.0
5					
6	6–9				
7		*	*	476	72.0
8					
9					
10	10–12				
11		*	*	64	53.0
12					

*State reported data not available.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 8

Description of the activities that provide enhanced instructional opportunities for immigrant children and youth [SEC. 3115(e)(1)]

Table 8.1 Number of immigrant children and youth, number served by Title III, and number of subgrants for immigrant children and youth programs for 2002–03 and 2003–04

2002–03			2003–04		
Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs	Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs
12,236	4,808	17	12,530	4,910	0

Michigan

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 8—continued

Table 8.2a Type of activities conducted by subgrantees for programs for immigrant children and youth	
Programs offered	Check all that apply
Family literacy, parent outreach, and training	<input checked="" type="checkbox"/>
Support for personnel, including teacher aides, to provide services for immigrant children and youth	<input checked="" type="checkbox"/>
Provision of tutorials, mentoring and academic career counseling	<input checked="" type="checkbox"/>
Identification and acquisition of curricular materials, software and technologies	<input checked="" type="checkbox"/>
Basic instructional services	<input checked="" type="checkbox"/>
Other instructional services such as programs of introduction to the educational system and civics education	<input checked="" type="checkbox"/>
Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities to assist parents by offering comprehensive services	<input checked="" type="checkbox"/>

Evaluation Element 9

Optional questions

Do LEAs provide information to the State on mobility rates? Yes No

State calculates a mobility rate. Yes No

State requires a special certification/licensure/endorsement for teachers who teach in language instruction educational programs. Yes No

Minnesota

Evaluation Element 1

Types of language instruction educational programs used by subgrantees to teach LEP students
[SEC. 3121(a)(1), 3123(b)(1) and (2)]

- Dual language
- Two-way immersion
- Transitional bilingual
- Sheltered English instruction
- Structured English immersion
- Content-based ESL
- Pull-out ESL

Evaluation Element 2

Critical synthesis of data reported by subgrantees on student performance
[SEC. 3121(a), 3123(b)(3)]

Table 2.2a Students making progress in learning English, by cohort		
Cohort	Making progress	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Cohort 1: English Language learning students with less than 3 years in an English language instruction educational program	78.0	81.0
Cohort 2: English Language learning students with at least 3 years and less than 6 years in an English language instruction educational program	80.0	82.0
Cohort 3: English Language learning students with 6 or more years in an English language instruction educational program	79.0	79.0
Total	—	81.0

—State did not provide data.

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Minnesota

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 2—continued

Table 2.2b Students attaining English language proficiency, by cohort		
Cohort	Attaining English proficiency	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Cohort 1: English Language learning students with less than 3 years in an English language instruction educational program	2.2	5.0
Cohort 2: English Language learning students with at least 3 years and less than 6 years in an English language instruction educational program	3.6	3.9
Cohort 3: English Language learning students with 6 or more years in an English language instruction educational program	3.0	5.3
Total	—	4.6

—State did not provide data.

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Minnesota

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 2—continued

Table 2.3 Accommodations offered to LEP students taking State achievement tests	
Type of accommodation	Reported use of each accommodation
Presentation	
Assessment in the native language	✓
Text changes in vocabulary	
Modification of linguistic complexity	
Addition of visual supports	✓
Use of glossaries in native language	
Use of glossaries in English	
Linguistic modification of test directions	✓
Additional example items/tasks	
Oral directions in the native language	✓
Use of dictionaries	
Reading aloud of questions in English	✓
Directions read aloud or explained	✓
Response	
Answers written directly in test booklet	✓
Answers dictated	✓
Responses in native language	✓
Timing/Scheduling	
Extra assessment time	✓
Breaks during testing	✓
Administration in several sessions	✓
Setting	
Small-group or individual administration	✓
Separate room administration	✓

Minnesota

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 2—continued

Table 2.3a Title III-served LEP students scoring at the proficient and advanced levels on State-administered mathematics assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5	*	1,681	39.1	*	1,670	38.1
4							
5		*	1,356	37.2	*	1,622	40.3
6	6–9						
7		—	—	—	*	909	25.9
8							
9							
10	10–12						
11		—	—	—	*	718	29.0
12							

**State reported data not available.*

—State did not provide data.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Table 2.3b Title III-served LEP students scoring at the proficient and advanced levels on State-administered reading/language arts assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5	*	1,314	31.3	*	1,456	33.2
4							
5		*	1,239	34.0	*	1,416	35.3
6	6–9						
7		—	—	—	*	729	20.8
8							
9							
10	10–12				*	940	30.4
11							
12							

**State reported data not available.*

—State did not provide data.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Minnesota

Evaluation Element 2—continued

Minnesota offers native language achievement tests.
Table 2.3c was designed to present data on testing in students' native language(s) as required by OMB No. 1885-0553.

Table 2.3c Title III-served LEP students scoring at the proficient and advanced levels on State-administered mathematics assessments in native language					
Grade	Grade span	2002-03		2003-04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3-5	74	22.7	81	28.5
4					
5		45	19.6	41	17.5
6	6-9				
7		—	—	20	9.6
8					
9					
10	10-12				
11		—	—	12	8.3
12					

—State did not provide data.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003-2004 school year.

Evaluation Element 3

Effectiveness of Title III programs and activities in assisting LEP students to make progress in attaining English language proficiency and meeting State academic content and student academic achievement standards
[SEC. 3123(b)(1), 3121(b)(2)]

Table 3.1 Number of LEP students served and number of subgrantees for 2002-04, and number of Title III subgrantees meeting AMAOs for 2003-04				
2002-03		2003-04		
Number of LEP students served in Title III	Number of subgrantees	Number of LEP students served in Title III	Number of subgrantees	Number of Title III subgrantees meeting Title III AMAOs
47,130	56	50,158	69	*

*State reported data not available.

Evaluation Element 4

Professional development activities conducted by the State and by subgrantees
[SEC. 3115(c)(2), 3116(c), 3123(b)(5)]

Table 4.1 Number of certified/licensed teachers working in language instruction educational programs, 2003–04 and estimated in 5 years	
Number of certified/licensed teachers working in language instruction educational programs	Estimated number of certified/licensed teachers State will need in the next 5 years to staff language instruction educational programs
1,078	1,264

Provided professional development activities to assist personnel in meeting State and local certification and licensing requirements for teaching limited English proficient children.

Yes No

Evaluation Element 5

Description of State level activities conducted and technical assistance provided to subgrantees
[SEC. 3111(b)(2)(B-D), 3123(b)(4)]

Table 5.1a Types of technical assistance the State provided to subgrantees in last 2 years	
Technical assistance provided	Check all that apply
Identifying and implementing English language instructional programs and curricula that are based on scientific research	✓
Helping LEP students to meet academic content and student academic achievement standards expected of all students	✓
Identifying or developing and implementing measures of English language proficiency	✓
Promoting parental and community participation in programs that serve LEP children	✓
Providing recognition of sub-grantees that exceeded the English language proficiency annual measurable achievement objectives	
Other	

Evaluation Element 5—continued

Table 5.2a Other State activities conducted in 2002–04	
Type of technical assistance	Check all that apply
Planning	✓
Evaluation	✓
Administration	✓
Interagency cooperation	
Other	

Evaluation Element 6

Number of programs or activities that were terminated for failure to reach program goals [SEC. 3121(b)(3), 3123(b)(7)]

Number of programs or activities terminated in the two preceding fiscal years: 0

Evaluation Element 7

Number and percentage of LEP students transitioned out of language instruction educational programs into classrooms where instruction is not designed for LEP students [SEC. 3121(a)(4), 3123(b)(8)]

Table 7.1 Number and percentage of Title III LEP students transitioned out			
2002–03		2003–04	
Number of students	Percentage of students	Number of students	Percentage of students
*	*	*	*

**State reported data not available.*

Minnesota

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 7—continued

Table 7.2a Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State mathematics assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	435	71.2	508	71.8
4					
5		405	67.5	508	68.6
6	6–9				
7		—	—	355	53.0
8					
9					
10	10–12				
11		—	—	281	52.9
12					

—State did not provide data.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Table 7.2b Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State reading/language arts assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	424	69.9	500	70.8
4					
5		411	68.8	517	69.6
6	6–9				
7		—	—	366	54.6
8					
9					
10	10–12				
11		—	—	433	66.1
12					

—State did not provide data.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 8

Description of the activities that provide enhanced instructional opportunities for immigrant children and youth
[SEC. 3115(e)(1)]

Table 8.1 Number of immigrant children and youth, number served by Title III, and number of subgrants for immigrant children and youth programs for 2002–03 and 2003–04

2002–03			2003–04		
Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs	Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs
15,414	6,916	3	16,236	8,601	4

Table 8.2a Type of activities conducted by subgrantees for programs for immigrant children and youth

Programs offered	Check all that apply
Family literacy, parent outreach, and training	✓
Support for personnel, including teacher aides, to provide services for immigrant children and youth	✓
Provision of tutorials, mentoring and academic career counseling	✓
Identification and acquisition of curricular materials, software and technologies	✓
Basic instructional services	✓
Other instructional services such as programs of introduction to the educational system and civics education	✓
Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities to assist parents by offering comprehensive services	✓

Evaluation Element 9

Optional questions

Do LEAs provide information to the State on mobility rates? Yes No

State calculates a mobility rate. Yes No

State requires a special certification/licensure/endorsement for teachers who teach in language instruction educational programs. Yes No

Mississippi

Evaluation Element 1

**Types of language instruction educational programs used by subgrantees to teach LEP students
[SEC. 3121(a)(1), 3123(b)(1) and (2)]**

- Dual language
- Transitional bilingual
- Sheltered English instruction
- Structured English immersion
- Content-based ESL
- Pull-out ESL

Evaluation Element 2

**Critical synthesis of data reported by subgrantees on student performance
[SEC. 3121(a), 3123(b)(3)]**

Table 2.2a Students making progress in learning English, by cohort		
Cohort	Making progress	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
—	—	—

—State did not provide data.

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Evaluation Element 2—continued

Cohort	Attaining English proficiency	
	AMAO target	Performance data
	%	%
Year 1 students	—	25.3
Year 2 students	—	45.1
Year 3 students	—	50.3
Total	—	35.4

—State did not provide data.

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Type of accommodation	Reported use of each accommodation
Presentation	
Assessment in the native language	
Text changes in vocabulary	
Modification of linguistic complexity	
Addition of visual supports	
Use of glossaries in native language	
Use of glossaries in English	
Linguistic modification of test directions	
Additional example items/tasks	
Oral directions in the native language	
Use of dictionaries	✓
Reading aloud of questions in English	✓
Directions read aloud or explained	✓
Response	
Answers written directly in test booklet	✓
Answers dictated	✓
Responses in native language	
Timing/Scheduling	
Extra assessment time	✓
Breaks during testing	✓
Administration in several sessions	✓
Setting	
Small-group or individual administration	✓
Separate room administration	✓

Mississippi

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Evaluation Element 2—continued

Table 2.3a Title III-served LEP students scoring at the proficient and advanced levels on State-administered mathematics assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5	72.0	36	90.0	72.0	152	93.0
4		49.0	21	66.0	49.0	109	80.0
5		35.0	22	65.0	35.0	71	63.0
6	6–9	39.0	17	53.0	39.0	52	65.0
7		19.0	15	50.0	19.0	32	40.0
8		23.0	11	37.0	23.0	40	56.0
9		13.0	4	80.0	13.0	13	72.0
10	10–12	5.0	4	50.0	5.0	11	48.0
11							
12							

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Table 2.3b Title III-served LEP students scoring at the proficient and advanced levels on State-administered reading/language arts assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5	61.0	31	79.0	61.0	114	72.0
4		66.0	27	84.0	66.0	97	72.0
5		58.0	26	76.0	58.0	73	66.0
6	6–9	51.0	19	59.0	51.0	53	66.0
7		36.0	13	45.0	36.0	29	36.0
8		30.0	10	32.0	30.0	31	43.0
9							
10	10–12						
11		16.0	1	8.0	16.0	4	11.0
12							

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 3

Effectiveness of Title III programs and activities in assisting LEP students to make progress in attaining English language proficiency and meeting State academic content and student academic achievement standards
[SEC. 3123(b)(1), 3121(b)(2)]

Table 3.1 Number of LEP students served and number of subgrantees for 2002–04, and number of Title III subgrantees meeting AMAOs for 2003–04				
2002–03		2003–04		
Number of LEP students served in Title III	Number of subgrantees	Number of LEP students served in Title III	Number of subgrantees	Number of Title III subgrantees meeting Title III AMAOs
2,824	23	3,698	27	*

*State reported data not available.

Evaluation Element 4

Professional development activities conducted by the State and by subgrantees
[SEC. 3115(c)(2), 3116(c), 3123(b)(5)]

Table 4.1 Number of certified/licensed teachers working in language instruction educational programs, 2003–04 and estimated in 5 years	
Number of certified/licensed teachers working in language instruction educational programs	Estimated number of certified/licensed teachers State will need in the next 5 years to staff language instruction educational programs
1,819	2,500

Provided professional development activities to assist personnel in meeting State and local certification and licensing requirements for teaching limited English proficient children.

Yes No

Evaluation Element 5

Description of State level activities conducted and technical assistance provided to subgrantees
[SEC. 3111(b)(2)(B-D), 3123(b)(4)]

Table 5.1a Types of technical assistance the State provided to subgrantees in last 2 years	
Technical assistance provided	Check all that apply
Identifying and implementing English language instructional programs and curricula that are based on scientific research	✓
Helping LEP students to meet academic content and student academic achievement standards expected of all students	✓
Identifying or developing and implementing measures of English language proficiency	✓
Promoting parental and community participation in programs that serve LEP children	✓
Providing recognition of sub-grantees that exceeded the English language proficiency annual measurable achievement objectives	
Other	✓

Table 5.2a Other State activities conducted in 2002–04	
Type of technical assistance	Check all that apply
Planning	
Evaluation	
Administration	
Interagency cooperation	
Other	✓

Evaluation Element 6

Number of programs or activities that were terminated for failure to reach program goals
[SEC. 3121(b)(3), 3123(b)(7)]

Number of programs or activities terminated in the two preceding fiscal years: 0

Evaluation Element 7

Number and percentage of LEP students transitioned out of language instruction educational programs into classrooms where instruction is not designed for LEP students [SEC. 3121(a)(4), 3123(b)(8)]

Table 7.1 Number and percentage of Title III LEP students transitioned out			
2002-03		2003-04	
Number of students	Percentage of students	Number of students	Percentage of students
534	*	605	*

*State reported data not available.

Table 7.2a Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State mathematics assessments					
Grade	Grade span	2002-03		2003-04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3-5	*	*	*	*
4		*	*	*	*
5		*	*	*	*
6	6-9	*	*	*	*
7		*	*	*	*
8		*	*	*	*
9		*	*	*	*
10	10-12	*	*	*	*
11		*	*	*	*
12		*	*	*	*

*State reported data not available.

Mississippi

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Evaluation Element 7—continued

Table 7.2b Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State reading/language arts assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	*	*	*	*
4		*	*	*	*
5		*	*	*	*
6	6–9	*	*	*	*
7		*	*	*	*
8		*	*	*	*
9		*	*	*	*
10	10–12	*	*	*	*
11		*	*	*	*
12		*	*	*	*

*State reported data not available.

Evaluation Element 8

Description of the activities that provide enhanced instructional opportunities
for immigrant children and youth
[SEC. 3115(e)(1)]

Table 8.1 Number of immigrant children and youth, number served by Title III, and number of subgrants for immigrant children and youth programs for 2002–03 and 2003–04					
2002–03			2003–04		
Number of im- migrant children and youth	Number of im- migrant children and youth served by Title III	Number of subgrants awarded to LEAs for im- migrant children and youth programs	Number of im- migrant children and youth	Number of im- migrant children and youth served by Title III	Number of subgrants awarded to LEAs for im- migrant children and youth programs
952	664	9	1,316	1,077	12

Evaluation Element 8—continued

Table 8.2a Type of activities conducted by subgrantees for programs for immigrant children and youth	
Programs offered	Check all that apply
Family literacy, parent outreach, and training	✓
Support for personnel, including teacher aides, to provide services for immigrant children and youth	✓
Provision of tutorials, mentoring and academic career counseling	✓
Identification and acquisition of curricular materials, software and technologies	✓
Basic instructional services	✓
Other instructional services such as programs of introduction to the educational system and civics education	✓
Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities to assist parents by offering comprehensive services	✓

Evaluation Element 9

Optional questions

- Do LEAs provide information to the State on mobility rates? Yes No
- State calculates a mobility rate. Yes No
- State requires a special certification/licensure/endorsement for teachers who teach in language instruction educational programs. Yes No

Missouri

Evaluation Element 1

Types of language instruction educational programs used by subgrantees to teach LEP students
[SEC. 3121(a)(1), 3123(b)(1) and (2)]

- Sheltered English instruction
- Content-based ESL
- Pull-out ESL

Evaluation Element 2

Critical synthesis of data reported by subgrantees on student performance
[SEC. 3121(a), 3123(b)(3)]

Table 2.2a Students making progress in learning English, by cohort		
Cohort	Making progress	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Grades K–3	75.0	45.0
Grades 4–5	75.0	28.0
Grades 6–8	75.0	32.0
Grades 9–12	75.0	28.0
Total	75.0	35.0

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Evaluation Element 2—continued

Table 2.2b Students attaining English language proficiency, by cohort		
Cohort	Attaining English proficiency	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Grades K–3	12.0	26.0
Grades 4–5	12.0	7.0
Grades 6–8	12.0	15.0
Grades 9–12	12.0	11.0
Total	12.0	17.0

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Table 2.3 Accommodations offered to LEP students taking State achievement tests	
Type of accommodation	Reported use of each accommodation
Presentation	
Assessment in the native language	
Text changes in vocabulary	
Modification of linguistic complexity	
Addition of visual supports	
Use of glossaries in native language	
Use of glossaries in English	
Linguistic modification of test directions	
Additional example items/tasks	
Oral directions in the native language	
Use of dictionaries	
Reading aloud of questions in English	✓
Directions read aloud or explained	
Response	
Answers written directly in test booklet	
Answers dictated	
Responses in native language	
Timing/Scheduling	
Extra assessment time	✓
Breaks during testing	
Administration in several sessions	
Setting	
Small-group or individual administration	✓
Separate room administration	✓

Evaluation Element 2—continued

Table 2.3a Title III-served LEP students scoring at the proficient and advanced levels on State-administered mathematics assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5						
4		8.3	172	22.0	9.3	468	31.0
5							
6	6–9						
7							
8		8.3	69	14.0	9.3	107	11.0
9							
10	10–12	8.3	14	3.0	9.3	626	18.0
11							
12							

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Table 2.3b Title III-served LEP students scoring at the proficient and advanced levels on State-administered reading/language arts assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5	18.4	119	15.0	19.4	273	19.0
4							
5							
6	6–9						
7		18.4	44	9.0	19.4	146	16.0
8							
9							
10	10–12						
11		18.4	8	2.0	19.4	465	15.0
12							

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 3

Effectiveness of Title III programs and activities in assisting LEP students to make progress in attaining English language proficiency and meeting State academic content and student academic achievement standards
 [SEC. 3123(b)(1), 3121(b)(2)]

Table 3.1 Number of LEP students served and number of subgrantees for 2002–04, and number of Title III subgrantees meeting AMAOs for 2003–04				
2002–03		2003–04		
Number of LEP students served in Title III	Number of subgrantees	Number of LEP students served in Title III	Number of subgrantees	Number of Title III subgrantees meeting Title III AMAOs
11,535	63	13,121	90	0

Evaluation Element 4

Professional development activities conducted by the State and by subgrantees
 [SEC. 3115(c)(2), 3116(c), 3123(b)(5)]

Table 4.1 Number of certified/licensed teachers working in language instruction educational programs, 2003–04 and estimated in 5 years	
Number of certified/licensed teachers working in language instruction educational programs	Estimated number of certified/licensed teachers State will need in the next 5 years to staff language instruction educational programs
260	410*

*The figure indicated in column 2 is the sum of the number of certified/licensed teachers currently working in language instruction educational programs (column 1) plus the estimated number of certified/licensed teachers needed in the next 5 years.

Provided professional development activities to assist personnel in meeting State and local certification and licensing requirements for teaching limited English proficient children.

Yes No

Evaluation Element 5

Description of State level activities conducted and technical assistance provided to subgrantees [SEC. 3111(b)(2)(B-D), 3123(b)(4)]

Table 5.1a Types of technical assistance the State provided to subgrantees in last 2 years

Technical assistance provided	Check all that apply
Identifying and implementing English language instructional programs and curricula that are based on scientific research	✓
Helping LEP students to meet academic content and student academic achievement standards expected of all students	✓
Identifying or developing and implementing measures of English language proficiency	✓
Promoting parental and community participation in programs that serve LEP children	✓
Providing recognition of sub-grantees that exceeded the English language proficiency annual measurable achievement objectives	
Other	✓

Table 5.2a Other state activities conducted in 2002–04

Type of technical assistance	Check all that apply
Planning	✓
Evaluation	✓
Administration	✓
Interagency cooperation	✓
Other	

Evaluation Element 6

**Number of programs or activities that were terminated for failure to reach program goals
[SEC. 3121(b)(3), 3123(b)(7)]**

Number of programs or activities terminated in the two preceding fiscal years: 0

Evaluation Element 7

**Number and percentage of LEP students transitioned out of language instruction educational programs into classrooms where instruction is not designed for LEP students
[SEC. 3121(a)(4), 3123(b)(8)]**

Table 7.1 Number and percentage of Title III LEP students transitioned out			
2002–03		2003–04	
Number of students	Percentage of students	Number of students	Percentage of students
1,597	14.5	1,853	14.4

Table 7.2a Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State mathematics assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5				
4		*	*	187	41.0
5					
6	6–9				
7					
8		*	*	48	17.0
9					
10	10–12	*	*	30	10.0
11					
12					

*State reported data not available.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 7—continued

Table 7.2b Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State reading/language assessments

Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	*	*	147	33.0
4					
5					
6	6–9				
7		*	*	78	28.0
8					
9					
10	10–12				
11		*	*	37	14.0
12					

*State reported data not available.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 8

Description of the activities that provide enhanced instructional opportunities for immigrant children and youth [SEC. 3115(e)(1)]

Table 8.1 Number of immigrant children and youth, number served by Title III, and number of subgrants for immigrant children and youth programs for 2002–03 and 2003–04

2002–03			2003–04		
Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs	Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs
8,020	3,699	34	7,518	2,578	32

Evaluation Element 8—continued

Table 8.2a Type of activities conducted by subgrantees for programs for immigrant children and youth	
Programs offered	Check all that apply
Family literacy, parent outreach, and training	✓
Support for personnel, including teacher aides, to provide services for immigrant children and youth	✓
Provision of tutorials, mentoring and academic career counseling	✓
Identification and acquisition of curricular materials, software and technologies	✓
Basic instructional services	✓
Other instructional services such as programs of introduction to the educational system and civics education	✓
Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities to assist parents by offering comprehensive services	

Evaluation Element 9

Optional questions

- Do LEAs provide information to the State on mobility rates? Yes No
- State calculates a mobility rate. Yes No
- State requires a special certification/licensure/endorsement for teachers who teach in language instruction educational programs. Yes No

Montana

Evaluation Element 1

Types of language instruction educational programs used by subgrantees to teach LEP students
[SEC. 3121(a)(1), 3123(b)(1) and (2)]

- Heritage language
- Sheltered English instruction
- Content-based ESL
- Pull-out ESL
- Other ESL

Evaluation Element 2

Critical synthesis of data reported by subgrantees on student performance
[SEC. 3121(a), 3123(b)(3)]

Table 2.2a Students making progress in learning English, by cohort		
Cohort	Making progress	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
—	—	—

—State did not provide data.

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Table 2.2b Students attaining English language proficiency, by cohort		
Cohort	Attaining English proficiency	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
—	—	—

—State did not provide data.

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

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Evaluation Element 2—continued

Table 2.3 Accommodations offered to LEP students taking State achievement tests	
Type of accommodation	Reported use of each accommodation
Presentation	
Assessment in the native language	
Text changes in vocabulary	
Modification of linguistic complexity	
Addition of visual supports	
Use of glossaries in native language	✓
Use of glossaries in English	
Linguistic modification of test directions	✓
Additional example items/tasks	
Oral directions in the native language	✓
Use of dictionaries	✓
Reading aloud of questions in English	
Directions read aloud or explained	✓
Response	
Answers written directly in test booklet	✓
Answers dictated	
Responses in native language	
Timing/Scheduling	
Extra assessment time	✓
Breaks during testing	✓
Administration in several sessions	✓
Setting	
Small-group or individual administration	✓
Separate room administration	✓

Evaluation Element 2—continued

Table 2.3a Title III-served LEP students scoring at the proficient and advanced levels on State-administered mathematics assessments							
Grade	Grade span	2002-03			2003-04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3-5						
4		—	137	31.0	—	169	44.0
5							
6	6-9						
7							
8		—	77	17.0	—	92	23.0
9							
10	10-12	—	—	—	—	99	33.0
11		—	106	36.0	—	—	—
12							

—State did not provide data.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003-2004 school year.

Table 2.3b Title III-served LEP students scoring at the proficient and advanced levels on State-administered reading/language arts assessments							
Grade	Grade span	2002-03			2003-04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3-5						
4		—	115	26.0	—	120	31.0
5							
6	6-9						
7							
8		—	78	17.0	—	81	21.0
9							
10	10-12						
11		—	93	32.0	—	77	26.0
12							

—State did not provide data.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003-2004 school year.

Evaluation Element 3

**Effectiveness of Title III programs and activities in assisting LEP students to make progress in attaining English language proficiency and meeting State academic content and student academic achievement standards
[SEC. 3123(b)(1), 3121(b)(2)]**

Table 3.1 Number of LEP students served and number of subgrantees for 2002–04, and number of Title III subgrantees meeting AMAOs for 2003–04				
2002–03		2003–04		
Number of LEP students served in Title III	Number of subgrantees	Number of LEP students served in Title III	Number of subgrantees	Number of Title III subgrantees meeting Title III AMAOs
1,698	14	2,425	13	—

—State did not provide data.

Evaluation Element 4

**Professional development activities conducted by the State and by subgrantees
[SEC. 3115(c)(2), 3116(c), 3123(b)(5)]**

Table 4.1 Number of certified/licensed teachers working in language instruction educational programs, 2003–04 and estimated in 5 years	
Number of certified/licensed teachers working in language instruction educational programs	Estimated number of certified/licensed teachers State will need in the next 5 years to staff language instruction educational programs
17.3	28

Provided professional development activities to assist personnel in meeting State and local certification and licensing requirements for teaching limited English proficient children.

Yes No

Evaluation Element 5

Description of State level activities conducted and technical assistance provided to subgrantees
[SEC. 3111(b)(2)(B-D), 3123(b)(4)]

Table 5.1a Types of technical assistance the State provided to subgrantees in last 2 years	
Technical assistance provided	Check all that apply
Identifying and implementing English language instructional programs and curricula that are based on scientific research	✓
Helping LEP students to meet academic content and student academic achievement standards expected of all students	✓
Identifying or developing and implementing measures of English language proficiency	✓
Promoting parental and community participation in programs that serve LEP children	
Providing recognition of sub-grantees that exceeded the English language proficiency annual measurable achievement objectives	
Other	

Table 5.2a Other state activities conducted in 2004–04	
Type of technical assistance	Check all that apply
Planning	✓
Evaluation	✓
Administration	✓
Interagency cooperation	✓
Other	✓

Evaluation Element 6

Number of programs or activities that were terminated for failure to reach program goals
[SEC. 3121(b)(3), 3123(b)(7)]

Number of programs or activities terminated in the two preceding fiscal years: 0

Evaluation Element 7

Number and percentage of LEP students transitioned out of language instruction educational programs into classrooms where instruction is not designed for LEP students [SEC. 3121(a)(4), 3123(b)(8)]

Table 7.1 Number and percentage of Title III LEP students transitioned out			
2002-03		2003-04	
Number of students	Percentage of students	Number of students	Percentage of students
31	10.0	83	14.0

Table 7.2a Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State mathematics assessments					
Grade	Grade span	2002-03		2003-04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3-5	*	*	*	*
4		*	*	*	*
5		*	*	*	*
6	6-9	*	*	*	*
7		*	*	*	*
8		*	*	*	*
9		*	*	*	*
10	10-12	*	*	*	*
11		*	*	*	*
12		*	*	*	*

**State reported data not available.*

Evaluation Element 7—continued

Table 7.2b Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State reading/language assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	*	*	*	*
4		*	*	*	*
5		*	*	*	*
6	6–9	*	*	*	*
7		*	*	*	*
8		*	*	*	*
9		*	*	*	*
10	10–12	*	*	*	*
11		*	*	*	*
12		*	*	*	*

*State reported data not available.

Evaluation Element 8

Description of the activities that provide enhanced instructional opportunities for immigrant children and youth
[SEC. 3115(e)(1)]

Table 8.1 Number of immigrant children and youth, number served by Title III, and number of subgrants for immigrant children and youth programs for 2002–03 and 2003–04

Number of immigrant children and youth	2002–03		2003–04		
	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs	Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs
273	39	1	348	43	1

Evaluation Element 8—continued

Table 8.2a Type of activities conducted by subgrantees for programs for immigrant children and youth	
Programs offered	Check all that apply
Family literacy, parent outreach, and training	
Support for personnel, including teacher aides, to provide services for immigrant children and youth	✓
Provision of tutorials, mentoring and academic career counseling	✓
Identification and acquisition of curricular materials, software and technologies	✓
Basic instructional services	
Other instructional services such as programs of introduction to the educational system and civics education	
Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities to assist parents by offering comprehensive services	

Evaluation Element 9

Optional questions

- Do LEAs provide information to the State on mobility rates? Yes No
- State calculates a mobility rate. Yes No
- State requires a special certification/licensure/endorsement for teachers who teach in language instruction educational programs. Yes No

Nebraska

Evaluation Element 1

**Types of language instruction educational programs used by subgrantees to teach LEP students
[SEC. 3121(a)(1), 3123(b)(1) and (2)]**

- Dual language
- Heritage language
- Sheltered English instruction
- Structured English immersion
- Content-based ESL
- Pull-out ESL

Evaluation Element 2

**Critical synthesis of data reported by subgrantees on student performance
[SEC. 3121(a), 3123(b)(3)]**

Table 2.2a Students making progress in learning English, by cohort		
Cohort	Making progress	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
K–2	30.0	64.0
Grades 3–12 (non-ELDA testing*)	25.0	70.0
Grades K–12 (Oral) (non-ELDA testing)	30.0	51.0
Grades K–12 (Reading) (non-ELDA testing)	30.0	66.0
Grades K–12 (Writing) (non-ELDA testing)	30.0	29.0

*ELDA is the English Language Development Assessment. Performance data and targets are only for non-ELDA assessments (LAS, IPT, Woodcock–Muñoz, MAC II). Data are not included for students who took the ELDA.

