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U.S. DEPARTMENT OF EDUCATION

**The Biennial Report to Congress  
On the Implementation of the  
Title III State Formula Grant Program**  
*School Years 2012–2014*

U.S. DEPARTMENT OF EDUCATION

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

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*School Years 2012–14*

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

**School Years 2012 – 14**

**U.S. DEPARTMENT OF EDUCATION**

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

**September 2018**

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**U.S. Department of Education**

Betsy DeVos  
*Secretary*

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

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*Director*

**September 2018**

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## Abbreviations and Definitions

### Abbreviations

ACS	American Community Survey (conducted by U.S. Census Bureau)
AMAO	Annual measurable achievement objective
AMO	Annual measurable objective
AYP	Adequate yearly progress
CSPR	Consolidated State Performance Report
Department	U.S. Department of Education
EL	English learner
ELP	English language proficiency
<i>ESEA</i>	<i>Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001</i>
ESL	English as a second language
FY	Fiscal year
HLS	Home language survey
LEA	Local educational agency
LIEP	Language instruction educational program
MFEL	Monitored former English learner
NCELA	National Clearinghouse for English Language Acquisition
<i>NCLB</i>	<i>No Child Left Behind Act of 2001</i>
OELA	Office of English Language Acquisition
OESE	Office of Elementary and Secondary Education
SEA	State educational agency
SY	School year

### Definitions

#### Annual measurable achievement objectives (AMAOs)

According to *Title III (ESEA, §3122(a)(3))*, the AMAOs shall include (1) “at a minimum, annual increases in the number or percentage of children making progress in learning English;” (2) “at a minimum, annual increases in the number or percentage of children attaining English proficiency by the end of each school year, as determined by a valid and reliable assessment of English proficiency consistent with section 1111(b)(7);” and (3) “making adequate yearly progress for limited English proficient children [English learners] as described in section 1111(b)(2)(B).”

#### English learner (EL)

According to the *ESEA* section 9101(25), an EL (or “limited English proficient” child, per the *ESEA*) is “an individual—

- A. who is aged 3 through 21;
- B. who is enrolled or preparing to enroll in an elementary school or secondary school;
- C. i. who was not born in the United States or whose native language is a language other than English;

- ii. (I) who is a Native American or Alaska Native, or a native resident of the outlying areas;<sup>1</sup> and
    - (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
  - iii. who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- D. whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —
- i. the ability to meet the state's proficient level of achievement on state assessments described in section 1111(b)(3) [of the *ESEA*];
  - ii. the ability to successfully achieve in classrooms where the language of instruction is English; or
  - iii. the opportunity to participate fully in society.”

### ***Elementary and Secondary Education Act (ESEA)***

Where this document refers to *ESEA*, it is referring to the reauthorization under the *No Child Left Behind Act of 2001 (NCLB)* that was in effect in the years discussed in this report (SYs 2012–14).

### **Immigrant children and youth**

According to *Title III (ESEA, §3301(6))*, the term “immigrant children and youth” means 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 three full academic years.

### **Monitored Former English Learner (MFEL)**

According to *Title III (ESEA, §3121)*, school districts have an obligation to evaluate the progress of students who are no longer receiving EL services “in meeting challenging State academic content and student academic standards for each of the 2 years after such children are no longer receiving” EL services. For the purposes of this report, we refer to these children as monitored former English learners (MFELs).

### **Subgrantee**

A state must award formula subgrants for a fiscal year by allocating funds in a timely manner to each LEA in the state with an approved *Title III* plan. (*ESEA* Section 3114(a)). Pursuant to *ESEA* section 3141, entities eligible to receive a *Title III* formula subgrant include an LEA or a consortium of LEAs. Where this document refers to subgrantee, it is referring to the entity that receives the *Title III* subgrant, where that is a single LEA or consortium of LEAs.

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<sup>1</sup> American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, and the U.S. Virgin Islands.

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# Executive Summary

## Overview

This *Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2012–14* is the sixth report<sup>2</sup> of states’ self-reported data about English learners (ELs)<sup>3</sup> receiving services in *Title III*-supported language instruction educational programs (LIEPs). This report is for members of Congress and is available for public use. The biennial report to Congress on the implementation of the *Title III* state formula grant program provides a snapshot of the status of the U.S. Department of Education’s (the Department’s) efforts to hold states accountable for ensuring that all ELs attain English language proficiency (ELP) and are achieving in the content areas of mathematics and reading/language arts at the same high level set by the states for all students. *Title III* of the *Elementary and Secondary Education Act (ESEA)*,<sup>4</sup> which focuses on the specific goals of serving ELs with effective LIEPs, was first implemented upon the reauthorization of the *ESEA* by the *No Child Left Behind Act of 2001*.

In school years (SYs) 2012–13 and 2013–14, ELs receiving services in *Title III*-supported LIEPs comprised approximately 10 percent of the students in the United States.<sup>5</sup>

## Data Limitations

This report contains data reported by state<sup>6</sup> educational agencies (SEAs) representing the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico (henceforth referred to as Puerto Rico) related to the education of ELs for SYs 2012–13 and 2013–14. SEAs each submitted these data through the annual Consolidated State Performance Report (CSPR).

Many SEAs changed data and information management systems during the period covered by this report. SEAs have the ability to update annual data in *EDFacts*, the Department’s initiative to centralize state performance data; however, the CSPR will not reflect these changes. Thus, the CSPR may not always contain the most current information. It should be regarded as a snapshot of SEA data as of the date the state entered the data in the CSPR. Additionally, each SEA (1) administers assessments and establishes assessment procedures, (2) establishes procedures for identifying ELs, (3) establishes criteria for exiting EL status, and (4) adopts ELP and content-area standards, all of which are state-specific. Thus, comparing data across states may not necessarily yield meaningful conclusions.

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<sup>2</sup> Prior versions of *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant* are available at <http://www2.ed.gov/about/offices/list/oela/index.html>.

<sup>3</sup> *Title III* of the *Elementary and Secondary Education Act (ESEA)*, as amended in 2001 by *No Child Left Behind (NCLB)*, uses the term “limited English proficient” to describe these children, while the education field generally uses the term “English learner” (EL).

<sup>4</sup> Where this document refers to *ESEA*, it is referring to the reauthorization under the *No Child Left Behind Act of 2001 (NCLB)*, which was in effect in the years discussed in this report (SYs 2012–14).

<sup>5</sup> U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “Local Education Agency (School District) Universe Survey,” 2013–14 v.1a; “Public Elementary/Secondary School Universe Survey,” 2013–14 v.1a; “State Nonfiscal Public Elementary/Secondary Education Survey,” 2012–13 v.1a.

<sup>6</sup> In the *ESEA* and in this report, the word “state” or “states” may be used to refer inclusively to the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico, all of which have state educational agencies, or SEAs.

### **Title III State Allocations**

The *ESEA* stipulates that primary allocations of *Title III* funds that assist ELs in gaining ELP be formula-based. Eighty percent of the allocations to SEAs are based on the EL population, and 20 percent on the number of immigrant children and youth. *Title III* grants are allocated to states, which then provide funding to local educational agencies (LEAs) and consortia of LEAs, known as “subgrantees.” The *ESEA* requires a minimum state allocation of \$500,000, and the law requires states to reserve up to 15 percent of their allotments for LEAs with significant increases in school enrollment of immigrant children and youth.

The Department used the American Community Survey (ACS), conducted by the U.S. Census Bureau, to determine the allocations to states. In SY 2012–13/fiscal year (FY) 2012,<sup>7</sup> the Department provided states \$675,893,574 in *Title III* formula funds; in SY 2013–14/FY 2013 it provided \$640,278,755 in funds, a decrease of 5.3 percent.

South Dakota experienced the largest increase in *Title III* formula funding—15.6 percent—between SYs 2012–13 and 2013–14. *Title III* formula funding decreased by more than 12 percent in four states: Arizona (16.1 percent), South Carolina (13 percent), Utah (12.7 percent), and Colorado (12.5 percent).

### **National Overview of English Learners**

Of the 4.9 million ELs enrolled in public schools in the United States in SYs 2012–13 and 2013–14 as reported in states’ CSPRs, nearly 93 percent were served in *Title III*-supported LIEPs. Between SYs 2002–03 and 2013–14, the number of identified ELs in the United States increased by nearly 14 percent, and the number served in *Title III*-supported LIEPs increased by approximately 25 percent.<sup>8</sup> Nine SEAs (California, Colorado, Florida, Indiana, New York, North Carolina, Texas, Virginia, and Washington) each reported more than 100,000 identified ELs in SY 2013–14; all but Virginia reported more than 100,000 identified ELs in SY 2012–13. Thirteen SEAs (Delaware, the District of Columbia, Maine, Mississippi, Montana, New Hampshire, North Dakota, Puerto Rico, Rhode Island, South Dakota, Vermont, West Virginia, and Wyoming) reported fewer than 10,000 identified ELs in each school year. In both SYs 2012–13 and 2013–14, Spanish, Vietnamese, Chinese, Arabic, and Haitian Creole ranked as the top five languages among ELs nationwide. All but five SEAs<sup>9</sup> reported Spanish as the most common native language among ELs in both school years.

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<sup>7</sup> The federal government’s fiscal year (FY) begins on Oct. 1 and ends on Sept. 30 and is designated by the calendar year in which it ends. For example, FY 2012 began on Oct. 1, 2011, and ended on Sept. 30, 2012. In this report we consider the school year (SY) to be from approximately August through May. Therefore, the federal government allocated *Title III* formula funding for SY 2012–13 in FY 2012.

<sup>8</sup> The SEAs, through the CSPR, report the number of students identified as ELs residing in the state in a given SY, and also on the number of identified ELs who are served in *Title III*-supported LIEPs in a given SY.

<sup>9</sup> SEAs that did not report Spanish as the most common language in both school years include Alaska (Yup’ik languages), Hawaii (Iloko), Maine (Somali), Montana (German), and Vermont (Nepali). Puerto Rico provides instruction in Spanish and serves limited Spanish proficient students in *Title III*-supported LIEPs. Puerto Rico reported the most common language spoken by its limited Spanish proficient students was Haitian Creole in both years.

## Language Instruction Educational Programs

SEAs reported information about the LIEPs offered by SEAs and subgrantees. The CSPR contains a list of LIEP options from which a state must select when completing the reporting form.<sup>10</sup> However, *Title III* subgrantees often considered many variables when designing and implementing LIEPs, making the individual programs hard to characterize by the CSPR definitions. In SYs 2012–13 and 2013–14, almost all the states offered instruction through both English-only programs and programs in English and another language. For SYs 2012–13 and 2013–14, Spanish was the most common language offered in LIEPs in which instruction was offered in English and another language. SEAs reported more than 30 languages and dialects other than English used in such LIEPs. Nine SEAs reported offering LIEP instruction in various American Indian and/or Alaska<sup>11</sup> languages.

## *Title III* Accountability and Annual Measurable Achievement Objectives

Under *Title III*, each SEA was required to establish performance targets, called annual measurable achievement objectives (AMAOs). All SEAs were required to report on subgrantees' ability to meet the following three AMAOs, as described in *Title III (ESEA, §3122(a)(3))*:

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

An SEA or subgrantee needed to meet all three AMAOs to be designated as “meeting *Title III* AMAOs.” Alabama’s was the only SEA that reported meeting all three AMAOs in both school years. Six SEAs (Alabama, Kentucky, Montana, Pennsylvania, West Virginia, and Wisconsin) reported meeting all three AMAOs in SY 2012–13, and five SEAs (Alabama, Indiana, Mississippi, New York, and Virginia) reported meeting all three AMAOs in SY 2013–14.

Under the *ESEA*, states were required to set targets for AMAOs as part of their Consolidated State Application and those targets had to be approved by the Department. The SEA-set targets (for percentage of students meeting objectives) for both AMAO 1 and AMAO 2 varied widely among the SEAs. Over the two-year period, targets for AMAO 1 ranged from 22–84 percent in SY 2012–13 and 22.5–87 percent in SY 2013–14. During the same period, targets for AMAO 2 ranged from 2.5–30.4 percent in SY 2012–13 and 2.5–36 percent in SY 2013–14.

In both SY 2012–13 and SY 2013–14, 28 SEAs reported meeting AMAO 1 (ELs making progress towards ELP). New York, Utah, and Mississippi reported the largest increases in the percentage of students making progress in learning English between SYs 2012–13 and 2013–14,

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<sup>10</sup> To access the CSPR from individual SEAs for both SYs 2012–13 and 2013–14, please visit <http://www2.ed.gov/admins/lead/account/consolidated/index.html>.

<sup>11</sup> American Indian and/or Alaska Native (AI/AN) is a term that, per Executive Order 13592, refers to “a member of an Indian tribe, as membership is defined by the tribe.”

with an average increase of 54 percentage points. Maine, Michigan, and Alabama had the largest decreases in the percentage of students making progress between SYs, falling by an average of 27 percentage points.

In SYs 2012–13 and 2013–14, the majority of SEAs reported meeting targets for the percentage of ELs attaining proficiency in English, per AMAO 2. New York, Arizona, and Mississippi reported the largest increases in the percentage of students attaining ELP between those school years, with an average increase of 18 percentage points. Utah, Maine, and Connecticut reported the largest decreases in the percentage of students attaining proficiency between the school years, with an average decrease of 28 percentage points.

In SYs 2012–13 and SY 2013–14, at least three-quarters of SEAs reported that fewer than 50 percent of ELs scored proficient or above on state reading/language arts assessments, or on state mathematics assessments (AMAO 3).

### **Monitored Former English Learners**

Between SYs 2004–05 and 2013–14, the number of monitored former English learners (MFELs) increased by more than 170 percent, from 380,894 to 1,029,235 students. In total, SEAs reported 1,304,794 MFELs in SY 2012–13 and 1,029,235 MFELs in SY 2013–14. MFELs tended to be geographically concentrated in the South and West.

In SY 2012–13, four SEAs reported that 95 percent or more of MFELs scored proficient or above on the state reading/language arts assessments; and eight SEAs reported that fewer than half of MFELs scored proficient or above on the state’s reading/language arts assessments. In SY 2013–14, two SEAs reported that 95 percent or more of MFELs scored proficient or above on the state reading/language arts assessments and 15 SEAs reported that less than 50 percent of MFELs scored proficient or above on statewide reading/language arts assessments.

Fifteen SEAs reported an increase in the percentage of MFELs scoring proficient or above in reading/language arts between SYs 2012–13 and 2013–14. Seven SEAs reported a more than 10-percentage-point decrease in the percentage of MFELs scoring proficient on the same assessment between SYs.

In SY 2012–13, three SEAs reported that 95 percent or more of MFELs scored proficient or above on the state mathematics assessment; and seven SEAs reported that 50 percent or less of their MFELs scored proficient or above in mathematics. In SY 2013–14, one SEA reported that 95 percent or more of MFELs scored proficient or above on the state mathematics assessments. Ten SEAs reported that less than 50 percent of ELs scored proficient or above on the state mathematics assessment that year. Three SEAs did not report mathematics results for MFEL in SY 2013–14.

Nineteen SEAs reported an increase in the percentage of MFELs scoring proficient or above in mathematics between SYs 2012–13 and 2013–14. Nine SEAs reported a more than 10-percentage-point decrease in the percentage of MFELs scoring proficient or above on the state mathematics assessment between SYs.

## **Educational Staff Working With English Learners**

In SY 2012–13, SEAs reported 319,941 certified or licensed teachers working in *Title III*-supported LIEPs. SEAs projected needing 75,925 additional certified or licensed teachers to work with ELs in five years (i.e., by SY 2017–18). In SY 2013–14, SEAs reported 347,942 certified or licensed teachers in *Title III*-supported LIEPs and estimated needing 82,556 additional certified or licensed teachers to work with ELs in five years (i.e., by SY 2018–19).

# 1. Introduction

*Title III* of the *Elementary and Secondary Education Act (ESEA)*<sup>12</sup> provides formula grants to state<sup>13</sup> educational agencies (SEAs) to help support the educational needs of students identified as English learners (ELs).<sup>14</sup> This chapter provides background information on the *Title III* formula grant and the purpose of the *Biennial Report* for school years (SYs) 2012–14. Subsequent chapters focus on SEA allocations (Chapter 2); a national overview of ELs and immigrant children and youth<sup>15</sup> (Chapter 3); language instruction educational programs (LIEPs) (Chapter 4); *Title III* accountability and annual measurable achievement objectives (AMAOs) (Chapter 5); monitored former ELs (MFELs) (Chapter 6); and educational staff working with ELs (Chapter 7). This report also presents detailed data tables in Appendix A and individual state profiles in Appendix B.

## **Title III Definition of an English Learner**

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

- A. who is aged 3 through 21;
- B. who is enrolled or preparing to enroll in an elementary school or secondary school;
- C.
  - i. who was not born in the United States or whose native language is a language other than English;<sup>16</sup>
  - ii. (I) who is a Native American or Alaska Native, or a native resident of the outlying areas;<sup>17</sup> and  
(II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
  - iii. who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- D. whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual—
  - i. the ability to meet the state's proficient level of achievement on state assessments described in §1111(b)(3) [of the *ESEA*];

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<sup>12</sup> Where this document refers to *ESEA*, it is referring to the reauthorization under the *No Child Left Behind Act of 2001 (NCLB)*, which was in effect in the years discussed in this report (SYs 2012–14).

<sup>13</sup> In the *ESEA* and in this report, the word “state” or “states” may be used to refer inclusively to the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico, all of which have state educational agencies, or SEAs.

<sup>14</sup> The *ESEA* (reauthorized under *NCLB*) uses the term “limited English proficient” to describe these children, while the education field generally uses the term “English learner” (EL).

<sup>15</sup> Within *Title III* of *ESEA*, (§3301(6)), “immigrant children and youth” are defined as “individuals who (1) are aged 3 through 21; (2) were not born in any State; and (3) have not been attending one or more schools in any one or more States for more than three full academic years.”

<sup>16</sup> In 2007–08, the Commonwealth of Puerto Rico (henceforth referred to as Puerto Rico) modified the methodology for reporting students in Puerto Rico from limited English proficiency to limited Spanish proficiency, as instruction in Puerto Rico schools is in Spanish. Thus, *Title III* data overwhelmingly reflect students learning English, but always reflect students needing to achieve proficiency in the prevailing language while also mastering academic content in that language. During the years discussed in this report (SYs 2012–14), Puerto Rico served limited Spanish proficient students in *Title III*-supported LIEPs. All references to Puerto Rico in the text refer to limited Spanish proficient students, even if the discussion refers to ELs.

<sup>17</sup> American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, and the U.S. Virgin Islands.

- ii. the ability to successfully achieve in classrooms where the language of instruction is English; or
- iii. the opportunity to participate fully in society.”

## Data Limitations and Reporting

Unless specifically noted otherwise, this report contains self-reported data from the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico (henceforth referred to as Puerto Rico) related to the education of ELs for SYs 2012–13 and 2013–14. SEAs submitted these data through an annual Consolidated State Performance Report (CSPR). Many SEAs changed data and information management systems during the period covered by this report. If needed, SEAs could update annual data in *EDFacts*, the U.S. Department of Education’s (the Department’s) initiative to centralize state performance data. Because of this, the CSPR may not reflect these updates, or contain the most current information; thus, the data should be regarded as a snapshot of SEA data as of a particular date.<sup>18</sup>

Not all SEAs provided data for each of the requested areas. SEAs were granted an opportunity to explain the lack of data and provided a variety of explanations. In some cases, they provided an explanation for not providing data or indicated that they discussed data reporting challenges with the Department. The report identifies the number of SEAs providing data for each CSPR element; it specifies “no data available” when an SEA provided no information and lists a “0” (zero) to signify that an SEA does not have any students in a given category.

Lastly, in this report, year-to-year comparisons of percentages have been calculated and presented as differences in percentage points. Year-to-year comparisons of raw numbers have been calculated and presented either as percentage change over time or as a simple difference in numbers.

## Report Objectives and Design

This *Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2012–14* is the sixth report<sup>19</sup> of SEAs’ self-reported data about ELs served by *Title III* formula funds. This report is intended for members of Congress but made available for public use. To ensure that the data are clear and useful, all sources of data appear in citations and in the reference list. The report includes data summaries on the following:

- 1) State distribution and allocations of *Title III* funds to SEAs and subgrantees
- 2) Number and percentage of ELs identified and receiving services in *Title III*-supported LIEPs
- 3) Languages most commonly spoken by ELs
- 4) Number of immigrant children and youth enrolled in and participating in *Title III*-supported educational programs
- 5) Types of LIEPs used by local educational agencies (LEAs) or eligible entities

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<sup>18</sup> The data presented in this report are those submitted by the SEAs as of August 7, 2015. SEAs have the option of updating the data submitted. Thus, the data may not reflect the final numbers submitted by the SEAs.

<sup>19</sup> Prior versions of *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program* are available at <https://www2.ed.gov/about/offices/list/oela/resources.html>.

- 6) SEA and subgrantee progress towards meeting the required goals, under *Title III of ESEA*, for ELs' progress in learning English, attaining English language proficiency (ELP), and making annual yearly progress (AYP)
- 7) Number of ELs who have met the criteria for exiting the EL subgroup (as defined by the SEA), and transitioned into classrooms with no EL services, who are being monitored for two years after exiting the subgroup
- 8) Overview of the number of certified or licensed teachers working with ELs in *Title III*-supported LIEPs and the projected need for additional staff in the succeeding five fiscal years.

## 2. Title III State Allocations

### Key Findings

- In SY 2012–13, the Department provided SEAs \$675,893,574 in *Title III* funds and in SY 2013–14, provided \$640,278,755, a decrease of 5.3 percent.
- California, Texas, Florida, and New York (the states with the largest numbers of ELs) had a decrease in *Title III* funding from SY 2012–13 to SY 2013–14.
- The District of Columbia, North Dakota, and South Dakota all have EL populations of less than 7,000 and saw increases of greater than 10 percent in *Title III* funding from SY 2012–13 to SY 2013–14.

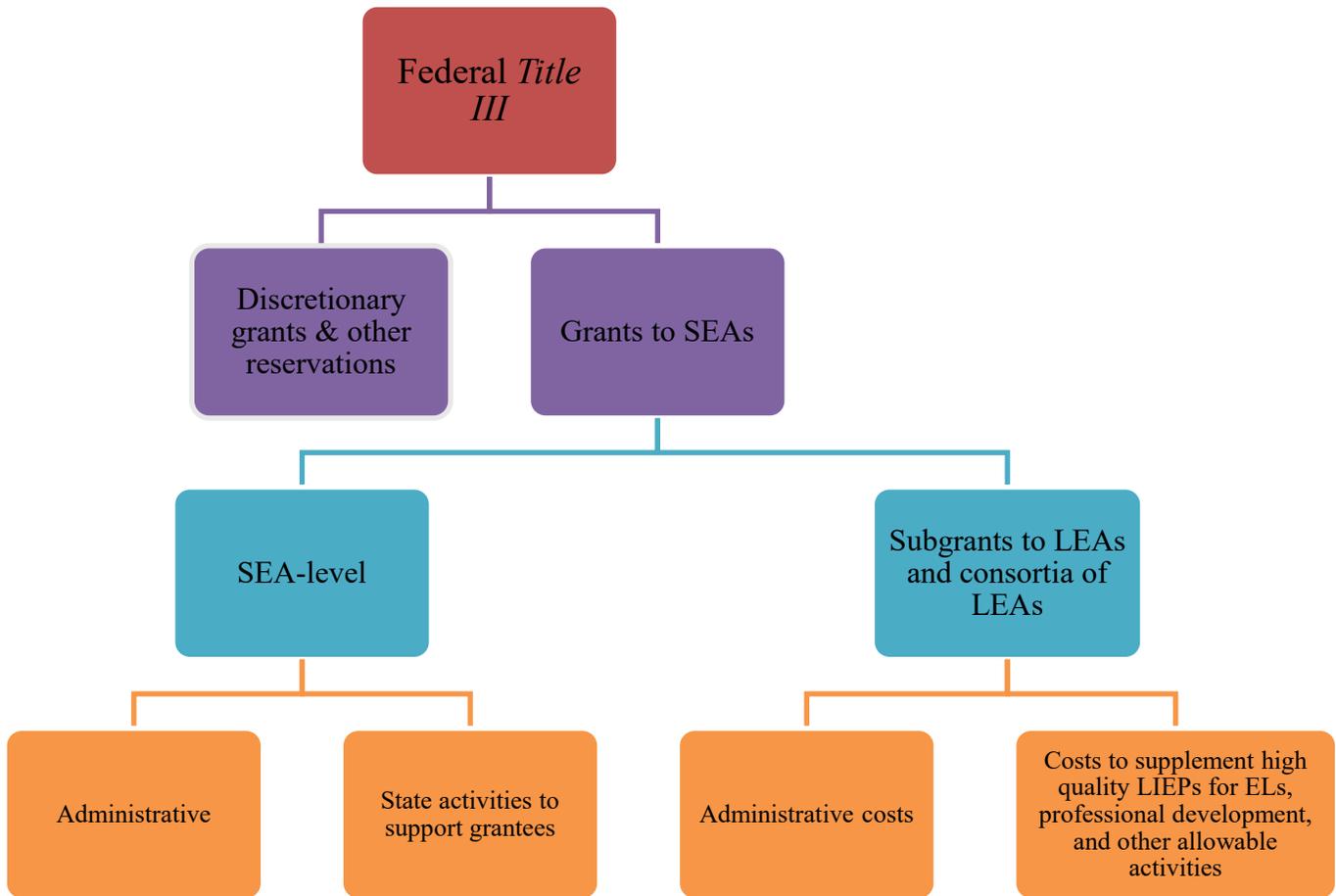
This chapter discusses how the Department distributes *Title III* funds, per the *ESEA*,<sup>20</sup> and enforces the requirements for SEAs to receive those funds. Figure 1 shows the process for distributing *Title III* funds to SEAs and subgrantees.

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

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<sup>20</sup> Where this document refers to *ESEA*, it is referring to the reauthorization of the *Elementary and Secondary Education Act* under *NCLB*, which was in effect in the years 2012–14.