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Evaluation Element 2—continued

Cohort	Attaining English proficiency	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Grades K–2	15.0	40.0
Grades 3–12 (non-ELDA testing*)	13.0	21.4
K–12 (non-ELDA testing)	13.0	47.8

*ELDA is the English Language Development Assessment. Performance data and targets are only for non-ELDA assessments (LAS, IPT, Woodcock–Muñoz, MAC II). Data are not included for students who took the ELDA.

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Type of accommodation	Reported use of each accommodation
Presentation	
Assessment in the native language	✓
Text changes in vocabulary	✓
Modification of linguistic complexity	✓
Addition of visual supports	✓
Use of glossaries in native language	✓
Use of glossaries in English	✓
Linguistic modification of test directions	✓
Additional example items/tasks	
Oral directions in the native language	✓
Use of dictionaries	✓
Reading aloud of questions in English	
Directions read aloud or explained	
Response	
Answers written directly in test booklet	
Answers dictated	
Responses in native language	✓
Timing/Scheduling	
Extra assessment time	✓
Breaks during testing	✓
Administration in several sessions	✓
Setting	
Small-group or individual administration	✓
Separate room administration	✓

Evaluation Element 2—continued

Table 2.3a Title III-served LEP students scoring at the proficient and advanced levels on State-administered mathematics assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5						
4		65.0	—	57.6	65.0	—	73.3
5							
6	6–9						
7							
8		58.0	—	37.1	58.0	—	54.9
9							
10	10–12						
11		62.0	—	32.3	62.0	—	47.1
12							

—State did not provide data.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Table 2.3b Title III-served LEP students scoring at the proficient and advanced levels on State-administered reading/language arts assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5						
4		62.0	—	51.1	62.0	—	62.0
5							
6	6–9						
7							
8		61.0	—	44.4	61.0	—	52.2
9							
10	10–12						
11		66.0	—	36.1	66.0	—	46.4
12							

—State did not provide data.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 3

**Effectiveness of Title III programs and activities in assisting LEP students to make progress in attaining English language proficiency and meeting State academic content and student academic achievement standards
[SEC. 3123(b)(1), 3121(b)(2)]**

Table 3.1 Number of LEP students served and number of subgrantees for 2002–04, and number of Title III subgrantees meeting AMAOs for 2003–04				
2002–03		2003–04		
Number of LEP students served in Title III	Number of subgrantees	Number of LEP students served in Title III	Number of subgrantees	Number of Title III subgrantees meeting Title III AMAOs
12,264	88*	13,734	93**	NA

* The State reported 14 individual district grants and 74 grants for districts in consortia.

** The State reported 16 individual district grants and 77 grants for districts in consortia.

NA = Information not provided by the State.

Evaluation Element 4

**Professional development activities conducted by the State and by subgrantees
[SEC. 3115(c)(2), 3116(c), 3123(b)(5)]**

Table 4.1 Number of certified/licensed teachers working in language instruction educational programs, 2003–04 and estimated in 5 years	
Number of certified/licensed teachers working in language instruction educational programs	Estimated number of certified/licensed teachers State will need in the next 5 years to staff language instruction educational programs
515	825

Provided professional development activities to assist personnel in meeting State and local certification and licensing requirements for teaching limited English proficient children.

Yes No

Evaluation Element 5

Description of State level activities conducted and technical assistance provided to subgrantees
[SEC. 3111(b)(2)(B-D), 3123(b)(4)]

Table 5.1a Types of technical assistance the State provided to subgrantees in last 2 years	
Technical assistance provided	Check all that apply
Identifying and implementing English language instructional programs and curricula that are based on scientific research	
Helping LEP students to meet academic content and student academic achievement standards expected of all students	✓
Identifying or developing and implementing measures of English language proficiency	✓
Promoting parental and community participation in programs that serve LEP children	✓
Providing recognition of sub-grantees that exceeded the English language proficiency annual measurable achievement objectives	
Other	✓

Table 5.2a Other state activities conducted in 2002–04	
Type of technical assistance	Check all that apply
Planning	✓
Evaluation	✓
Administration	✓
Interagency cooperation	
Other	

Evaluation Element 6

Number of programs or activities that were terminated for failure to reach program goals
[SEC. 3121(b)(3), 3123(b)(7)]

Number of programs or activities terminated in the two preceding fiscal years: 0

Evaluation Element 7

Number and percentage of LEP students transitioned out of language instruction educational programs into classrooms where instruction is not designed for LEP students [SEC. 3121(a)(4), 3123(b)(8)]

Table 7.1 Number and percentage of Title III LEP students transitioned out			
2002–03		2003–04	
Number of students	Percentage of students	Number of students	Percentage of students
1,235	10.0	1,121	8.2

Table 7.2a Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State mathematics assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	*	*	*	*
4		*	*	*	*
5		*	*	*	*
6	6–9	*	*	*	*
7		*	*	*	*
8		*	*	*	*
9		*	*	*	*
10	10–12	*	*	*	*
11		*	*	*	*
12		*	*	*	*

*State reported data not available.

Evaluation Element 7—continued

Table 7.2b Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State reading/language assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	*	*	*	*
4		*	*	*	*
5		*	*	*	*
6	6–9	*	*	*	*
7		*	*	*	*
8		*	*	*	*
9		*	*	*	*
10	10–12	*	*	*	*
11		*	*	*	*
12		*	*	*	*

*State reported data not available.

Evaluation Element 8

Description of the activities that provide enhanced instructional opportunities for immigrant children and youth [SEC. 3115(e)(1)]

Table 8.1 Number of immigrant children and youth, number served by Title III, and number of subgrants for immigrant children and youth programs for 2002–03 and 2003–04					
2002–03			2003–04		
Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs	Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs
5,698	5,307	37	5,635	5,326	34

Evaluation Element 8—continued

Table 8.2a Type of activities conducted by subgrantees for programs for immigrant children and youth	
Programs offered	Check all that apply
Family literacy, parent outreach, and training	✓
Support for personnel, including teacher aides, to provide services for immigrant children and youth	✓
Provision of tutorials, mentoring and academic career counseling	
Identification and acquisition of curricular materials, software and technologies	✓
Basic instructional services	✓
Other instructional services such as programs of introduction to the educational system and civics education	
Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities to assist parents by offering comprehensive services	

Evaluation Element 9

Optional questions

- Do LEAs provide information to the State on mobility rates? Yes No
- State calculates a mobility rate. Yes No
- State requires a special certification/licensure/endorsement for teachers who teach in language instruction educational programs. Yes No

Nevada

Evaluation Element 1

Types of language instruction educational programs used by subgrantees to teach LEP students
[SEC. 3121(a)(1), 3123(b)(1) and (2)]

- Dual language
- Transitional bilingual
- Sheltered English instruction
- Structured English immersion
- Content-based ESL
- Pull-out ESL

Evaluation Element 2

Critical synthesis of data reported by subgrantees on student performance
[SEC. 3121(a), 3123(b)(3)]

Table 2.2a Students making progress in learning English, by cohort		
Cohort	Making progress	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Level 1	80.0	68.0
Level 2	80.0	62.0
Level 3	80.0	32.0
Level 4	80.0	74.0
Level 5	90.0	125.0
Total	80.0	84.0

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Evaluation Element 2—continued

Table 2.2b Students attaining English language proficiency, by cohort		
Cohort	Attaining English proficiency	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Level 5	10.0	19.0

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Table 2.3 Accommodations offered to LEP students taking State achievement tests	
Type of accommodation	Reported use of each accommodation
Presentation	
Assessment in the native language	
Text changes in vocabulary	
Modification of linguistic complexity	
Addition of visual supports	
Use of glossaries in native language	
Use of glossaries in English	
Linguistic modification of test directions	
Additional example items/tasks	
Oral directions in the native language	
Use of dictionaries	
Reading aloud of questions in English	
Directions read aloud or explained	
Response	
Answers written directly in test booklet	
Answers dictated	
Responses in native language	
Timing/Scheduling	
Extra assessment time	✓
Breaks during testing	
Administration in several sessions	
Setting	
Small-group or individual administration	✓
Separate room administration	✓

Nevada

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 2—continued

Table 2.3a Title III-served LEP students scoring at the proficient and advanced levels on State-administered mathematics assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5	36.0	6,279	31.1	34.5	6,600	21.9
4							
5		36.0	3,483	32.0	34.5	5,342	24.4
6	6–9						
7							
8		32.0	*	*	32.0	3,549	13.6
9							
10	10–12	42.8	1,724	12.6	42.8	2,209	16.7
11		42.8	979	16.6	42.8	1,033	21.9
12							

*State reported data not available.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Table 2.3b Title III-served LEP students scoring at the proficient and advanced levels on State-administered reading/language arts assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5	30.0	1,346	21.8	27.5	891	13.5
4							
5		30.0	815	23.8	27.5	566	10.6
6	6–9						
7							
8		37.0	*	*	37.0	312	8.8
9							
10	10–12	73.5	328	19.0	73.5	658	29.8
11		73.5	213	25.7	73.5	350	37.7
12							

*State reported data not available.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 3

Effectiveness of Title III programs and activities in assisting LEP students to make progress in attaining English language proficiency and meeting State academic content and student academic achievement standards
[SEC. 3123(b)(1), 3121(b)(2)]

Table 3.1 Number of LEP students served and number of subgrantees for 2002–04, and number of Title III subgrantees meeting AMAOs for 2003–04				
2002–03		2003–04		
Number of LEP students served in Title III	Number of subgrantees	Number of LEP students served in Title III	Number of subgrantees	Number of Title III subgrantees meeting Title III AMAOs
55,463	10	85,521	10	2

Evaluation Element 4

Professional development activities conducted by the State and by subgrantees
[SEC. 3115(c)(2), 3116(c), 3123(b)(5)]

Table 4.1 Number of certified/licensed teachers working in language instruction educational programs, 2003–04 and estimated in 5 years	
Number of certified/licensed teachers working in language instruction educational programs	Estimated number of certified/licensed teachers State will need in the next 5 years to staff language instruction educational programs
1,782	5,000

Provided professional development activities to assist personnel in meeting State and local certification and licensing requirements for teaching limited English proficient children.

Yes No

Evaluation Element 5

Description of State level activities conducted and technical assistance provided to subgrantees
[SEC. 3111(b)(2)(B-D), 3123(b)(4)]

Table 5.1a Types of technical assistance the State provided to subgrantees in last 2 years	
Technical assistance provided	Check all that apply
Identifying and implementing English language instructional programs and curricula that are based on scientific research	✓
Helping LEP students to meet academic content and student academic achievement standards expected of all students	✓
Identifying or developing and implementing measures of English language proficiency	✓
Promoting parental and community participation in programs that serve LEP children	
Providing recognition of sub-grantees that exceeded the English language proficiency annual measurable achievement objectives	
Other	✓

Table 5.2a Other state activities conducted in 2002–04	
Type of technical assistance	Check all that apply
Planning	✓
Evaluation	✓
Administration	✓
Interagency cooperation	✓
Other	

Evaluation Element 6

Number of programs or activities that were terminated for failure to reach program goals
[SEC. 3121(b)(3), 3123(b)(7)]

Number of programs or activities terminated in the two preceding fiscal years: 0

Evaluation Element 7

Number and percentage of LEP students transitioned out of language instruction educational programs into classrooms where instruction is not designed for LEP students [SEC. 3121(a)(4), 3123(b)(8)]

Table 7.1 Number and percentage of Title III LEP students transitioned out			
2002–03		2003–04	
Number of students	Percentage of students	Number of students	Percentage of students
2,168	3.9	1,315	2.9

Table 7.2a Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State mathematics assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	*	*	1,249	60.5
4		*	*		
5		*	*	2,158	60.1
6	6–9	*	*		
7		*	*		
8		*	*	2,423	47.4
9		*	*		
10	10–12	*	*		
11		*	*	952	41.7
12		*	*		

*State reported data not available.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 7—continued

Table 7.2b Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State reading/language assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	*	*	1,249	56.9
4		*	*	2,447	67.4
5		*	*	2,158	45.0
6	6–9	*	*		
7		*	*		
8		*	*	2,423	46.4
9		*	*		
10	10–12	*	*		
11		*	*	952	77.9
12		*	*		

*State reported data not available.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 8

Description of the activities that provide enhanced instructional opportunities for immigrant children and youth
[SEC. 3115(e)(1)]

Table 8.1 Number of immigrant children and youth, number served by Title III, and number of subgrants for immigrant children and youth programs for 2002–03 and 2003–04					
2002–03			2003–04		
Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs	Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs
12,565	12,565	9	16,479	16,479	8

Evaluation Element 8 —continued

Table 8.2a Type of activities conducted by subgrantees for programs for immigrant children and youth	
Programs offered	Check all that apply
Family literacy, parent outreach, and training	✓
Support for personnel, including teacher aides, to provide services for immigrant children and youth	✓
Provision of tutorials, mentoring and academic career counseling	✓
Identification and acquisition of curricular materials, software and technologies	✓
Basic instructional services	✓
Other instructional services such as programs of introduction to the educational system and civics education	
Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities to assist parents by offering comprehensive services	✓

Evaluation Element 9

Optional questions

- Do LEAs provide information to the State on mobility rates? Yes No
- State calculates a mobility rate. Yes No
- State requires a special certification/licensure/endorsement for teachers who teach in language instruction educational programs. Yes No

New Hampshire

Evaluation Element 1

**Types of language instruction educational programs used by subgrantees to teach LEP students
[SEC. 3121(a)(1), 3123(b)(1) and (2)]**

- Sheltered English instruction
- Content-based ESL
- Pull-out ESL

Evaluation Element 2

**Critical synthesis of data reported by subgrantees on student performance
[SEC. 3121(a), 3123(b)(3)]**

Table 2.2a Students making progress in learning English, by cohort		
Cohort	Making progress	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Grades K–1	75.0	76.0
Grade 3	65.0	85.0
Grades 4–6	65.0	71.0
Grades 7–12	65.0	76.0
Total	67.5	76.0

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

New Hampshire

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Evaluation Element 2—continued

Table 2.2b Students attaining English language proficiency, by cohort		
Cohort	Attaining English proficiency	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Grades K–1	12.0	10.0
Grade 3	20.0	21.0
Grades 4–6	30.0	28.0
Grades 7–12	15.0	19.0
Total	19.0	20.0

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Table 2.3 Accommodations offered to LEP students taking State achievement tests	
Type of accommodation	Reported use of each accommodation
Presentation	
Assessment in the native language	
Text changes in vocabulary	
Modification of linguistic complexity	
Addition of visual supports	✓
Use of glossaries in native language	✓
Use of glossaries in English	✓
Linguistic modification of test directions	✓
Additional example items/tasks	
Oral directions in the native language	✓
Use of dictionaries	✓
Reading aloud of questions in English	✓
Directions read aloud or explained	✓
Response	
Answers written directly in test booklet	✓
Answers dictated	✓
Responses in native language	
Timing/Scheduling	
Extra assessment time	✓
Breaks during testing	✓
Administration in several sessions	✓
Setting	
Small-group or individual administration	✓
Separate room administration	✓

New Hampshire

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 2—continued

Table 2.3a Title III-served LEP students scoring at the proficient and advanced levels on State-administered mathematics assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5						
4		64.0	38	40.0	64.0	56	47.0
5							
6	6–9						
7							
8		64.0	9	12.0	64.0	38	30.0
9							
10	10–12						
11		52.0	—	—	52.0	3	19.0
12							

—State did not provide data.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Table 2.3b Title III-served LEP students scoring at the proficient and advanced levels on State-administered reading/language arts assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5						
4		60.0	35	30.0	60.0	28	23.0
5							
6	6–9						
7							
8		60.0	10	12.0	60.0	31	24.0
9							
10	10–12						
11		70.0	—	—	70.0	4	25.0
12							

—State did not provide data.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 3

**Effectiveness of Title III programs and activities in assisting LEP students to make progress in attaining English language proficiency and meeting State academic content and student academic achievement standards
[SEC. 3123(b)(1), 3121(b)(2)]**

Table 3.1 Number of LEP students served and number of subgrantees for 2002–04, and number of Title III subgrantees meeting AMAOs for 2003–04				
2002–03		2003–04		
Number of LEP students served in Title III	Number of subgrantees	Number of LEP students served in Title III	Number of subgrantees	Number of Title III subgrantees meeting Title III AMAOs
2,570	29	2,570	31	29

Evaluation Element 4

**Professional development activities conducted by the State and by subgrantees
[SEC. 3115(c)(2), 3116(c), 3123(b)(5)]**

Table 4.1 Number of certified/licensed teachers working in language instruction educational programs, 2003–04 and estimated in 5 years	
Number of certified/licensed teachers working in language instruction educational programs	Estimated number of certified/licensed teachers State will need in the next 5 years to staff language instruction educational programs
114	248

Provided professional development activities to assist personnel in meeting State and local certification and licensing requirements for teaching limited English proficient children.

Yes

No

Evaluation Element 5

Description of State level activities conducted and technical assistance provided to subgrantees
[SEC. 3111(b)(2)(B-D), 3123(b)(4)]

Table 5.1a Types of technical assistance the State provided to subgrantees in last 2 years	
Technical assistance provided	Check all that apply
Identifying and implementing English language instructional programs and curricula that are based on scientific research	✓
Helping LEP students to meet academic content and student academic achievement standards expected of all students	✓
Identifying or developing and implementing measures of English language proficiency	✓
Promoting parental and community participation in programs that serve LEP children	✓
Providing recognition of sub-grantees that exceeded the English language proficiency annual measurable achievement objectives	
Other	

Table 5.2a Other state activities conducted in 2004–04	
Type of technical assistance	Check all that apply
Planning	✓
Evaluation	✓
Administration	✓
Interagency cooperation	✓
Other	

Evaluation Element 6

Number of programs or activities that were terminated for failure to reach program goals
[SEC. 3121(b)(3), 3123(b)(7)]

Number of programs or activities terminated in the two preceding fiscal years: 0

Evaluation Element 7

Number and percentage of LEP students transitioned out of language instruction educational programs into classrooms where instruction is not designed for LEP students [SEC. 3121(a)(4), 3123(b)(8)]

Table 7.1 Number and percentage of Title III LEP students transitioned out			
2002-03		2003-04	
Number of students	Percentage of students	Number of students	Percentage of students
*	*	*	*

*State reported data not available.

Table 7.2a Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State mathematics assessments					
Grade	Grade span	2002-03		2003-04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3-5	*	*	*	*
4		*	*	*	*
5		*	*	*	*
6	6-9	*	*	*	*
7		*	*	*	*
8		*	*	*	*
9		*	*	*	*
10	10-12	*	*	*	*
11		*	*	*	*
12		*	*	*	*

*State reported data not available.

Evaluation Element 7—continued

Table 7.2b Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State reading/language assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	*	*	*	*
4		*	*	*	*
5		*	*	*	*
6	6–9	*	*	*	*
7		*	*	*	*
8		*	*	*	*
9		*	*	*	*
10	10–12	*	*	*	*
11		*	*	*	*
12		*	*	*	*

*State reported data not available.

Evaluation Element 8

Description of the activities that provide enhanced instructional opportunities for immigrant children and youth
[SEC. 3115(e)(1)]

Table 8.1 Number of immigrant children and youth, number served by Title III, and number of subgrants for immigrant children and youth programs for 2002–03 and 2003–04					
2002–03			2003–04		
Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs	Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs
1,991	0	0	1,200	0	0

Evaluation Element 8—continued

Table 8.2a Type of activities conducted by subgrantees for programs for immigrant children and youth	
Programs offered	Check all that apply
Family literacy, parent outreach, and training	✓
Support for personnel, including teacher aides, to provide services for immigrant children and youth	
Provision of tutorials, mentoring and academic career counseling	
Identification and acquisition of curricular materials, software and technologies	
Basic instructional services	
Other instructional services such as programs of introduction to the educational system and civics education	
Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities to assist parents by offering comprehensive services	

Evaluation Element 9

Optional questions

- Do LEAs provide information to the State on mobility rates? Yes No
- State calculates a mobility rate. Yes No
- State requires a special certification/licensure/endorsement for teachers who teach in language instruction educational programs. Yes No

New Jersey

Evaluation Element 1

Types of language instruction educational programs used by subgrantees to teach LEP students
[SEC. 3121(a)(1), 3123(b)(1) and (2)]

- Dual language
- Transitional bilingual
- Developmental bilingual
- Heritage language
- Sheltered English instruction
- Content-based ESL
- Pull-out ESL

Evaluation Element 2

Critical synthesis of data reported by subgrantees on student performance
[SEC. 3121(a), 3123(b)(3)]

Table 2.2a Students making progress in learning English, by cohort		
Cohort	Making progress	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Grades K–4	50.0	60.0
Grades 5–12	50.0	60.0
Total	50.0	60.0

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Evaluation Element 2—continued

Cohort	Attaining English proficiency	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Grades K–4	—	89.0
Grades 5–12	50.0	94.0
Total	50.0	91.0

—State did not provide data.

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Type of accommodation	Reported use of each accommodation
Presentation	
Assessment in the native language	
Text changes in vocabulary	
Modification of linguistic complexity	
Addition of visual supports	
Use of glossaries in native language	
Use of glossaries in English	
Linguistic modification of test directions	
Additional example items/tasks	
Oral directions in the native language	✓
Use of dictionaries	✓
Reading aloud of questions in English	
Directions read aloud or explained	
Response	
Answers written directly in test booklet	
Answers dictated	
Responses in native language	
Timing/Scheduling	
Extra assessment time	✓
Breaks during testing	
Administration in several sessions	
Setting	
Small-group or individual administration	
Separate room administration	✓

Evaluation Element 2—continued

Table 2.3a Title III-served LEP students scoring at the proficient and advanced levels on State-administered mathematics assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5						
4		53.0	985	37.3	53.0	1,915	52.1
5							
6	6–9						
7							
8		39.0	598	18.0	39.0	723	26.4
9							
10	10–12						
11		55.0	550	22.9	55.0	680	29.3
12							

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Table 2.3b Title III-served LEP students scoring at the proficient and advanced levels on State-administered reading/language arts assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5						
4		53	965	36.6	53.0	1,994	54.4
5							
6	6–9						
7							
8		39	449	13.7	39.0	564	20.6
9							
10	10–12						
11		55	447	18.5	55.0	599	25.6
12							

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 3

**Effectiveness of Title III programs and activities in assisting LEP students to make progress in attaining English language proficiency and meeting State academic content and student academic achievement standards
[SEC. 3123(b)(1), 3121(b)(2)]**

Table 3.1 Number of LEP students served and number of subgrantees for 2002–04, and number of Title III subgrantees meeting AMAOs for 2003–04				
2002–03		2003–04		
Number of LEP students served in Title III	Number of subgrantees	Number of LEP students served in Title III	Number of subgrantees	Number of Title III subgrantees meeting Title III AMAOs
35,284 ¹	280	35,646 ¹	303 ²	204

¹Students who enroll after the state-defined cohort deadline are also served by Title III programs although not included in this count.

²This excludes 17 districts that received Title III grants but whose LEP students did not meet the cohort definition (e.g., whose LEP students enrolled after the state defined deadline or left the school before the academic year was complete).

Evaluation Element 4

**Professional development activities conducted by the State and by subgrantees
[SEC. 3115(c)(2), 3116(c), 3123(b)(5)]**

Table 4.1 Number of certified/licensed teachers working in language instruction educational programs, 2003–04 and estimated in 5 years	
Number of certified/licensed teachers working in language instruction educational programs	Estimated number of certified/licensed teachers State will need in the next 5 years to staff language instruction educational programs
3,818	4,500

Provided professional development activities to assist personnel in meeting State and local certification and licensing requirements for teaching limited English proficient children.

Yes No

Evaluation Element 5

Description of State level activities conducted and technical assistance provided to subgrantees
[SEC. 3111(b)(2)(B-D), 3123(b)(4)]

Table 5.1a Types of technical assistance the State provided to subgrantees in last 2 years	
Technical assistance provided	Check all that apply
Identifying and implementing English language instructional programs and curricula that are based on scientific research	✓
Helping LEP students to meet academic content and student academic achievement standards expected of all students	✓
Identifying or developing and implementing measures of English language proficiency	✓
Promoting parental and community participation in programs that serve LEP children	✓
Providing recognition of sub-grantees that exceeded the English language proficiency annual measurable achievement objectives	✓
Other	

Table 5.2a Other state activities conducted in 2004–04	
Type of technical assistance	Check all that apply
Planning	✓
Evaluation	✓
Administration	✓
Interagency cooperation	✓
Other	

Evaluation Element 6

Number of programs or activities that were terminated for failure to reach program goals
[SEC. 3121(b)(3), 3123(b)(7)]

Number of programs or activities terminated in the two preceding fiscal years: 0

Evaluation Element 7

Number and percentage of LEP students transitioned out of language instruction educational programs into classrooms where instruction is not designed for LEP students [SEC. 3121(a)(4), 3123(b)(8)]

Table 7.1 Number and percentage of Title III LEP students transitioned out			
2002–03		2003–04	
Number of students	Percentage of students	Number of students	Percentage of students
10,491	31.0	11,050	31.0

Table 7.2a Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State mathematics assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	*	*	1,908	61.0
4		*	*	1,434	55.0
5		*	*		
6	6–9	*	*		
7		*	*		
8		*	*	371	33.0
9		*	*		
10	10–12	*	*		
11		*	*	312	34.0
12		*	*		

*State reported data not available.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 7—continued

Table 7.2b Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State reading/language assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	*	*	1,839	59.0
4		*	*	1,642	63.0
5					
6	6–9				
7					
8		*	*	352	31.0
9					
10	10–12				
11		*	*	319	34.0
12					

*State reported data not available.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 8

Description of the activities that provide enhanced instructional opportunities for immigrant children and youth
[SEC. 3115(e)(1)]

Table 8.1 Number of immigrant children and youth, number served by Title III, and number of subgrants for immigrant children and youth programs for 2002–03 and 2003–04

2002–03			2003–04		
Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs	Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs
54,185	37,110	94	45,814	37,979	59

Evaluation Element 8—continued

Table 8.2a Type of activities conducted by subgrantees for programs for immigrant children and youth	
Programs offered	Check all that apply
Family literacy, parent outreach, and training	✓
Support for personnel, including teacher aides, to provide services for immigrant children and youth	✓
Provision of tutorials, mentoring and academic career counseling	✓
Identification and acquisition of curricular materials, software and technologies	✓
Basic instructional services	✓
Other instructional services such as programs of introduction to the educational system and civics education	✓
Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities to assist parents by offering comprehensive services	✓

Evaluation Element 9

Optional questions

Do LEAs provide information to the State on mobility rates?
New Jersey did not respond. Yes No

State calculates a mobility rate. Yes No

State requires a special certification/licensure/endorsement for teachers who teach in language instruction educational programs. Yes No

New Mexico

Evaluation Element 1

Types of language instruction educational programs used by subgrantees to teach LEP students
[SEC. 3121(a)(1), 3123(b)(1) and (2)]

- Dual language
- Two-way immersion
- Transitional bilingual
- Developmental bilingual
- Heritage language
- Sheltered English instruction
- Specially designed academic instruction in English (SDAIE)
- Content-based ESL
- Pull-out ESL
- Other ESL

Evaluation Element 2

Critical synthesis of data reported by subgrantees on student performance
[SEC. 3121(a), 3123(b)(3)]

Table 2.2a Students making progress in learning English, by cohort		
Cohort	Making progress	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Grades K–6	25.0	49.0
Grades 7–12	20.0	49.0
Total	—	49.0

—State did not provide data.

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Evaluation Element 2—continued

Table 2.2b Students attaining English language proficiency, by cohort		
Cohort	Attaining English proficiency	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Grades K–6	10.0	21.0
Grades 7–12	10.0	23.0
Total	—	22.0

—State did not provide data.

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Table 2.3 Accommodations offered to LEP students taking State achievement tests	
Type of accommodation	Reported use of each accommodation
Presentation	
Assessment in the native language	
Text changes in vocabulary	✓
Modification of linguistic complexity	
Addition of visual supports	
Use of glossaries in native language	✓
Use of glossaries in English	
Linguistic modification of test directions	
Additional example items/tasks	
Oral directions in the native language	✓
Use of dictionaries	✓
Reading aloud of questions in English	✓
Directions read aloud or explained	✓
Response	
Answers written directly in test booklet	
Answers dictated	
Responses in native language	
Timing/Scheduling	
Extra assessment time	✓
Breaks during testing	✓
Administration in several sessions	✓
Setting	
Small-group or individual administration	✓
Separate room administration	✓

Evaluation Element 2—continued

Table 2.3a Title III-served LEP students scoring at the proficient and advanced levels on State-administered mathematics assessments

Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5						
4		34.8	1,268	27.0	38.3	1,494	32.0
5							
6	6–9						
7							
8		33.3	600	21.0	36.9	1,035	26.0
9							
10	10–12						
11		—	—	—	34.6	465	25.0
12							

—State did not provide data.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Table 2.3b Title III-served LEP students scoring at the proficient and advanced levels on State-administered reading/language arts assessments

Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5						
4		30.2	1,129	24.0	33.7	1,304	28.0
5							
6	6–9						
7							
8		39.3	698	25.0	44.8	1,237	31.0
9							
10	10–12						
11		—	—	—	44.2	521	28.0
12							

—State did not provide data.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

New Mexico

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 2—continued

New Mexico offers native language achievement tests.
 Tables 2.3c and 2.3d were designed to present data on testing in students' native language(s) as required by OMB No. 1885-0553.

Table 2.3c Title III-served LEP students scoring at the proficient and advanced levels on State-administered mathematics assessments in native language

Grade	Grade span	2002-03		2003-04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3-5				
4		128	10.0	127	10.0
5					
6	6-9				
7					
8		106	19.0	126	20.0
9					
10	10-12				
11					
12					

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003-2004 school year.

Table 2.3d Title III-served LEP students scoring at the proficient and advanced levels on State-administered reading assessments in native language

Grade	Grade span	2002-03		2003-04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3-5				
4		131	11.0	363	29.0
5					
6	6-9				
7					
8		170	30.0	210	34.0
9					
10	10-12				
11					
12					

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003-2004 school year.

Evaluation Element 3

**Effectiveness of Title III programs and activities in assisting LEP students to make progress in attaining English language proficiency and meeting State academic content and student academic achievement standards
[SEC. 3123(b)(1), 3121(b)(2)]**

Table 3.1 Number of LEP students served and number of subgrantees for 2002–04, and number of Title III subgrantees meeting AMAOs for 2003–04				
2002–03		2003–04		
Number of LEP students served in Title III	Number of subgrantees	Number of LEP students served in Title III	Number of subgrantees	Number of Title III subgrantees meeting Title III AMAOs
59,663	44	61,973	50	8

Evaluation Element 4

**Professional development activities conducted by the State and by subgrantees
[SEC. 3115(c)(2), 3116(c), 3123(b)(5)]**

Table 4.1 Number of certified/licensed teachers working in language instruction educational programs, 2003–04 and estimated in 5 years	
Number of certified/licensed teachers working in language instruction educational programs	Estimated number of certified/licensed teachers State will need in the next 5 years to staff language instruction educational programs
1,923	2,298*

**The figure indicated in column 2 is the sum of the number of certified/licensed teachers currently working in language instruction educational programs (column 1) plus the estimated number of certified/licensed teachers needed in the next 5 years.*

Provided professional development activities to assist personnel in meeting State and local certification and licensing requirements for teaching limited English proficient children.