**Figure 1. Process for Distributing *Title III* Funds to SEAs and Subgrantees**



**Source:** *ESEA* §3111, §3115. Retrieved from <http://www2.ed.gov/policy/elsec/leg/esea02/index.html>.

*ESEA* §3111(c)(3)(B) requires a minimum grant allotment to an SEA of \$500,000. Each SEA may reserve up to 5 percent of its allotment for state activities, including professional development of teachers and staff; planning, evaluation, and interagency coordination related to subgrant activities; technical assistance to subgrantees; and recognition of those subgrantees that exceed their *Title III* annual measurable achievement objectives (AMAOs). Each SEA may use up to 60 percent of the amount reserved for state activities or \$175,000, whichever is greater, for the administrative costs of carrying out *Title III*. Additionally, the *ESEA* requires that each SEA reserve up to 15 percent of its allotment to award subgrants to LEAs with significant increases in school enrollment of immigrant children and youth. SEAs then allocate *Title III* funds as subgrants to one or more LEAs or consortia of LEAs, (herein referred to as subgrantees), based on the number of ELs the subgrantees serve. Section 3115(g) of *Title III* of the *ESEA* also provides as follows:

SUPPLEMENT NOT SUPPLANT – Federal funds made available under this subpart shall be used so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended

for programs for limited English proficient children and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.<sup>21</sup>

### Requirements for Receiving *Title III* Funds

To be eligible to receive *Title III* funds, the SEAs were required to submit consolidated state applications to the Department. Within its plan, an SEA must have done the following, as described in *ESEA* §3113(b):

- “Describe the process that the [SEA] will use in making subgrants to eligible entities under section 3114(d)(1);
- Describe how the [SEA] will establish standards and objectives for raising the level of English proficiency that are derived from the four recognized domains of speaking, listening, reading, and writing, and that are aligned with achievement of the challenging State content and student achievement standards described in section 1111(b)(1); . . .
- Describe how the [SEA] will coordinate its programs and activities under this subpart with its other programs and activities under this Act and other Acts, as appropriate;
- Describe how the [SEA] will hold [subgrantees], eligible entities, elementary schools, and secondary schools accountable for meeting all [AMAOs] described in section 3122; making adequate yearly progress [(AYP) for ELs], as described in section 1111(b)(2)(B); and achieving the purposes of [*Title III* Part A]; and
- Describe how eligible entities in the State will be given the flexibility to teach [ELs] using a language instruction curriculum that is tied to scientifically based research on teaching [ELs] and that has been demonstrated to be effective; and in the manner the eligible entities determine to be the most effective.”

Table 1 lists *Title III* funds allocated to each SEA in SYs 2012–13 and 2013–14. In SY 2012–13/fiscal year (FY) 2012,<sup>22</sup> the Department provided SEAs \$675,893,574 in *Title III* formula funds; in SY 2013–14/FY 2013 it provided \$640,278,755, a decrease of 5.3 percent. These amounts represent 92.3 percent of the full *Title III* appropriation.<sup>23</sup>

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<sup>21</sup> *Title I*, Part A, of the *ESEA* (hereafter “*Title I*”) includes a similar “supplement not supplant” provision in section 1120A(b). The “supplement not supplant” provision in *Title I* prohibits the supplanting of non-federal funds. A significant distinction between the “supplement not supplant” provision in *Title III* and the “supplement not supplant” provision in *Title I* is that the *Title III* provision prohibits supplanting of federal, as well as state and local, funds, whereas the *Title I* provision prohibits only the supplanting of state and local funds.

<sup>22</sup> The federal government’s fiscal year (FY) begins on Oct. 1 and ends on Sept. 30 and is designated by the calendar year in which it ends. For example, FY 2012 began on Oct. 1, 2011, and ended on Sept. 30, 2012. Therefore, the federal government allocated *Title III* formula funding for SY 2012–13 with FY 2012 funds.

<sup>23</sup> The remaining 7.7 percent of funds include non-SEA allocations, set-asides for Native Americans/Alaska Natives, and funds to U.S. territories other than Puerto Rico—American Samoa, Guam, Northern Mariana Islands, and the Virgin Islands—that are not included in this report.

In general, increases or decreases in *Title III* funding were consistent with the increases or decreases in numbers of ELs reported by the SEAs. However, changes in *Title III* funding did not always mirror changes in the number of ELs reported by SEAs, because funding is not based on numbers reported in the CSPR, but on two categories of youth identified by the ACS: individuals between the ages of 5 and 21, identified as “not speaking English ‘very well’” (the basis of 80 percent of funds provided) and number of immigrant children and youth (the basis of 20 percent of funds provided).

**Table 1. Title III Funding for English Learners, by SEA: SYs 2012–13 and 2013–14**

SEA	SY 2012–13 FY 2012 Funding (\$)	SY 2013–14 FY 2013 Funding (\$)	Difference Between SYs (\$)	Percentage Change Between SYs
<b>Total</b>	<b>675,893,574</b>	<b>640,278,755</b>	<b>-35,614,819</b>	<b>-5.3%</b>
Alabama	3,881,821	3,668,990	-212,831	-5.5%
Alaska	1,056,803	1,055,254	-1,549	-0.1%
Arizona	18,302,619	15,353,660	-2,948,959	-16.1%
Arkansas	3,112,455	3,100,490	-11,965	-0.4%
California	161,603,338	149,275,528	-12,327,810	-7.6%
Colorado	9,901,318	8,662,453	-1,238,865	-12.5%
Connecticut	5,765,202	5,675,600	-89,602	-1.6%
Delaware	1,230,843	1,198,888	-31,955	-2.6%
District of Columbia	778,577	894,422	115,845	14.9%
Florida	43,010,932	40,731,151	-2,279,781	-5.3%
Georgia	15,210,575	13,804,706	-1,405,869	-9.2%
Hawaii	3,498,901	3,401,955	-96,946	-2.8%
Idaho	1,947,808	1,811,976	-135,832	-7.0%
Illinois	28,373,428	26,785,656	-1,587,772	-5.6%
Indiana	8,309,518	8,194,058	-115,460	-1.4%
Iowa	3,215,751	3,287,897	72,146	2.2%
Kansas	4,095,020	4,080,009	-15,011	-0.4%
Kentucky	3,712,059	3,566,720	-145,339	-3.9%
Louisiana	3,057,371	2,985,559	-71,812	-2.3%
Maine	720,004	694,652	-25,352	-3.5%
Maryland	10,000,845	9,244,199	-756,646	-7.6%
Massachusetts	13,035,143	12,565,724	-469,419	-3.6%
Michigan	10,570,367	10,181,861	-388,506	-3.7%
Minnesota	8,589,712	8,067,768	-521,944	-6.1%
Mississippi	1,642,315	1,574,363	-67,952	-4.1%
Missouri	5,065,989	4,986,513	-79,476	-1.6%
Montana	510,659	529,153	18,494	3.6%
Nebraska	2,667,028	2,694,994	27,966	1.0%
Nevada	8,798,885	8,049,344	-749,541	-8.5%
New Hampshire	930,829	962,685	31,856	3.4%
New Jersey	21,706,023	20,523,604	-1,182,419	-5.4%

SEA	SY 2012–13 FY 2012 Funding (\$)	SY 2013–14 FY 2013 Funding (\$)	Difference Between SYs (\$)	Percentage Change Between SYs
New Mexico	4,047,474	4,008,702	-38,772	-1.0%
New York	55,532,684	55,430,243	-102,441	-0.2%
North Carolina	15,381,023	13,579,978	-1,801,045	-11.7%
North Dakota	507,000	571,329	64,329	12.7%
Ohio	9,599,078	9,419,188	-179,890	-1.9%
Oklahoma	4,499,197	4,585,264	86,067	1.9%
Oregon	7,668,179	7,379,132	-289,047	-3.8%
Pennsylvania	14,209,092	13,714,946	-494,146	-3.5%
Puerto Rico	3,379,468	3,201,394	-178,074	-5.3%
Rhode Island	2,437,015	2,296,048	-140,967	-5.8%
South Carolina	4,468,526	3,885,831	-582,695	-13.0%
South Dakota	738,386	853,290	114,904	15.6%
Tennessee	5,669,671	5,051,144	-618,527	-10.9%
Texas	101,415,375	98,363,705	-3,051,670	-3.0%
Utah	4,813,381	4,203,597	-609,784	-12.7%
Vermont	504,288	500,000	-4,288	-0.9%
Virginia	11,624,874	11,431,525	-193,349	-1.7%
Washington	17,374,274	16,399,053	-975,221	-5.6%
West Virginia	610,453	653,047	42,594	7.0%
Wisconsin	6,611,998	6,641,507	29,509	0.4%
Wyoming	500,000	500,000	0	0.0%
<b>Total</b>	<b>675,893,574</b>	<b>640,278,755</b>	<b>-35,614,819</b>	<b>-5.3%</b>

Note: Funding was not based on numbers reported by SEAs in the CSPR, but on two categories of youth identified by the ACS: individuals between the ages of 5 and 21, identified as “not speaking English ‘very well’” (the basis of 80 percent of funds provided) and number of immigrant children and youth (the basis of 20 percent of funds provided). In Puerto Rico, limited Spanish proficient students are identified and receive services in *Title III*-supported LIEPs.

Source: U.S. Department of Education, Budget Service, 2014. Retrieved from <http://www2.ed.gov/about/overview/budget/history/index.html>

South Dakota experienced a 15.6 percent increase in *Title III* funding—the largest increase of any SEA—between SYs 2012–13 and 2013–14. Other SEAs with increases in *Title III* funding over 5 percent between the two school years include the District of Columbia (14.9 percent), North Dakota (12.7 percent), and West Virginia (7 percent). *Title III* funding decreased more than 10 percent in six SEAs: Tennessee (10.9 percent), North Carolina (11.7 percent), Colorado (12.5 percent), Utah (12.7 percent), South Carolina (13 percent), and Arizona (16.1 percent).

### 3. National Overview of English Learners

#### Key Findings

- In both SYs 2012–13 and 2013–14, public schools in the states enrolled 4.9 million ELs, 93 percent of whom received services in *Title III*-supported LIEPs.
- Between SYs 2002–03 and 2013–14, the EL population in the states increased by 13.6 percent; the number receiving services in *Title III*-supported LIEPs increased by nearly 25 percent (24.8 percent).
- In SYs 2012–13 and 2013–14, Spanish, Vietnamese, Chinese, Arabic, and Haitian Creole ranked as the top five languages among ELs nationwide.
- All SEAs, except Alaska, Hawaii, Maine, Montana, and Vermont, reported Spanish as the most common language among ELs in SYs 2012–13 and 2013–14. The most common language spoken by limited Spanish proficient students in Puerto Rico was Haitian Creole in SY 2012–13 and Chinese in SY 2013–14.
- Forty-eight different languages were represented among the individual states' top five most-commonly-spoken languages, indicating that ELs are linguistically and culturally diverse.

This chapter provides an overview of selected characteristics of ELs across the states.<sup>24</sup> The data include (1) the number and percentage of ELs identified and receiving services in LIEPs supported by *Title III* of the *ESEA*,<sup>25,26</sup> and (2) the top five languages most commonly spoken by ELs. The chapter also includes data about the number of immigrant children and youth participating in *Title III*-supported educational programs. Using the CSPR, SEAs reported data about the education of ELs for SYs 2012–13 and 2013–14.

#### Number and Percentage of ELs Identified and Receiving Services in *Title III*-Supported LIEPs

SEAs reported over 4.9 million identified ELs in schools in the states in SY 2013–14; of those, 92 percent (4.5 million) received services in *Title III*-supported LIEPs. Figure 2 shows that between SYs 2002–03<sup>27</sup> and 2013–14, the total number of identified ELs increased from 4,340,006 to 4,931,996 (13.6 percent). Total EL enrollment has had an average increase of 1.2

<sup>24</sup> In Puerto Rico, limited Spanish proficient students receive services in *Title III*-supported LIEPs.

<sup>25</sup> Where this document refers to *Title III* or the *ESEA*, it is referring to the reauthorization of the *ESEA* under *NCLB*, which was in effect in the years 2012–14.

<sup>26</sup> To identify ELs, most states provide a home language survey (HLS) to parents or guardians that helps schools and LEAs identify which students are potential ELs and who will require assessment of their ELP to determine whether they are eligible for services in *Title III*-supported LIEPs. If the results of a valid and reliable assessment show that a student is an EL, that student must receive language services and may receive supplemental services funded by *Title III*. Under *ESEA* §3302(a)(8), parents have the right to have their children removed from *Title III*-supported LIEPs.

<sup>27</sup> The Department has collected EL/*Title III* data for biennial reports to Congress since SY 2002–03. Prior to the 2001 reauthorization of *ESEA*, states receiving *Title VII* grants from the Department were required to respond to an annual survey (“Survey of the States’ Limited English Proficient Students and Available Education Program and Services”) on the number of ELs enrolled in K–12 education.

percent per year since SY 2002–03, with the EL enrollment peaking in SY 2013–14. Between SYs 2012–13 and 2013–14, total EL enrollment increased 1.6 percent. In comparison, over the last 12 school years, total K–12 student enrollments in the states grew 3.6 percent (increasing from 48,779,588 K–12 students in SY 2002–03 to 50,527,461 in SY 2013–14).<sup>28</sup>

The number of ELs receiving services in *Title III*-supported LIEP services increased an average of 2.1 percent per year since SY 2002–03, with increases in all school years except 2012–13. As shown in Figure 2, from SY 2002–03 to SY 2013–14, the number of ELs receiving services in *Title III*-supported LIEPs increased from 3,639,219 to 4,541,056 (24.8 percent). An average of 92.9 percent of ELs received services in *Title III*-supported LIEPs each year since SY 2002–03. SY 2004–05 had the highest percentage of ELs receiving services in *Title III*-supported LIEPs at 97.4 percent, while SY 2010–11 had the lowest percentage at 87.6 percent.

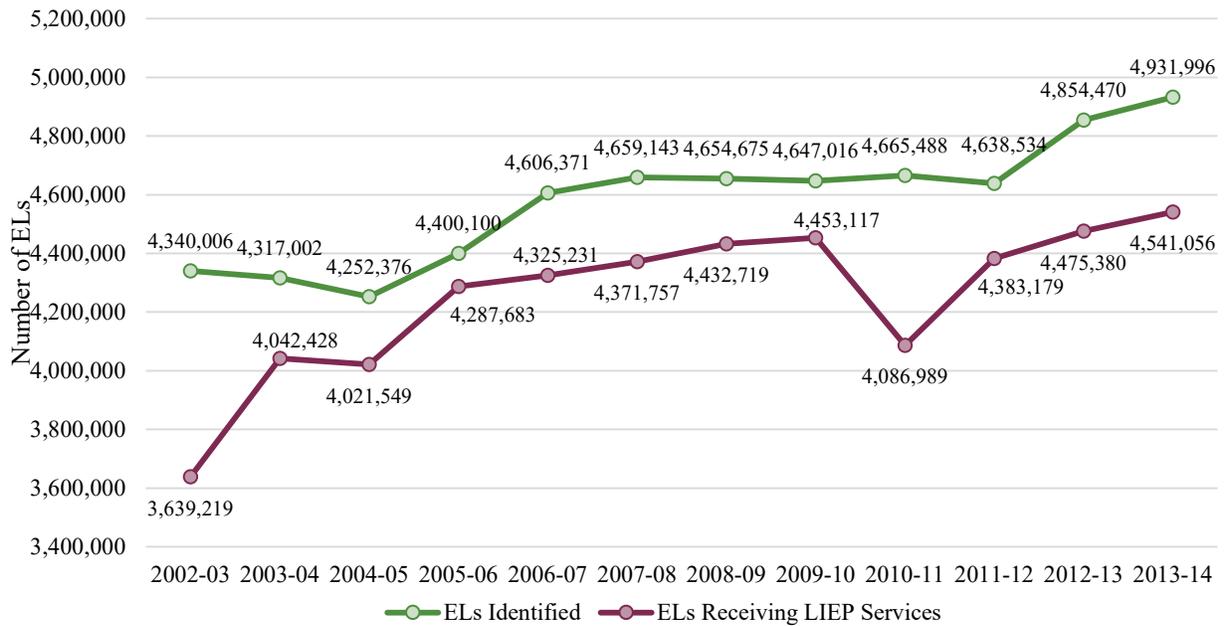
In SY 2012–13, the SEAs reported 4,854,470 students identified as ELs; of those, 92.2 percent received services in *Title III*-supported LIEPs (see Table 2). In SY 2013–14, 92.1 percent of 4,931,996 ELs received services in *Title III*-supported LIEPs, a decrease of 0.1 percentage points from SY 2012–13. Iowa, Kentucky, and Puerto Rico were the only SEAs that reported 100 percent of ELs receiving services in *Title III*-supported LIEPs in SY 2012–13. In SY 2013–14, in Hawaii, Iowa, Kentucky, and Puerto Rico, 100 percent of ELs received services in *Title III*-supported LIEPs; that year, Nevada reported more students receiving services in *Title III*-supported LIEPs than the total number of identified ELs in the state.

For SY 2012–13, 34 SEAs reported serving 90 percent or more of their ELs with *Title III* funds. Ten SEAs (Arizona, Kansas, Maine, Mississippi, Montana, New York, Rhode Island, South Dakota, Vermont, and Wyoming) reported serving less than 80 percent of ELs with *Title III* funds. For SY 2013–14, 31 SEAs reported serving 90 percent or more of identified ELs with *Title III* funds. Seven SEAs (Kansas, Mississippi, New Mexico, New York, South Dakota, Vermont, and Wyoming) reported serving less than 80 percent of identified ELs with *Title III* funds.

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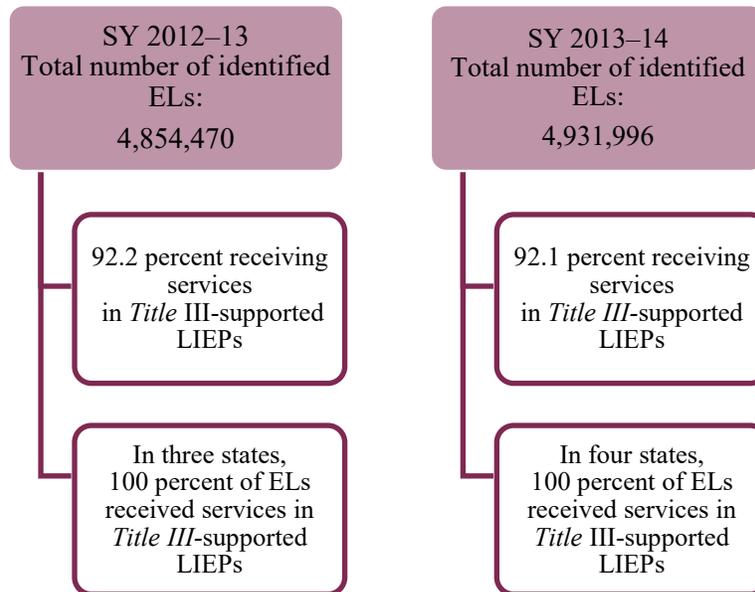
<sup>28</sup> Total student enrollment retrieved from National Center for Education Statistics, Common Core of Data Build-Your-Own-Table application, <http://nces.ed.gov/ccd/elsi/>.

**Figure 2. Total Numbers of Identified ELs and ELs Receiving Services in *Title III*-Supported LIEPs: SYs 2002–03 Through 2013–14**



Source: CSPR, SYs 2012–13 and 2013–14.

**Figure 3. ELs Identified and Receiving Services in *Title III*-Supported LIEPs for SYs 2012–13 and 2013–14**



Source: CSPR, SYs 2012–13 and 2013–14.

**Table 2. Numbers of Identified ELs and ELs Receiving Services in *Title III*-Supported LIEPs, by SEA Reporting: SYs 2012–13 and 2013–14**

SEA	SY 2012–13			SY 2013–14			Difference between SYs	
	Identified	Receiving Services	% Receiving Services	Identified	Receiving Services	% Receiving Services	Identified	Receiving Services
<b>Total</b>	4,854,470	4,475,380	92.2%	4,931,996	4,541,056	92.1%	77,526	65,676
Alabama	19,749	17,463	88.4%	20,165	17,755	88.0%	416	292
Alaska	16,397	15,187	92.6%	16,496	14,958	90.7%	99	-229
Arizona	91,382	71,801	78.6%	90,869	79,913	87.9%	-513	8,112
Arkansas	34,482	31,411	91.1%	35,476	32,062	90.4%	994	651
California	1,521,772	1,469,973	96.6%	1,508,323	1,452,139	96.3%	-13,449	-17,834
Colorado	114,415	114,254	99.9%	118,316	118,139	99.9%	3,901	3,885
Connecticut	31,698	30,284	95.5%	32,556	30,921	95.0%	858	637
Delaware	7,503	7,161	95.4%	8,356	7,861	94.1%	853	700
District of Columbia	6,724	5,546	82.5%	5,934	5,608	94.5%	-790	62
Florida	277,802	245,431	88.3%	284,802	240,727	84.5%	7,000	-4,704
Georgia	94,034	90,521	96.3%	98,603	98,553	99.9%	4,569	8,032
Hawaii	19,262	18,969	98.5%	16,553	16,553	100.0%	-2,709	-2,416
Idaho	18,365	16,734	91.1%	13,680	12,208	89.2%	-4,685	-4,516
Illinois	190,172	175,714	92.4%	186,645	171,288	91.8%	-3,526	-4,426
Indiana	52,183	50,054	95.9%	55,986	53,437	95.4%	3,803	3,383
Iowa	23,923	23,923	100%	25,978	25,978	100%	2,055	2,055
Kansas	49,394	37,385	75.7%	51,670	39,381	76.2%	2,276	1,996
Kentucky	20,224	20,224	100.0%	22,517	22,517	100.0%	2,293	2,293
Louisiana	15,493	14,671	94.7%	17,483	16,446	94.1%	1,990	1,775
Maine	5,464	4351	79.6%	5,471	4,642	84.8%	7	291
Maryland	59,972	59,946	100.0%	61,827	61,801	100.0%	1,855	1,855
Massachusetts	71,066	65,509	92.2%	73,662	68,635	93.2%	2,596	3,126
Michigan	80,958	74,473	92.0%	88,359	84,505	95.6%	7,401	10,032
Minnesota	70,436	63,747	90.5%	73,858	67,340	91.2%	3,422	3,593
Mississippi	7,739	6,065	78.4%	8,529	6,633	77.8%	790	568
Missouri	27,071	22,476	83.0%	27,793	22,890	82.4%	722	414
Montana	3,750	1,854	49.4%	3,443	2,933 <sup>a</sup>	85.2%	-307	1,079
Nebraska	18,500	18,390	99.4%	19,235	19,104	99.3%	735	714
Nevada	77,559	69,865	90.1%	69,969 <sup>b</sup>	71,632	102.4%	-7,590	1,767
New Hampshire	4,372	3,709	84.8%	4,217	3,579	84.9%	-155	-130
New Jersey	61,631	60,249	97.8%	68,396	66,463	97.2%	6,765	6,214
New Mexico	59,071	54,859	92.9%	57,342	45,251	78.9%	-1,729	-9,608
New York	237,499	71,313	30.0% <sup>c</sup>	241,138	75,158	31.2% <sup>c</sup>	3,639	3,845
North Carolina	102,311	101,143	98.9%	102,406	100,239	97.9%	95	-904
North Dakota	3,275	3145	96.0%	3,336	2,906	87.1%	61	-239

SEA	SY 2012–13			SY 2013–14			Difference between SYs	
	Identified	Receiving Services	% Receiving Services	Identified	Receiving Services	% Receiving Services	Identified	Receiving Services
Ohio	45,269	43,149	95.3%	50,414	48,329	95.9%	5,145	5,180
Oklahoma	43,657	39,435	90.3%	44,720	40,314	90.1%	1,063	879
Oregon	56,770	54,005	95.1%	57,376	54,791	95.5%	606	786
Pennsylvania	52,054	49,859	95.8%	48,446	45,083	93.1%	-3,608	-4,776
Puerto Rico	2,943	2,943	100.0%	2,007	2,007	100.0%	-936	-936
Rhode Island	8,832	6,037	68.4%	9,252	9,071	98.0%	420	3,034
South Carolina	38,101	38,040	99.8%	43,080	42,441	98.5%	4,979	4,401
South Dakota	5,248	3,956	75.4%	5,115	4,088	79.9%	-133	132
Tennessee	32,250	31,762	98.5%	35,145	33,301	94.8%	2,895	1,539
Texas	773,732	771,939	99.8%	809,582	807,374	99.7%	35,850	35,435
Utah	39,238	38,476	98.1%	38,710	37,652	97.3%	-528	-824
Vermont	1,605	1,235	76.9%	1,614	1,244	77.1%	9	9
Virginia	99,897	99,690	99.8%	102,815	93,603	91.0%	2,918	-6,087
Washington	107,307	106,221	99.0%	112,302	110,945	98.8%	4,995	4,724
West Virginia	2,416	2,240	92.7%	2,911	2,889	99.2%	495	649
Wisconsin	46,707	46,514	99.6%	45,771	45,497	99.4%	-936	-1,017
Wyoming	2,796	2,089	74.7%	3,346	2,272	67.9%	550	183
<b>Total</b>	<b>4,854,470</b>	<b>4,475,380</b>	<b>92.2%</b>	<b>4,931,996</b>	<b>4,541,056</b>	<b>92.1%</b>	<b>77,526</b>	<b>65,676</b>

<sup>a</sup>Montana reported: “The method of collection for the Title III data was changed in 2013–2014 to more closely reflect the actual number of students in a Title III language instruction educational program.”

<sup>b</sup>Nevada reported: “Discrepancy due to field test flexibility. Data are correct.”

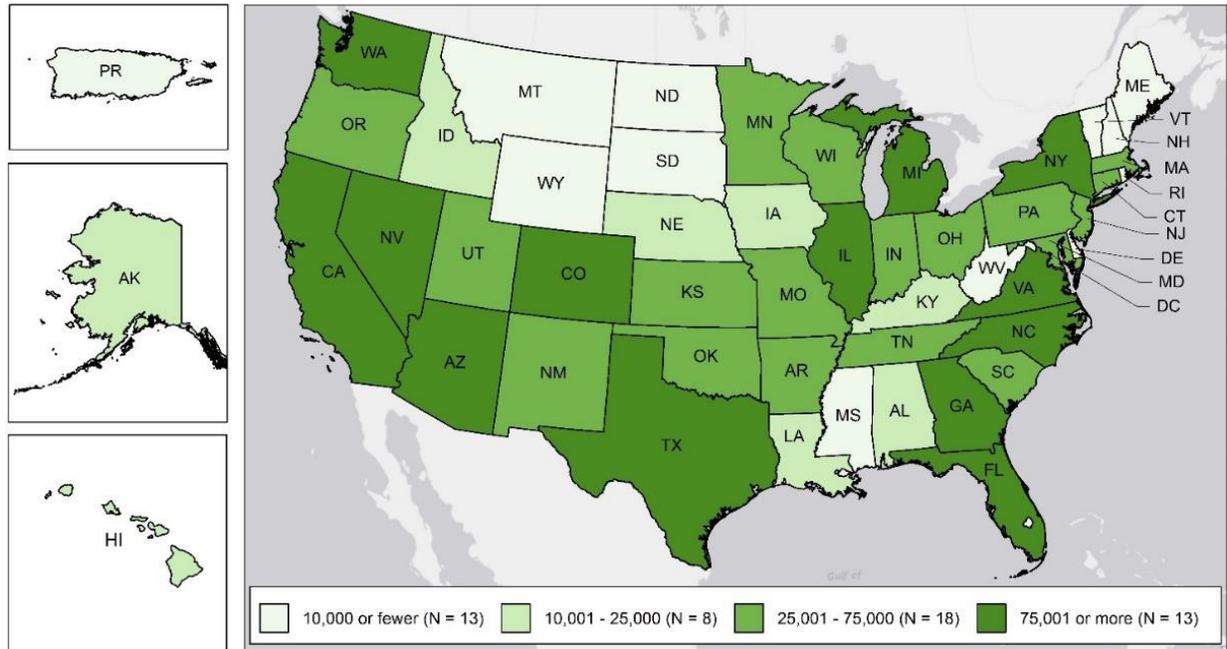
<sup>c</sup>New York did not provide a comment explaining the 30 percent (2012–13) or 31.2 percent (2013–14) rates of ELs receiving services.