Yes No

Evaluation Element 5

Description of State level activities conducted and technical assistance provided to subgrantees
[SEC. 3111(b)(2)(B-D), 3123(b)(4)]

Table 5.1a Types of technical assistance the State provided to subgrantees in last 2 years	
Technical assistance provided	Check all that apply
Identifying and implementing English language instructional programs and curricula that are based on scientific research	✓
Helping LEP students to meet academic content and student academic achievement standards expected of all students	✓
Identifying or developing and implementing measures of English language proficiency	✓
Promoting parental and community participation in programs that serve LEP children	✓
Providing recognition of sub-grantees that exceeded the English language proficiency annual measurable achievement objectives	
Other	

Table 5.2a Other state activities conducted in 2002–04	
Type of technical assistance	Check all that apply
Planning	✓
Evaluation	✓
Administration	✓
Interagency cooperation	✓
Other	

Evaluation Element 6

Number of programs or activities that were terminated for failure to reach program goals
[SEC. 3121(b)(3), 3123(b)(7)]

Number of programs or activities terminated in the two preceding fiscal years: 0

Evaluation Element 7

Number and percentage of LEP students transitioned out of language instruction educational programs into classrooms where instruction is not designed for LEP students [SEC. 3121(a)(4), 3123(b)(8)]

Table 7.1 Number and percentage of Title III LEP students transitioned out			
2002–03		2003–04	
Number of students	Percentage of students	Number of students	Percentage of students
14,319	24.0	14,253	23.0

Table 7.2a Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State mathematics assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	*	*	*	*
4		*	*	*	*
5		*	*	*	*
6	6–9	*	*	*	*
7		*	*	*	*
8		*	*	*	*
9		*	*	*	*
10	10–12	*	*	*	*
11		*	*	*	*
12		*	*	*	*

*State reported data not available.

Evaluation Element 7—continued

Table 7.2b Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State reading/language assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	*	*	*	*
4		*	*	*	*
5		*	*	*	*
6	6–9	*	*	*	*
7		*	*	*	*
8		*	*	*	*
9		*	*	*	*
10	10–12	*	*	*	*
11		*	*	*	*
12		*	*	*	*

*State reported data not available.

Evaluation Element 8

Description of the activities that provide enhanced instructional opportunities for immigrant children and youth
[SEC. 3115(e)(1)]

Table 8.1 Number of immigrant children and youth, number served by Title III, and number of subgrants for immigrant children and youth programs for 2002–03 and 2003–04

2002–03			2003–04		
Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs	Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs
9,631	2,068	9	8,132	2,021	13

Evaluation Element 8—continued

Table 8.2a Type of activities conducted by subgrantees for programs for immigrant children and youth	
Programs offered	Check all that apply
Family literacy, parent outreach, and training	✓
Support for personnel, including teacher aides, to provide services for immigrant children and youth	✓
Provision of tutorials, mentoring and academic career counseling	✓
Identification and acquisition of curricular materials, software and technologies	✓
Basic instructional services	✓
Other instructional services such as programs of introduction to the educational system and civics education	✓
Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities to assist parents by offering comprehensive services	✓

Evaluation Element 9

Optional questions

- Do LEAs provide information to the State on mobility rates? Yes No
- State calculates a mobility rate. Yes No
- State requires a special certification/licensure/endorsement for teachers who teach in language instruction educational programs. Yes No

New York

Evaluation Element 1

Types of language instruction educational programs used by subgrantees to teach LEP students

[SEC. 3121(a)(1), 3123(b)(1) and (2)]

- Dual language
- Transitional bilingual
- Two-way immersion
- Developmental bilingual
- Sheltered English instruction
- Content-based ESL
- Pull-out ESL
- Other bilingual (Two-way bilingual) and ESL (Free-standing ESL)

Evaluation Element 2

Critical synthesis of data reported by subgrantees on student performance [SEC. 3121(a), 3123(b)(3)]

Table 2.2a Students making progress in learning English, by cohort		
Cohort	Making progress	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Grades K–1	50.0	86.6
Grades 2–4	50.0	78.6
Grades 5–6	50.0	69.1
Grades 7–8	50.0	68.4
Grades 9–12	50.0	60.7
Total	50.0	71.2

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Table 2.2b Students attaining English language proficiency, by cohort		
Cohort	Attaining English proficiency	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Grades K–1	5.0	4.0
Grades 2–4	5.0	13.5
Grades 5–6	5.0	9.7
Grades 7–8	5.0	10.8
Grades 9–12	5.0	8.1
Total	5.0	8.8

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Evaluation Element 2—continued

Table 2.3 Accommodations offered to LEP students taking State achievement tests	
Type of accommodation	Reported use of each accommodation
Presentation	
Assessment in the native language	✓
Text changes in vocabulary	
Modification of linguistic complexity	
Addition of visual supports	
Use of glossaries in native language	✓
Use of glossaries in English	✓
Linguistic modification of test directions	
Additional example items/tasks	✓
Oral directions in the native language	✓
Use of dictionaries	✓
Reading aloud of questions in English	✓
Directions read aloud or explained	✓
Response	
Answers written directly in test booklet	
Answers dictated	
Responses in native language	✓
Timing/Scheduling	
Extra assessment time	✓
Breaks during testing	
Administration in several sessions	
Setting	
Small-group or individual administration	✓
Separate room administration	✓

Evaluation Element 2—continued

Table 2.3a Title III-served LEP students scoring at the proficient and advanced levels on State-administered mathematics assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5						
4		*	*	*	—	2,732	54.0
5							
6	6–9						
7							
8		*	*	*	—	1,272	26.2
9							
10	10–12						
11		*	*	*	—	NA	—
12							

*State reported data not available.

—State did not provide data.

NA = State reported data not applicable.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Table 2.3b Title III-served LEP students scoring at the proficient and advanced levels on State-administered reading/language arts assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5	*	*	*	*	*	*
4		*	*	*	*	*	*
5		*	*	*	*	*	*
6	6–9	*	*	*	*	*	*
7		*	*	*	*	*	*
8		*	*	*	*	*	*
9		*	*	*	*	*	*
10	10–12	*	*	*	*	*	*
11		*	*	*	*	*	*
12		*	*	*	*	*	*

*State reported data not available.

New York

Evaluation Element 2—continued

New York offers native language achievement tests in mathematics.
 Table 2.3c was designed to present data on testing in students' native language(s) as required by OMB No. 18856-0553.

Table 2.3c Title III-served LEP students scoring at the proficient and advanced levels on State-administered mathematics assessments in native language					
Grade	Grade span	2002-03		2003-04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3-5	*	*		
4		*	*	535	37.3
5		*	*		
6	6-9	*	*		
7		*	*		
8		*	*	452	21.1
9		*	*		
10	10-12	*	*		
11		*	*	*	—
12		*	*		

**State reported data not available.*

—State did not provide data.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003-2004 school year.

Evaluation Element 3

**Effectiveness of Title III programs and activities in assisting LEP students to make progress in attaining English language proficiency and meeting State academic content and student academic achievement standards
[SEC. 3123(b)(1), 3121(b)(2)]**

Table 3.1 Number of LEP students served and number of subgrantees for 2002–04, and number of Title III subgrantees meeting AMAOs for 2003–04				
2002–03		2003–04		
Number of LEP students served in Title III	Number of subgrantees	Number of LEP students served in Title III	Number of subgrantees	Number of Title III subgrantees meeting Title III AMAOs
32,202	235	107,293	224	*

*State reported data not available.

Evaluation Element 4

**Professional development activities conducted by the State and by subgrantees
[SEC. 3115(c)(2), 3116(c), 3123(b)(5)]**

Table 4.1 Number of certified/licensed teachers working in language instruction educational programs, 2003–04 and estimated in 5 years	
Number of certified/licensed teachers working in language instruction educational programs	Estimated number of certified/licensed teachers State will need in the next 5 years to staff language instruction educational programs
2,570	4,118*

*The figure indicated in column 2 is the sum of the number of certified/licensed teachers currently working in language instruction educational programs (column 1) plus the estimated number of certified/licensed teachers needed in the next 5 years.

Provided professional development activities to assist personnel in meeting State and local certification and licensing requirements for teaching limited English proficient children.

Yes No

Evaluation Element 5

Description of State level activities conducted and technical assistance provided to subgrantees
[SEC. 3111(b)(2)(B-D), 3123(b)(4)]

Table 5.1a Types of technical assistance the State provided to subgrantees in last 2 years	
Technical assistance provided	Check all that apply
Identifying and implementing English language instructional programs and curricula that are based on scientific research	✓
Helping LEP students to meet academic content and student academic achievement standards expected of all students	✓
Identifying or developing and implementing measures of English language proficiency	✓
Promoting parental and community participation in programs that serve LEP children	✓
Providing recognition of sub-grantees that exceeded the English language proficiency annual measurable achievement objectives	
Other	

Table 5.2a Other state activities conducted in 2004–04	
Type of technical assistance	Check all that apply
Planning	✓
Evaluation	✓
Administration	✓
Interagency cooperation	✓
Other	✓

Evaluation Element 6

Number of programs or activities that were terminated for failure to reach program goals
[SEC. 3121(b)(3), 3123(b)(7)]

Number of programs or activities terminated in the two preceding fiscal years: 0

Evaluation Element 7

Number and percentage of LEP students transitioned out of language instruction educational programs into classrooms where instruction is not designed for LEP students [SEC. 3121(a)(4), 3123(b)(8)]

Table 7.1 Number and percentage of Title III LEP students transitioned out			
2002-03		2003-04	
Number of students	Percentage of students	Number of students	Percentage of students
*	*	10,322	8.8

*State reported data not available.

Table 7.2a Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State mathematics assessments					
Grade	Grade span	2002-03		2003-04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3-5	*	*	*	*
4		*	*	*	*
5		*	*	*	*
6	6-9	*	*	*	*
7		*	*	*	*
8		*	*	*	*
9		*	*	*	*
10	10-12	*	*	*	*
11		*	*	*	*
12		*	*	*	*

*State reported data not available.

Evaluation Element 7—continued

Table 7.2b Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State reading/language assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	*	*	*	*
4		*	*	*	*
5		*	*	*	*
6	6–9	*	*	*	*
7		*	*	*	*
8		*	*	*	*
9		*	*	*	*
10	10–12	*	*	*	*
11		*	*	*	*
12		*	*	*	*

*State reported data not available.

Evaluation Element 8

Description of the activities that provide enhanced instructional opportunities for immigrant children and youth
[SEC. 3115(e)(1)]

Table 8.1 Number of immigrant children and youth, number served by Title III, and number of subgrants for immigrant children and youth programs for 2002–03 and 2003–04

2002–03			2003–04		
Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs	Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs
123,948	10,951	37	116,822	18,624	98

Evaluation Element 8—continued

Table 8.2a Type of activities conducted by subgrantees for programs for immigrant children and youth	
Programs offered	Check all that apply
Family literacy, parent outreach, and training	✓
Support for personnel, including teacher aides, to provide services for immigrant children and youth	✓
Provision of tutorials, mentoring and academic career counseling	✓
Identification and acquisition of curricular materials, software and technologies	✓
Basic instructional services	✓
Other instructional services such as programs of introduction to the educational system and civics education	✓
Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities to assist parents by offering comprehensive services	✓

Evaluation Element 9

Optional questions

Do LEAs provide information to the State on mobility rates?
New York did not respond. Yes No

State calculates a mobility rate.
New York did not respond. Yes No

State requires a special certification/licensure/endorsement for teachers who teach in language instruction educational programs. Yes No

North Carolina

Evaluation Element 1

Types of language instruction educational programs used by subgrantees to teach LEP students [SEC. 3121(a)(1), 3123(b)(1) and (2)]

- Dual language
- Transitional bilingual
- Heritage language
- Sheltered English instruction
- Structured English immersion
- Specially designed academic instruction in English (SDAIE)
- Other ESL

Evaluation Element 2

Critical synthesis of data reported by subgrantees on student performance [SEC. 3121(a), 3123(b)(3)]

Table 2.2a Students making progress in learning English, by cohort		
Cohort	Making progress	
	AMAO target for 2003–04 data	Performance data for 2003–04 data
	%	%
Grades K–12	40.0	75.8

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Table 2.2b Students attaining English language proficiency, by cohort		
Cohort	Attaining English proficiency	
	AMAO target	Performance data
	%	%
Grades K–12	20.0	50.3

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Evaluation Element 2—continued

Table 2.3 Accommodations offered to LEP students taking State achievement tests	
Type of accommodation	Reported use of each accommodation
Presentation	
Assessment in the native language	
Text changes in vocabulary	
Modification of linguistic complexity	
Addition of visual supports	
Use of glossaries in native language	
Use of glossaries in English	
Linguistic modification of test directions	
Additional example items/tasks	
Oral directions in the native language	
Use of dictionaries	✓
Reading aloud of questions in English	✓
Directions read aloud or explained	✓
Response	
Answers written directly in test booklet	✓
Answers dictated	
Responses in native language	
Timing/Scheduling	
Extra assessment time	✓
Breaks during testing	
Administration in several sessions	✓
Setting	
Small-group or individual administration	
Separate room administration	✓

North Carolina

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Evaluation Element 2—continued

Table 2.3a Title III-served LEP students scoring at the proficient and advanced levels on State-administered mathematics assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5	74.6	3,866	70.1	74.6	4,296	79.2
4		74.6	3,168	72.0	74.6	4,205	86.2
5		74.6	2,529	67.2	74.6	3,337	82.0
6	6–9	74.6	1,933	59.6	74.6	2,191	71.8
7		74.6	1,465	48.0	74.6	1,791	60.8
8		74.6	1,471	51.7	74.6	1,717	61.7
9							
10	10–12	54.9	844	41.2	54.9	802	42.1
11							
12							

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Table 2.3b Title III-served LEP students scoring at the proficient and advanced levels on State-administered reading/language arts assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5	68.9	2,874	52.8	68.9	3,354	61.9
4		68.9	2,093	47.5	68.9	2,959	60.6
5		68.9	1,970	52.4	68.9	2,684	66.1
6	6–9	68.9	1,224	37.8	68.9	1,399	45.9
7		68.9	1,242	40.6	68.9	1,520	51.6
8		68.9	1,179	41.4	68.9	1,488	53.6
9							
10	10–12	52.0	519	25.3	52.0	424	22.2
11							
12							

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 3

Effectiveness of Title III programs and activities in assisting LEP students to make progress in attaining English language proficiency and meeting State academic content and student academic achievement standards
[SEC. 3123(b)(1), 3121(b)(2)]

Table 3.1 Number of LEP students served and number of subgrantees for 2002–04, and number of Title III subgrantees meeting AMAOs for 2003–04				
2002–03		2003–04		
Number of LEP students served in Title III	Number of subgrantees	Number of LEP students served in Title III	Number of subgrantees	Number of Title III subgrantees meeting Title III AMAOs
58,914	73	69,888	75	55

Evaluation Element 4

Professional development activities conducted by the State and by subgrantees
[SEC. 3115(c)(2), 3116(c), 3123(b)(5)]

Table 4.1 Number of certified/licensed teachers working in language instruction educational programs, 2003–04 and estimated in 5 years	
Number of certified/licensed teachers working in language instruction educational programs	Estimated number of certified/licensed teachers State will need in the next 5 years to staff language instruction educational programs
969	1,519

Provided professional development activities to assist personnel in meeting State and local certification and licensing requirements for teaching limited English proficient children.

Yes No

Evaluation Element 5

Description of State level activities conducted and technical assistance provided to subgrantees
[SEC. 3111(b)(2)(B-D), 3123(b)(4)]

Table 5.1a Types of technical assistance the State provided to subgrantees in last 2 years	
Technical assistance provided	Check all that apply
Identifying and implementing English language instructional programs and curricula that are based on scientific research	✓
Helping LEP students to meet academic content and student academic achievement standards expected of all students	✓
Identifying or developing and implementing measures of English language proficiency	✓
Promoting parental and community participation in programs that serve LEP children	✓
Providing recognition of sub-grantees that exceeded the English language proficiency annual measurable achievement objectives	
Other	

Table 5.2a Other state activities conducted in 2002–04	
Type of technical assistance	Check all that apply
Planning	
Evaluation	
Administration	
Interagency cooperation	
Other	✓

Evaluation Element 6

Number of programs or activities that were terminated for failure to reach program goals
[SEC. 3121(b)(3), 3123(b)(7)]

Number of programs or activities terminated in the two preceding fiscal years: 0

Evaluation Element 7

Number and percentage of LEP students transitioned out of language instruction educational programs into classrooms where instruction is not designed for LEP students [SEC. 3121(a)(4), 3123(b)(8)]

Table 7.1 Number and percentage of Title III LEP students transitioned out			
2002–03		2003–04	
Number of students	Percentage of students	Number of students	Percentage of students
5,887	11.8	5,999	8.5

Table 7.2a Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State mathematics assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	*	*	1,569	95.7
4		*	*	1,356	97.9
5		*	*	1,213	97.0
6	6–9	*	*	1,176	93.6
7		*	*	831	87.5
8		*	*	834	86.7
9		*	*		
10	10–12	*	*	188	62.0
11		*	*		
12		*	*		

*State reported data not available.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 7—continued

Table 7.2b Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State reading/language assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	*	*	1,494	91.1
4		*	*	1,254	90.5
5		*	*	1,175	93.9
6	6–9	*	*	1,046	83.2
7		*	*	825	86.9
8		*	*	852	88.6
9		*	*		
10	10–12	*	*	157	52.2
11		*	*		
12		*	*		

*State reported data not available.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 8

Description of the activities that provide enhanced instructional opportunities for immigrant children and youth
[SEC. 3115(e)(1)]

Table 8.1 Number of immigrant children and youth, number served by Title III, and number of subgrants for immigrant children and youth programs for 2002–03 and 2003–04					
Number of im-migrant children and youth	2002–03		2003–04		
	Number of im-migrant children and youth served by Title III	Number of subgrants awarded to LEAs for im-migrant children and youth programs	Number of im-migrant children and youth	Number of im-migrant children and youth served by Title III	Number of subgrants awarded to LEAs for im-migrant children and youth programs
31,183	15,470	13	29,232	16,862	31

Evaluation Element 8—continued

Table 8.2a Type of activities conducted by subgrantees for programs for immigrant children and youth	
Programs offered	Check all that apply
Family literacy, parent outreach, and training	✓
Support for personnel, including teacher aides, to provide services for immigrant children and youth	✓
Provision of tutorials, mentoring and academic career counseling	✓
Identification and acquisition of curricular materials, software and technologies	✓
Basic instructional services	
Other instructional services such as programs of introduction to the educational system and civics education	✓
Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities to assist parents by offering comprehensive services	✓

Evaluation Element 9

Optional questions

- Do LEAs provide information to the State on mobility rates? Yes No
- State calculates a mobility rate. Yes No
- State requires a special certification/licensure/endorsement for teachers who teach in language instruction educational programs. Yes No

North Dakota

Evaluation Element 1

**Types of language instruction educational programs used by subgrantees to teach LEP students
[SEC. 3121(a)(1), 3123(b)(1) and (2)]**

- Dual language
- Transitional bilingual
- Heritage language
- Sheltered English instruction
- Structured English immersion
- Specially designed academic instruction in English (SDAIE)
- Content-based ESL
- Pull-out ESL
- Other ESL

Evaluation Element 2

**Critical synthesis of data reported by subgrantees on student performance
[SEC. 3121(a), 3123(b)(3)]**

Table 2.2a Students making progress in learning English, by cohort		
Cohort	Making progress	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Kindergarten	75.0	66.0
Grade 1	75.0	95.4
Grade 2	75.0	92.3
Grade 3	75.0	93.1
Grade 4	75.0	91.2
Grade 5	75.0	90.5
Grade 6	75.0	95.2
Grade 7	75.0	93.3
Grade 8	50.0	94.8
Grade 9	50.0	98.2
Grade 10	25.0	98.6
Grade 11	25.0	100.0
Grade 12	25.0	100.0

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

North Dakota

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 2—continued

Table 2.2b Students attaining English language proficiency, by cohort		
Cohort	Attaining English proficiency	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Kindergarten	5.0	4.6
Grade 1	5.0	0.1
Grade 2	5.0	1.5
Grade 3	5.0	1.7
Grade 4	5.0	2.2
Grade 5	5.0	6.8
Grade 6	5.0	8.2
Grade 7	5.0	6.7
Grade 8	10.0	28.4
Grade 9	10.0	10.1
Grade 10	10.0	13.7
Grade 11	10.0	33.8
Grade 12	10.0	3.3

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Evaluation Element 2—continued

Table 2.3 Accommodations offered to LEP students taking State achievement tests	
Type of accommodation	Reported use of each accommodation
Presentation	
Assessment in the native language	
Text changes in vocabulary	
Modification of linguistic complexity	✓
Addition of visual supports	✓
Use of glossaries in native language	✓
Use of glossaries in English	✓
Linguistic modification of test directions	✓
Additional example items/tasks	
Oral directions in the native language	✓
Use of dictionaries	✓
Reading aloud of questions in English	✓
Directions read aloud or explained	✓
Response	
Answers written directly in test booklet	✓
Answers dictated	✓
Responses in native language	
Timing/Scheduling	
Extra assessment time	✓
Breaks during testing	✓
Administration in several sessions	✓
Setting	
Small-group or individual administration	✓
Separate room administration	✓

North Dakota

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 2—continued

Table 2.3a Title III-served LEP students scoring at the proficient and advanced levels on State-administered mathematics assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5						
4		45.7	26	31.3	45.7	36	43.4
5							
6	6–9						
7							
8		33.3	8	9.6	33.3	18	23.4
9							
10	10–12						
11		24.1	5	8.2	24.1	9	13.0
12							

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Table 2.3b Title III-served LEP students scoring at the proficient and advanced levels on State-administered reading/language arts assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5						
4		65.1	35	42.2	65.1	47	56.6
5							
6	6–9						
7							
8		61.4	16	19.3	61.4	30	39.0
9							
10	10–12						
11		42.9	3	4.9	42.9	12	17.4
12							

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 3

**Effectiveness of Title III programs and activities in assisting LEP students to make progress in attaining English language proficiency and meeting State academic content and student academic achievement standards
[SEC. 3123(b)(1), 3121(b)(2)]**

Table 3.1 Number of LEP students served and number of subgrantees for 2002–04, and number of Title III subgrantees meeting AMAOs for 2003–04				
2002–03		2003–04		
Number of LEP students served in Title III	Number of subgrantees	Number of LEP students served in Title III	Number of subgrantees	Number of Title III subgrantees meeting Title III AMAOs
2,472	12	2,503	12	*

*State reported data not available.

Evaluation Element 4

**Professional development activities conducted by the State and by subgrantees
[SEC. 3115(c)(2), 3116(c), 3123(b)(5)]**

Table 4.1 Number of certified/licensed teachers working in language instruction educational programs, 2003–04 and estimated in 5 years	
Number of certified/licensed teachers working in language instruction educational programs	Estimated number of certified/licensed teachers State will need in the next 5 years to staff language instruction educational programs
22	75

Provided professional development activities to assist personnel in meeting State and local certification and licensing requirements for teaching limited English proficient children.

Yes No

Evaluation Element 5

Description of State level activities conducted and technical assistance provided to subgrantees
[SEC. 3111(b)(2)(B-D), 3123(b)(4)]

Table 5.1a Types of technical assistance the State provided to subgrantees in last 2 years	
Technical assistance provided	Check all that apply
Identifying and implementing English language instructional programs and curricula that are based on scientific research	✓
Helping LEP students to meet academic content and student academic achievement standards expected of all students	✓
Identifying or developing and implementing measures of English language proficiency	✓
Promoting parental and community participation in programs that serve LEP children	✓
Providing recognition of sub-grantees that exceeded the English language proficiency annual measurable achievement objectives	✓
Other	✓

Table 5.2a Other state activities conducted in 2002–04	
Type of technical assistance	Check all that apply
Planning	✓
Evaluation	✓
Administration	✓
Interagency cooperation	✓
Other	✓

Evaluation Element 6

Number of programs or activities that were terminated for failure to reach program goals
[SEC. 3121(b)(3), 3123(b)(7)]

Number of programs or activities terminated in the two preceding fiscal years: 0

Evaluation Element 7

Number and percentage of LEP students transitioned out of language instruction educational programs into classrooms where instruction is not designed for LEP students [SEC. 3121(a)(4), 3123(b)(8)]

Table 7.1 Number and percentage of Title III LEP students transitioned out			
2002–03		2003–04	
Number of students	Percentage of students	Number of students	Percentage of students
50	—	66	—

—State did not provide data.

Table 7.2a Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State mathematics assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	*	*	*	*
4		*	*	*	*
5		*	*	*	*
6	6–9	*	*	*	*
7		*	*	*	*
8		*	*	*	*
9		*	*	*	*
10	10–12	*	*	*	*
11		*	*	*	*
12		*	*	*	*

*State reported data not available.

Evaluation Element 7—continued

Table 7.2b Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State reading/language assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	*	*	*	*
4		*	*	*	*
5		*	*	*	*
6	6–9	*	*	*	*
7		*	*	*	*
8		*	*	*	*
9		*	*	*	*
10	10–12	*	*	*	*
11		*	*	*	*
12		*	*	*	*

*State reported data not available.

Evaluation Element 8

Description of the activities that provide enhanced instructional opportunities for immigrant children and youth
[SEC. 3115(e)(1)]

Table 8.1 Number of immigrant children and youth, number served by Title III, and number of subgrants for immigrant children and youth programs for 2002–03 and 2003–04

	2002–03		2003–04		
	Number of im-migrant children and youth served by Title III	Number of subgrants awarded to LEAs for im-migrant children and youth programs	Number of im-migrant children and youth	Number of im-migrant children and youth served by Title III	Number of subgrants awarded to LEAs for im-migrant children and youth programs
	1,007	5	1,009	1,009	5

Evaluation Element 8—continued

Table 8.2a Type of activities conducted by subgrantees for programs for immigrant children and youth	
Programs offered	Check all that apply
Family literacy, parent outreach, and training	✓
Support for personnel, including teacher aides, to provide services for immigrant children and youth	✓
Provision of tutorials, mentoring and academic career counseling	✓
Identification and acquisition of curricular materials, software and technologies	✓
Basic instructional services	✓
Other instructional services such as programs of introduction to the educational system and civics education	✓
Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities to assist parents by offering comprehensive services	✓

Evaluation Element 9

Optional questions

- Do LEAs provide information to the State on mobility rates? Yes No
- State calculates a mobility rate. Yes No
- State requires a special certification/licensure/endorsement for teachers who teach in language instruction educational programs. Yes No

Ohio

Evaluation Element 1

Types of language instruction educational programs used by subgrantees to teach LEP students
[SEC. 3121(a)(1), 3123(b)(1) and (2)]

- Two-way immersion
- Transitional bilingual
- Sheltered English instruction
- Structured English immersion
- Pull-out ESL
- Other bilingual and ESL

Evaluation Element 2

Critical synthesis of data reported by subgrantees on student performance
[SEC. 3121(a), 3123(b)(3)]

Table 2.2a Students making progress in learning English, by cohort		
Cohort	Making progress	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Grades K–6 Beginner level	70.0	*
Grades K–6 Intermediate level	70.0	*
Grades K–6 Advanced level	70.0	*
Grades K–6 Proficient (Trial Mainstream)	0.0	*
Grades 7–12 Beginning level	50.0	*
Grades 7–12 Intermediate	70.0	*
Grades 7–12 Advanced level	70.0	*
Grades 7–12 Trial (Mainstream)	0.0	*

*State reported data not available.

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Evaluation Element 2—continued

Cohort	Attaining English proficiency	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Grades K–6 Proficient (Trial Mainstream)	0.0	70.0
Grades 7–12 Trial (Mainstream)	0.0	61.3

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Type of accommodation	Reported use of each accommodation
Presentation	
Assessment in the native language	✓
Text changes in vocabulary	
Modification of linguistic complexity	
Addition of visual supports	
Use of glossaries in native language	
Use of glossaries in English	
Linguistic modification of test directions	
Additional example items/tasks	
Oral directions in the native language	✓
Use of dictionaries	✓
Reading aloud of questions in English	✓
Directions read aloud or explained	✓
Response	
Answers written directly in test booklet	
Answers dictated	✓
Responses in native language	✓
Timing/Scheduling	
Extra assessment time	✓
Breaks during testing	
Administration in several sessions	
Setting	
Small-group or individual administration	✓
Separate room administration	

Evaluation Element 2—continued

Table 2.3a Title III-served LEP students scoring at the proficient and advanced levels on State-administered mathematics assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5						
4		35.9	641	45.7	35.9	818	50.1
5							
6	6–9	36.8	485	40.1	36.8	634	53.1
7							
8							
9		53.8	648	47.1			
10	10–12				52.0	387	44.2
11							
12							

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Table 2.3b Title III-served LEP students scoring at the proficient and advanced levels on State-administered reading/language arts assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5						
4		40.5	665	46.7	40.5	745	45.4
5							
6	6–9	36.0	426	35.7	36.0	454	38.5
7							
8							
9		78.4	745	54.1			
10	10–12				66.2	402	46.5
11							
12							

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 2—continued

Ohio offers native language achievement tests.
Table 2.3d was designed to present data on testing in students' native language(s) as required by OMB No. 1885-0553.

Table 2.3d Title III-served LEP students scoring at the proficient and advanced levels on State-administered reading assessments in native language

Grade	Grade span	2002-03		2003-04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3-5	*	*	*	*
4		*	*	*	*
5		*	*	*	*
6	6-9	*	*	*	*
7		*	*	*	*
8		*	*	*	*
9		*	*	*	*
10	10-12	*	*	*	*
11		*	*	*	*
12		*	*	*	*

*State reported data not available.

Evaluation Element 3

**Effectiveness of Title III programs and activities in assisting LEP students to make progress in attaining English language proficiency and meeting State academic content and student academic achievement standards
[SEC. 3123(b)(1), 3121(b)(2)]**

Table 3.1 Number of LEP students served and number of subgrantees for 2002-04, and number of Title III subgrantees meeting AMAOs for 2003-04

2002-03		2003-04		
Number of LEP students served in Title III	Number of subgrantees	Number of LEP students served in Title III	Number of subgrantees	Number of Title III subgrantees meeting Title III AMAOs
18,778	194	26,234	194	*

*State reported data not available.

Evaluation Element 4

Professional development activities conducted by the State and by subgrantees
[SEC. 3115(c)(2), 3116(c), 3123(b)(5)]

Table 4.1 Number of certified/licensed teachers working in language instruction educational programs, 2003–04 and estimated in 5 years	
Number of certified/licensed teachers working in language instruction educational programs	Estimated number of certified/licensed teachers State will need in the next 5 years to staff language instruction educational programs
847	1,200

Provided professional development activities to assist personnel in meeting State and local certification and licensing requirements for teaching limited English proficient children.