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

**Source:** CSPR, SYs 2012–13 and 2013–14.

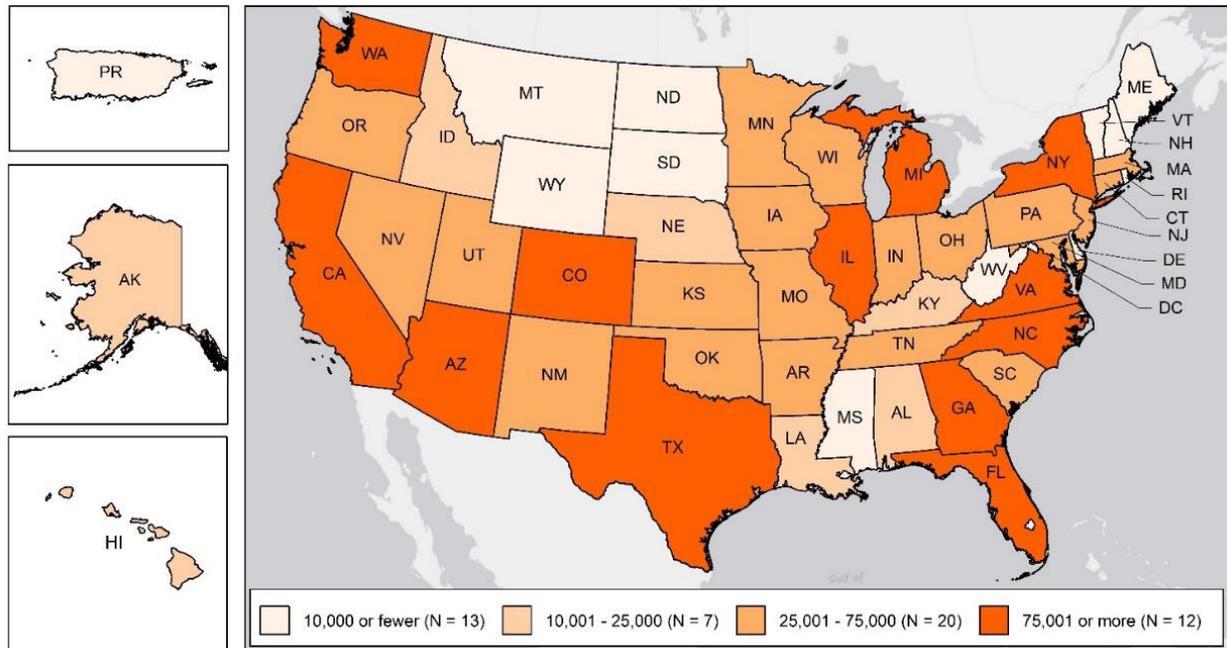
Figures 4 through 7 categorize states by the overall number of identified ELs and *Title III*-served ELs in SYs 2012–13 and 2013–14. There were 13 states with more than 75,000 ELs in both SYs 2012–13 and 2013–14. In rank order the states reporting the highest number of ELs were California, Texas, Florida, New York, Illinois, Colorado, Washington, and North Carolina, all reporting over 100,000 identified ELs in both SYs. Thirteen states in both SYs had fewer than 10,000 ELs each: Delaware, the District of Columbia, Maine, Mississippi, Montana, New Hampshire, North Dakota, Puerto Rico, Rhode Island, South Dakota, Vermont, West Virginia, and Wyoming.

**Figure 4. Number of Identified ELs, by SEA Reporting: 2012–13**



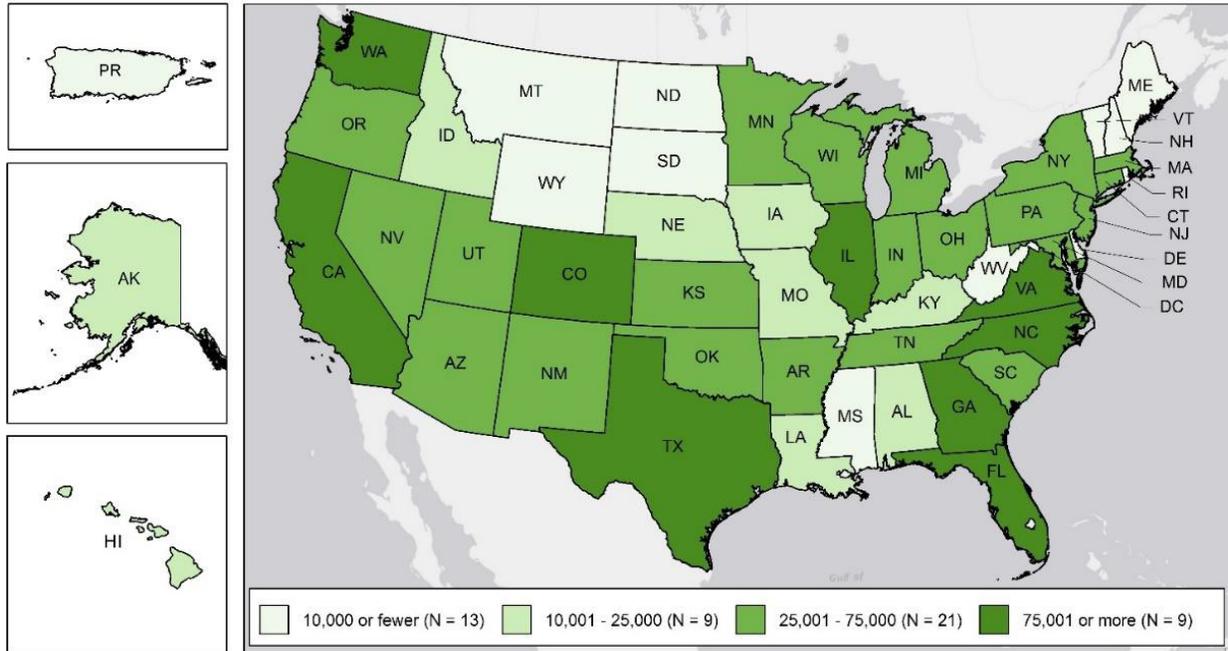
**Note:** Puerto Rico identifies limited Spanish proficient students.  
**Source:** CSPR, SY 2012–13.

**Figure 5. Number of Identified ELs, by SEA Reporting: 2013–14**



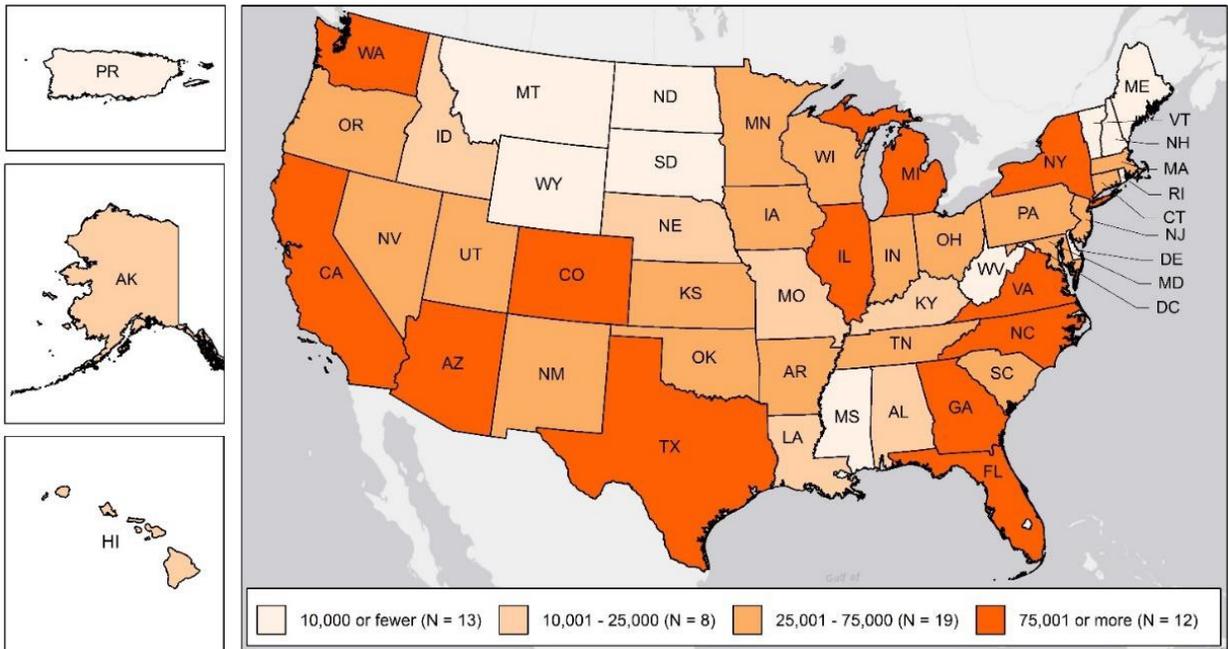
**Note:** Puerto Rico identifies limited Spanish proficient students.  
**Source:** CSPR, SY 2013–14.

**Figure 6. Number ELs Served in *Title III*-Supported LIEPs, by SEA Reporting: SY 2012–13**



**Note:** In Puerto Rico, limited Spanish proficient students receive services in *Title III*-supported LIEPs.  
**Source:** CSPR, SY 2012–13.

**Figure 7. Number of ELs Served in *Title III*-Supported LIEPs, by SEA Reporting: SY 2013–14**



**Note:** In Puerto Rico, limited Spanish proficient students receive services in *Title III*-supported LIEPs.  
**Source:** CSPR, SY 2013–14.

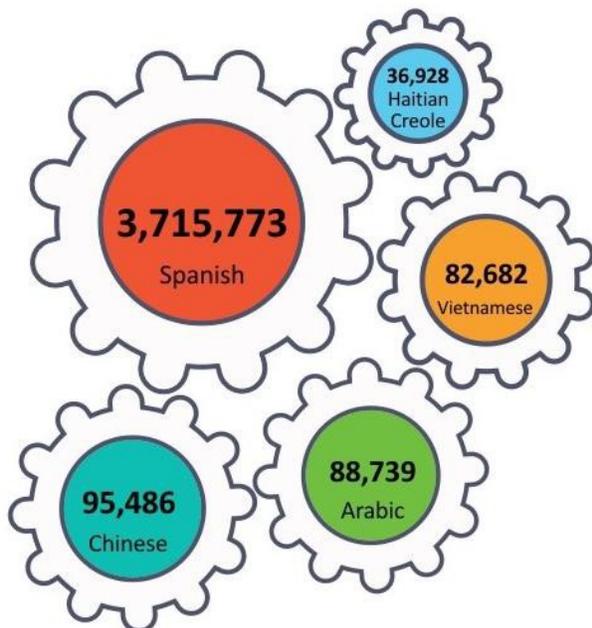
## Languages Most Commonly Spoken by ELs

Each SEA reported the five most-commonly-spoken languages, apart from English, among K–12 ELs. In SY 2012–13, there were 48 different languages represented among the individual states’ top five most-commonly-spoken languages, and in SY 2013–14, there were 44 different languages represented among the individual states’ top five most-commonly-spoken languages.<sup>29</sup>

In both SYs 2012–13 and 2013–14, Spanish ranked as the top language spoken among ELs nationwide (see Figures 8 and 9). In SY 2012–13, Haitian Creole replaced Hmong as the fifth most common language among reported top-five languages (see Figure 8). Between SY 2006–07 and SY 2013–14, the number of ELs reported as speaking Haitian Creole grew by 23 percent from 28,819 ELs in SY 2006–07 to 35,467 ELs in SY 2013–14. Additionally, in SY 2013–14, there were shifts in the ranking of languages spoken by ELs (see Figure 9).

Between SYs 2012–13 and 2013–14, Arabic replaced Chinese as the second most common language. Chinese became the third most commonly spoken language. Since 2006, the number of Arabic-speaking ELs has increased by 157 percent from 39,040 ELs in SY 2006–2007 to 100,461 in SY 2013–14.