Yes No

Evaluation Element 5

Description of State level activities conducted and technical assistance
provided to subgrantees
[SEC. 3111(b)(2)(B-D), 3123(b)(4)]

Table 5.1a Types of technical assistance the State provided to subgrantees in last 2 years	
Technical assistance provided	Check all that apply
Identifying and implementing English language instructional programs and curricula that are based on scientific research	✓
Helping LEP students to meet academic content and student academic achievement standards expected of all students	✓
Identifying or developing and implementing measures of English language proficiency	✓
Promoting parental and community participation in programs that serve LEP children	✓
Providing recognition of sub-grantees that exceeded the English language proficiency annual measurable achievement objectives	✓
Other	

Evaluation Element 5—continued

Table 5.2a Other state activities conducted in 2002–04	
Type of technical assistance	Check all that apply
Planning	✓
Evaluation	✓
Administration	✓
Interagency cooperation	
Other	

Evaluation Element 6

**Number of programs or activities that were terminated for failure to reach program goals
[SEC. 3121(b)(3), 3123(b)(7)]**

Number of programs or activities terminated in the two preceding fiscal years: 0

Evaluation Element 7

**Number and percentage of LEP students transitioned out of language instruction educational programs into classrooms where instruction is not designed for LEP students
[SEC. 3121(a)(4), 3123(b)(8)]**

Table 7.1 Number and percentage of Title III LEP students transitioned out			
2002–03		2003–04	
Number of students	Percentage of students	Number of students	Percentage of students
2,242	11.9	1,448	5.4

Evaluation Element 7—continued

Table 7.2a Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State mathematics assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	*	*		
4		*	*	73	71.6
5		*	*		
6	6–9	*	*	96	72.2
7		*	*		
8		*	*		
9		*	*	62	68.9
10	10–12	*	*	40	51.3
11		*	*		
12		*	*		

*State reported data not available.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Table 7.2b Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State reading/language assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	*	*	79	85.9
4		*	*	70	68.6
5		*	*		
6	6–9	*	*	80	60.6
7		*	*		
8		*	*		
9		*	*	83	90.2
10	10–12	*	*	44	52.4
11		*	*		
12		*	*		

*State reported data not available.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 8

Description of the activities that provide enhanced instructional opportunities for immigrant children and youth
[SEC. 3115(e)(1)]

Table 8.1 Number of immigrant children and youth, number served by Title III, and number of subgrants for immigrant children and youth programs for 2002–03 and 2003–04

2002–03			2003–04		
Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs	Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs
12,389	6,919	52	11,687	5,522	48

Table 8.2a Type of activities conducted by subgrantees for programs for immigrant children and youth

Programs offered	Check all that apply
Family literacy, parent outreach, and training	✓
Support for personnel, including teacher aides, to provide services for immigrant children and youth	✓
Provision of tutorials, mentoring and academic career counseling	✓
Identification and acquisition of curricular materials, software and technologies	✓
Basic instructional services	✓
Other instructional services such as programs of introduction to the educational system and civics education	✓
Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities to assist parents by offering comprehensive services	✓

Evaluation Element 9

Optional questions

Do LEAs provide information to the State on mobility rates? Yes No

State calculates a mobility rate. Yes No

State requires a special certification/licensure/endorsement for teachers who teach in language instruction educational programs. Yes No

Oklahoma

Evaluation Element 1

Types of language instruction educational programs used by subgrantees to teach LEP students
[SEC. 3121(a)(1), 3123(b)(1) and (2)]

- Dual language
- Sheltered English instruction
- Structured English immersion
- Pull-out ESL
- Other ESL

Evaluation Element 2

Critical synthesis of data reported by subgrantees on student performance
[SEC. 3121(a), 3123(b)(3)]

Table 2.2a Students making progress in learning English, by cohort		
Cohort	Making progress	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Grades K–12 LAS	40.0	60.0
Grades K–12 IPT	40.0	58.7
Total	40.0	59.3

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Oklahoma

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 2—continued

Table 2.2b Students attaining English language proficiency, by cohort		
Cohort	Attaining English proficiency	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Grades K–12 LAS	10.0	20.1
Grades K–12 IPT	10.0	22.2
Total	10.0	21.2

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Table 2.3 Accommodations offered to LEP students taking State achievement tests	
Type of accommodation	Reported use of each accommodation
Presentation	
Assessment in the native language	✓
Text changes in vocabulary	
Modification of linguistic complexity	✓
Addition of visual supports	
Use of glossaries in native language	
Use of glossaries in English	
Linguistic modification of test directions	
Additional example items/tasks	
Oral directions in the native language	✓
Use of dictionaries	✓
Reading aloud of questions in English	✓
Directions read aloud or explained	✓
Response	
Answers written directly in test booklet	
Answers dictated	
Responses in native language	
Timing/Scheduling	
Extra assessment time	✓
Breaks during testing	✓
Administration in several sessions	
Setting	
Small-group or individual administration	✓
Separate room administration	✓

Oklahoma

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 2—continued

Table 2.3a Title III-served LEP students scoring at the proficient and advanced levels on State-administered mathematics assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected ¹	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5	*	*	*	*	1,317	35.6
4		*	*	*			
5		*	*	*	*	1,588	61.0
6	6–9	*	*	*			
7		*	*	*			
8		*	*	*	*	915	46.9
9		*	*	*			
10	10–12	*	*	*	*	110	10.8
11		*	*	*			
12		*	*	*			

*State reported data not available.

¹Oklahoma uses an Academic Performance Index (API) for showing progress and did not set a target using numbers or percentages of students.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Table 2.3b Title III-served LEP students scoring at the proficient and advanced levels on State-administered reading/language arts assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected ¹	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5	*	*	*	*	916	27.5
4		*	*	*			
5		*	*	*	*	1,170	42.7
6	6–9	*	*	*			
7		*	*	*			
8		*	*	*	*	826	44.5
9		*	*	*			
10	10–12	*	*	*	*	882	27.5
11		*	*	*			
12		*	*	*			

*State reported data not available.

¹Oklahoma uses an Academic Performance Index (API) for showing progress and did not set a target using numbers or percentages of students.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 3

**Effectiveness of Title III programs and activities in assisting LEP students to make progress in attaining English language proficiency and meeting State academic content and student academic achievement standards
[SEC. 3123(b)(1), 3121(b)(2)]**

Table 3.1 Number of LEP students served and number of subgrantees for 2002–04, and number of Title III subgrantees meeting AMAOs for 2003–04				
2002–03		2003–04		
Number of LEP students served in Title III	Number of subgrantees	Number of LEP students served in Title III	Number of subgrantees	Number of Title III subgrantees meeting Title III AMAOs
33,337	147	33,762	118	61

Evaluation Element 4

**Professional development activities conducted by the State and by subgrantees
[SEC. 3115(c)(2), 3116(c), 3123(b)(5)]**

Table 4.1 Number of certified/licensed teachers working in language instruction educational programs, 2003–04 and estimated in 5 years	
Number of certified/licensed teachers working in language instruction educational programs	Estimated number of certified/licensed teachers State will need in the next 5 years to staff language instruction educational programs
12,639	14,286*

**The figure indicated in column 2 is the sum of the number of certified/licensed teachers currently working in language instruction educational programs (column 1) plus the estimated number of certified/licensed teachers needed in the next 5 years.*

Provided professional development activities to assist personnel in meeting State and local certification and licensing requirements for teaching limited English proficient children.

Yes No

Evaluation Element 5

Description of State level activities conducted and technical assistance provided to subgrantees
[SEC. 3111(b)(2)(B-D), 3123(b)(4)]

Table 5.1a Types of technical assistance the State provided to subgrantees in last 2 years	
Technical assistance provided	Check all that apply
Identifying and implementing English language instructional programs and curricula that are based on scientific research	✓
Helping LEP students to meet academic content and student academic achievement standards expected of all students	✓
Identifying or developing and implementing measures of English language proficiency	✓
Promoting parental and community participation in programs that serve LEP children	✓
Providing recognition of sub-grantees that exceeded the English language proficiency annual measurable achievement objectives	✓
Other	

Table 5.2a Other state activities conducted in 2002–04	
Type of technical assistance	Check all that apply
Planning	✓
Evaluation	
Administration	✓
Interagency cooperation	✓
Other	

Evaluation Element 6

Number of programs or activities that were terminated for failure to reach program goals
[SEC. 3121(b)(3), 3123(b)(7)]

Number of programs or activities terminated in the two preceding fiscal years: 0

Evaluation Element 7

Number and percentage of LEP students transitioned out of language instruction educational programs into classrooms where instruction is not designed for LEP students [SEC. 3121(a)(4), 3123(b)(8)]

Table 7.1 Number and percentage of Title III LEP students transitioned out			
2002-03		2003-04	
Number of students	Percentage of students	Number of students	Percentage of students
3,189	9.0	7,154	21.2

Table 7.2a Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State mathematics assessments					
Grade	Grade span	2002-03		2003-04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3-5	*	*	*	*
4		*	*	*	*
5		*	*	*	*
6	6-9	*	*	*	*
7		*	*	*	*
8		*	*	*	*
9		*	*	*	*
10	10-12	*	*	*	*
11		*	*	*	*
12		*	*	*	*

*State reported data not available.

Evaluation Element 7—continued

Table 7.2b Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State reading/language assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	*	*	*	*
4		*	*	*	*
5		*	*	*	*
6	6–9	*	*	*	*
7		*	*	*	*
8		*	*	*	*
9		*	*	*	*
10	10–12	*	*	*	*
11		*	*	*	*
12		*	*	*	*

*State reported data not available.

Evaluation Element 8

Description of the activities that provide enhanced instructional opportunities for immigrant children and youth
[SEC. 3115(e)(1)]

Table 8.1 Number of immigrant children and youth, number served by Title III, and number of subgrants for immigrant children and youth programs for 2002–03 and 2003–04					
2002–03			2003–04		
Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs	Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs
9,466	5,778	21	7,622	6,155	26

Evaluation Element 8—continued

Table 8.2a Type of activities conducted by subgrantees for programs for immigrant children and youth	
Programs offered	Check all that apply
Family literacy, parent outreach, and training	✓
support for personnel, including teacher aides, to provide services for immigrant children and youth	✓
Provision of tutorials, mentoring and academic career counseling	✓
Identification and acquisition of curricular materials, software and technologies	✓
Basic instructional services	✓
Other instructional services such as programs of introduction to the educational system and civics education	✓
Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities to assist parents by offering comprehensive services	✓

Evaluation Element 9

Optional questions

- Do LEAs provide information to the State on mobility rates? Yes No
- State calculates a mobility rate. Yes No
- State requires a special certification/licensure/endorsement for teachers who teach in language instruction educational programs. Yes No

Oregon

Evaluation Element 1

**Types of language instruction educational programs used by subgrantees
to teach LEP students
[SEC. 3121(a)(1), 3123(b)(1) and (2)]**

- Dual language
- Two-way immersion
- Transitional bilingual
- Sheltered English instruction
- Structured English immersion
- Content-based ESL
- Pull-out ESL

Evaluation Element 2

Critical synthesis of data reported by subgrantees on student performance [SEC. 3121(a), 3123(b)(3)]

Table 2.2a Students making progress in learning English, by cohort		
Cohort	Making progress	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Beginning Proficiency Level	70.0	18.0
Early Intermediate Proficiency Level	70.0	20.0
Intermediate Proficiency Level	70.0	35.0
Intermediate Proficiency Level	70.0	21.0
Advanced Proficiency Level	70.0	5.0

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Table 2.2b Students attaining English language proficiency, by cohort		
Cohort	Attaining English proficiency	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Beginning Proficiency Level	9.0	5.0
Early Intermediate Proficiency Level	9.0	4.0
Intermediate Proficiency Level	9.0	14.0
Intermediate Proficiency Level	9.0	46.0
Advanced Proficiency Level	9.0	31.0
Total	—	7.0

—State did not provide data.

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Evaluation Element 2—continued

Table 2.3 Accommodations offered to LEP students taking State achievement tests	
Type of accommodation	Reported use of each accommodation
Presentation	
Assessment in the native language	✓
Text changes in vocabulary	
Modification of linguistic complexity	✓
Addition of visual supports	
Use of glossaries in native language	
Use of glossaries in English	
Linguistic modification of test directions	✓
Additional example items/tasks	
Oral directions in the native language	✓
Use of dictionaries	✓
Reading aloud of questions in English	✓
Directions read aloud or explained	✓
Response	
Answers written directly in test booklet	✓
Answers dictated	✓
Responses in native language	✓
Timing/Scheduling	
Extra assessment time	✓
Breaks during testing	✓
Administration in several sessions	✓
Setting	
Small-group or individual administration	✓
Separate room administration	✓

Oregon

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 2—continued

Table 2.3a Title III-served LEP students scoring at the proficient and advanced levels on State-administered mathematics¹ assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5	*	*	*	39.0	5,308	34.0
4		*	*	*			
5		*	*	*	39.0	4,680	30.0
6	6–9	*	*	*			
7		*	*	*			
8		*	*	*	39.0	3,221	21.0
9		*	*	*			
10	10–12	*	*	*	39.0	2,427	16.0
11		*	*	*			
12		*	*	*			

*State reported data not available.

¹These data refer to mathematics knowledge and skills component only.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Table 2.3b Title III-served LEP students scoring at the proficient and advanced levels on State-administered reading/language arts assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5	*	2,610	53.0	40.0	5,177	58.0
4							
5		*	1,651	40.0	40.0	4,544	43.0
6	6–9						
7							
8		*	589	22.0	40.0	3,104	18.0
9							
10	10–12	*	235	10.0	40.0	2,259	7.0
11							
12							

*State reported data not available.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Oregon offers native language achievement tests, but no data were available.

Evaluation Element 3

**Effectiveness of Title III programs and activities in assisting LEP students to make progress in attaining English language proficiency and meeting State academic content and student academic achievement standards
[SEC. 3123(b)(1), 3121(b)(2)]**

Table 3.1 Number of LEP students served and number of subgrantees for 2002–04, and number of Title III subgrantees meeting AMAOs for 2003–04				
2002–03		2003–04		
Number of LEP students served in Title III	Number of subgrantees	Number of LEP students served in Title III	Number of subgrantees	Number of Title III subgrantees meeting Title III AMAOs
47,280	50	55,840	57	6

Evaluation Element 4

**Professional development activities conducted by the State and by subgrantees
[SEC. 3115(c)(2), 3116(c), 3123(b)(5)]**

Table 4.1 Number of certified/licensed teachers working in language instruction educational programs, 2003–04 and estimated in 5 years	
Number of certified/licensed teachers working in language instruction educational programs	Estimated number of certified/licensed teachers State will need in the next 5 years to staff language instruction educational programs
*	*

**State reported data not available.*

Provided professional development activities to assist personnel in meeting State and local certification and licensing requirements for teaching limited English proficient children.

Yes No

Evaluation Element 5

Description of State level activities conducted and technical assistance provided to subgrantees
[SEC. 3111(b)(2)(B-D), 3123(b)(4)]

Table 5.1a Types of technical assistance the State provided to subgrantees in last 2 years	
Technical assistance provided	Check all that apply
Identifying and implementing English language instructional programs and curricula that are based on scientific research	✓
Helping LEP students to meet academic content and student academic achievement standards expected of all students	
Identifying or developing and implementing measures of English language proficiency	✓
Promoting parental and community participation in programs that serve LEP children	✓
Providing recognition of sub-grantees that exceeded the English language proficiency annual measurable achievement objectives	
Other	✓

Table 5.2a Other state activities conducted in 2002–04	
Type of technical assistance	Check all that apply
Planning	
Evaluation	
Administration	
Interagency cooperation	✓
Other	

Evaluation Element 6

Number of programs or activities that were terminated for failure to reach program goals
[SEC. 3121(b)(3), 3123(b)(7)]

Number of programs or activities terminated in the two preceding fiscal years: 0

Evaluation Element 7

Number and percentage of LEP students transitioned out of language instruction educational programs into classrooms where instruction is not designed for LEP students [SEC. 3121(a)(4), 3123(b)(8)]

Table 7.1 Number and percentage of Title III LEP students transitioned out			
2002–03		2003–04	
Number of students	Percentage of students	Number of students	Percentage of students
—	—	5,087	—

—State did not provide data.

Table 7.2a Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State mathematics assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	*	*	*	*
4		*	*	*	*
5		*	*	*	*
6	6–9	*	*	*	*
7		*	*	*	*
8		*	*	*	*
9		*	*	*	*
10	10–12	*	*	*	*
11		*	*	*	*
12		*	*	*	*

*State reported data not available.

Oregon

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 7—continued

Table 7.2b Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State reading/language assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	*	*	*	*
4		*	*	*	*
5		*	*	*	*
6	6–9	*	*	*	*
7		*	*	*	*
8		*	*	*	*
9		*	*	*	*
10	10–12	*	*	*	*
11		*	*	*	*
12		*	*	*	*

**State reported data not available.*

Evaluation Element 8

Description of the activities that provide enhanced instructional opportunities for immigrant children and youth [SEC. 3115(e)(1)]

Table 8.1 Number of immigrant children and youth, number served by Title III, and number of subgrants for immigrant children and youth programs for 2002–03 and 2003–04					
2002–03			2003–04		
Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs	Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs
7,730	6,691	1	7,455	6,250	1

Evaluation Element 8—continued

Table 8.2a Type of activities conducted by subgrantees for programs for immigrant children and youth	
Programs offered	Check all that apply
Family literacy, parent outreach, and training	✓
Support for personnel, including teacher aides, to provide services for immigrant children and youth	
Provision of tutorials, mentoring and academic career counseling	✓
Identification and acquisition of curricular materials, software and technologies	
Basic instructional services	
Other instructional services such as programs of introduction to the educational system and civics education	
Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities to assist parents by offering comprehensive services	

Evaluation Element 9

Optional questions

Do LEAs provide information to the State on mobility rates?
Oregon did not respond. Yes No

State calculates a mobility rate.
Oregon did not respond. Yes No

State requires a special certification/licensure/endorsement for teachers who teach in language instruction educational programs.
Oregon did not respond. Yes No

Pennsylvania

Evaluation Element 1

**Types of language instruction educational programs used by subgrantees to teach LEP students
[SEC. 3121(a)(1), 3123(b)(1) and (2)]**

- Sheltered English instruction
- Transitional bilingual
- Pull-out ESL

Evaluation Element 2

**Critical synthesis of data reported by subgrantees on student performance
[SEC. 3121(a), 3123(b)(3)]**

Table 2.2a Students making progress in learning English, by cohort		
Cohort	Making progress	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Grades K–5	51.0	71.0
Grades 6–8	57.0	64.0
Grades 9–12	58.0	72.0

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Pennsylvania

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Evaluation Element 2—continued

Table 2.2b Students attaining English language proficiency, by cohort		
Cohort	Attaining English proficiency	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Grades K–5	49.0	29.0
Grades 6–8	43.0	36.0
Grades 9–12	42.0	28.0

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Table 2.3 Accommodations offered to LEP students taking State achievement tests	
Type of accommodation	Reported use of each accommodation
Presentation	
Assessment in the native language	✓
Text changes in vocabulary	
Modification of linguistic complexity	
Addition of visual supports	
Use of glossaries in native language	✓
Use of glossaries in English	
Linguistic modification of test directions	
Additional example items/tasks	
Oral directions in the native language	
Use of dictionaries	
Reading aloud of questions in English	✓
Directions read aloud or explained	
Response	
Answers written directly in test booklet	✓
Answers dictated	✓
Responses in native language	
Timing/Scheduling	
Extra assessment time	✓
Breaks during testing	✓
Administration in several sessions	✓
Setting	
Small-group or individual administration	✓
Separate room administration	✓

Pennsylvania

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 2—continued

Table 2.3a Title III-served LEP students scoring at the proficient and advanced levels on State-administered mathematics assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5						
4							
5		35.0	783	27.0	35.0	1,249	33.0
6	6–9						
7							
8		35.0	463	21.0	35.0	727	27.0
9							
10	10–12						
11		35.0	74	28.0	35.0	518	28.0
12							

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Table 2.3b Title III-served LEP students scoring at the proficient and advanced levels on State-administered reading/language arts assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5						
4							
5		45.0	516	18.0	45.0	846	24.0
6	6–9						
7							
8		45.0	337	16.0	45.0	499	20.0
9							
10	10–12						
11		45.0	38	14.0	45.0	256	14.0
12							

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 3

**Effectiveness of Title III programs and activities in assisting LEP students to make progress in attaining English language proficiency and meeting State academic content and student academic achievement standards
[SEC. 3123(b)(1), 3121(b)(2)]**

Table 3.1 Number of LEP students served and number of subgrantees for 2002–04, and number of Title III subgrantees meeting AMAOs for 2003–04				
2002–03		2003–04		
Number of LEP students served in Title III	Number of subgrantees	Number of LEP students served in Title III	Number of subgrantees	Number of Title III subgrantees meeting Title III AMAOs
38,288	80	41,606	85	*

*State reported data not available.

Evaluation Element 4

**Professional development activities conducted by the State and by subgrantees
[SEC. 3115(c)(2), 3116(c), 3123(b)(5)]**

Table 4.1 Number of certified/licensed teachers working in language instruction educational programs, 2003–04 and estimated in 5 years	
Number of certified/licensed teachers working in language instruction educational programs	Estimated number of certified/licensed teachers State will need in the next 5 years to staff language instruction educational programs
1,148	2,358

Provided professional development activities to assist personnel in meeting State and local certification and licensing requirements for teaching limited English proficient children.

Yes No

Evaluation Element 5

**Description of State level activities conducted and technical assistance provided to subgrantees
[SEC. 3111(b)(2)(B-D), 3123(b)(4)]**

Table 5.1a Types of technical assistance the State provided to subgrantees in last 2 years	
Technical assistance provided	Check all that apply
Identifying and implementing English language instructional programs and curricula that are based on scientific research	✓
Helping LEP students to meet academic content and student academic achievement standards expected of all students	✓
Identifying or developing and implementing measures of English language proficiency	✓
Promoting parental and community participation in programs that serve LEP children	✓
Providing recognition of sub-grantees that exceeded the English language proficiency annual measurable achievement objectives	
Other	

Table 5.2a Other state activities conducted in 2002–04	
Type of technical assistance	Check all that apply
Planning	
Evaluation	✓
Administration	✓
Interagency cooperation	✓
Other	

Evaluation Element 6

**Number of programs or activities that were terminated for failure to reach program goals
[SEC. 3121(b)(3), 3123(b)(7)]**

Number of programs or activities terminated in the two preceding fiscal years: 0

Evaluation Element 7

Number and percentage of LEP students transitioned out of language instruction educational programs into classrooms where instruction is not designed for LEP students [SEC. 3121(a)(4), 3123(b)(8)]

Table 7.1 Number and percentage of Title III LEP students transitioned out			
2002–03		2003–04	
Number of students	Percentage of students	Number of students	Percentage of students
*	*	*	*

*State reported data not available.

Table 7.2a Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State mathematics assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	*	*	*	*
4		*	*	*	*
5		*	*	*	*
6	6–9	*	*	*	*
7		*	*	*	*
8		*	*	*	*
9		*	*	*	*
10	10–12	*	*	*	*
11		*	*	*	*
12		*	*	*	*

*State reported data not available.

Pennsylvania

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 7—continued

Table 7.2b Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State reading/language assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	*	*	*	*
4		*	*	*	*
5		*	*	*	*
6	6–9	*	*	*	*
7		*	*	*	*
8		*	*	*	*
9		*	*	*	*
10	10–12	*	*	*	*
11		*	*	*	*
12		*	*	*	*

**State reported data not available.*

Evaluation Element 8

Description of the activities that provide enhanced instructional opportunities for immigrant children and youth [SEC. 3115(e)(1)]

Table 8.1 Number of immigrant children and youth, number served by Title III, and number of subgrants for immigrant children and youth programs for 2002–03 and 2003–04					
2002–03			2003–04		
Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs	Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs
15,519	15,519	72	16,138	16,138	58

Pennsylvania

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 8—continued

Table 8.2a Type of activities conducted by subgrantees for programs for immigrant children and youth	
Programs offered	Check all that apply
Family literacy, parent outreach, and training	✓
Support for personnel, including teacher aides, to provide services for immigrant children and youth	✓
Provision of tutorials, mentoring and academic career counseling	✓
Identification and acquisition of curricular materials, software and technologies	✓
Basic instructional services	✓
Other instructional services such as programs of introduction to the educational system and civics education	
Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities to assist parents by offering comprehensive services	✓

Evaluation Element 9

Optional questions

Do LEAs provide information to the State on mobility rates? Yes No

State calculates a mobility rate. Yes No

State requires a special certification/licensure/endorsement for teachers who teach in language instruction educational programs. Yes No

Rhode Island

Evaluation Element 1

Types of language instruction educational programs used by subgrantees to teach LEP students
[SEC. 3121(a)(1), 3123(b)(1) and (2)]

- Dual language
- Transitional bilingual
- Sheltered English instruction
- Specially designed academic instruction in English (SDAIE)
- Pull-out ESL

Evaluation Element 2

Critical synthesis of data reported by subgrantees on student performance
[SEC. 3121(a), 3123(b)(3)]

Table 2.2a Students making progress in learning English, by cohort		
Cohort	Making progress	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Beginning	60.0	87.6
Developing	60.0	67.0
Expanding	60.0	22.7

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Rhode Island

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 2—continued

Table 2.2b Students attaining English language proficiency, by cohort		
Cohort	Attaining English proficiency	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Expanding	60.0	22.7

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Table 2.3 Accommodations offered to LEP students taking State achievement tests	
Type of accommodation	Reported use of each accommodation
Presentation	
Assessment in the native language	✓
Text changes in vocabulary	
Modification of linguistic complexity	
Addition of visual supports	
Use of glossaries in native language	
Use of glossaries in English	
Linguistic modification of test directions	✓
Additional example items/tasks	
Oral directions in the native language	✓
Use of dictionaries	✓
Reading aloud of questions in English	✓
Directions read aloud or explained	✓
Response	
Answers written directly in test booklet	
Answers dictated	✓
Responses in native language	✓
Timing/Scheduling	
Extra assessment time	✓
Breaks during testing	✓
Administration in several sessions	✓
Setting	
Small-group or individual administration	✓
Separate room administration	✓

Rhode Island

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 2—continued

Table 2.3a Title III-served LEP students scoring at the proficient and advanced levels on State-administered mathematics assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5	—	914	13.6			
4		NA	—	—	NA	1,002	22.6
5							
6	6–9						
7							
8		—	563	7.4	—	531	11.4
9							
10	10–12	—	298	4.8	—	—	—
11		—	—	—	—	370	10.1
12							

—State did not provide data.

NA = State reported data not applicable.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Table 2.3b Title III-served LEP students scoring at the proficient and advanced levels on State-administered reading/language arts assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5						
4		*	975	22.2	*	960	33.4
5							
6	6–9						
7							
8		*	537	10.4	*	492	16.8
9							
10	10–12						
11		*	384	6.6	*	363	9.4
12							

*State reported data not available.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Rhode Island

Evaluation Element 2—continued

Rhode Island offers native language achievement tests.
 Table 2.3c was designed to present data on testing in students' native language(s) as required by OMB No. 1885-0553.

Table 2.3c Title III-served LEP students scoring at the proficient and advanced levels on State-administered mathematics assessments in native language					
Grade	Grade span	2002-03		2003-04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3-5				
4		119	5.9	121	12.7
5					
6	6-9				
7					
8		123	2.4	135	5.7
9					
10	10-12				
11		105	2.5	140	10.7
12					

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003-2004 school year.

Evaluation Element 3

**Effectiveness of Title III programs and activities in assisting LEP students to make progress in attaining English language proficiency and meeting State academic content and student academic achievement standards
 [SEC. 3123(b)(1), 3121(b)(2)]**

Table 3.1 Number of LEP students served and number of subgrantees for 2002-04, and number of Title III subgrantees meeting AMAOs for 2003-04				
2002-03		2003-04		
Number of LEP students served in Title III	Number of subgrantees	Number of LEP students served in Title III	Number of subgrantees	Number of Title III subgrantees meeting Title III AMAOs
6,856	19	6,711	22	14

Evaluation Element 4

Professional development activities conducted by the State and by subgrantees
[SEC. 3115(c)(2), 3116(c), 3123(b)(5)]

Table 4.1 Number of certified/licensed teachers working in language instruction educational programs, 2003–04 and estimated in 5 years	
Number of certified/licensed teachers working in language instruction educational programs	Estimated number of certified/licensed teachers State will need in the next 5 years to staff language instruction educational programs
465	1,065

Provided professional development activities to assist personnel in meeting State and local certification and licensing requirements for teaching limited English proficient children.

Yes No

Evaluation Element 5

Description of State level activities conducted and technical assistance
provided to subgrantees
[SEC. 3111(b)(2)(B-D), 3123(b)(4)]

Table 5.1a Types of technical assistance the State provided to subgrantees in last 2 years	
Technical assistance provided	Check all that apply
Identifying and implementing English language instructional programs and curricula that are based on scientific research	✓
Helping LEP students to meet academic content and student academic achievement standards expected of all students	✓
Identifying or developing and implementing measures of English language proficiency	✓
Promoting parental and community participation in programs that serve LEP children	✓
Providing recognition of sub-grantees that exceeded the English language proficiency annual measurable achievement objectives	
Other	

Evaluation Element 5—continued

Table 5.2a Other state activities conducted in 2002–04	
Type of technical assistance	Check all that apply
Planning	✓
Evaluation	✓
Administration	
Interagency cooperation	✓
Other	

Evaluation Element 6

Number of programs or activities that were terminated for failure to reach program goals [SEC. 3121(b)(3), 3123(b)(7)]

Number of programs or activities terminated in the two preceding fiscal years: 0

Evaluation Element 7

Number and percentage of LEP students transitioned out of language instruction educational programs into classrooms where instruction is not designed for LEP students [SEC. 3121(a)(4), 3123(b)(8)]

Table 7.1 Number and percentage of Title III LEP students transitioned out			
2002–03		2003–04	
Number of students	Percentage of students	Number of students	Percentage of students
1,789	20.0	724	8.7

Rhode Island

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 7—continued

Table 7.2a Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State mathematics assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	153	28.3	229	39.2
4					
5					
6	6–9				
7					
8		94	10.3	176	16.5
9					
10	10–12	34	8.8		
11				65	7.7
12					

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Table 7.2b Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State reading/language assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5				
4		84	46.4	243	60.1
5					
6	6–9				
7					
8		53	24.5	164	27.4
9					
10	10–12	31	21.0		
11				93	14.8
12					

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 8

Description of the activities that provide enhanced instructional opportunities for immigrant children and youth
[SEC. 3115(e)(1)]

Table 8.1 Number of immigrant children and youth, number served by Title III, and number of subgrants for immigrant children and youth programs for 2002–03 and 2003–04

2002–03			2003–04		
Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs	Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs
3,322	0	0	2,900	0	0

Table 8.2a Type of activities conducted by subgrantees for programs for immigrant children and youth

Programs offered	Check all that apply
Family literacy, parent outreach, and training	
Support for personnel, including teacher aides, to provide services for immigrant children and youth	
Provision of tutorials, mentoring and academic career counseling	
Identification and acquisition of curricular materials, software and technologies	
Basic instructional services	
Other instructional services such as programs of introduction to the educational system and civics education	
Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities to assist parents by offering comprehensive services	

Evaluation Element 9

Optional questions

Do LEAs provide information to the State on mobility rates? Yes No

State calculates a mobility rate. Yes No

State requires a special certification/licensure/endorsement for teachers who teach in language instruction educational programs. Yes No

South Carolina

Evaluation Element 1

**Types of language instruction educational programs used by subgrantees to teach LEP students
[SEC. 3121(a)(1), 3123(b)(1) and (2)]**

- Sheltered English instruction
- Content-based ESL
- Pull-out ESL

Evaluation Element 2

**Critical synthesis of data reported by subgrantees on student performance
[SEC. 3121(a), 3123(b)(3)]**

Table 2.2a Students making progress in learning English, by cohort		
Cohort	Making progress	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
IDEA Proficiency Test	50.0	78.3
Language Assessment Scales	50.0	82.8
Woodcock–Muñoz Language Survey	50.0	92.0
Total	50.0	85.1

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

South Carolina

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 2—continued

Table 2.2b Students attaining English language proficiency, by cohort		
Cohort	Attaining English proficiency	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
IDEA Proficiency Test	0.5	22.5
Language Assessment Scales	0.5	17.0
Woodcock–Muñoz Language Survey	0.5	8.0
Total	0.5	15.2

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Table 2.3 Accommodations offered to LEP students taking State achievement tests	
Type of accommodation	Reported use of each accommodation
Presentation	
Assessment in the native language	
Text changes in vocabulary	
Modification of linguistic complexity	
Addition of visual supports	
Use of glossaries in native language	
Use of glossaries in English	
Linguistic modification of test directions	✓
Additional example items/tasks	
Oral directions in the native language	
Use of dictionaries	✓
Reading aloud of questions in English	✓
Directions read aloud or explained	✓
Response	
Answers written directly in test booklet	
Answers dictated	
Responses in native language	
Timing/Scheduling	
Extra assessment time	✓
Breaks during testing	
Administration in several sessions	
Setting	
Small-group or individual administration	✓
Separate room administration	

South Carolina

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 2—continued

Table 2.3a. Title III-served LEP students scoring at the proficient and advanced levels on State-administered mathematics assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5	15.5	328	29.4	15.5	148	14.0
4		15.5	326	28.3	15.5	144	17.1
5		15.5	229	22.2	15.5	93	12.4
6	6–9	15.5	273	26.9	15.5	114	17.6
7		15.5	193	23.6	15.5	78	11.7
8		15.5	121	17.4	15.5	55	9.8
9							
10	10–12						
11		30.0	46	9.6	30.0	149	33.0
12							

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Table 2.3b. Title III-served LEP students scoring at the proficient and advanced levels on State-administered reading/language arts assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5	17.6	344	31.3	17.6	275	27.7
4		17.6	233	20.5	17.6	102	12.9
5		17.6	127	12.5	17.6	57	8.2
6	6–9	17.6	150	14.9	17.6	51	8.4
7		17.6	124	15.2	17.6	31	5.0
8		17.6	82	11.8	17.6	23	4.3
9							
10	10–12						
11		33.3	25	9.5	33.3	79	17.4
12							

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 3

Effectiveness of Title III programs and activities in assisting LEP students to make progress in attaining English language proficiency and meeting State academic content and student academic achievement standards
[SEC. 3123(b)(1), 3121(b)(2)]

Table 3.1 Number of LEP students served and number of subgrantees for 2002–04, and number of Title III subgrantees meeting AMAOs for 2003–04				
2002–03		2003–04		
Number of LEP students served in Title III	Number of subgrantees	Number of LEP students served in Title III	Number of subgrantees	Number of Title III subgrantees meeting Title III AMAOs
6,977	35	9,573	39	32

Evaluation Element 4

Professional development activities conducted by the State and by subgrantees
[SEC. 3115(c)(2), 3116(c), 3123(b)(5)]

Table 4.1 Number of certified/licensed teachers working in language instruction educational programs, 2003–04 and estimated in 5 years	
Number of certified/licensed teachers working in language instruction educational programs	Estimated number of certified/licensed teachers State will need in the next 5 years to staff language instruction educational programs
275	400

Provided professional development activities to assist personnel in meeting State and local certification and licensing requirements for teaching limited English proficient children.

Yes No

Evaluation Element 5

Description of State level activities conducted and technical assistance provided to subgrantees
[SEC. 3111(b)(2)(B-D), 3123(b)(4)]

Table 5.1a Types of technical assistance the State provided to subgrantees in last 2 years	
Technical assistance provided	Check all that apply
Identifying and implementing English language instructional programs and curricula that are based on scientific research	✓
Helping LEP students to meet academic content and student academic achievement standards expected of all students	✓
Identifying or developing and implementing measures of English language proficiency	✓
Promoting parental and community participation in programs that serve LEP children	✓
Providing recognition of sub-grantees that exceeded the English language proficiency annual measurable achievement objectives	
Other	

Table 5.2a Other state activities conducted in 2002–04	
Type of technical assistance	Check all that apply
Planning	✓
Evaluation	✓
Administration	✓
Interagency cooperation	✓
Other	

Evaluation Element 6

Number of programs or activities that were terminated for failure to reach program goals
[SEC. 3121(b)(3), 3123(b)(7)]

Number of programs or activities terminated in the two preceding fiscal years: 0

Evaluation Element 7

Number and percentage of LEP students transitioned out of language instruction educational programs into classrooms where instruction is not designed for LEP students [SEC. 3121(a)(4), 3123(b)(8)]

Table 7.1 Number and percentage of Title III LEP students transitioned out			
2002–03		2003–04	
Number of students	Percentage of students	Number of students	Percentage of students
*	*	5,333	36.0

*State reported data not available.

Table 7.2a Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State mathematics assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	*	*	125	37.4
4		*	*	146	41.8
5		*	*	136	33.8
6	6–9	*	*	178	45.0
7		*	*	120	35.0
8		*	*	79	24.7
9		*	*		
10	10–12	*	*		
11		*	*	109	53.0
12		*	*		

*State reported data not available.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

South Carolina

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 7—continued

Table 7.2b Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State reading/language assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	*	*	211	63.2
4		*	*	134	38.9
5		*	*	104	26.1
6	6–9	*	*	109	27.7
7		*	*	80	23.4
8		*	*	76	23.8
9		*	*		
10	10–12	*	*		
11		*	*	100	49.0
12		*	*		

**State reported data not available.*

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 8

Description of the activities that provide enhanced instructional opportunities for immigrant children and youth [SEC. 3115(e)(1)]

Table 8.1 Number of immigrant children and youth, number served by Title III, and number of subgrants for immigrant children and youth programs for 2002–03 and 2003–04					
2002–03			2003–04		
Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs	Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs
6,254	6,091	3	6,716	6,601	3

South Carolina

Evaluation Element 8—continued

Table 8.2a Type of activities conducted by subgrantees for programs for immigrant children and youth	
Programs offered	Check all that apply
Family literacy, parent outreach, and training	<input checked="" type="checkbox"/>
Support for personnel, including teacher aides, to provide services for immigrant children and youth	<input checked="" type="checkbox"/>
Provision of tutorials, mentoring and academic career counseling	<input checked="" type="checkbox"/>
Identification and acquisition of curricular materials, software and technologies	<input checked="" type="checkbox"/>
Basic instructional services	<input checked="" type="checkbox"/>
Other instructional services such as programs of introduction to the educational system and civics education	<input checked="" type="checkbox"/>
Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities to assist parents by offering comprehensive services	<input checked="" type="checkbox"/>

Evaluation Element 9

Optional questions

Do LEAs provide information to the State on mobility rates? Yes No

State calculates a mobility rate. Yes No

State requires a special certification/licensure/endorsement for teachers who teach in language instruction educational programs. Yes No

South Dakota

Evaluation Element 1

Types of language instruction educational programs used by subgrantees to teach LEP students [SEC. 3121(a)(1), 3123(b)(1) and (2)]

- Transitional bilingual
- Developmental bilingual
- Heritage language
- Sheltered English instruction
- Structured English immersion
- Specially designed academic instruction in English (SDAIE)
- Content-based ESL
- Pull-out ESL

Evaluation Element 2

Critical synthesis of data reported by subgrantees on student performance [SEC. 3121(a), 3123(b)(3)]

Table 2.2a Students making progress in learning English, by cohort		
Cohort	Making progress	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Cohort 1 ¹	75.0	51.0

¹Students tested with SELP in 2002–03 that were still enrolled in a Title III school and took the 2004 SELP test.

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

South Dakota

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 2—continued

Table 2.2b Students attaining English language proficiency, by cohort		
Cohort	Attaining English proficiency	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Cohort 1 ¹	20.0	15.0

¹Students tested with SELP in 2002–03 that were still enrolled in a Title III school and took the 2004 SELP test.

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Table 2.3 Accommodations offered to LEP students taking State achievement tests	
Type of accommodation	Reported use of each accommodation
Presentation	
Assessment in the native language	
Text changes in vocabulary	
Modification of linguistic complexity	
Addition of visual supports	
Use of glossaries in native language	✓
Use of glossaries in English	✓
Linguistic modification of test directions	✓
Additional example items/tasks	✓
Oral directions in the native language	✓
Use of dictionaries	
Reading aloud of questions in English	✓
Directions read aloud or explained	✓
Response	
Answers written directly in test booklet	✓
Answers dictated	✓
Responses in native language	
Timing/Scheduling	
Extra assessment time	✓
Breaks during testing	✓
Administration in several sessions	✓
Setting	
Small-group or individual administration	✓
Separate room administration	✓

South Dakota

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 2—continued

Table 2.3a Title III-served LEP students scoring at the proficient and advanced levels on State-administered mathematics assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
			%	#		%	#
3	3–5	52.0	30	14.2	45.0	60	31.1
4		52.0	43	21.5	45.0	71	30.5
5		52.0	19	11.2	45.0	43	24.4
6	6–9	52.0	8	5.7	45.0	28	18.2
7		52.0	11	5.9	45.0	36	19.4
8		52.0	18	11.2	45.0	19	14.2
9							
10	10–12						
11		52.0	7	15.6	60.0	14	14.7
12							

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Table 2.3b Title III-served LEP students scoring at the proficient and advanced levels on State-administered reading/language arts assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
			%	#		%	#
3	3–5	69.0	36	17.0	65.0	54	28.0
4		69.0	95	49.2	65.0	114	49.1
5		69.0	12	7.1	65.0	59	33.5
6	6–9	69.0	32	23.2	65.0	38	24.8
7		69.0	46	25.0	65.0	40	21.5
8		69.0	59	37.8	65.0	28	21.1
9							
10	10–12						
11		69.0	3	6.7	50.0	26	27.4
12							

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 3

Effectiveness of Title III programs and activities in assisting LEP students to make progress in attaining English language proficiency and meeting State academic content and student academic achievement standards
[SEC. 3123(b)(1), 3121(b)(2)]

Table 3.1 Number of LEP students served and number of subgrantees for 2002–04, and number of Title III subgrantees meeting AMAOs for 2003–04				
2002–03		2003–04		
Number of LEP students served in Title III	Number of subgrantees	Number of LEP students served in Title III	Number of subgrantees	Number of Title III subgrantees meeting Title III AMAOs
2,092	4	1,740	4	0

Evaluation Element 4

Professional development activities conducted by the State and by subgrantees
[SEC. 3115(c)(2), 3116(c), 3123(b)(5)]

Table 4.1 Number of certified/licensed teachers working in language instruction educational programs, 2003–04 and estimated in 5 years	
Number of certified/licensed teachers working in language instruction educational programs	Estimated number of certified/licensed teachers State will need in the next 5 years to staff language instruction educational programs
30	80

Provided professional development activities to assist personnel in meeting State and local certification and licensing requirements for teaching limited English proficient children.

Yes No

Evaluation Element 5

Description of State level activities conducted and technical assistance provided to subgrantees
[SEC. 3111(b)(2)(B-D), 3123(b)(4)]

Table 5.1a Types of technical assistance the State provided to subgrantees in last 2 years	
Technical assistance provided	Check all that apply
Identifying and implementing English language instructional programs and curricula that are based on scientific research	✓
Helping LEP students to meet academic content and student academic achievement standards expected of all students	✓
Identifying or developing and implementing measures of English language proficiency	✓
Promoting parental and community participation in programs that serve LEP children	✓
Providing recognition of sub-grantees that exceeded the English language proficiency annual measurable achievement objectives	
Other	

Table 5.2a Other state activities conducted in 2002–04	
Type of technical assistance	Check all that apply
Planning	
Evaluation	✓
Administration	✓
Interagency cooperation	
Other	

Evaluation Element 6

Number of programs or activities that were terminated for failure to reach program goals
[SEC. 3121(b)(3), 3123(b)(7)]

Number of programs or activities terminated in the two preceding fiscal years: 0

Evaluation Element 7

Number and percentage of LEP students transitioned out of language instruction educational programs into classrooms where instruction is not designed for LEP students [SEC. 3121(a)(4), 3123(b)(8)]

Table 7.1 Number and percentage of Title III LEP students transitioned out			
2002–03		2003–04	
Number of students	Percentage of students	Number of students	Percentage of students
*	*	741	30.5

*State reported data not available.

Table 7.2a Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State mathematics assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	*	*	56	51.9
4		*	*	52	46.2
5		*	*	34	37.8
6	6–9	*	*	19	24.7
7		*	*	9	19.6
8		*	*	32	36.0
9		*	*		
10	10–12	*	*		
11		*	*	8	47.1
12		*	*		

*State reported data not available.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

South Dakota

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Evaluation Element 7—continued

Table 7.2b Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State reading/language assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	*	*	63	58.9
4		*	*	41	78.8
5		*	*	47	52.2
6	6–9	*	*	77	24.7
7		*	*	15	32.6
8		*	*	58	65.2
9		*	*		
10	10–12	*	*		
11		*	*	8	47.1
12		*	*		

**State reported data not available.*

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 8

Description of the activities that provide enhanced instructional opportunities for immigrant children and youth [SEC. 3115(e)(1)]

Table 8.1 Number of immigrant children and youth, number served by Title III, and number of subgrants for immigrant children and youth programs for 2002–03 and 2003–04					
2002–03			2003–04		
Number of im-migrant children and youth	Number of im-migrant children and youth served by Title III	Number of subgrants awarded to LEAs for im-migrant children and youth programs	Number of im-migrant children and youth	Number of im-migrant children and youth served by Title III	Number of subgrants awarded to LEAs for im-migrant children and youth programs
909	886	0	1,020	959	0

Evaluation Element 8—continued

Table 8.2a Type of activities conducted by subgrantees for programs for immigrant children and youth	
Programs offered	Check all that apply
Family literacy, parent outreach, and training	
Support for personnel, including teacher aides, to provide services for immigrant children and youth	
Provision of tutorials, mentoring and academic career counseling	
Identification and acquisition of curricular materials, software and technologies	
Basic instructional services	
Other instructional services such as programs of introduction to the educational system and civics education	
Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities to assist parents by offering comprehensive services	

Evaluation Element 9

Optional questions

- Do LEAs provide information to the State on mobility rates? Yes No
- State calculates a mobility rate. Yes No
- State requires a special certification/licensure/endorsement for teachers who teach in language instruction educational programs. Yes No

Tennessee

Evaluation Element 1

Types of language instruction educational programs used by subgrantees to teach LEP students [SEC. 3121(a)(1), 3123(b)(1) and (2)]

- Sheltered English instruction
- Structured English immersion
- Specially designed academic instruction in English (SDAIE)
- Content-based ESL
- Pull-out ESL
- Other ESL

Evaluation Element 2

Critical synthesis of data reported by subgrantees on student performance [SEC. 3121(a), 3123(b)(3)]

Table 2.2a Students making progress in learning English, by cohort		
Cohort	Making progress	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Kindergarten	30.0	50.3
Grade 1	30.0	72.0
Grade 2	30.0	18.7
Grade 3	30.0	48.0
Grade 4	30.0	22.0
Grade 5	30.0	39.2
Grade 6	30.0	34.0
Grade 7	30.0	15.5
Grade 8	30.0	28.2
Grade 9	30.0	25.3
Grade 10	30.0	31.0
Grade 11	30.0	30.7
Grade 12	30.0	31.1
Total	30.0	38.2

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Tennessee

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 2—continued

Table 2.2b Students attaining English language proficiency, by cohort		
Cohort	Attaining English proficiency	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Kindergarten	13.0	4.7
Grade 1	13.0	13.5
Grade 2	13.0	14.6
Grade 3	13.0	16.6
Grade 4	13.0	12.5
Grade 5	13.0	14.3
Grade 6	13.0	9.4
Grade 7	13.0	9.6
Grade 8	13.0	11.6
Grade 9	13.0	5.8
Grade 10	13.0	11.5
Grade 11	13.0	15.5
Grade 12	13.0	23.9
Total	13.0	11.3

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Evaluation Element 2—continued

Table 2.3 Accommodations offered to LEP students taking State achievement tests	
Type of accommodation	Reported use of each accommodation
Presentation	
Assessment in the native language	
Text changes in vocabulary	
Modification of linguistic complexity	
Addition of visual supports	
Use of glossaries in native language	✓
Use of glossaries in English	✓
Linguistic modification of test directions	
Additional example items/tasks	
Oral directions in the native language	
Use of dictionaries	✓
Reading aloud of questions in English	✓
Directions read aloud or explained	✓
Response	
Answers written directly in test booklet	
Answers dictated	
Responses in native language	
Timing/Scheduling	
Extra assessment time	✓
Breaks during testing	
Administration in several sessions	✓
Setting	
Small-group or individual administration	✓
Separate room administration	✓

Tennessee

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 2—continued

Table 2.3a Title III-served LEP students scoring at the proficient and advanced levels on State-administered mathematics assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
			%	#		%	#
3	3–5	72	657	53.9	72.0	949	60.2
4		72	—	—	72.0	868	62.6
5		72	460	52.6	72.0	816	62.7
6	6–9	72	—	—	72.0	518	53.1
7		72	—	—	72.0	502	47.8
8		72	265	42.7	72.0	541	58.6
8 ¹		65	21	95.5	65.0	42	77.8
9		65	110	67.5	65.0	158	59.2
10	10–12	65	98	52.1	65.0	168	60.4
11		65	26	59.1	65.0	120	49.6
12		65	5	26.3	65.0	15	39.5

—State did not provide data.

¹Eighth grade ELL students taking high school Gateway math assessment.

Table 2.3b Title III-served LEP students scoring at the proficient and advanced levels on State-administered reading/language arts assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
			%	#		%	#
3	3–5	77	539	44.4	77.0	785	57.5
4		77	—	—	77.0	684	56.6
5		77	331	38.1	77.0	626	55.8
6	6–9	77	—	—	77.0	376	45.3
7		77	—	—	77.0	368	41.0
8		77	119	19.6	77.0	287	35.9
9		86	3	60.0	86.0	7	53.9
10	10–12	86	108	56.8	86.0	147	57.7
11		86	13	38.2	86.0	107	51.2
12		86	17	65.4	86.0	53	68.8

—State did not provide data.

Evaluation Element 3

Effectiveness of Title III programs and activities in assisting LEP students to make progress in attaining English language proficiency and meeting State academic content and student academic achievement standards
[SEC. 3123(b)(1), 3121(b)(2)]

Table 3.1 Number of LEP students served and number of subgrantees for 2002–04, and number of Title III subgrantees meeting AMAOs for 2003–04				
2002–03		2003–04		
Number of LEP students served in Title III	Number of subgrantees	Number of LEP students served in Title III	Number of subgrantees	Number of Title III subgrantees meeting Title III AMAOs
12,038	63	14,720	76	47

Evaluation Element 4

Professional development activities conducted by the State and by subgrantees
[SEC. 3115(c)(2), 3116(c), 3123(b)(5)]

Table 4.1 Number of certified/licensed teachers working in language instruction educational programs, 2003–04 and estimated in 5 years	
Number of certified/licensed teachers working in language instruction educational programs	Estimated number of certified/licensed teachers State will need in the next 5 years to staff language instruction educational programs
271	665

Provided professional development activities to assist personnel in meeting State and local certification and licensing requirements for teaching limited English proficient children.

Yes No

Evaluation Element 5

Description of State level activities conducted and technical assistance provided to subgrantees
[SEC. 3111(b)(2)(B-D), 3123(b)(4)]

Table 5.1a Types of technical assistance the State provided to subgrantees in last 2 years	
Technical assistance provided	Check all that apply
Identifying and implementing English language instructional programs and curricula that are based on scientific research	✓
Helping LEP students to meet academic content and student academic achievement standards expected of all students	✓
Identifying or developing and implementing measures of English language proficiency	✓
Promoting parental and community participation in programs that serve LEP children	✓
Providing recognition of sub-grantees that exceeded the English language proficiency annual measurable achievement objectives	
Other	

Table 5.2a Other state activities conducted in 2002–04	
Type of technical assistance	Check all that apply
Planning	✓
Evaluation	✓
Administration	✓
Interagency cooperation	✓
Other	

Evaluation Element 6

Number of programs or activities that were terminated for failure to reach program goals
[SEC. 3121(b)(3), 3123(b)(7)]

Number of programs or activities terminated in the two preceding fiscal years: 0

Evaluation Element 7

Number and percentage of LEP students transitioned out of language instruction educational programs into classrooms where instruction is not designed for LEP students [SEC. 3121(a)(4), 3123(b)(8)]

Table 7.1 Number and percentage of Title III LEP students transitioned out			
2002-03		2003-04	
Number of students	Percentage of students	Number of students	Percentage of students
1,619	10.0	1,389	9.3

Table 7.2a Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State mathematics assessments					
Grade	Grade span	2002-03		2003-04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3-5	*	*	*	*
4		*	*	*	*
5		*	*	*	*
6	6-9	*	*	*	*
7		*	*	*	*
8		*	*	*	*
9		*	*	*	*
10	10-12	*	*	*	*
11		*	*	*	*
12		*	*	*	*

*State reported data not available.

Evaluation Element 7—continued

Table 7.2b Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State reading/language assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	*	*	*	*
4		*	*	*	*
5		*	*	*	*
6	6–9	*	*	*	*
7		*	*	*	*
8		*	*	*	*
9		*	*	*	*
10	10–12	*	*	*	*
11		*	*	*	*
12		*	*	*	*

*State reported data not available.

Evaluation Element 8

Description of the activities that provide enhanced instructional opportunities for immigrant children and youth
[SEC. 3115(e)(1)]

Table 8.1 Number of immigrant children and youth, number served by Title III, and number of subgrants for immigrant children and youth programs for 2002–03 and 2003–04					
Number of immigrant children and youth	2002–03		2003–04		
	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs	Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs
19,569	5,795	34	16,325	0	0

Evaluation Element 8—continued

Table 8.2a Type of activities conducted by subgrantees for programs for immigrant children and youth	
Programs offered	Check all that apply
Family literacy, parent outreach, and training	✓
Support for personnel, including teacher aides, to provide services for immigrant children and youth	✓
Provision of tutorials, mentoring and academic career counseling	✓
Identification and acquisition of curricular materials, software and technologies	✓
Basic instructional services	
Other instructional services such as programs of introduction to the educational system and civics education	
Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities to assist parents by offering comprehensive services	

Evaluation Element 9

Optional questions

Do LEAs provide information to the State on mobility rates? Yes No

State calculates a mobility rate. Yes No

State requires a special certification/licensure/endorsement for teachers who teach in language instruction educational programs. Yes No

Texas

Evaluation Element 1

Types of language instruction educational programs used by subgrantees to teach LEP students
[SEC. 3121(a)(1), 3123(b)(1) and (2)]

- Dual language
- Two-way immersion
- Transitional bilingual
- Developmental bilingual
- Sheltered English instruction
- Specially designed academic instruction in English (SDAIE)
- Content-based ESL
- Pull-out ESL

Evaluation Element 2

Critical synthesis of data reported by subgrantees on student performance
[SEC. 3121(a), 3123(b)(3)]

Table 2.2a Students making progress in learning English, by cohort		
Cohort	Making progress	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Grades K–2	40.0	—
Grades 3–5	60.0	60.0
Grades 6–8	45.0	53.0
Grades 9–12	45.0	50.0

—State did not provide data.

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Evaluation Element 2—continued

Table 2.2b Students attaining English language proficiency, by cohort		
Cohort	Attaining English proficiency	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
K–2	1.0	—
Grades 3–5	3.0	39.0
Grades 6–8	2.0	28.0
Grades 9–12	2.0	31.0

—State did not provide data.

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Table 2.3 Accommodations offered to LEP students taking State achievement tests	
Type of accommodation	Reported use of each accommodation
Presentation	
Assessment in the native language	✓
Text changes in vocabulary	
Modification of linguistic complexity	
Addition of visual supports	
Use of glossaries in native language	
Use of glossaries in English	
Linguistic modification of test directions	
Additional example items/tasks	
Oral directions in the native language	
Use of dictionaries	
Reading aloud of questions in English	
Directions read aloud or explained	
Response	
Answers written directly in test booklet	
Answers dictated	
Responses in native language	
Timing/Scheduling	
Extra assessment time	
Breaks during testing	
Administration in several sessions	
Setting	
Small-group or individual administration	
Separate room administration	

Evaluation Element 2—continued

Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5	33.4	33,306	84.5	33.4	35,137	84.6
4		33.4	21,820	61.4	33.4	21,340	63.4
5		33.4	16,145	68.1	33.4	16,352	60.0
6	6–9	33.4	8,218	48.7	33.4	10,526	47.3
7		33.4	5,076	34.9	33.4	5,076	33.1
8		33.4	4,320	32.3	33.4	4,098	28.0
9		33.4	5,133	26.2	33.4	3,746	20.9
10	10–12	33.4	5,898	42.9	33.4	3,738	27.2
11		33.4	2,876	36.6	33.4	5,596	59.2
12							

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5	46.8	29,607	77.1	46.8	33,034	82.3
4		46.8	18,157	64.8	46.8	17,886	67.6
5		46.8	10,858	48.3	46.8	10,917	42.4
6	6–9	46.8	7,820	48.7	46.8	10,724	49.8
7		46.8	6,498	46.4	46.8	5,657	38.5
8		46.8	5,817	44.9	46.8	6,826	48.0
9		46.8	6,013	30.8	46.8	6,805	37.8
10	10–12	46.8	2,690	22.7	46.8	3,399	24.5
11		46.8	1,134	32.5	46.8	3,962	41.8
12							

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Texas

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 2—continued

Texas offers native language achievement tests.
Tables 2.3c and 2.3d were designed to present data on testing in students' native language(s) as required by OMB No. 1885-0553.

Table 2.3c Title III-served LEP students scoring at the proficient and advanced levels on State-administered mathematics assessments in native language

Grade	Grade span	2002-03		2003-04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3-5	19,320	81.6	19,858	80.4
4		9,483	85.3	10,432	82.3
5		3,840	66.0	3,890	61.0
6	6-9	792	51.3	656	46.6
7					
8					
9					
10	10-12				
11					
12					

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003-2004 school year.

Table 2.3d Title III-served LEP students scoring at the proficient and advanced levels on State-administered reading assessments in native language

Grade	Grade span	2002-03		2003-04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3-5	23,455	76.3	24,515	77.2
4		10,951	80.6	11,655	77.2
5		4,700	75.5	5,020	72.0
6	6-9	1,297	82.2	1,064	71.4
7					
8					
9					
10	10-12				
11					
12					

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003-2004 school year.

Evaluation Element 3

Effectiveness of Title III programs and activities in assisting LEP students to make progress in attaining English language proficiency and meeting State academic content and student academic achievement standards
[SEC. 3123(b)(1), 3121(b)(2)]

Table 3.1 Number of LEP students served and number of subgrantees for 2002–04, and number of Title III subgrantees meeting AMAOs for 2003–04				
2002–03		2003–04		
Number of LEP students served in Title III	Number of subgrantees	Number of LEP students served in Title III	Number of subgrantees	Number of Title III subgrantees meeting Title III AMAOs
588,836	894	604,721	957	*

*State reported data not available.

Evaluation Element 4

Professional development activities conducted by the State and by subgrantees
[SEC. 3115(c)(2), 3116(c), 3123(b)(5)]

Table 4.1 Number of certified/licensed teachers working in language instruction educational programs, 2003–04 and estimated in 5 years	
Number of certified/licensed teachers working in language instruction educational programs	Estimated number of certified/licensed teachers State will need in the next 5 years to staff language instruction educational programs
21,710	33,710*

*The figure indicated in column 2 is the sum of the number of certified/licensed teachers currently working in language instruction educational programs (column 1) plus the estimated number of certified/licensed teachers needed in the next 5 years.

Provided professional development activities to assist personnel in meeting State and local certification and licensing requirements for teaching limited English proficient children.