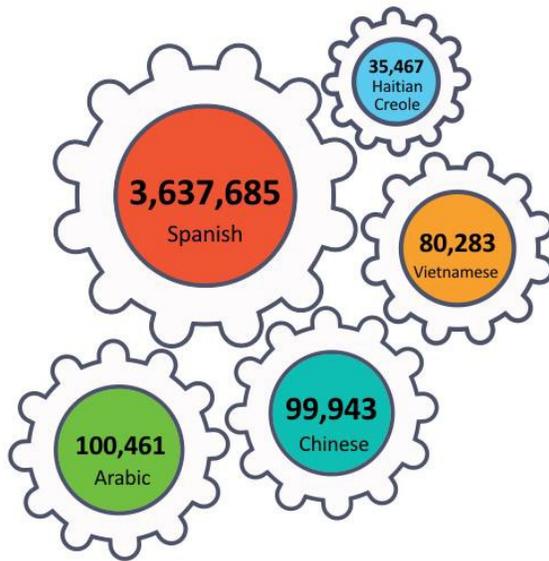
**Figure 8. Five Most Common Native Languages Spoken Among ELs: SY 2012–13**



Source: CSPR, SY 2012–13.

<sup>29</sup> In both years, SEAs reported these additional categories: undetermined; reserved for local use; uncoded languages; and no linguistic content, not applicable.

**Figure 9. Five Most Common Native Languages Spoken Among ELs: SY 2013–14**

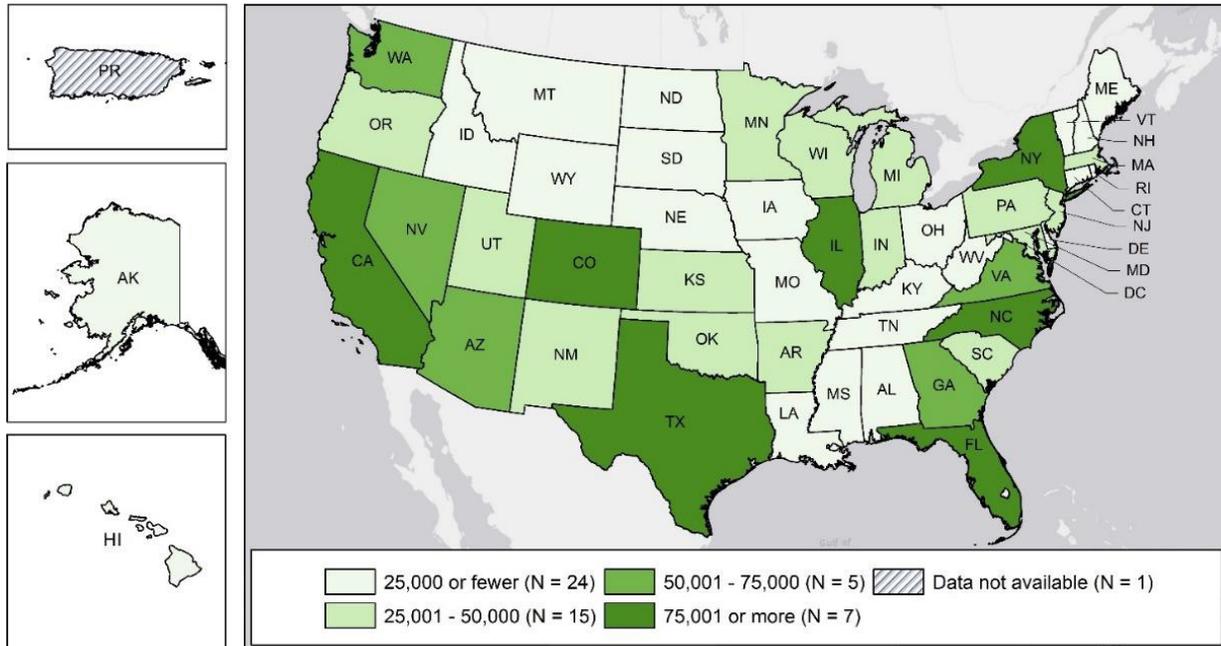


Source: CSPR, SY 2013–14.

**Spanish.** All but five SEAs<sup>30</sup> reported Spanish as the most common language among ELs in both years. Figures 10 and 11 present the number of Spanish-speaking ELs in both SYs 2012–13 and 2013–14. Spanish-speaking ELs were concentrated in California, Texas, Florida, New York, and Illinois—the five states with the highest numbers of ELs—and in Arizona, Colorado, Georgia, Nevada, North Carolina, Virginia, and Washington.

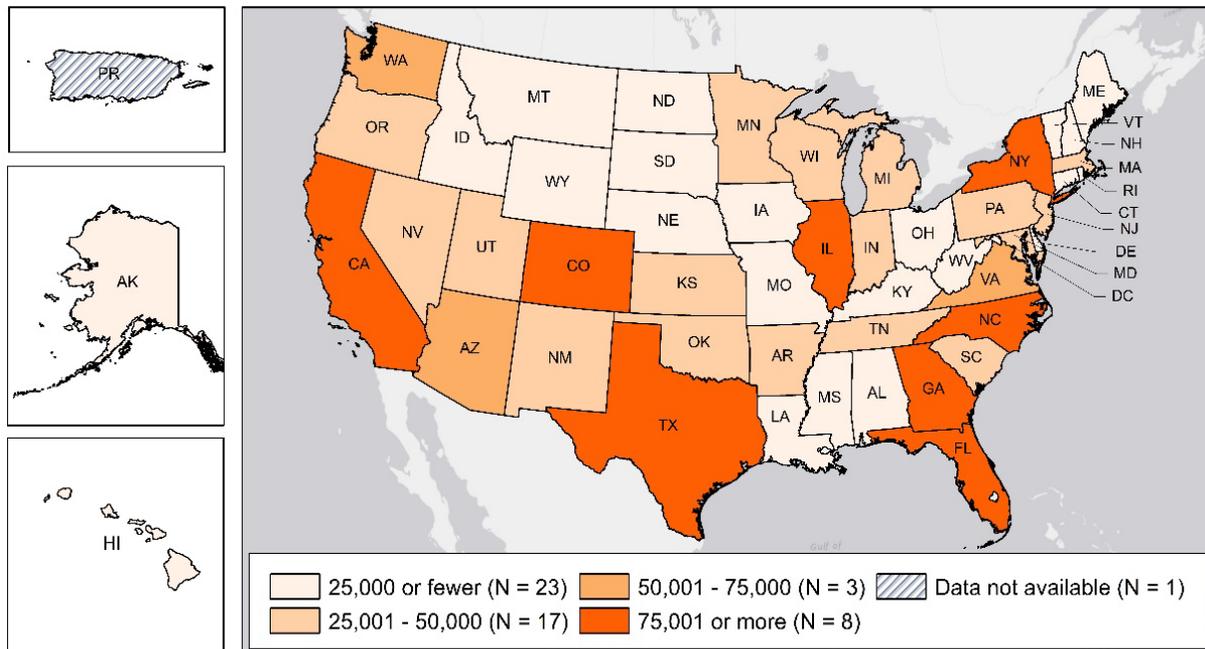
<sup>30</sup> SEAs that did not report Spanish as the most common language in both school years include Alaska (Yup'ik languages), Hawaii (Iloko), Maine (Somali), Montana (German), and Vermont (Nepali). Puerto Rico is not included because the state provides instruction in Spanish. In Puerto Rico, limited Spanish proficient students receive services in *Title III*-supported LIEPs. Puerto Rico reported the most common language spoken by its limited Spanish proficient students was Haitian Creole in both years.

**Figure 10. Number of Spanish-Speaking ELs, by SEA Reporting: SY 2012–13**



Source: CSPR, SY 2012–13.

**Figure 11. Number of Spanish-Speaking ELs, by SEA Reporting: SY 2013–14**

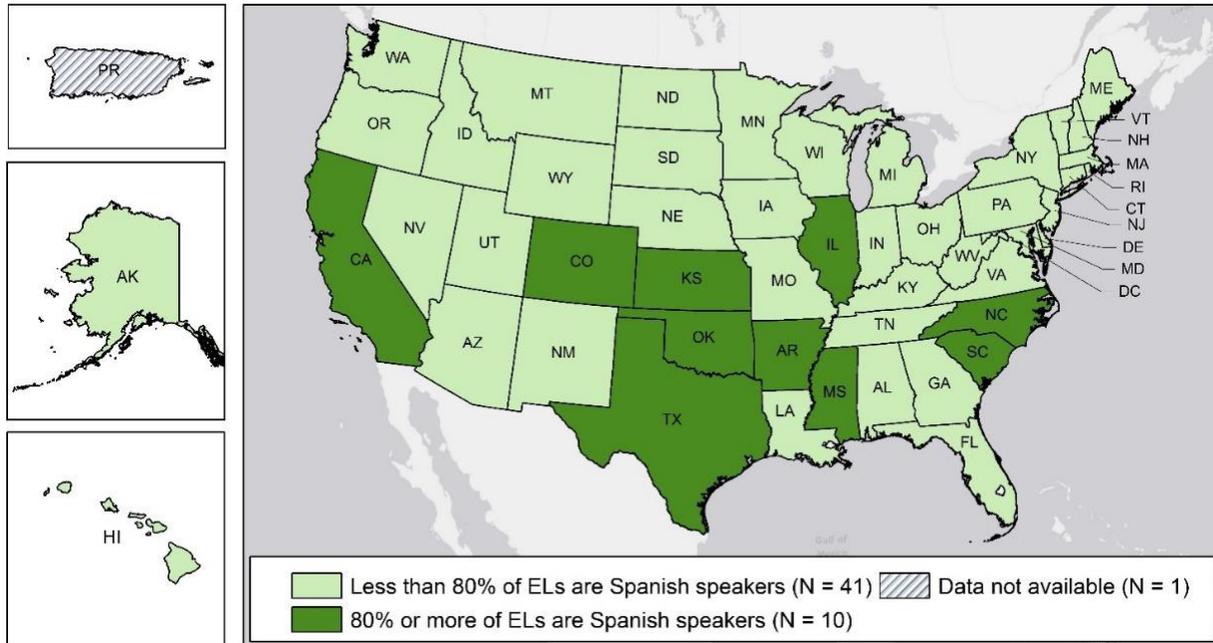


Source: CSPR, SY 2013–14.

In SYs 2012–13 and 2013–14, 10 SEAs reported that 80 percent or more of ELs in their states spoke Spanish. As shown in Figures 12 and 13, these ELs lived in Western, Central, and

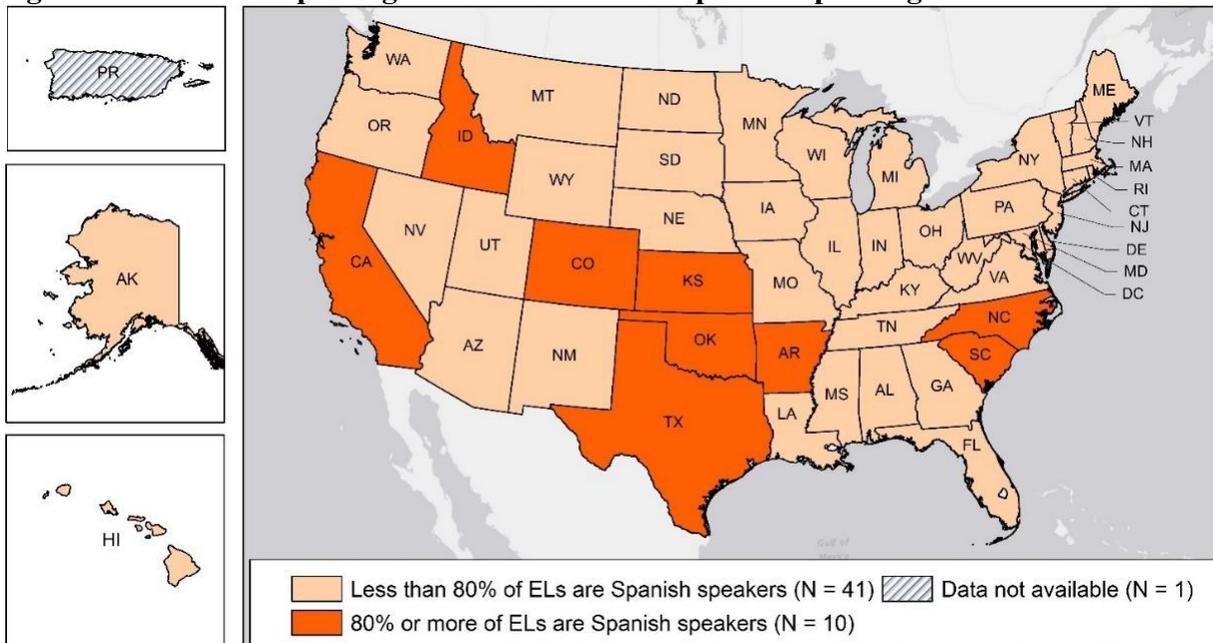
Southern states. In both years, Arkansas, California, Colorado, Kansas, North Carolina, Oklahoma, South Carolina, and Texas reported that 80 percent or more ELs spoke Spanish. In addition, in SY 2012–13, Illinois and Mississippi—and in SY 2013–14, Idaho and the District of Columbia—reported that 80 percent or more ELs spoke Spanish.

**Figure 12. SEAs Reporting 80 Percent or More Spanish-Speaking ELs: SY 2012–13**



Source: CSPR, SY 2012–13.

**Figure 13. SEAs Reporting 80 Percent or More Spanish-Speaking ELs: SY 2013–14**



Source: CSPR, SY 2013–14.