Yes No

Evaluation Element 5

Description of State level activities conducted and technical assistance provided to subgrantees [SEC. 3111(b)(2)(B-D), 3123(b)(4)]

Table 5.1a Types of technical assistance the State provided to subgrantees in last 2 years	
Technical assistance provided	Check all that apply
Identifying and implementing English language instructional programs and curricula that are based on scientific research	✓
Helping LEP students to meet academic content and student academic achievement standards expected of all students	✓
Identifying or developing and implementing measures of English language proficiency	✓
Promoting parental and community participation in programs that serve LEP children	✓
Providing recognition of sub-grantees that exceeded the English language proficiency annual measurable achievement objectives	
Other	

Table 5.2a Other state activities conducted in 2002–04	
Type of technical assistance	Check all that apply
Planning	
Evaluation	
Administration	✓
Interagency cooperation	
Other	

Evaluation Element 6

Number of programs or activities that were terminated for failure to reach program goals [SEC. 3121(b)(3), 3123(b)(7)]

Number of programs or activities terminated in the two preceding fiscal years: 0

Evaluation Element 7

**Number and percentage of LEP students transitioned out of language instruction educational programs into classrooms where instruction is not designed for LEP students
[SEC. 3121(a)(4), 3123(b)(8)]**

Table 7.1 Number and percentage of Title III LEP students transitioned out			
2002–03		2003–04	
Number of students	Percentage of students	Number of students	Percentage of students
63,452	11.0	65,213	10.0

Table 7.2a Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State mathematics assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	28,802	91.4	12,395	91.4
4		28,989	89.0	25,851	86.5
5		21,730	85.8	25,985	83.1
6	6–9	14,676	70.1	18,370	75.3
7		7,537	57.0	12,010	59.5
8		5,780	50.5	6,379	50.9
9		4,224	38.0	4,227	35.1
10	10–12	2,959	51.0	2,884	41.8
11		3,101	47.5	2,412	72.2
12					

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 7—continued

Table 7.2b Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State reading/language assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	31,425	87.3	13,226	87.9
4		29,328	90.4	24,983	84.0
5		20,581	81.7	24,048	77.2
6	6–9	16,930	81.0	20,492	84.2
7		10,520	80.0	15,051	74.7
8		8,752	76.7	10,101	80.7
9		36,697	57.0	8,210	66.6
10	10–12	2,546	48.4	3,743	53.3
11		2,136	41.4	2,394	71.1
12					

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 8

Description of the activities that provide enhanced instructional opportunities for immigrant children and youth
[SEC. 3115(e)(1)]

Table 8.1 Number of immigrant children and youth, number served by Title III, and number of subgrants for immigrant children and youth programs for 2002–03 and 2003–04

2002–03			2003–04		
Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs	Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs
121,064	101,987	119	116,818	80,806	42

Evaluation Element 8—continued

Table 8.2a Type of activities conducted by subgrantees for programs for immigrant children and youth	
Programs offered	Check all that apply
Family literacy, parent outreach, and training	✓
Support for personnel, including teacher aides, to provide services for immigrant children and youth	✓
Provision of tutorials, mentoring and academic career counseling	✓
Identification and acquisition of curricular materials, software and technologies	✓
Basic instructional services	✓
Other instructional services such as programs of introduction to the educational system and civics education	✓
Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities to assist parents by offering comprehensive services	✓

Evaluation Element 9

Optional questions

- Do LEAs provide information to the State on mobility rates? Yes No
- State calculates a mobility rate. Yes No
- State requires a special certification/licensure/endorsement for teachers who teach in language instruction educational programs. Yes No

Utah

Evaluation Element 1

Types of language instruction educational programs used by subgrantees to teach LEP students
[SEC. 3121(a)(1), 3123(b)(1) and (2)]

- Dual language
- Transitional bilingual
- Heritage language
- Sheltered English instruction
- Structured English immersion
- Specially designed academic instruction in English (SDAIE)
- Pull-out ESL

Evaluation Element 2

Critical synthesis of data reported by subgrantees on student performance
[SEC. 3121(a), 3123(b)(3)]

Table 2.2a Students making progress in learning English, by cohort		
Cohort	Making progress	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Elementary	75.0	66.8
Secondary	75.0	53.0
Total	75.0	59.9

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Evaluation Element 2—continued

Cohort	Attaining English proficiency	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Grades K–6	8.6	25.2
Grades 10–12	8.6	37.5
Total	8.6	31.4

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Type of accommodation	Reported use of each accommodation
Presentation	
Assessment in the native language	
Text changes in vocabulary	
Modification of linguistic complexity	
Addition of visual supports	
Use of glossaries in native language	✓
Use of glossaries in English	✓
Linguistic modification of test directions	✓
Additional example items/tasks	
Oral directions in the native language	
Use of dictionaries	
Reading aloud of questions in English	✓
Directions read aloud or explained	✓
Response	
Answers written directly in test booklet	
Answers dictated	
Responses in native language	
Timing/Scheduling	
Extra assessment time	✓
Breaks during testing	✓
Administration in several sessions	
Setting	
Small-group or individual administration	✓
Separate room administration	

Evaluation Element 2—continued

Table 2.3a Title III-served LEP students scoring at the proficient and advanced levels on State-administered mathematics assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5	57.0	8,518	47.7	57.0	9,473	50.9
4							
5							
6	6–9						
7							
8							
9							
10	10–12	35.0	350	18.8	23.0	442	26.1
11							
12							

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Table 2.3b Title III-served LEP students scoring at the proficient and advanced levels on State-administered reading/language arts assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5	65.0	8,820	49.7	65.0	9,239	46.1
4							
5							
6	6–9						
7							
8							
9							
10	10–12	64.0	530	32.6	64.0	640	35.9
11							
12							

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 3

Effectiveness of Title III programs and activities in assisting LEP students to make progress in attaining English language proficiency and meeting State academic content and student academic achievement standards
[SEC. 3123(b)(1), 3121(b)(2)]

Table 3.1 Number of LEP students served and number of subgrantees for 2002–04, and number of Title III subgrantees meeting AMAOs for 2003–04				
2002–03		2003–04		
Number of LEP students served in Title III	Number of subgrantees	Number of LEP students served in Title III	Number of subgrantees	Number of Title III subgrantees meeting Title III AMAOs
43,299	41	49,513	41	11

Evaluation Element 4

Professional development activities conducted by the State and by subgrantees
[SEC. 3115(c)(2), 3116(c), 3123(b)(5)]

Table 4.1 Number of certified/licensed teachers working in language instruction educational programs, 2003–04 and estimated in 5 years	
Number of certified/licensed teachers working in language instruction educational programs	Estimated number of certified/licensed teachers State will need in the next 5 years to staff language instruction educational programs
798	1,400

Provided professional development activities to assist personnel in meeting State and local certification and licensing requirements for teaching limited English proficient children.

Yes No

Evaluation Element 5

Description of State level activities conducted and technical assistance provided to subgrantees
[SEC. 3111(b)(2)(B-D), 3123(b)(4)]

Table 5.1a Types of technical assistance the State provided to subgrantees in last 2 years

Technical assistance provided	Check all that apply
Identifying and implementing English language instructional programs and curricula that are based on scientific research	✓
Helping LEP students to meet academic content and student academic achievement standards expected of all students	✓
Identifying or developing and implementing measures of English language proficiency	✓
Promoting parental and community participation in programs that serve LEP children	
Providing recognition of sub-grantees that exceeded the English language proficiency annual measurable achievement objectives	
Other	

Table 5.2a Other state activities conducted in 2002–04

Type of technical assistance	Check all that apply
Planning	✓
Evaluation	
Administration	✓
Interagency cooperation	✓
Other	

Evaluation Element 6

Number of programs or activities that were terminated for failure to reach program goals
[SEC. 3121(b)(3), 3123(b)(7)]

Number of programs or activities terminated in the two preceding fiscal years: 0

Evaluation Element 7

Number and percentage of LEP students transitioned out of language instruction educational programs into classrooms where instruction is not designed for LEP students [SEC. 3121(a)(4), 3123(b)(8)]

Table 7.1 Number and percentage of Title III LEP students transitioned out			
2002–03		2003–04	
Number of students	Percentage of students	Number of students	Percentage of students
6,277	0.3	591	0.0

Table 7.2a Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State mathematics assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	0	0.0	264	2.0
4					
5					
6	6–9	0	0.0	264	2.0
7					
8					
9					
10	10–12	0	0.0	27	1.3
11					
12					

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 7—continued

Table 7.2b Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State reading/language assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	0	0.0	292	2.2
4					
5					
6	6–9	0	0.0	292	2.2
7					
8					
9					
10	10–12	0	0.0	54	2.8
11					
12					

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 8

Description of the activities that provide enhanced instructional opportunities for immigrant children and youth
[SEC. 3115(e)(1)]

Table 8.1 Number of immigrant children and youth, number served by Title III, and number of subgrants for immigrant children and youth programs for 2002–03 and 2003–04					
2002–03			2003–04		
Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs	Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs
14,195	14,195	27	17,145	17,145	27

Evaluation Element 8—continued

Table 8.2a Type of activities conducted by subgrantees for programs for immigrant children and youth	
Programs offered	Check all that apply
Family literacy, parent outreach, and training	✓
Support for personnel, including teacher aides, to provide services for immigrant children and youth	✓
Provision of tutorials, mentoring and academic career counseling	✓
Identification and acquisition of curricular materials, software and technologies	✓
Basic instructional services	
Other instructional services such as programs of introduction to the educational system and civics education	✓
Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities to assist parents by offering comprehensive services	

Evaluation Element 9

Optional questions

Do LEAs provide information to the State on mobility rates?
Utah did not respond to this question. Yes No

State calculates a mobility rate.
Utah did not respond to this question. Yes No

State requires a special certification/licensure/endorsement for teachers who teach in language instruction educational programs.
Utah did not respond to this question. Yes No

Vermont

Evaluation Element 1

Types of language instruction educational programs used by subgrantees to teach LEP students

[SEC. 3121(a)(1), 3123(b)(1) and (2)]

- Specially designed academic instruction in English (SDAIE)
- Content-based ESL
- Pull-out ESL

Evaluation Element 2

Critical synthesis of data reported by subgrantees on student performance

[SEC. 3121(a), 3123(b)(3)]

Table 2.2a Students making progress in learning English, by cohort		
Cohort	Making progress	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Beginning/Pre-Production	88.0	76.0
Beginning/Production	86.0	76.0
Intermediate	85.0	68.0
Advanced Intermediate	87.0	60.0
Advanced	87.0	24.0

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Evaluation Element 2—continued

Table 2.2b Students attaining English language proficiency, by cohort		
Cohort	Attaining English proficiency	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Beginning/Pre-Production	0.0	0.0
Beginning/Production	0.0	3.0
Intermediate	0.0	5.0
Advanced Intermediate	0.0	15.0
Advanced	87.0	24.0
Fully English proficient	100.0	0.0

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Table 2.3 Accommodations offered to LEP students taking State achievement tests	
Type of accommodation	Reported use of each accommodation
Presentation	
Assessment in the native language	
Text changes in vocabulary	
Modification of linguistic complexity	
Addition of visual supports	✓
Use of glossaries in native language	✓
Use of glossaries in English	✓
Linguistic modification of test directions	✓
Additional example items/tasks	✓
Oral directions in the native language	✓
Use of dictionaries	✓
Reading aloud of questions in English	✓
Directions read aloud or explained	✓
Response	
Answers written directly in test booklet	✓
Answers dictated	✓
Responses in native language	✓
Timing/Scheduling	
Extra assessment time	
Breaks during testing	✓
Administration in several sessions	✓
Setting	
Small-group or individual administration	✓
Separate room administration	✓

Vermont

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Evaluation Element 2—continued

Table 2.3a Title III-served LEP students scoring at the proficient and advanced levels on State-administered mathematics assessments¹

Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5						
4		*	33	55.0	*	41	59.0
5							
6	6–9						
7							
8		*	13	52.0	*	26	57.0
9							
10	10–12	*	4	15.0	*	12	36.0
11							
12							

*State reported data not available.

¹Vermont administered several tests. Test scores reported are for Mathematical Skills.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Table 2.3b Title III-served LEP students scoring at the proficient and advanced levels on State-administered reading/language arts assessments¹

Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5						
4		*	36	60.0	*	37	54.0
5							
6	6–9						
7							
8		*	6	27.0	*	23	50.0
9							
10	10–12	*	0	0.0	*	3	9.0
11							
12							

*State reported data not available.

¹Vermont administered several tests. Test scores reported are for Reading Basic Understanding.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 3

Effectiveness of Title III programs and activities in assisting LEP students to make progress in attaining English language proficiency and meeting State academic content and student academic achievement standards

[SEC. 3123(b)(1), 3121(b)(2)]

Table 3.1 Number of LEP students served and number of subgrantees for 2002–04, and number of Title III subgrantees meeting AMAOs for 2003–04				
2002–03		2003–04		
Number of LEP students served in Title III	Number of subgrantees	Number of LEP students served in Title III	Number of subgrantees	Number of Title III subgrantees meeting Title III AMAOs
709	10	862	9	0

Evaluation Element 4

Professional development activities conducted by the State and by subgrantees

[SEC. 3115(c)(2), 3116(c), 3123(b)(5)]

Table 4.1 Number of certified/licensed teachers working in language instruction educational programs, 2003–04 and estimated in 5 years	
Number of certified/licensed teachers working in language instruction educational programs	Estimated number of certified/licensed teachers State will need in the next 5 years to staff language instruction educational programs
37	72*

**The figure indicated in column 2 is the sum of the number of certified/licensed teachers currently working in language instruction educational programs (column 1) plus the estimated number of certified/licensed teachers needed in the next 5 years.*

Provided professional development activities to assist personnel in meeting State and local certification and licensing requirements for teaching limited English proficient children.

Yes No

Evaluation Element 5

Description of State level activities conducted and technical assistance provided to subgrantees
[SEC. 3111(b)(2)(B-D), 3123(b)(4)]

Table 5.1a Types of technical assistance the State provided to subgrantees in last 2 years	
Technical assistance provided	Check all that apply
Identifying and implementing English language instructional programs and curricula that are based on scientific research	
Helping LEP students to meet academic content and student academic achievement standards expected of all students	✓
Identifying or developing and implementing measures of English language proficiency	✓
Promoting parental and community participation in programs that serve LEP children	✓
Providing recognition of sub-grantees that exceeded the English language proficiency annual measurable achievement objectives	
Other	

Table 5.2a Other state activities conducted in 2002–04	
Type of technical assistance	Check all that apply
Planning	✓
Evaluation	
Administration	✓
Interagency cooperation	✓
Other	

Evaluation Element 6

Number of programs or activities that were terminated for failure to reach program goals
[SEC. 3121(b)(3), 3123(b)(7)]

Number of programs or activities terminated in the two preceding fiscal years: 0

Evaluation Element 7

Number and percentage of LEP students transitioned out of language instruction educational programs into classrooms where instruction is not designed for LEP students [SEC. 3121(a)(4), 3123(b)(8)]

Table 7.1 Number and percentage of Title III LEP students transitioned out			
2002-03		2003-04	
Number of students	Percentage of students	Number of students	Percentage of students
11	2	42	7

Table 7.2a Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State mathematics assessments¹					
Grade	Grade span	2002-03		2003-04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3-5				
4		23	82.0	27	97.0
5					
6	6-9				
7					
8		22	71.0	41	93.0
9					
10	10-12	21	53.0	32	64.0
11					
12					

¹Vermont administered several tests. Test scores reported are for Mathematical Skills.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003-2004 school year.

Evaluation Element 7—continued

Table 7.2b Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State reading/language assessments¹					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5				
4		26	92.0	26	97.0
5					
6	6–9				
7					
8		22	71.0	35	80.0
9					
10	10–12	16	41.0	26	51.0
11					
12					

¹Vermont administered several tests. Test scores reported are for Reading Basic Understanding.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 8

Description of the activities that provide enhanced instructional opportunities for immigrant children and youth [SEC. 3115(e)(1)]

Table 8.1 Number of immigrant children and youth, number served by Title III, and number of subgrants for immigrant children and youth programs for 2002–03 and 2003–04					
2002–03			2003–04		
Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs	Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs
598	89	1	567	64	1

Evaluation Element 8—continued

Table 8.2a Type of activities conducted by subgrantees for programs for immigrant children and youth	
Programs offered	Check all that apply
Family literacy, parent outreach, and training	✓
Support for personnel, including teacher aides, to provide services for immigrant children and youth	✓
Provision of tutorials, mentoring and academic career counseling	
Identification and acquisition of curricular materials, software and technologies	✓
Basic instructional services	✓
Other instructional services such as programs of introduction to the educational system and civics education	
Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities to assist parents by offering comprehensive services	

Evaluation Element 9

Optional questions

Do LEAs provide information to the State on mobility rates?
Vermont did not respond. Yes No

State calculates a mobility rate.
Vermont did not respond. Yes No

State requires a special certification/licensure/endorsement for teachers who teach in language instruction educational programs. Yes No

Virginia

Evaluation Element 1

**Types of language instruction educational programs used by subgrantees
to teach LEP students
[SEC. 3121(a)(1), 3123(b)(1) and (2)]**

- Sheltered English instruction
- Structured English immersion
- Specially designed academic instruction in English (SDAIE)
- Content-based ESL
- Pull-out ESL

Evaluation Element 2

Critical synthesis of data reported by subgrantees on student performance [SEC. 3121(a), 3123(b)(3)]

Table 2.2a Students making progress in learning English, by cohort		
Cohort	Making progress	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Level 1	20.0	—
Level 2	20.0	—
Level 3	20.0	—
Level 4	20.0	—
Grades K–12	20.0	—
Exit	20.0	—
Total	20.0	46.0

—State did not provide data.

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Table 2.2b Students attaining English language proficiency, by cohort		
Cohort	Attaining English proficiency	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Grades K–2 All LEP students	10.0	—
Grades 3–5 All LEP students	10.0	—
Grades 6–8 All LEP students	10.0	—
Grades 9–12 All LEP students	10.0	—
Total	10.0	20.0

—State did not provide data.

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Virginia

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Evaluation Element 2—continued

Table 2.3 Accommodations offered to LEP students taking State achievement tests	
Type of accommodation	Reported use of each accommodation
Presentation	
Assessment in the native language	
Text changes in vocabulary	
Modification of linguistic complexity	✓
Addition of visual supports	
Use of glossaries in native language	
Use of glossaries in English	
Linguistic modification of test directions	
Additional example items/tasks	✓
Oral directions in the native language	
Use of dictionaries	✓
Reading aloud of questions in English	✓
Directions read aloud or explained	✓
Response	
Answers written directly in test booklet	
Answers dictated	✓
Responses in native language	
Timing/Scheduling	
Extra assessment time	✓
Breaks during testing	✓
Administration in several sessions	✓
Setting	
Small-group or individual administration	✓
Separate room administration	✓

Virginia

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 2—continued

Table 2.3a Title III-served LEP students scoring at the proficient and advanced levels on State-administered mathematics assessments

Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5	59.0	2,754	70.0	59.0	3,260	75.0
4							
5		59.0	1,751	56.0	59.0	2,214	60.0
6	6–9						
7							
8		59.0	1,164	58.0	59.0	1,500	65.0
9							
10	10–12						
11		59.0	3,914	74.0	59.0	4,881	74.0
12							

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Table 2.3b Title III-served LEP students scoring at the proficient and advanced levels on State-administered reading/language arts assessments

Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5	61.0	2,024	55.0	61.0	2,313	56.0
4							
5		61.0	1,712	57.0	61.0	2,372	66.0
6	6–9						
7							
8		61.0	676	40.0	61.0	762	36.0
9							
10	10–12						
11		61.0	623	63.0	61.0	1,054	80.0
12							

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 3

Effectiveness of Title III programs and activities in assisting LEP students to make progress in attaining English language proficiency and meeting State academic content and student academic achievement standards
[SEC. 3123(b)(1), 3121(b)(2)]

Table 3.1 Number of LEP students served and number of subgrantees for 2002–04, and number of Title III subgrantees meeting AMAOs for 2003–04				
2002–03		2003–04		
Number of LEP students served in Title III	Number of subgrantees	Number of LEP students served in Title III	Number of subgrantees	Number of Title III subgrantees meeting Title III AMAOs
48,728	60	57,473	66	22

Evaluation Element 4

Professional development activities conducted by the State and by subgrantees
[SEC. 3115(c)(2), 3116(c), 3123(b)(5)]

Table 4.1 Number of certified/licensed teachers working in language instruction educational programs, 2003–04 and estimated in 5 years	
Number of certified/licensed teachers working in language instruction educational programs	Estimated number of certified/licensed teachers State will need in the next 5 years to staff language instruction educational programs
1,630	*

*State reported data not available.

Provided professional development activities to assist personnel in meeting State and local certification and licensing requirements for teaching limited English proficient children.

Yes No

Evaluation Element 5

Description of State level activities conducted and technical assistance provided to subgrantees
[SEC. 3111(b)(2)(B-D), 3123(b)(4)]

Table 5.1a Types of technical assistance the State provided to subgrantees in last 2 years	
Technical assistance provided	Check all that apply
Identifying and implementing English language instructional programs and curricula that are based on scientific research	✓
Helping LEP students to meet academic content and student academic achievement standards expected of all students	✓
Identifying or developing and implementing measures of English language proficiency	✓
Promoting parental and community participation in programs that serve LEP children	✓
Providing recognition of sub-grantees that exceeded the English language proficiency annual measurable achievement objectives	
Other	

Table 5.2a Other state activities conducted in 2002–04	
Type of technical assistance	Check all that apply
Planning	✓
Evaluation	✓
Administration	✓
Interagency cooperation	✓
Other	

Evaluation Element 6

Number of programs or activities that were terminated for failure to reach program goals
[SEC. 3121(b)(3), 3123(b)(7)]

Number of programs or activities terminated in the two preceding fiscal years: 0

Evaluation Element 7

Number and percentage of LEP students transitioned out of language instruction educational programs into classrooms where instruction is not designed for LEP students [SEC. 3121(a)(4), 3123(b)(8)]

Table 7.1 Number and percentage of Title III LEP students transitioned out

2002–03		2003–04	
Number of students	Percentage of students	Number of students	Percentage of students
6,812	14.0	11,150	19.0

Table 7.2a Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State mathematics assessments

Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	*	*	*	*
4		*	*	*	*
5		*	*	*	*
6	6–9	*	*	*	*
7		*	*	*	*
8		*	*	*	*
9		*	*	*	*
10	10–12	*	*	*	*
11		*	*	*	*
12		*	*	*	*

*State reported data not available.

Virginia

Evaluation Element 7—continued

Table 7.2b Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State reading/language assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	*	*	*	*
4		*	*	*	*
5		*	*	*	*
6	6–9	*	*	*	*
7		*	*	*	*
8		*	*	*	*
9		*	*	*	*
10	10–12	*	*	*	*
11		*	*	*	*
12		*	*	*	*

*State reported data not available.

Evaluation Element 8

Description of the activities that provide enhanced instructional opportunities for immigrant children and youth
[SEC. 3115(e)(1)]

Table 8.1 Number of immigrant children and youth, number served by Title III, and number of subgrants for immigrant children and youth programs for 2002–03 and 2003–04

2002–03			2003–04		
Number of im-migrant children and youth	Number of im-migrant children and youth served by Title III	Number of subgrants awarded to LEAs for im-migrant children and youth programs	Number of im-migrant children and youth	Number of im-migrant children and youth served by Title III	Number of subgrants awarded to LEAs for im-migrant children and youth programs
23,432	14,905	37	21,440	20,220	38

Evaluation Element 8—continued

Table 8.2a Type of activities conducted by subgrantees for programs for immigrant children and youth	
Programs offered	Check all that apply
Family literacy, parent outreach, and training	✓
Support for personnel, including teacher aides, to provide services for immigrant children and youth	✓
Provision of tutorials, mentoring and academic career counseling	✓
Identification and acquisition of curricular materials, software and technologies	✓
Basic instructional services	✓
Other instructional services such as programs of introduction to the educational system and civics education	✓
Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities to assist parents by offering comprehensive services	✓

Evaluation Element 9

Optional questions

- Do LEAs provide information to the State on mobility rates? Yes No
- State calculates a mobility rate. Yes No
- State requires a special certification/licensure/endorsement for teachers who teach in language instruction educational programs. Yes No

Washington

Evaluation Element 1

Types of language instruction educational programs used by subgrantees to teach LEP students
[SEC. 3121(a)(1), 3123(b)(1) and (2)]

- Dual language
- Transitional bilingual
- Sheltered English instruction
- Structured English immersion
- Content-based ESL
- Pull-out ESL

Evaluation Element 2

Critical synthesis of data reported by subgrantees on student performance
[SEC. 3121(a), 3123(b)(3)]

Table 2.2a Students making progress in learning English, by cohort		
Cohort	Making progress	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Grades K–12	62.0	73.5

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Washington

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 2—continued

Table 2.2b Students attaining English language proficiency, by cohort		
Cohort	Attaining English proficiency	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Grades K–12	25.0	33.0

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Table 2.3 Accommodations offered to LEP students taking State achievement tests	
Type of accommodation	Reported use of each accommodation
Presentation	
Assessment in the native language	
Text changes in vocabulary	
Modification of linguistic complexity	
Addition of visual supports	
Use of glossaries in native language	
Use of glossaries in English	
Linguistic modification of test directions	
Additional example items/tasks	
Oral directions in the native language	
Use of dictionaries	
Reading aloud of questions in English	
Directions read aloud or explained	
Response	
Answers written directly in test booklet	
Answers dictated	
Responses in native language	
Timing/Scheduling	
Extra assessment time	
Breaks during testing	
Administration in several sessions	
Setting	
Small-group or individual administration	
Separate room administration	

NOTE: Data not available.

Washington

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 2—continued

Table 2.3a Title III-served LEP students scoring at the proficient and advanced levels on State-administered mathematics assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5						
4		29.1	868	20.1	29.1	1,470	25.2
5							
6	6–9						
7		17.3	162	6.2	17.3	289	7.7
8							
9							
10	10–12	24.8	167	8.1	24.8	258	9.4
11							
12							

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Table 2.3b Title III-served LEP students scoring at the proficient and advanced levels on State-administered reading/language arts assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5						
4		52.2	1,040	24.1	52.2	2,040	34.9
5							
6	6–9						
7		30.1	188	7.2	30.1	632	16.9
8							
9							
10	10–12	48.6	167	11.7	48.6	452	16.6
11							
12							

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 3

Effectiveness of Title III programs and activities in assisting LEP students to make progress in attaining English language proficiency and meeting State academic content and student academic achievement standards
 [SEC. 3123(b)(1), 3121(b)(2)]

Table 3.1 Number of LEP students served and number of subgrantees for 2002–04, and number of Title III subgrantees meeting AMAOs for 2003–04				
2002–03		2003–04		
Number of LEP students served in Title III	Number of subgrantees	Number of LEP students served in Title III	Number of subgrantees	Number of Title III subgrantees meeting Title III AMAOs
63,037	127	63,868	132	50

Evaluation Element 4

Professional development activities conducted by the State and by subgrantees
 [SEC. 3115(c)(2), 3116(c), 3123(b)(5)]

Table 4.1 Number of certified/licensed teachers working in language instruction educational programs, 2003–04 and estimated in 5 years	
Number of certified/licensed teachers working in language instruction educational programs	Estimated number of certified/licensed teachers State will need in the next 5 years to staff language instruction educational programs
830	2,375

Provided professional development activities to assist personnel in meeting State and local certification and licensing requirements for teaching limited English proficient children.

Yes No

Evaluation Element 5

Description of State level activities conducted and technical assistance provided to subgrantees
[SEC. 3111(b)(2)(B-D), 3123(b)(4)]

Table 5.1a Types of technical assistance the State provided to subgrantees in last 2 years	
Technical assistance provided	Check all that apply
Identifying and implementing English language instructional programs and curricula that are based on scientific research	✓
Helping LEP students to meet academic content and student academic achievement standards expected of all students	✓
Identifying or developing and implementing measures of English language proficiency	✓
Promoting parental and community participation in programs that serve LEP children	✓
Providing recognition of sub-grantees that exceeded the English language proficiency annual measurable achievement objectives	
Other	

Table 5.2a Other state activities conducted in 2002–04	
Type of technical assistance	Check all that apply
Planning	✓
Evaluation	✓
Administration	✓
Interagency cooperation	✓
Other	

Evaluation Element 6

Number of programs or activities that were terminated for failure to reach program goals
[SEC. 3121(b)(3), 3123(b)(7)]

Number of programs or activities terminated in the two preceding fiscal years: 0

Evaluation Element 7

Number and percentage of LEP students transitioned out of language instruction educational programs into classrooms where instruction is not designed for LEP students [SEC. 3121(a)(4), 3123(b)(8)]

Table 7.1 Number and percentage of Title III LEP students transitioned out			
2002–03		2003–04	
Number of students	Percentage of students	Number of students	Percentage of students
3,348	5.3	5,094	7.9

Table 7.2a Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State mathematics assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	—	—		
4		—	—	57	70.4
5		—	—		
6	6–9	—	—		
7		—	—	17	35.4
8		—	—		
9		—	—		
10	10–12	—	—	5	100.0
11		—	—		
12		—	—		

—State did not provide data.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 7—continued

Table 7.2b Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State reading/language assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	—	—		
4		—	—	66	81.5
5		—	—		
6	6–9	—	—		
7		—	—	23	47.9
8		—	—		
9		—	—		
10	10–12	—	—	5	100.0
11		—	—		
12		—	—		

—State did not provide data.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 8

Description of the activities that provide enhanced instructional opportunities for immigrant children and youth
[SEC. 3115(e)(1)]

Table 8.1 Number of immigrant children and youth, number served by Title III, and number of subgrants for immigrant children and youth programs for 2002–03 and 2003–04					
2002–03			2003–04		
Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs	Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs
21,196	21,196	48	24,997	24,997	49

Evaluation Element 8—continued

Table 8.2a Type of activities conducted by subgrantees for programs for immigrant children and youth	
Programs offered	Check all that apply
Family literacy, parent outreach, and training	✓
Support for personnel, including teacher aides, to provide services for immigrant children and youth	✓
Provision of tutorials, mentoring and academic career counseling	✓
Identification and acquisition of curricular materials, software and technologies	✓
Basic instructional services	✓
Other instructional services such as programs of introduction to the educational system and civics education	✓
Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities to assist parents by offering comprehensive services	✓

Evaluation Element 9

Optional questions

Do LEAs provide information to the State on mobility rates?
Washington did not respond. Yes No

State calculates a mobility rate.
Washington did not respond. Yes No

State requires a special certification/licensure/endorsement for teachers who teach in language instruction educational programs.
Washington did not respond. Yes No

West Virginia

Evaluation Element 1

Types of language instruction educational programs used by subgrantees to teach LEP students
[SEC. 3121(a)(1), 3123(b)(1) and (2)]

- Sheltered English instruction
- Content-based ESL

Evaluation Element 2

Critical synthesis of data reported by subgrantees on student performance
[SEC. 3121(a), 3123(b)(3)]

Table 2.2a Students making progress in learning English, by cohort		
Cohort¹	Making progress	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Level 1 (WESTELL)	10.0	16.0
Level 2 (WESTELL)	10.0	13.0
Level 3 (WESTELL)	10.0	22.0
Level 4 (WESTELL)	10.0	23.0
Level 5 (WESTELL)	10.0	26.0
Level 1 (Woodcock-Muñoz)	10.0	8.0
Level 2 (Woodcock-Muñoz)	10.0	9.0
Level 3 (Woodcock-Muñoz)	10.0	26.0
Level 4 (Woodcock-Muñoz)	10.0	32.0
Level 5 (Woodcock-Muñoz)	10.0	58.0

¹Levels based on test scores. The WESTELL is used for grades 3–12 and the Woodcock-Muñoz is used for grades K–12.

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Evaluation Element 2—continued

Table 2.2b Students attaining English language proficiency, by cohort		
Cohort	Attaining English proficiency	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Level 5 (WESTELL)	10.0	26.0
Level 5 (Woodcock-Muñoz)	10.0	25.0

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Table 2.3 Accommodations offered to LEP students taking State achievement tests	
Type of accommodation	Reported use of each accommodation
Presentation	
Assessment in the native language	
Text changes in vocabulary	
Modification of linguistic complexity	
Addition of visual supports	✓
Use of glossaries in native language	
Use of glossaries in English	
Linguistic modification of test directions	
Additional example items/tasks	
Oral directions in the native language	
Use of dictionaries	✓
Reading aloud of questions in English	✓
Directions read aloud or explained	✓
Response	
Answers written directly in test booklet	
Answers dictated	✓
Responses in native language	
Timing/Scheduling	
Extra assessment time	✓
Breaks during testing	✓
Administration in several sessions	✓
Setting	
Small-group or individual administration	✓
Separate room administration	✓

Evaluation Element 2—continued

Table 2.3a Title III-served LEP students scoring at the proficient and advanced levels on State-administered mathematics assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5	*	*	*	*	63	80.0
4		*	*	*	*	74	69.0
5		*	*	*	*	85	87.0
6	6–9	*	*	*	*	53	64.0
7		*	*	*	*	85	94.0
8		*	*	*	*	73	78.0
9		*	*	*	*		
10	10–12	*	*	*	*	75	82.0
11		*	*	*	*		
12		*	*	*	*		

*State reported data not available.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Table 2.3b Title III-served LEP students scoring at the proficient and advanced levels on State-administered reading/language arts assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5	*	*	*	*	66	78.0
4		*	*	*	*	70	68.0
5		*	*	*	*	83	84.0
6	6–9	*	*	*	*	61	81.0
7		*	*	*	*	87	92.0
8		*	*	*	*	76	87.0
9		*	*	*	*		
10	10–12	*	*	*	*	80	88.0
11		*	*	*	*		
12		*	*	*	*		

*State reported data not available.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 3

**Effectiveness of Title III programs and activities in assisting LEP students to make progress in attaining English language proficiency and meeting State academic content and student academic achievement standards
[SEC. 3123(b)(1), 3121(b)(2)]**

Table 3.1 Number of LEP students served and number of subgrantees for 2002–04, and number of Title III subgrantees meeting AMAOs for 2003–04				
2002–03		2003–04		
Number of LEP students served in Title III	Number of subgrantees	Number of LEP students served in Title III	Number of subgrantees	Number of Title III subgrantees meeting Title III AMAOs
792	31	874	25	25

Evaluation Element 4

**Professional development activities conducted by the State and by subgrantees
[SEC. 3115(c)(2), 3116(c), 3123(b)(5)]**

Table 4.1 Number of certified/licensed teachers working in language instruction educational programs, 2003–04 and estimated in 5 years	
Number of certified/licensed teachers working in language instruction educational programs	Estimated number of certified/licensed teachers State will need in the next 5 years to staff language instruction educational programs
45	105

Provided professional development activities to assist personnel in meeting State and local certification and licensing requirements for teaching limited English proficient children.

Yes No

Evaluation Element 5

Description of State level activities conducted and technical assistance provided to subgrantees
[SEC. 3111(b)(2)(B-D), 3123(b)(4)]

Table 5.1a Types of technical assistance the State provided to subgrantees in last 2 years	
Technical assistance provided	Check all that apply
Identifying and implementing English language instructional programs and curricula that are based on scientific research	✓
Helping LEP students to meet academic content and student academic achievement standards expected of all students	✓
Identifying or developing and implementing measures of English language proficiency	✓
Promoting parental and community participation in programs that serve LEP children	✓
Providing recognition of sub-grantees that exceeded the English language proficiency annual measurable achievement objectives	✓
Other	

Table 5.2a Other state activities conducted in 2004–04	
Type of technical assistance	Check all that apply
Planning	✓
Evaluation	✓
Administration	✓
Interagency cooperation	✓
Other	

Evaluation Element 6

Number of programs or activities that were terminated for failure to reach program goals
[SEC. 3121(b)(3), 3123(b)(7)]

Number of programs or activities terminated in the two preceding fiscal years: 0

Evaluation Element 7

Number and percentage of LEP students transitioned out of language instruction educational programs into classrooms where instruction is not designed for LEP students [SEC. 3121(a)(4), 3123(b)(8)]

Table 7.1 Number and percentage of Title III LEP students transitioned out			
2002–03		2003–04	
Number of students	Percentage of students	Number of students	Percentage of students
—	—	137	15

—State did not provide data.

Table 7.2a Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State mathematics assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	*	*	16	89.0
4		*	*	21	78.0
5		*	*	22	88.0
6	6–9	*	*	11	65.0
7		*	*	19	100.0
8		*	*	11	73.0
9		*	*		
10	10–12	*	*		
11		*	*	11	69.0
12		*	*		

*State reported data not available.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 7—continued

Table 7.2b Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State reading/language assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	*	*	16	89.0
4		*	*	22	81.0
5		*	*	21	84.0
6	6–9	*	*	15	88.0
7		*	*	19	100.0
8		*	*	12	80.0
9		*	*		
10	10–12	*	*		
11		*	*	15	94.0
12		*	*		

*State reported data not available.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 8

Description of the activities that provide enhanced instructional opportunities for immigrant children and youth [SEC. 3115(e)(1)]

Table 8.1 Number of immigrant children and youth, number served by Title III, and number of subgrants for immigrant children and youth programs for 2002–03 and 2003–04					
2002–03			2003–04		
Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs	Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs
178	0	0	175	0	0

Evaluation Element 8—continued

Table 8.2a Type of activities conducted by subgrantees for programs for immigrant children and youth	
Programs offered	Check all that apply
Family literacy, parent outreach, and training	NA
Support for personnel, including teacher aides, to provide services for immigrant children and youth	NA
Provision of tutorials, mentoring and academic career counseling	NA
Identification and acquisition of curricular materials, software and technologies	NA
Basic instructional services	NA
Other instructional services such as programs of introduction to the educational system and civics education	NA
Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities to assist parents by offering comprehensive services	NA

NA = State reported data not applicable.

Evaluation Element 9

Optional questions

Do LEAs provide information to the State on mobility rates? Yes No

State calculates a mobility rate. Yes No

State requires a special certification/licensure/endorsement for teachers who teach in language instruction educational programs. Yes No

Wisconsin

Evaluation Element 1

Types of language instruction educational programs used by subgrantees to teach LEP students
[SEC. 3121(a)(1), 3123(b)(1) and (2)]

- Dual language
- Two-way immersion
- Transitional bilingual
- Developmental bilingual
- Sheltered English instruction
- Structured English immersion
- Content-based ESL
- Pull-out ESL
- Other ESL

Evaluation Element 2

Critical synthesis of data reported by subgrantees on student performance
[SEC. 3121(a), 3123(b)(3)]

Table 2.2a Students making progress in learning English, by cohort		
Cohort¹	Making progress	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Level 1	90.0	*
Level 2	90.0	*
Level 3	90.0	*
Level 4	90.0	*
Level 5	90.0	*

*State reported data not available.

¹Level based on test scores.

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Evaluation Element 2—continued

Table 2.2b Students attaining English language proficiency, by cohort		
Cohort	Attaining English proficiency	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Level 5	90.0	*

*State reported data not available.

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Table 2.3 Accommodations offered to LEP students taking State achievement tests	
Type of accommodation	Reported use of each accommodation
Presentation	
Assessment in the native language	
Text changes in vocabulary	
Modification of linguistic complexity	
Addition of visual supports	
Use of glossaries in native language	
Use of glossaries in English	
Linguistic modification of test directions	
Additional example items/tasks	
Oral directions in the native language	
Use of dictionaries	
Reading aloud of questions in English	
Directions read aloud or explained	
Response	
Answers written directly in test booklet	
Answers dictated	
Responses in native language	
Timing/Scheduling	
Extra assessment time	
Breaks during testing	
Administration in several sessions	
Setting	
Small-group or individual administration	
Separate room administration	

NOTE: Data not available.

Evaluation Element 2—continued

Table 2.3a Title III-served LEP students scoring at the proficient and advanced levels on State-administered mathematics assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5						
4		*	—	51.0	*	—	56.0
5							
6	6–9						
7							
8		*	—	40.0	*	—	34.0
9							
10	10–12	*	—	25.0	*	—	31.0
11							
12							

*State reported data not available.

—State did not provide data.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Table 2.3b Title III-served LEP students scoring at the proficient and advanced levels on State-administered reading/language arts assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5						
4		*	—	52.0	*	—	61.0
5							
6	6–9						
7							
8		*	—	39.0	*	—	40.0
9							
10	10–12	*	—	20.0	*	—	24.0
11							
12							

*State reported data not available.

—State did not provide data.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 3

**Effectiveness of Title III programs and activities in assisting LEP students to make progress in attaining English language proficiency and meeting State academic content and student academic achievement standards
[SEC. 3123(b)(1), 3121(b)(2)]**

Table 3.1 Number of LEP students served and number of subgrantees for 2002–04, and number of Title III subgrantees meeting AMAOs for 2003–04				
2002–03		2003–04		
Number of LEP students served in Title III	Number of subgrantees	Number of LEP students served in Title III	Number of subgrantees	Number of Title III subgrantees meeting Title III AMAOs
34,648	58	45,907	71	*

*State reported data not available.

Evaluation Element 4

**Professional development activities conducted by the State and by subgrantees
[SEC. 3115(c)(2), 3116(c), 3123(b)(5)]**

Table 4.1 Number of certified/licensed teachers working in language instruction educational programs, 2003–04 and estimated in 5 years	
Number of certified/licensed teachers working in language instruction educational programs	Estimated number of certified/licensed teachers State will need in the next 5 years to staff language instruction educational programs
1,168	1,750 – 2000*

*Figures indicate range of certified/licensed teachers needed in the next 5 years.

Provided professional development activities to assist personnel in meeting State and local certification and licensing requirements for teaching limited English proficient children.

Yes

No

Evaluation Element 5

Description of State level activities conducted and technical assistance provided to subgrantees
[SEC. 3111(b)(2)(B-D), 3123(b)(4)]

Table 5.1a Types of technical assistance the State provided to subgrantees in last 2 years	
Technical assistance provided	Check all that apply
Identifying and implementing English language instructional programs and curricula that are based on scientific research	✓
Helping LEP students to meet academic content and student academic achievement standards expected of all students	✓
Identifying or developing and implementing measures of English language proficiency	✓
Promoting parental and community participation in programs that serve LEP children	✓
Providing recognition of sub-grantees that exceeded the English language proficiency annual measurable achievement objectives	
Other	✓

Table 5.2a Other state activities conducted in 2002–04	
Type of technical assistance	Check all that apply
Planning	✓
Evaluation	✓
Administration	✓
Interagency cooperation	✓
Other	

Evaluation Element 6

Number of programs or activities that were terminated for failure to reach program goals
[SEC. 3121(b)(3), 3123(b)(7)]

Number of programs or activities terminated in the two preceding fiscal years: 0

Evaluation Element 7

Number and percentage of LEP students transitioned out of language instruction educational programs into classrooms where instruction is not designed for LEP students [SEC. 3121(a)(4), 3123(b)(8)]

Table 7.1 Number and percentage of Title III LEP students transitioned out			
2002–03		2003–04	
Number of students	Percentage of students	Number of students	Percentage of students
1,076	*	1,663	*

*State reported data not available.

Table 7.2a Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State mathematics assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	*	*		
4		*	*	—	75.0
5		*	*		
6	6–9	*	*		
7		*	*		
8		*	*	—	56.0
9		*	*		
10	10–12	*	*	—	53.0
11		*	*		
12		*	*		

*State reported data not available.

—State did not provide data.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 7—continued

Table 7.2b Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State reading/language assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	*	*		
4		*	*	—	84.0
5		*	*		
6	6–9	*	*		
7		*	*		
8		*	*	—	73.0
9		*	*		
10	10–12	*	*	—	52.0
11		*	*		
12		*	*		

*State reported data not available.

—State did not provide data.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Evaluation Element 8

Description of the activities that provide enhanced instructional opportunities for immigrant children and youth [SEC. 3115(e)(1)]

Table 8.1 Number of immigrant children and youth, number served by Title III, and number of subgrants for immigrant children and youth programs for 2002–03 and 2003–04					
2002–03			2003–04		
Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs	Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs
7,548	43	1	6,608	70	2

Evaluation Element 8—continued

Table 8.2a Type of activities conducted by subgrantees for programs for immigrant children and youth	
Programs offered	Check all that apply
Family literacy, parent outreach, and training	✓
Support for personnel, including teacher aides, to provide services for immigrant children and youth	✓
Provision of tutorials, mentoring and academic career counseling	✓
Identification and acquisition of curricular materials, software and technologies	✓
Basic instructional services	✓
Other instructional services such as programs of introduction to the educational system and civics education	
Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities to assist parents by offering comprehensive services	✓

Evaluation Element 9

Optional questions

Do LEAs provide information to the State on mobility rates?
Wisconsin did not respond. Yes No

State calculates a mobility rate.
Wisconsin did not respond. Yes No

State requires a special certification/licensure/endorsement for teachers who teach in language instruction educational programs.
Wisconsin did not respond. Yes No

Wyoming

Evaluation Element 1

Types of language instruction educational programs used by subgrantees to teach LEP students
[SEC. 3121(a)(1), 3123(b)(1) and (2)]

- Sheltered English instruction
- Structured English immersion
- Specially designed academic instruction in English (SDAIE)
- Content-based ESL
- Pull-out ESL

Evaluation Element 2

Critical synthesis of data reported by subgrantees on student performance
[SEC. 3121(a), 3123(b)(3)]

Table 2.2a Students making progress in learning English, by cohort		
Cohort	Making progress	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
IA, IIA, and IIIA (all are NEP)	30.0	*
IB, IIB, and IIIB (all are LEP)	38.0	*
IC, IIC, and IIIC (all are FEP receiving services)	50.0	*

**State reported data not available.*

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Wyoming

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 2—continued

Table 2.2b Students attaining English language proficiency, by cohort		
Cohort	Attaining English proficiency	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
IA, IIA, and IIIA (all are NEP)	0.0	0.0
IB, IIB, and IIIB (all are LEP)	10.0	36.0
IC, IIC, and IIIC (all are FEP receiving services)	25.0	66.0

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Table 2.3 Accommodations offered to LEP students taking State achievement tests	
Type of accommodation	Reported use of each accommodation
Presentation	
Assessment in the native language	
Text changes in vocabulary	
Modification of linguistic complexity	
Addition of visual supports	
Use of glossaries in native language	✓
Use of glossaries in English	✓
Linguistic modification of test directions	✓
Additional example items/tasks	
Oral directions in the native language	✓
Use of dictionaries	✓
Reading aloud of questions in English	✓
Directions read aloud or explained	✓
Response	
Answers written directly in test booklet	
Answers dictated	
Responses in native language	
Timing/Scheduling	
Extra assessment time	✓
Breaks during testing	✓
Administration in several sessions	
Setting	
Small-group or individual administration	✓
Separate room administration	✓

Wyoming

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 2—continued

Table 2.3a Title III-served LEP students scoring at the proficient and advanced levels on State-administered mathematics assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5						
4		23.8	14	12.5	23.8	29	20.0
5							
6	6–9						
7							
8		25.3	8	9.6	25.3	19	14.1
9							
10	10–12						
11		35.8	6	15.8	35.8	22	22.6
12							

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Table 2.3b Title III-served LEP students scoring at the proficient and advanced levels on State-administered reading/language arts assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5						
4		30.4	19	17.7	30.4	27.0	18.6
5							
6	6–9						
7							
8		34.5	14	16.9	34.5	33.0	24.4
9							
10	10–12						
11		35.8	11	28.9	35.8	35.0	41.7
12							

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Wyoming

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 3

Effectiveness of Title III programs and activities in assisting LEP students to make progress in attaining English language proficiency and meeting State academic content and student academic achievement standards
[SEC. 3123(b)(1), 3121(b)(2)]

Table 3.1 Number of LEP students served and number of subgrantees for 2002–04, and number of Title III subgrantees meeting AMAOs for 2003–04				
2002–03		2003–04		
Number of LEP students served in Title III	Number of subgrantees	Number of LEP students served in Title III	Number of subgrantees	Number of Title III subgrantees meeting Title III AMAOs
2,244	13	2,646	13	NA

NA = State reported data not applicable.

Evaluation Element 4

Professional development activities conducted by the State and by subgrantees
[SEC. 3115(c)(2), 3116(c), 3123(b)(5)]

Table 4.1 Number of certified/licensed teachers working in language instruction educational programs, 2003–04 and estimated in 5 years	
Number of certified/licensed teachers working in language instruction educational programs	Estimated number of certified/licensed teachers State will need in the next 5 years to staff language instruction educational programs
26	116

Provided professional development activities to assist personnel in meeting State and local certification and licensing requirements for teaching limited English proficient children.

Yes

No

Evaluation Element 5

Description of State level activities conducted and technical assistance provided to subgrantees
[SEC. 3111(b)(2)(B-D), 3123(b)(4)]

Table 5.1a Types of technical assistance the State provided to subgrantees in last 2 years	
Technical assistance provided	Check all that apply
Identifying and implementing English language instructional programs and curricula that are based on scientific research	✓
Helping LEP students to meet academic content and student academic achievement standards expected of all students	✓
Identifying or developing and implementing measures of English language proficiency	✓
Promoting parental and community participation in programs that serve LEP children	✓
Providing recognition of sub-grantees that exceeded the English language proficiency annual measurable achievement objectives	
Other	

Table 5.2a Other state activities conducted in 2002–04	
Type of technical assistance	Check all that apply
Planning	✓
Evaluation	✓
Administration	✓
Interagency cooperation	✓
Other	

Evaluation Element 6

Number of programs or activities that were terminated for failure to reach program goals
[SEC. 3121(b)(3), 3123(b)(7)]

Number of programs or activities terminated in the two preceding fiscal years: 0

Evaluation Element 7

Number and percentage of LEP students transitioned out of language instruction educational programs into classrooms where instruction is not designed for LEP students [SEC. 3121(a)(4), 3123(b)(8)]

Table 7.1 Number and percentage of Title III LEP students transitioned out			
2002–03		2003–04	
Number of students	Percentage of students	Number of students	Percentage of students
*	*	229	10.2

*State reported data not available.

Table 7.2a Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State mathematics assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	*	*	*	*
4		*	*	*	*
5		*	*	*	*
6	6–9	*	*	*	*
7		*	*	*	*
8		*	*	*	*
9		*	*	*	*
10	10–12	*	*	*	*
11		*	*	*	*
12		*	*	*	*

*State reported data not available.

Wyoming

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 7—continued

Table 7.2b Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State reading/language assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	*	*	*	*
4		*	*	*	*
5		*	*	*	*
6	6–9	*	*	*	*
7		*	*	*	*
8		*	*	*	*
9		*	*	*	*
10	10–12	*	*	*	*
11		*	*	*	*
12		*	*	*	*

*State reported data not available.

Evaluation Element 8

Description of the activities that provide enhanced instructional opportunities for immigrant children and youth [SEC. 3115(e)(1)]

Table 8.1 Number of immigrant children and youth, number served by Title III, and number of subgrants for immigrant children and youth programs for 2002–03 and 2003–04

Number of immigrant children and youth	2002–03		2003–04		
	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs	Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs
191	*	1	191	138	3

*State reported data not available.

Wyoming

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 8—continued

Table 8.2a Type of activities conducted by subgrantees for programs for immigrant children and youth	
Programs offered	Check all that apply
Family literacy, parent outreach, and training	
Support for personnel, including teacher aides, to provide services for immigrant children and youth	✓
Provision of tutorials, mentoring and academic career counseling	
Identification and acquisition of curricular materials, software and technologies	✓
Basic instructional services	✓
Other instructional services such as programs of introduction to the educational system and civics education	
Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities to assist parents by offering comprehensive services	

Evaluation Element 9

Optional questions

Do LEAs provide information to the State on mobility rates? Yes No

High 50% Low 0%

State calculates a mobility rate. Yes No

9.5%

State requires a special certification/licensure/endorsement for teachers who teach in language instruction educational programs. Yes No

District of Columbia

Evaluation Element 1

Types of language instruction educational programs used by subgrantees to teach LEP students [SEC. 3121(a)(1), 3123(b)(1) and (2)]

- Dual language
- Sheltered English instruction
- Content-based ESL
- Pull-out ESL

Evaluation Element 2

Critical synthesis of data reported by subgrantees on student performance [SEC. 3121(a), 3123(b)(3)]

Table 2.2a Students making progress in learning English, by cohort		
Cohort	Making progress	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Cohort 1: Linguistically and Culturally Diverse students with less than 2 years	63.0	67.0
Cohort 2: Linguistically and Culturally Diverse students with at least 2 years and less than 3 years	74.0	60.0
Cohort 3: Linguistically and Culturally Diverse students with at least 3 years and less than 4 years	74.0	63.0
Cohort 4: Linguistically and Culturally Diverse students with at least 4 years and less than 5 years	74.0	59.0
Cohort 5: Linguistically and Culturally Diverse students with at least 6 years and list than 6 years	74.0	56.0
Cohort 6: Linguistically and Culturally Diverse students with more than 6 years	74.0	53.0

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

District of Columbia

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 2—continued

Table 2.2b Students attaining English language proficiency, by cohort		
Cohort	Attaining English proficiency	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
Cohort 1: Linguistically and Culturally Diverse students with less than 2 years	4.0	25.0
Cohort 2: Linguistically and Culturally Diverse students with at least 2 years and less than 3 years	1.0	21.0
Cohort 3: Linguistically and Culturally Diverse students with at least 3 years and less than 4 years	4.0	28.0
Cohort 4: Linguistically and Culturally Diverse students with at least 4 years and less than 5 years	6.0	26.0
Cohort 5: Linguistically and Culturally Diverse students with at least 6 years and list than 6 years	24.0	22.0
Cohort 6: Linguistically and Culturally Diverse students with more than 6 years	70.0	22.0

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

District of Columbia

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 2—continued

Table 2.3 Accommodations offered to LEP students taking State achievement tests	
Type of accommodation	Reported use of each accommodation
Presentation	
Assessment in the native language	
Text changes in vocabulary	
Modification of linguistic complexity	✓
Addition of visual supports	✓
Use of glossaries in native language	
Use of glossaries in English	
Linguistic modification of test directions	✓
Additional example items/tasks	
Oral directions in the native language	
Use of dictionaries	
Reading aloud of questions in English	
Directions read aloud or explained	✓
Response	
Answers written directly in test booklet	
Answers dictated	
Responses in native language	
Timing/Scheduling	
Extra assessment time	✓
Breaks during testing	✓
Administration in several sessions	✓
Setting	
Small-group or individual administration	✓
Separate room administration	

District of Columbia

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 2—continued

Table 2.3a Title III-served LEP students scoring at the proficient and advanced levels on State-administered mathematics assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5	*	*	*			
4		*	*	*	*	—	45.5
5							Charters 33.1
6	6–9	*	*	*			
7		*	*	*	*	—	32.3
8							Charters 60.0
9							
10							
11	10–12	*	*	*			
12		*	*	*	*	—	38.7
						Charters *	

*State reported data not available.

—State did not provide data.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

District of Columbia

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 2—continued

Table 2.3b Title III-served LEP students scoring at the proficient and advanced levels on State-administered reading/language arts assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5	*	*	*			
4		*	*	*	*	—	23.2 Charters 21.4
5		*	*	*			
6	6–9	*	*	*			
7		*	*	*	*	—	9.9 Charters 17.6
8		*	*	*			
9		*	*	*			
10		*	*	*			
11	10–12	*	*	*	*	—	4.4 Charters *
12		*	*	*			

*State reported data not available.

—State did not provide data.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

District of Columbia

Evaluation Element 3

**Effectiveness of Title III programs and activities in assisting LEP students to make progress in attaining English language proficiency and meeting State academic content and student academic achievement standards
[SEC. 3123(b)(1), 3121(b)(2)]**

Table 3.1 Number of LEP students served and number of subgrantees for 2002–04, and number of Title III subgrantees meeting AMAOs for 2003–04				
2002–03		2003–04		
Number of LEP students served in Title III	Number of subgrantees	Number of LEP students served in Title III	Number of subgrantees	Number of Title III subgrantees meeting Title III AMAOs
—	—	5,015	3	0

—State did not provide data.

Evaluation Element 4

**Professional development activities conducted by the State and by subgrantees
[SEC. 3115(c)(2), 3116(c), 3123(b)(5)]**

Table 4.1 Number of certified/licensed teachers working in language instruction educational programs, 2003–04 and estimated in 5 years	
Number of certified/licensed teachers working in language instruction educational programs	Estimated number of certified/licensed teachers State will need in the next 5 years to staff language instruction educational programs
252	275

Provided professional development activities to assist personnel in meeting State and local certification and licensing requirements for teaching limited English proficient children.

Yes No

District of Columbia

Evaluation Element 5

Description of State level activities conducted and technical assistance provided to subgrantees
[SEC. 3111(b)(2)(B-D), 3123(b)(4)]

Table 5.1a Types of technical assistance the State provided to subgrantees in last 2 years	
Technical assistance provided	Check all that apply
Identifying and implementing English language instructional programs and curricula that are based on scientific research	
Helping LEP students to meet academic content and student academic achievement standards expected of all students	
Identifying or developing and implementing measures of English language proficiency	✓
Promoting parental and community participation in programs that serve LEP children	
Providing recognition of sub-grantees that exceeded the English language proficiency annual measurable achievement objectives	
Other	✓

Table 5.2a Other state activities conducted in 2002–04	
Type of technical assistance	Check all that apply
Planning	
Evaluation	✓
Administration	
Interagency cooperation	
Other	✓

Evaluation Element 6

Number of programs or activities that were terminated for failure to reach program goals
[SEC. 3121(b)(3), 3123(b)(7)]

Number of programs or activities terminated in the two preceding fiscal years: 0

District of Columbia

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 7

**Number and percentage of LEP students transitioned out of language instruction educational programs into classrooms where instruction is not designed for LEP students
[SEC. 3121(a)(4), 3123(b)(8)]**

Table 7.1 Number and percentage of Title III LEP students transitioned out			
2002–03		2003–04	
Number of students	Percentage of students	Number of students	Percentage of students
506	9.4	1,016	19.5

Table 7.2a Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State mathematics assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	*	*	*	*
4		*	*	*	*
5		*	*	*	*
6	6–9	*	*	*	*
7		*	*	*	*
8		*	*	*	*
9		*	*	*	*
10	10–12	*	*	*	*
11		*	*	*	*
12		*	*	*	*

**State reported data not available.*

District of Columbia

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 7—continued

Table 7.2b Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State reading/language assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	*	*	*	*
4		*	*	*	*
5		*	*	*	*
6	6–9	*	*	*	*
7		*	*	*	*
8		*	*	*	*
9		*	*	*	*
10	10–12	*	*	*	*
11		*	*	*	*
12		*	*	*	*

**State reported data not available.*

Evaluation Element 8

Description of the activities that provide enhanced instructional opportunities for immigrant children and youth [SEC. 3115(e)(1)]

Table 8.1 Number of immigrant children and youth, number served by Title III, and number of subgrants for immigrant children and youth programs for 2002–03 and 2003–04					
2002–03			2003–04		
Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs	Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs
1,631	1,288	1	1,376	1,041	1

District of Columbia

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 8—continued

Table 8.2a Type of activities conducted by subgrantees for programs for immigrant children and youth	
Programs offered	Check all that apply
Family literacy, parent outreach, and training	✓
Support for personnel, including teacher aides, to provide services for immigrant children and youth	
Provision of tutorials, mentoring and academic career counseling	✓
Identification and acquisition of curricular materials, software and technologies	✓
Basic instructional services	
Other instructional services such as programs of introduction to the educational system and civics education	✓
Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities to assist parents by offering comprehensive services	✓

Evaluation Element 9

Optional questions

Do LEAs provide information to the State on mobility rates?
District of Columbia did not respond. Yes No

State calculates a mobility rate.
District of Columbia did not respond. Yes No

State requires a special certification/licensure/endorsement for teachers who teach in language instruction educational programs. Yes No

Puerto Rico

Evaluation Element 1

**Types of language instruction educational programs used by subgrantees
to teach LEP students
[SEC. 3121(a)(1), 3123(b)(1) and (2)]**

- Two-way immersion
- Sheltered English (Spanish) instruction

Evaluation Element 2

**Critical synthesis of data reported by subgrantees on student performance
[SEC. 3121(a), 3123(b)(3)]**

Table 2.2a Students making progress in learning English, by cohort		
Cohort	Making progress	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
—	—	—

—State did not provide data.

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Table 2.2b Students attaining English language proficiency, by cohort		
Cohort	Attaining English proficiency	
	AMAO target for 2003–04	Performance data for 2003–04
	%	%
—	—	—

—State did not provide data.

NOTE: States are permitted to develop their own definition for “cohort.” Some States did not specify cohorts by grade levels or grade clusters, but defined cohorts using other characteristics, such as level of English language proficiency (ELP) or groups of students assessed using State-selected ELP assessment(s). The tables contain the data as reported by the State.

Evaluation Element 2—continued

Table 2.3 Accommodations offered to LEP students taking State achievement tests	
Type of accommodation	Reported use of each accommodation
Presentation	
Assessment in the native language	
Text changes in vocabulary	
Modification of linguistic complexity	
Addition of visual supports	
Use of glossaries in native language	
Use of glossaries in English	
Linguistic modification of test directions	
Additional example items/tasks	
Oral directions in the native language	
Use of dictionaries	✓
Reading aloud of questions in English	
Directions read aloud or explained	
Response	
Answers written directly in test booklet	
Answers dictated	
Responses in native language	
Timing/Scheduling	
Extra assessment time	✓
Breaks during testing	
Administration in several sessions	
Setting	
Small-group or individual administration	
Separate room administration	

Puerto Rico

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 2—continued

Table 2.3a Title III-served LEP students scoring at the proficient and advanced levels on State-administered mathematics assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5	—	1,275	51.0	38.7	1,067	58.0
4					—	1,213	57.0
5					—	1,081	32.0
6	6–9	—	804	51.0	38.7	1,156	50.0
7					—	1,466	37.0
8			738	32.0	38.7	1,208	32.0
9							
10	10–12						
11		—	679	38.0	38.7	965	35.0
12							

—State did not provide data.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Table 2.3b Title III-served LEP students scoring at the proficient and advanced levels on State-administered reading/language arts assessments							
Grade	Grade span	2002–03			2003–04		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%
3	3–5	—	1,277	45.0	32.7	1,069	46.0
4					—	1,215	49.0
5					—	1,083	49.0
6	6–9	—	804	40.0	32.7	1,155	39.0
7					—	1,464	25.0
8			736	26.0	32.7	1,205	27.0
9							
10	10–12						
11		—	682	48.0	32.7	962	37.0
12							

—State did not provide data.

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003–2004 school year.

Puerto Rico

Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA

Evaluation Element 2—continued

Puerto Rico offers native language achievement tests.
 Table 2.3d was designed to present data on testing in
 students' native language(s) as required by OMB No. 1885-0553.

Table 2.3d Title III-served LEP students scoring at the proficient and advanced levels on State-administered reading assessments in native language					
Grade	Grade span	2002-03		2003-04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3-5	1,267	54.0	1,064	69.0
4				1,213	61.0
5				1,081	58.0
6	6-9	807	58.0	1,155	52.0
7				1,466	63.0
8		743	61.0	1,202	63.0
9					
10	10-12				
11		680	63.0	963	67.0
12					

NOTE: In the shaded grade levels, students' scores do not count for AYP. States were not required to establish achievement targets for these grade levels for the 2003-2004 school year.

Evaluation Element 3

**Effectiveness of Title III programs and activities in assisting LEP students to make progress in attaining English language proficiency and meeting State academic content and student academic achievement standards
[SEC. 3123(b)(1), 3121(b)(2)]**

Table 3.1 Number of LEP students served and number of subgrantees for 2002–04, and number of Title III subgrantees meeting AMAOs for 2003–04

2002–03		2003–04		
Number of LEP students served in Title III	Number of subgrantees	Number of LEP students served in Title III	Number of subgrantees	Number of Title III subgrantees meeting Title III AMAOs
—	NA	—	NA	—

—State did not provide data.