In SY 2012–13, 13 SEAs—Alaska, Hawaii, Maine, Michigan, Minnesota, Missouri, New Hampshire, North Dakota, Ohio, Puerto Rico, South Dakota, Vermont, and West Virginia—did not report a majority EL language (that is, no one language was spoken by more than 50 percent of ELs). In SY 2013–14, 13 SEAs did not report a majority EL language: Alaska, Hawaii, Maine, Michigan, Minnesota, Montana, New Hampshire, North Dakota, Ohio, Puerto Rico, South Dakota, Vermont, and West Virginia. For detail on the most common native languages reported by each SEA, please see individual state profiles in Appendix B.

**Asian/Pacific Islander Languages.** In SYs 2012–13 and 2013–14, as reported by SEAs, Asian/Pacific Islander languages (Chinese and Vietnamese) were among the top five languages spoken by ELs across the states. In SY 2012–13 and SY 2013–14, only one SEA—Montana—did not report an Asian/Pacific Islander language as one of the five native languages most commonly spoken by ELs (Appendix B includes state profiles with each SEA’s most commonly reported languages).

An analysis of Asian/Pacific Islander languages showed that since SY 2006–07,<sup>31</sup> the number of ELs whose native language was Chinese increased from 33,788 to 99,943 (196 percent) in SY 2013–14 (see Figure 14). Between SYs 2006–07 and 2013–14, the number of ELs whose native languages were Vietnamese and Hmong decreased by 6 percent and 57 percent, respectively.

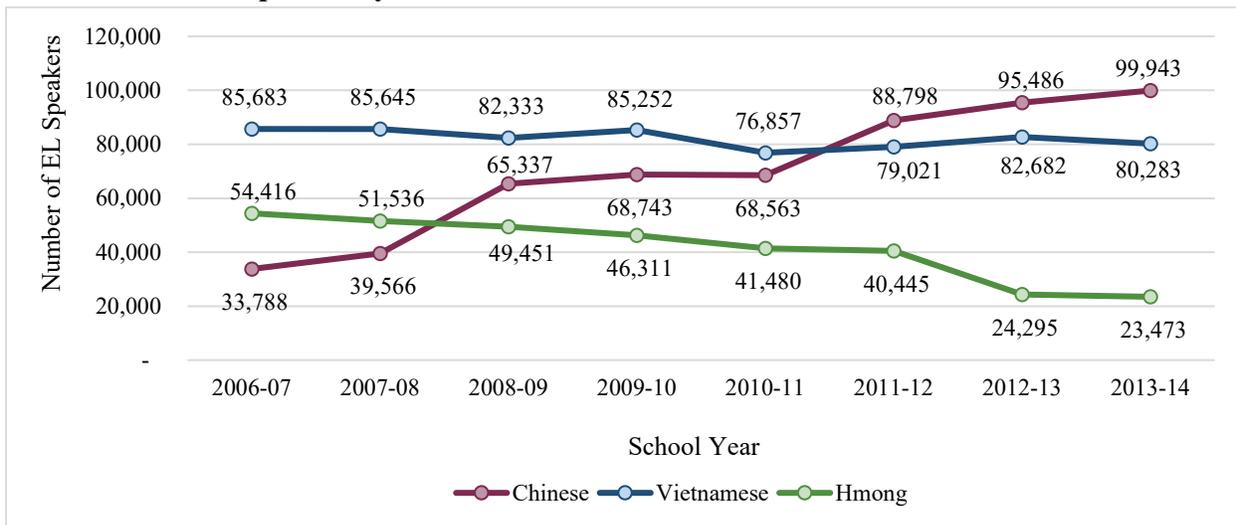
The percentage of ELs whose native language was Chinese increased from 0.7 percent to 2.4 percent between SYs 2006–07 and 2013–14, while the percentage whose native language was Vietnamese remained stable at 1.9 percent. The percentage of ELs whose native language was Hmong decreased from 1.2 percent to 0.6 percent.

**Asian/Pacific Islander Languages Reported in CSPR:**

- Bengali
- Burmese
- Central Khmer
- Chinese/Cantonese/Mandarin
- Chuukese
- Gujarati
- Hawaiian
- Hmong
- Iloko
- Japanese
- Karen
- Korean
- Marshallese
- Nepali
- Nias
- Tagalog/Filipino
- Urdu
- Vietnamese

<sup>31</sup> SY 2006–07 is the earliest year the *Biennial Report* reported the number of ELs speaking Asian/Pacific Islander languages.

**Figure 14. Number of EL Speakers of the Top Three Asian/Pacific Islander Languages, as Reported by SEAs: SYs 2006–07 and 2013–14**



Source: CSPR 2006–07 through 2013–14.

**American Indian and/or Alaska Native<sup>32</sup> Languages.** Figure 15 shows that in SY 2012–13, 10 SEAs (Alaska, Arizona, Idaho, Montana, New Mexico, North Dakota, Oklahoma, South Dakota, Utah, and Wyoming) identified an American Indian and/or Alaska Native (AI/AN) language as among the five most common languages spoken by ELs in their states. Seven SEAs (Alaska, Arizona, Montana, New Mexico, Oklahoma, South Dakota, and Utah) reported an AI/AN language as one of the top five most commonly spoken languages by ELs in their states in SY 2013–14 (see Figure 16).

**American Indian and/or Alaska Native Languages Reported in CSPR:**

- Arapaho
- Cherokee
- Inupiaq
- Navajo/Navaho
- North American Indian
- Ojibwe
- Siouan languages
- Yup'ik languages

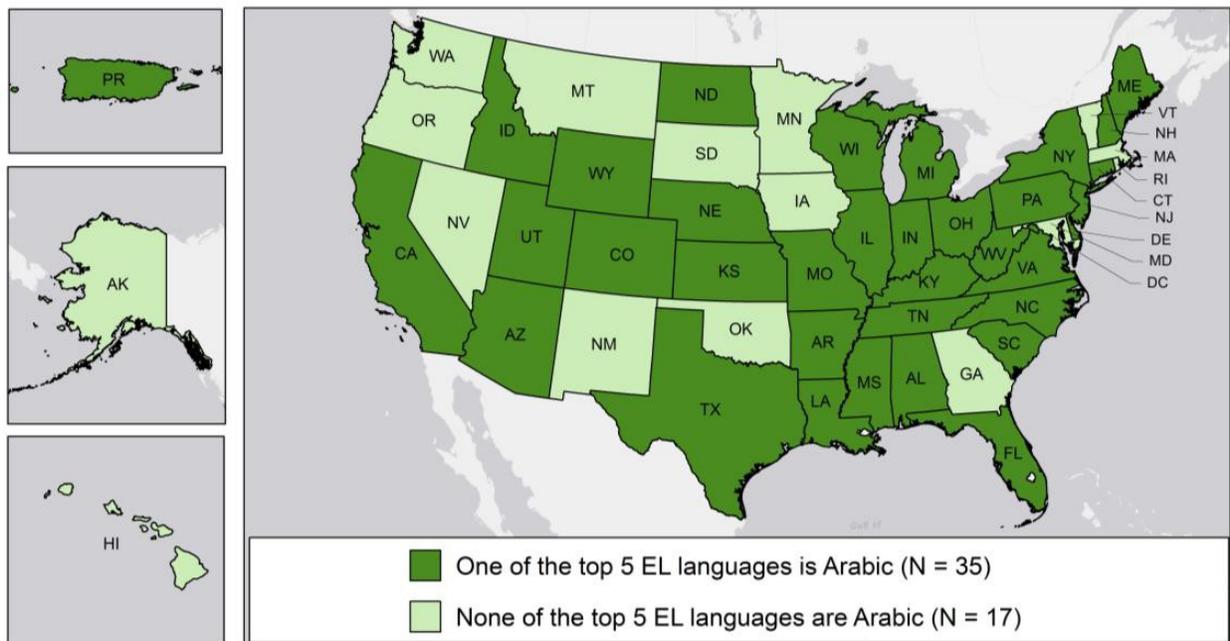
<sup>32</sup> American Indian and/or Alaska Native (AI/AN) is a term that Executive Order 13592 defines as “a member of an Indian tribe, as membership is defined by the tribe.”



**Arabic.** The number of ELs reported as speaking Arabic has grown from 39,040 in SY 2006–07 to 100,461 in SY 2013–14, an increase of 157 percent.<sup>33</sup> In SY 2012–13, SEAs reported 88,739 ELs speaking Arabic, accounting for just over 2 percent of all ELs (2.1 percent). Seventeen SEAs did not list Arabic as one of the top five languages in 2012–13, including Alaska, the District of Columbia, Georgia, Hawaii, Iowa, Maryland, Massachusetts, Minnesota, Montana, Nevada, New Mexico, Oklahoma, Oregon, Rhode Island, South Dakota, Vermont, and Washington.

In SY 2013–14, more than 100,000 ELs spoke Arabic (100,461) or 2.4 percent of all ELs. This amounts to a 13.2 percent increase from SY 2012–13 to SY 2013–14. In SY 2013–14, three SEAs (Iowa, Oregon, and Rhode Island) newly reported Arabic as one of the top five languages spoken by ELs (see Figure 18).

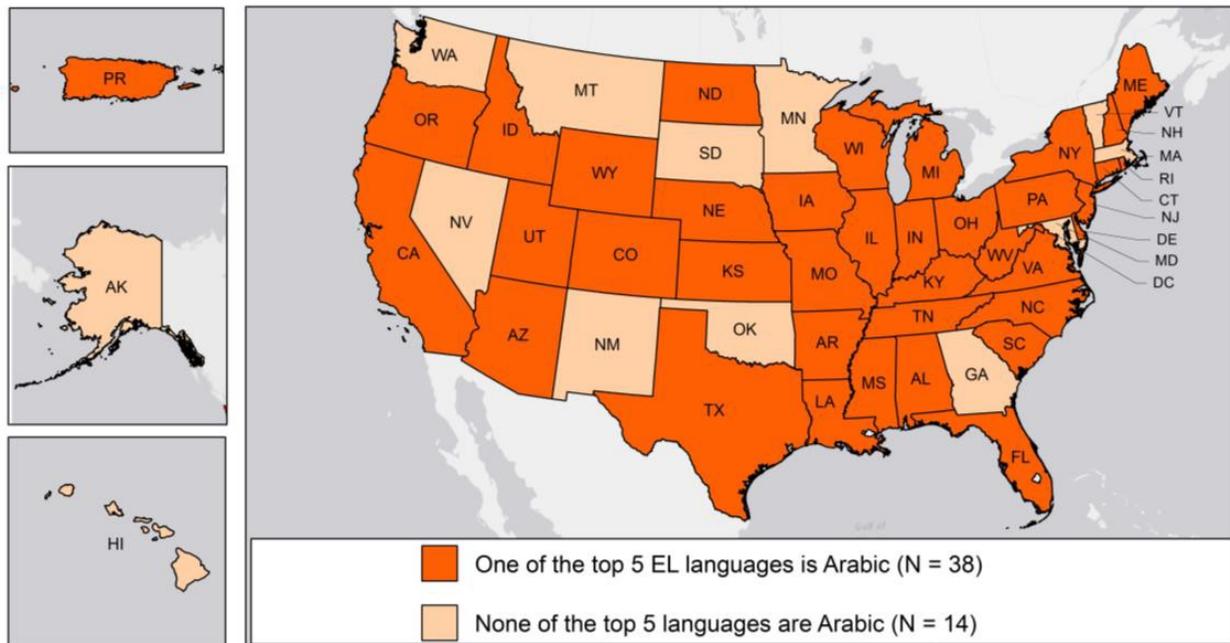
**Figure 17. SEAs Reporting Arabic Among Five Most Common EL Languages Spoken: SY 2012–13**



**Note:** In Puerto Rico, limited Spanish proficient students are identified and receive services in *Title III*-supported LIEPs.  
**Source:** CSPR, SY 2012–13.

<sup>33</sup> SY 2006–07 is the first time the *Biennial Report* reported the number of ELs speaking Arabic.

**Figure 18. SEAs Reporting Arabic Among Five Most Common EL Languages Spoken: SY 2013–14**



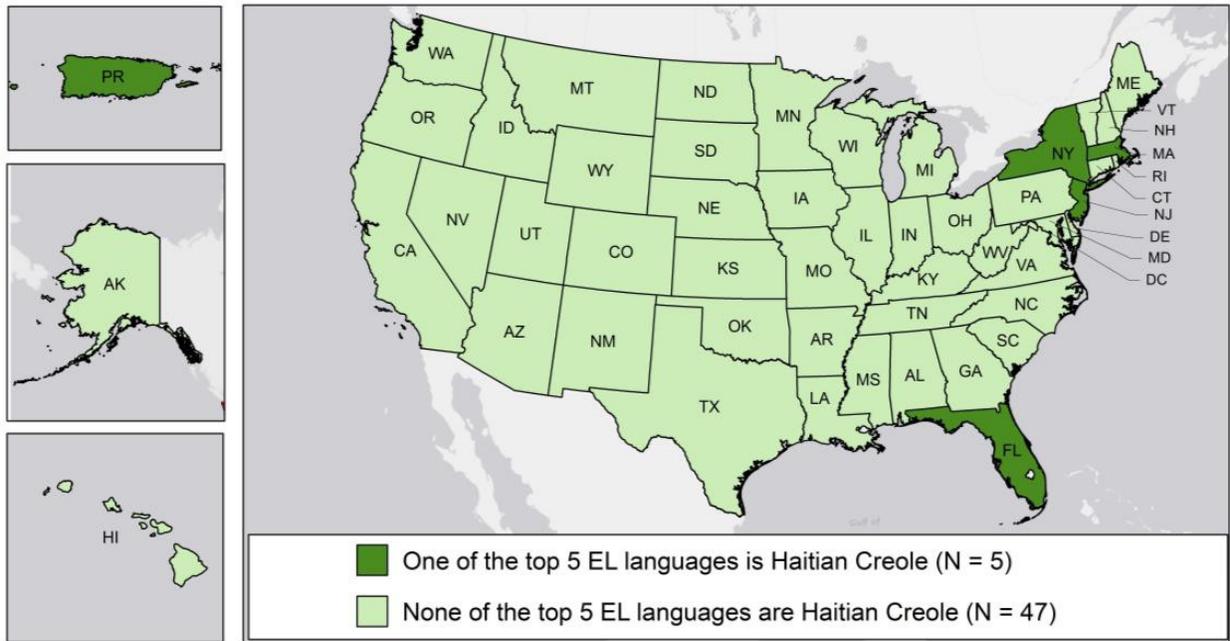
**Note:** In Puerto Rico, limited Spanish proficient students are identified and receive services in *Title III*-supported LIEPs.  
**Source:** CSPR, SY 2013–14.