NA = State reported data not applicable.

Evaluation Element 4

**Professional development activities conducted by the State and by subgrantees
[SEC. 3115(c)(2), 3116(c), 3123(b)(5)]**

Table 4.1 Number of certified/licensed teachers working in language instruction educational programs, 2003–04 and estimated in 5 years

Number of certified/licensed teachers working in language instruction educational programs	Estimated number of certified/licensed teachers State will need in the next 5 years to staff language instruction educational programs
27,000	—

—State did not provide data.

Provided professional development activities to assist personnel in meeting State and local certification and licensing requirements for teaching limited English proficient children.

Yes

No

Evaluation Element 5

Description of State level activities conducted and technical assistance provided to subgrantees
[SEC. 3111(b)(2)(B-D), 3123(b)(4)]

Table 5.1a Types of technical assistance the State provided to subgrantees in last 2 years	
Technical assistance provided	Check all that apply
Identifying and implementing English language instructional programs and curricula that are based on scientific research	✓
Helping LEP students to meet academic content and student academic achievement standards expected of all students	✓
Identifying or developing and implementing measures of English language proficiency	✓
Promoting parental and community participation in programs that serve LEP children	✓
Providing recognition of sub-grantees that exceeded the English language proficiency annual measurable achievement objectives	
Other	

Table 5.2a Other state activities conducted in 2002–04	
Type of technical assistance	Check all that apply
Planning	✓
Evaluation	
Administration	
Interagency cooperation	
Other	

Evaluation Element 6

Number of programs or activities that were terminated for failure to reach program goals
[SEC. 3121(b)(3), 3123(b)(7)]

Number of programs or activities terminated in the two preceding fiscal years: 0

Evaluation Element 7

Number and percentage of LEP students transitioned out of language instruction educational programs into classrooms where instruction is not designed for LEP students

[SEC. 3121(a)(4), 3123(b)(8)]

Table 7.1 Number and percentage of Title III LEP students transitioned out			
2002–03		2003–04	
Number of students	Percentage of students	Number of students	Percentage of students
NA	NA	NA	NA

NA = State reported data not applicable.

Table 7.2a Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State mathematics assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	NA	NA	NA	NA
4		NA	NA	NA	NA
5		NA	NA	NA	NA
6	6–9	NA	NA	NA	NA
7		NA	NA	NA	NA
8		NA	NA	NA	NA
9		NA	NA	NA	NA
10	10–12	NA	NA	NA	NA
11		NA	NA	NA	NA
12		NA	NA	NA	NA

NA = State reported data not applicable.

Evaluation Element 7—continued

Table 7.2b Former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State reading/language assessments					
Grade	Grade span	2002–03		2003–04	
		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%
3	3–5	NA	NA	NA	NA
4		NA	NA	NA	NA
5		NA	NA	NA	NA
6	6–9	NA	NA	NA	NA
7		NA	NA	NA	NA
8		NA	NA	NA	NA
9		NA	NA	NA	NA
10	10–12	NA	NA	NA	NA
11		NA	NA	NA	NA
12		NA	NA	NA	NA

NA = State reported data not applicable.

Evaluation Element 8

Description of the activities that provide enhanced instructional opportunities for immigrant children and youth [SEC. 3115(e)(1)]

Table 8.1 Number of immigrant children and youth, number served by Title III, and number of subgrants for immigrant children and youth programs for 2002–03 and 2003–04					
2002–03			2003–04		
Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs	Number of immigrant children and youth	Number of immigrant children and youth served by Title III	Number of subgrants awarded to LEAs for immigrant children and youth programs
2,065	359	*	2,357	359	*

*State reported data not available.

Evaluation Element 8—continued

Table 8.2a Type of activities conducted by subgrantees for programs for immigrant children and youth	
Programs offered	Check all that apply
Family literacy, parent outreach, and training	✓
Support for personnel, including teacher aides, to provide services for immigrant children and youth	✓
Provision of tutorials, mentoring and academic career counseling	✓
Identification and acquisition of curricular materials, software and technologies	✓
Basic instructional services	✓
Other instructional services such as programs of introduction to the educational system and civics education	
Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities to assist parents by offering comprehensive services	

Evaluation Element 9

Optional questions

Do LEAs provide information to the State on mobility rates?
Puerto Rico did not respond. Yes No

State calculates a mobility rate.
Puerto Rico did not respond. Yes No

State requires a special certification/licensure/endorsement for teachers who teach in language instruction educational programs. Yes No

APPENDIX A
BIENNIAL EVALUATION REPORT FORM

**U.S. Department of Education
Office of English Language Acquisition
Washington, D.C. 20024-6510**



Biennial Evaluation Report

State Formula Grants under Title III, Part A, English Language Acquisition, Language Enhancement and Academic Achievement Act

(Public Law 107-110)

**CFDA NUMBER: 84.365A
FORM APPROVED
OMB NO. 1885-0553, EXP. DATE 8/31/07**

DATED MATERIAL – OPEN IMMEDIATELY

DUE DATE: DECEMBER 1, 2004

Instructions for Completing the State Formula Grant Biennial Evaluation Report

By December 1, 2004, States must complete and submit to the Department this Biennial Evaluation Report for the Title III State Formula Grant Program. This report is based on student performance data and other related information from the two-year period of fiscal year (FY) 2002–03 and FY 2003–04. Be sure to read the instructions for this document.

Transmittal Instructions

To expedite the receipt of this State Formula Grant Biennial Evaluation Report, please send your submission via the Internet as a .doc file, PDF file, .rtf, or .txt file. Send electronic submissions to: TitleIII.Apps@ed.gov

A State that submits **only a paper submission** should mail the submission by express courier. **Do not use surface mail.** Due to the screening process of Federal mail it may cause lengthy delays. Mail to:

Elizabeth Judd
Office of English Language Acquisition
U.S. Department of Education
550 12th Street, SW
Room PCP 10-008
Washington, D.C. 20024-6510
(202) 245-7110 or (202) 245-7155
Email: Elizabeth.Judd@ed.gov

The time required to complete this information collection is estimated to average 5.00 hours (or 300 minutes) per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20024-6510. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: OELA, U.S. Department of Education 550 12th Street SW, Room PCP 10-008, Washington, D.C. 20024-6510.

Evaluation Elements

1	Types of language instruction educational programs used by subgrantees to teach LEP students [SEC. 3121(a)(1) p.1701, 3123(b)(1) p.1704]
2	Critical synthesis of data reported by subgrantees [SEC. 3121(a) p.1701, 3123(b)(3) p.1704]
3	Effectiveness of Title III programs and activities in assisting LEP students to make progress in attaining English language proficiency and meeting State academic content and student academic achievement standards [SEC. 3116(c) p.1698, 3123(b)(1) p.1704, 3121(b)(2) p. 1701,]
4	Professional development activities conducted by the State and by subgrantees[SEC. 3115(c)(2) p. 1698, 3116 (c) p.1701, 3123(b)(5) p. 1705,]
5	Description of State level activities conducted and technical assistance provided to subgrantees [SEC. 3111(b)(2)(c) p.1691,3123(b)(4) p. 1705]
6	Number of programs or activities that were terminated for failure to reach program goals [SEC. 3121(b)(8) p.1702, 3123(b)(7) p.1705]
7	Number and percentage of LEP students transitioned out of language instruction educational programs into classrooms where instruction is not designed for LEP students [SEC. 3121 (a)(4) p. 1701, 3123(b)(7) p.1702, 3123(b)(8) p. 1705]
8	Description of the activities that provide enhanced instructional opportunities for immigrant children and youth. [SEC. 3115 (e)(1)]
9	Optional

State Response for Meeting Title III State Formula Grant Biennial Evaluation Reporting Requirements

Instructions

States are to provide detailed information for each of the nine elements required for the State Formula Grant Biennial Evaluation Report. States should respond to the items listed under each of the elements. Some elements require more than one response. Please respond in the space labeled, "State response." If any of the information requested is not available, please explain why it is not available and provide a timeline for submitting the information to the Department.

This document includes items and tables for information that must be submitted in this biennial report and in future biennial reports. There are items that are also placeholders for future responses, and these items have deferral instructions.

Please note the following:

- **Specific instructions for each item are shown in bold type and enclosed in parentheses.**
- **Several items may not be applicable.**
- **Responses are required for all portions of items and tables that are not deferred or are not applicable at this time (see labels or instructions in the items).**

This document is written in rich text format [rtf] for the purpose of making the document format more user-friendly and to reduce the chance of table distortion. Please do not use another format other than the one provided. This data collection package has been approved by the Office of Management and Budget, and responses will only be acceptable through this approved package. **The page breaks will automatically provide sufficient space for response. Provide narrative responses in the spaces as indicated.**

Responses to portions of the following questions or tables are deferred until 2006:

Question/Item	Part/All	Title
Table 2.2a	Part	Number and percentage of students making progress in learning English
Table 2.2b	Part	Number and percentage of students attaining English language proficiency
Table 2.3a	Part	Number and percentage of students scoring at the proficient and advanced levels on State administered mathematics assessments

Question/Item	Part/All	Title
Table 2.3b	Part	Number and percentage of students scoring at the proficient and advanced levels on State administered reading/language arts assessments
Table 2.3c	Part	Number and percentage of Title III served LEP students scoring proficient on math...
Table 2.3d	Part	Number and percentage of Title III served LEP students scoring proficient on reading/language arts...
Item 5.4	All	Were any subgrantees required to develop an improvement plan under Title III...
Item 5.5	All	Did the State conduct or sponsor any scientifically based research studies...
Table 7.1	Part	Number and percentage of Title III LEP students transitioned...
Table 7.2a	Part	Number and percentage of former Title III served, monitored LEP students scoring proficient on math...
Table 7.2b	Part	Number and percentage of former Title III served, monitored LEP students scoring proficient on reading/language arts...

1. Types of language instruction educational programs used by subgrantees to teach LEP students [SEC. 3121(b)(1) p.1701, 3123(b)(2) p. 1704]

1.1 What types of language instruction educational programs were implemented by Title III subgrantees during school years 2002–03 and 2003–04? [SEC.3121(a)(1) p. 1701, SEC. 3123(b)(1) p.1704]

Check all that apply:

- | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Bilingual Programs</p> <p><input type="checkbox"/> Dual language</p> <p><input type="checkbox"/> Two way immersion</p> <p><input type="checkbox"/> Transitional bilingual</p> <p><input type="checkbox"/> Developmental bilingual</p> <p><input type="checkbox"/> Heritage language</p> <p><input type="checkbox"/> Other (explain)</p> | <p>English as a Second Language Programs</p> <p>Sheltered English instruction</p> <p><input type="checkbox"/> Structured English immersion</p> <p><input type="checkbox"/> Specially designed academic instruction delivered in English (SDAIE)</p> <p><input type="checkbox"/> Content-based ESL</p> <p><input type="checkbox"/> Pull-out ESL</p> <p><input type="checkbox"/> Other (explain)</p> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

State response 1.1: (Provide narrative here. Provide a brief description of the programs checked. Include information regarding intensity and duration of instruction, and, if using more than one language, instructional time in each language. Include other information as needed.) Descriptions of the programs listed can be found on NCELA’s website: <http://www.ncela.gwu.edu/expert/glossary.html>

1.2 NCLB requires that language instruction educational programs be based on scientific research and proven to be effective. Describe how Title III subgrantees implemented language instruction educational programs that are scientifically based and proven to be effective. [SEC.3115(c)(1) p.1698, SEC. 3123(b)(1) p. 1704, SEC. 9101 (37)]

State response 1.2: (Provide narrative here.)

2. Critical synthesis of data reported by subgrantees

[SEC. 3121(a)(1) p. 1701, 3123(b)(1) p.1704]

2.1 Provide a synthesis of data presented in the tables in Section 2. Summarize Title III served LEP students' progress toward meeting Title III AMAOs. [SEC. 3121(a)(1-2) p. 1701]

State response 2.1: (Provide narrative here.)

2.2 Demonstrate through the data in Tables 2.2a and 2.2b how Title III subgrantees met the Title III annual measurable achievement objectives (AMAOs) for making progress in learning English [Table 2.2a] and for attaining English proficiency [Table 2.2b].) [SEC. 3121(c)(1)(A-B) p.1702, SEC. 3121(a)(3), SEC. 3121(d)(3) p.1702]

Instructions for Tables 2.2a and 2.2b:

- Provide State-level aggregated data for the Number and percentage of Title III served students making progress in learning English and attaining English proficiency.
- In the column labeled “cohort,” indicate the cohorts as defined in the State’s latest submission under the Consolidated State Application (CSA). This may be by grade span, individual grades, or another cohort as described in the approved CSA.
- “Baseline” data is data collected in school year 2002–03, and reported in the latest submission to the CSA.
- The “AMAO target” for 2003–04 is the target set by the State in the CSA as its goal for the school year.
- “Performance data” for 2003–04 refers to actual numbers/percentages from the 2003–04 testing period. **Responses for other years are deferred until future biennial reports; these columns have been shaded to indicate that no response is needed at this time.**
- “Making progress” is defined as meeting the State’s AMAO targets for making progress as established by the State in the latest submission to the Consolidated Application.
- “Attaining proficiency” is defined as meeting the State’s AMAO targets for attaining proficiency as established by the State in the latest submission to the Consolidated Application.

Table 2.2a Number and percentage of students making progress in learning English [SEC. 3121(c)(1)(A) p 1702]

Cohort used for reporting	Baseline data for 2002-03		AMAO target for 2003-04		Performance data for 2003-04		AMAO target for 2004-05		Performance data for 2004-05		AMAO target for 2005-06		Performance data for 2005-06	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Total														

2.3 Demonstrate through data in Tables 2.3a - 2.3d whether LEP students receiving services under **Title III** met the State adequate yearly progress (AYP) targets in math and reading/language arts required under Title I. [SEC. 3121(c)(1)(C) p. 1702, 3121(d)(2) p.1702, 3122(3)(B) p. 1703, 3123(b)(1) p. 1704]

(Insert an “x” on the appropriate line in the table for the accommodations available to LEP students taking State achievement tests in your State.)

Accommodations to Presentation	Accommodations to Response
<input type="checkbox"/> Assessment in the native language <input type="checkbox"/> Text changes in vocabulary <input type="checkbox"/> Modification of linguistic complexity <input type="checkbox"/> Addition of visual supports <input type="checkbox"/> Use of glossaries in native language <input type="checkbox"/> Use of glossaries in English <input type="checkbox"/> Linguistic modification of test directions <input type="checkbox"/> Additional example items/tasks <input type="checkbox"/> Oral directions in the native language <input type="checkbox"/> Use of dictionaries <input type="checkbox"/> Reading aloud of questions in English <input type="checkbox"/> Directions read aloud or explained	<input type="checkbox"/> Answers written directly in test booklet <input type="checkbox"/> Answers dictated <input type="checkbox"/> Responses in native language
	Accommodations to Timing/Scheduling
	<input type="checkbox"/> Extra assessment time <input type="checkbox"/> Breaks during testing <input type="checkbox"/> Administration in several sessions
	Accommodations to Setting
	<input type="checkbox"/> Small-group or individual administration <input type="checkbox"/> Separate room administration

Rivera, C. and C. Stansfield (2000). *An analysis of state policies for the inclusion and accommodation of English language learners in state assessment programs during 1998-1999* (Executive Summary). Washington, DC: Center for Equity and Excellence in Education, The George Washington University.

Instructions for Tables 2.3a - 2.3d:

- In the following tables, please provide student achievement data from the 2002–03 and 2003–04 test administrations. **Responses for other years are deferred until future biennial reports; these columns have been shaded to indicate that no response is needed at this time.**
- Tables with multiple rows have been provided to accommodate the varied State assessment systems. Data may be provided by grade or by grade span.
- Provide data on the number and percentage of Title III served LEP students scoring at the proficient and advanced levels, out of the total number of Title III served LEP students. Provide data for those grades in which the State administered mathematics and reading/language arts assessments during the 2002–03 and 2003–04 school years.

- These tables include data for Title III served students only, therefore, data required in these tables differ from data submitted to Title I for the LEP subgroup. This is separate reporting specific to Title III served students required by Section 3121(a)(2).
- "Projected percent" refers to the State AYP target for the percentage of LEP students projected to score at the proficient and advanced levels on the State achievement assessments.
- "Percent of students proficient and advanced" refers to the percent of Title III served LEP students, out of all Title III served LEP students, who scored at the proficient and advanced levels on the State achievement assessments.

(In Tables 2.3a and 2.3b, provide student achievement data for all LEP Title III served students who participated in the State achievement assessments in mathematics and reading/language arts respectively, with or without accommodations, including native language versions of assessments.)

Table 2.3a Number and percentage of Title III-served LEP students scoring at the proficient and advanced levels on State-administered mathematics assessments													
		2002-03			2003-04			2004-2005			2005-2006		
Grade	Grade span	Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%	%	#	%	%	#	%
3	Grades 3-5												
4													
5													
6	6-9												
7													
8													
9													
10	10-12												
11													
12													

Table 2.3b Number and percentage of Title III-served LEP students scoring at the proficient and advanced levels on State-administered reading/language arts assessments													
Grade	Grade span	2002-03			2003-04			2004-2005			2005-2006		
		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced		Projected	Students Proficient & Advanced	
		%	#	%	%	#	%	%	#	%	%	#	%
3	Grades 3-5												
4													
5													
6	6-9												
7													
8													
9													
10	10-12												
11													
12													

Does your State offer achievement tests in students' native language(s)?
(Insert an "x" on the appropriate line for response.)

_____ Yes _____ No

(If no, go to Element 3. If yes, please complete Tables 2.3c and 2.3d. In Table 2.3c, provide student achievement data only for Title III served LEP students who participated in the State achievement assessments in mathematics through native language versions of assessments.)

Table 2.3c Number and percentage of Title III-served LEP students scoring at the proficient and advanced levels on native language versions of State-administered mathematics assessments									
Grade	Grade span	2002-03		2003-04		2004-05		2005-06	
		Students Proficient & Advanced	Students Proficient & Advanced	Students Proficient & Advanced	Students Proficient & Advanced	Students Proficient & Advanced	Students Proficient & Advanced		
		#	%	#	%	#	%	#	%
3	Grades 3-5								
4									
5									
6	6-9								
7									
8									
9									
10	10-12								
11									
12									

(In Table 2.3d, provide student achievement data only for Title III served LEP students who participated in the State achievement assessments in reading/language arts through native language versions of assessments.)

Table 2.3d Number and percentage of Title III-served LEP students scoring at the proficient and advanced levels on native language versions of State-administered reading/language arts assessments									
Table 2.3d		2002-03		2003-04		2004-05		2005-06	
Grade	Grade span	Students Proficient & Advanced		Students Proficient & Advanced		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%	#	%	#	%
3	Grades 3-5								
4									
5									
6	6-9								
7									
8									
9									
10	10-12								
11									
12									

3. Effectiveness of Title III programs and activities in assisting LEP students to make progress in attaining English language proficiency and meeting State academic content and student academic achievement standards

[SEC.3121(b)(2) p.1701, 3123(b)(1) p.1704]

3.1 Provide a summary of the effectiveness of Title III programs and activities in assisting LEP students to meet State English language proficiency annual measurable achievement objectives.

[SEC.3121(b)(2) p.1701, 3123(b)(1) p.1704]

(Please fill in the figures (for each year) in the spaces provided.)

Number of Title III subgrantees	_____ 2002–03	_____ 2003–04
Number of LEP students served in Title III programs	_____ 2002–03	_____ 2003–04
Number of Title III subgrantees that met Title III AMAOs	_____ 2003–04	
Number of Title III subgrantees that did not meet Title III AMAOs	_____ 2003–04	

State response 3.1: (Provide narrative here. Summarize which programs and activities were effective. Provide evidence of program effectiveness (defined as meeting AMAOs), and any remedies required by the State for those subgrantees that did not achieve the AMAO targets. Identify contributing factors if Title III AMAOs were not met.)

4. Professional development activities conducted by the State and by subgrantees

[SEC. 3115(c)(1)(B) p. 1698, 3123(b)(5) p. 1705]

4.1 Please provide the number of teachers working in your State's Title III language instruction educational programs in each of the categories below:

[SEC. 3123(b)(5) p.1705]

_____ Total number of certified/licensed teachers working in language instruction educational programs in the State (certificate or license may be in any area). (**Report actual number if available, if not, report estimated number, indicate if estimated.**)

_____ Total estimated number of certified/licensed teachers that the State will need to staff language instruction educational programs for the next 5 years

State response 4.1: (**Provide any further explanation needed for the information provided above.**)

4.2 How is teacher fluency in English and in any other language used for instruction in Title III programs determined in your State? [SEC. 3116(c) p.1701]

(Insert an "x" on the appropriate line for response for all that apply)

_____ State required English fluency exam [oral and written communication skills]

_____ LEA required English fluency exam [oral and written communication skills]

_____ State required fluency exam for another language [oral and written communication skills]

_____ LEA required fluency exam for another language [oral and written communication skills]

_____ Other (**Please explain**)

State response 4.2: (**Provide narrative if necessary**)

4.3 Has the State provided professional development activities to assist personnel in meeting State and local certification and licensing requirements for teaching limited English proficient children? [SEC. 3111(b)(2)(A)]

(Insert an "x" on the appropriate line for response)

_____ Yes

_____ No

State response to 4.3: (If yes, please describe the most successful activity and include evidence of the success.)

4.4 What evidence from subgrantees demonstrates that professional development activities met Title III requirements? [SEC. 3115(c)]

Under Title III, professional development activities must be:

- based on scientific research, and
- effective in enhancing participants' ability to increase their subject matter knowledge, teaching knowledge and skills, and
- effective in enhancing participants' ability to understand and effectively use curricula, effective assessment measures, and effective instructional strategies for LEP students, and
- of sufficient intensity and duration to have a lasting impact on teachers' classroom performance. [SEC. 3115(c)(2)(A-D) p.1698]

State response 4.4: (Please describe the most common approaches used by subgrantees and the effectiveness of these approaches. Address how subgrantees' professional development activities met Title III requirements.)

5. Description of State level activities conducted and technical assistance provided to subgrantees [SEC. 3111(b)(2)(C-D))(c), reference CSA item 8c]

5.1 During the two preceding fiscal years, what technical assistance was provided by the State to subgrantees? [SEC. 3122(b)(3) p.1703]
(Insert an “x” on the appropriate line for response for all that apply)

The State provided technical assistance to subgrantees in:

_____ Identifying and implementing English language instructional programs and curricula that are based on scientific research.

_____ Helping LEP students to meet academic content and student academic achievement standards expected of all students.

_____ Identifying or developing and implementing measures of English language proficiency.

_____ Promoting parental and community participation in programs that serve LEP children.

_____ Providing recognition of subgrantees that exceeded the English language proficiency annual measurable achievement objectives.

_____ Other.

State response 5.1: (Describe the outcomes of the technical assistance provided, including which activities were effective, how effectiveness was measured, and why the activities were effective.)

5.2 What other State activities have been conducted during the two preceding fiscal years? (Activities contained in the CSA item 8c)

(Insert an “x” on the appropriate line for response for all that apply)

- _____ Planning activities
- _____ Evaluation activities
- _____ Administration activities
- _____ Interagency cooperation activities
- _____ Other (**Explain**)

State response 5.2: (Describe the outcomes of the activities checked, including which activities were effective, how effectiveness was measured, and why the activities were effective.)

6. Number of programs or activities that were terminated for failure to reach program goals
[SEC. 3123(b)(7) p.1705]

6.1 During the two preceding fiscal years, were any subgrantee programs or activities terminated for failure to reach program goals? **(Insert an "x" on the appropriate line for response)**

_____ Yes

_____ No

State response 6.1: (If yes, fill in the figure below, and provide a summary explaining why these programs or activities did not reach program goals. If no proceed to the next item.)

_____ Number of programs or activities terminated because they did not reach program goals

7. Number of LEP students transitioned out of language instruction educational programs into classrooms where instruction is not designed for LEP students

[SEC. 3121(a)(4) p.1701]

7. During the two preceding fiscal years, have Title III served LEP students transitioned into classrooms where instruction is not designed for LEP students? (Insert an “x” on the appropriate line for response)

_____ Yes

_____ No

(If yes, complete Table 7.1. If no, provide an explanation in the “state response.”)

Table 7.1 Number and percentage of Title III LEP students transitioned into classrooms where instruction is not designed for LEP students (Indicate the number and percentage of students who have achieved the proficient level on the State-selected English language proficiency assessment, and who are no longer receiving Title III services.)

Title III LEP students transitioned	2002-03	2003-04	2004-2005	2005-2006
Number of students				
Percentage of students				

State response 7.1:

7.2 Demonstrate through data in Tables 7.2a - 7.2.b **monitored** LEP students who transitioned into classrooms not designed for LEP students, and **who are no longer receiving services under Title III** met the State adequate yearly progress (AYP) targets in math and reading/language arts required under Title I.

Table 7.2a Number and percentage of former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the state education agency mathematics assessments

		2002-03		2003-04		2004-05		2005-06	
Grade	Grade span	Students Proficient & Advanced		Students Proficient & Advanced		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%	#	%	#	%
3	Grades 3-5								
4									
5									
6	6-9								
7									
8									
9									
10	10-12								
11									
12									

Table 7.2b Number and percentage of former Title III-served, monitored LEP students scoring at the proficient and advanced levels on the State education agency reading/language arts assessments

		2002-03		2003-04		2004-05		2005-06	
Grade	Grade span	Students Proficient & Advanced		Students Proficient & Advanced		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%	#	%	#	%
3	Grades 3-5								
4									
5									
6	6-9								
7									
8									
9									
10	10-12								
11									
12									

State response 7.2: (Please provide any explanation necessary for these tables.)

8. Description of the activities that provide enhanced instructional opportunities for immigrant children and youth.

8.1 Fill in figures for the information below. The number of immigrant children and youth reported is the same number reported to OELA in spring 2003 and spring 2004. The number of immigrant children and youth served is the actual number served by Title III during the two years addressed in this report.

- _____ Number of immigrant children and youth reported in 2002–03
- _____ Number of immigrant children and youth reported in 2003–04
- _____ Number of immigrant children and youth served by Title III in 2002–03
- _____ Number of immigrant children and youth served by Title III in 2003–04
- _____ Number of subgrants awarded to LEAs for immigrant children and youth programs for 2002–03
- _____ Number of subgrants awarded to LEAs for immigrant children and youth programs for 2003–04

8.2 Provide information on the activities conducted by subgrantees for programs for immigrant children and youth. **[SEC. 3115 (e)]**

(Insert an “x” on the appropriate line for all that apply.)

- _____ family literacy, parent outreach, and training
- _____ support for personnel, including teacher aides, to provide services for immigrant children and youth
- _____ provision of tutorials, mentoring, and academic career counseling
- _____ identification and acquisition of curricular materials, software, and technologies
- _____ basic instructional services
- _____ other instructional services, such as programs of introduction to the educational system and civics education
- _____ activities coordinated with community based organizations, institutions of higher education, private sector entities, or other entities to assist parents by offering comprehensive community services

State response 8.2: (Summarize the most common activities conducted and the effectiveness of the activities in achieving the goals of the program.)

**APPENDIX B
GLOSSARY**

GLOSSARY¹²

Dual Language Program: Also known as two-way immersion or two-way bilingual education, these programs are designed to serve both language minority and language majority students concurrently. Two language groups are put together and instruction is delivered through both languages. For example, in the U.S., native English-speakers might learn Spanish as a foreign language while continuing to develop their English literacy skills and Spanish-speaking ELLs learn English while developing literacy in Spanish. The goals of the program are for both groups to become biliterate, succeed academically, and develop cross-cultural understanding (Howard, 2001). See the NCELA publication -- *Biliteracy for a Global Society* at <http://www.ncela.gwu.edu/pubs/ideabook/dual/biliteracy.pdf>.

Two way immersion: See dual language program.

Transitional bilingual education (TBE): TBE is an instructional program in which subjects are taught through two languages -- English and the native language of the English language learners -- and English is taught as a second language. English language skills, grade promotion and graduation requirements are emphasized and **L1** is used as a tool to learn content. The primary purpose of these programs is to facilitate the LEP student's transition to an all-English instructional environment while receiving academic subject instruction in the native language to the extent necessary. As proficiency in English increases, instruction through L1 decreases. Transitional bilingual education programs vary in the amount of native language instruction provided and the duration of the program (U.S. General Accounting Office, 1994). TBE programs may be early-exit or late-exit, depending on the amount of time a child may spend in the program.

Developmental bilingual education: A program that teaches content through two languages and develops both languages with the goal of bilingualism and biliteracy. See also late-exit bilingual education (Baker, 2000).

English as a second language (ESL): English as a second language (ESL) is an educational approach in which English language learners are instructed in the use of the English language. Their instruction is based on a special curriculum that typically involves little or no use of the native language, focuses on language (as opposed to 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. Every bilingual education program has an ESL component (U.S. General Accounting Office, 1994). See also ELD, pullout ESL, ESOL, and content-based ESL.

¹² Excerpted from National Clearinghouse for English Language Acquisition, *AskNCELA 10: Glossary of terms related to the Education of Linguistically and Culturally Diverse Students*, 2002, <http://www.ncela.gwu.edu/expert/glossary.html>.

Heritage language: The language a person regards as their native, home, and/or ancestral language. This covers indigenous languages (e.g. Navajo) and in-migrant languages (e.g. Spanish in the U.S.) (Baker, 2000).

Sheltered English Instruction: An instructional approach used to make academic instruction in English understandable to English language learners to help them acquire proficiency in English while at the same time achieving in content areas. Sheltered English instruction differs from ESL in that English is not taught as a language with a focus on learning the language. Rather, content knowledge and skills are the goals. In the sheltered classroom, teachers use simplified language, physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies and other subjects (National Clearinghouse for Bilingual Education, 1987).

Structured English Immersion: In this ESL program, language minority students receive all of their subject matter instruction in their second language. The teacher uses a simplified form of the second language. Students may use their native language in class; however, the teacher uses only the second language (Snow, 1986). The goal is to help minority language students acquire proficiency in English while at the same time achieving in content areas. See also SDAIE and SEI.

Specially Designed Academic Instruction in English (SDAIE): Specially Designed Academic Instruction in English is a program of instruction in a subject area, delivered in English, which is specially designed to provide LEP students with access to the curriculum (CCTC, 2001a). See also sheltered English.

Content-based ESL: This approach to teaching English as a second language makes use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive and study skills. English is used as the medium of instruction (Crandall, 1992).

Pull-out ESL: A program in which LEP students are "pulled out" of regular, mainstream classrooms for special instruction in English as a second language (Baker, 2000).

L1: First language (also native language).

L2: Second language.

LEA: Local educational agency (e.g. a school district).

LEP: Limited English proficient (LEP) is the term used by the federal government, most states and local school districts to identify those students who have insufficient

English to succeed in English-only classrooms (Lessow-Hurley, 1991). Increasingly, English language learner (ELL) or English learner (EL) are used in place of LEP.

SEA: State educational agency.