**Haitian Creole.** In SY 2012–13, Haitian Creole replaced Hmong in the category of five most common languages spoken by ELs nationwide, with 36,928 ELs reported speaking Haitian Creole.<sup>34</sup> ELs speaking Haitian Creole were reported in state “top five” language lists by five SEAs—Florida, Massachusetts, New Jersey, New York, and Puerto Rico (see Figure 19).

These same SEAs reported Haitian Creole as one of the five most common languages spoken by ELs in their states (see Figure 20) in 2013–14. In SY 2013-14, the total number of ELs speaking Haitian Creole decreased by 4 percent to 35,467 from SY 2012–13 to SY 2013–14.

<sup>34</sup> Haitian Creole does not include languages listed under Creole and pidgin-based (other- language-based, French-based or Portuguese-based).

**Figure 19. SEAs Reporting Haitian Creole Among Five Most Common EL Languages Spoken: SY 2012–13**



**Note:** In Puerto Rico, limited Spanish proficient students are identified and receive services in *Title III*-supported LIEPs.  
**Source:** CSPR, SY 2012–13.

**Figure 20. SEAs Reporting Haitian Creole as One of the Five Most Common EL Languages Spoken: SY 2013–14**



**Note:** In Puerto Rico, limited Spanish proficient students are identified and receive services in *Title III*-supported LIEPs.  
**Source:** CSPR, SY 2013–14.

## Immigrant Children and Youth

*Title III (ESEA, §3301(6))* defines “immigrant children and youth” as “individuals who (1) are aged 3 through 21; (2) were not born in any State [defined as each of the 50 states, the District of Columbia, and Puerto Rico]; and (3) have not been attending one or more schools in any one or more States for more than three full academic years.” Section 3114(d) of *Title III* further states that a

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

and that in awarding these subgrants, the state

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

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

Table 3 provides the number of K–12 immigrant children and youth who participated in *Title III*-supported educational programs, pursuant to *ESEA*, §3114(d), for SYs 2012–13 and 2013–14 (without regard to their EL status). An eligible entity receiving a subgrant to serve immigrant children and youth is required, pursuant to *ESEA* §3115(e), to “use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth, which may include

- family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children;
- support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth;

- provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;
- identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds; . . .
- basic instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education;
- other instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and
- activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.” (ESEA §3115(e)).

In SY 2012–13, all 52 SEAs reported that a total of 709,308 K–12 immigrant children and youth were enrolled in school, of which 145,504 (20.5 percent) were participating in *Title III*-supported educational programs. In SY 2013–14, all 52 SEAs reported 651,895 total K–12 immigrant children and youth enrolled in school, of which 168,914 (25.9 percent) were participating in *Title III*-supported educational programs.

**Table 3. Number of K–12 Immigrant Children and Youth Enrolled in School, and Number and Percentage Participating in *Title III*-Supported Educational Programs: SYs 2012–13 and 2013–14**

SY 2012–13			SY 2012–13		
Number enrolled (52 SEAs reporting)	Immigrant children and youth participating in <i>Title III</i> -supported educational programs (46 SEAs reporting participating individuals)		Number enrolled	Immigrant children and youth participating in <i>Title III</i> -supported educational programs (51 SEAs reporting participating individuals)	
(N)	(N)	Percentage Served	(N)	(N)	Percentage Served
709,038	145,504	20.5%	651,895	168,914	25.9%

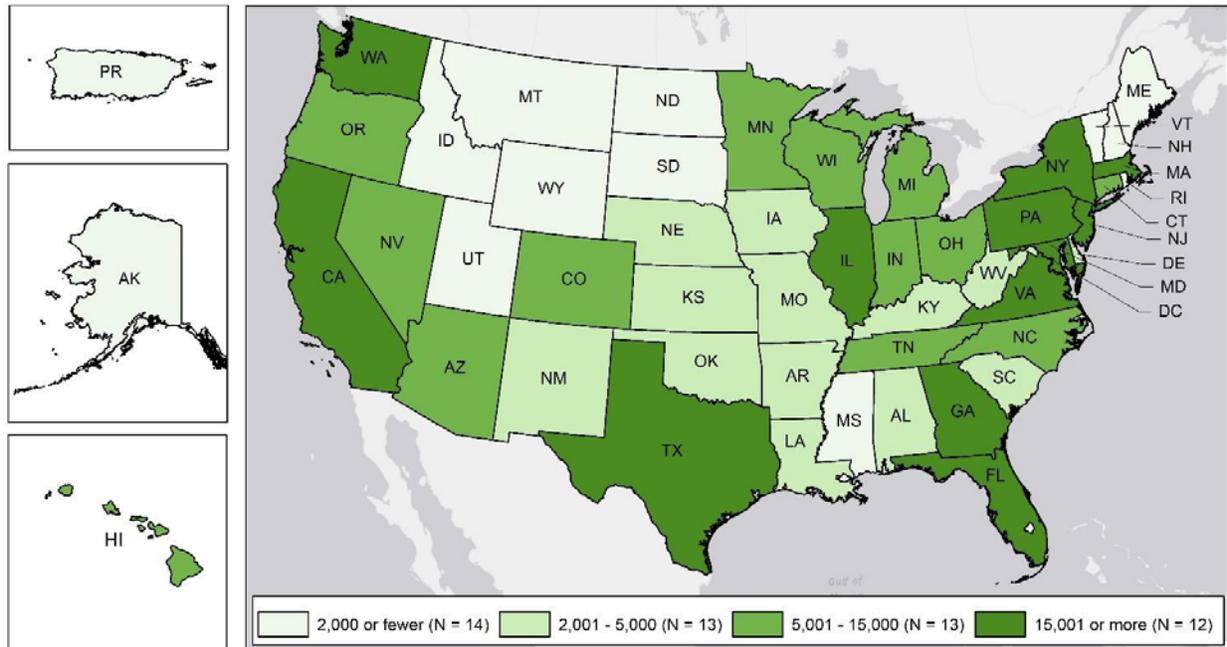
Source: CSPR, SYs 2012–13 and 2013–14.

Table A-3 in Appendix A lists the number of K–12 immigrant children and youth reported by each SEA, as well as the number of those children and youth participating in *Title III*-supported educational programs specifically for immigrant children and youth.

Figures 21 and 22 show the school enrollment numbers for K–12 immigrant children and youth reported by each SEA. In SY 2012–13, twelve SEAs (California, Florida, Georgia, Illinois, Maryland, Massachusetts, New Jersey, New York, Pennsylvania, Texas, Virginia, and Washington) each enrolled over 15,000 immigrant children and youth in school. Texas enrolled the most immigrant children and youth in school with 158,737 enrolled. In SY 2013–14, eleven SEAs (California, Florida, Georgia, Illinois, Maryland, Massachusetts, New Jersey, New York, Texas, Virginia, and Washington) each enrolled over 15,000 immigrant children and youth. California enrolled the most immigrant children and youth in school with 151,616 enrolled. Figures 23 and 24 show the number of K–12 immigrant children and youth participating in *Title*

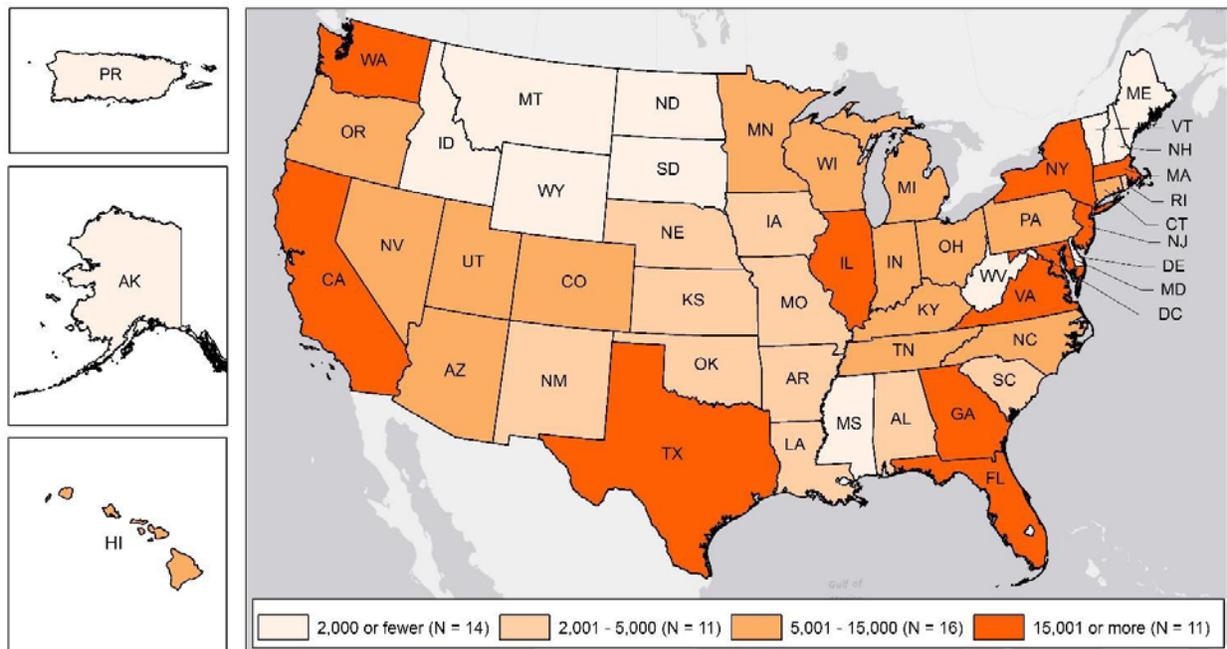
III-supported educational programs designated specifically for that population in SYs 2012–13 and 2013–14, by SEA reporting.

**Figure 21. Number of Immigrant Children and Youth Enrolled in School, by SEA Reporting: SY 2012–13**



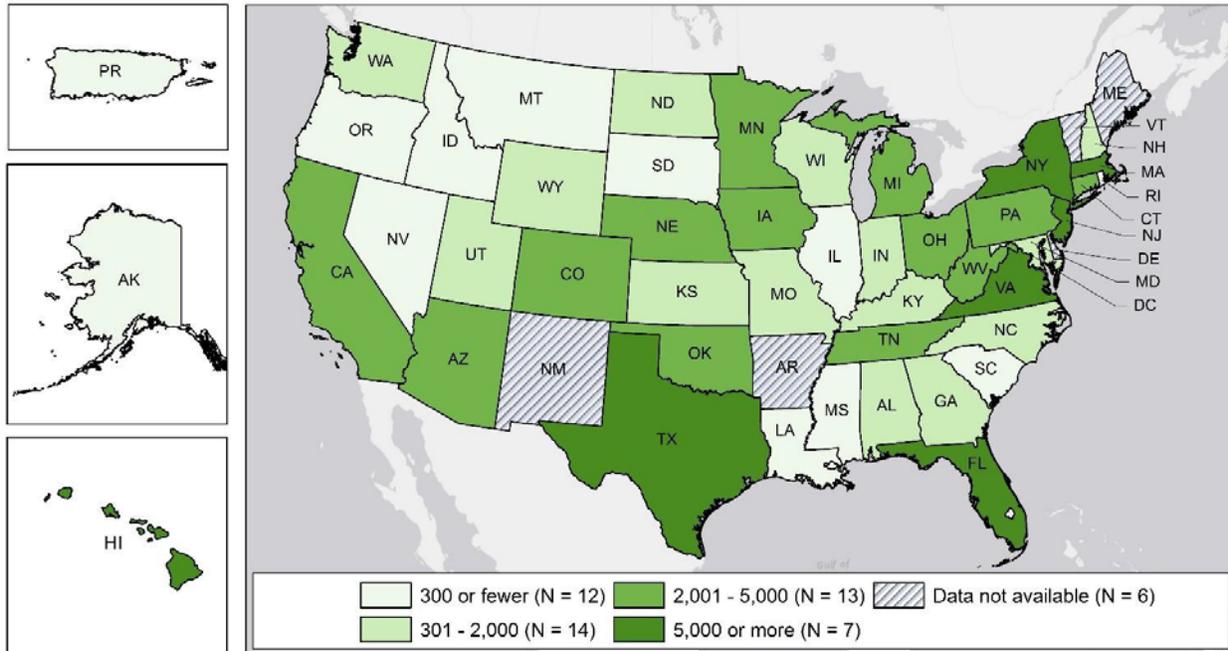
Source: CSPR, SY 2012–13.

**Figure 22. Number of Immigrant Children and Youth Enrolled in School, by SEA Reporting: SY 2013–14**



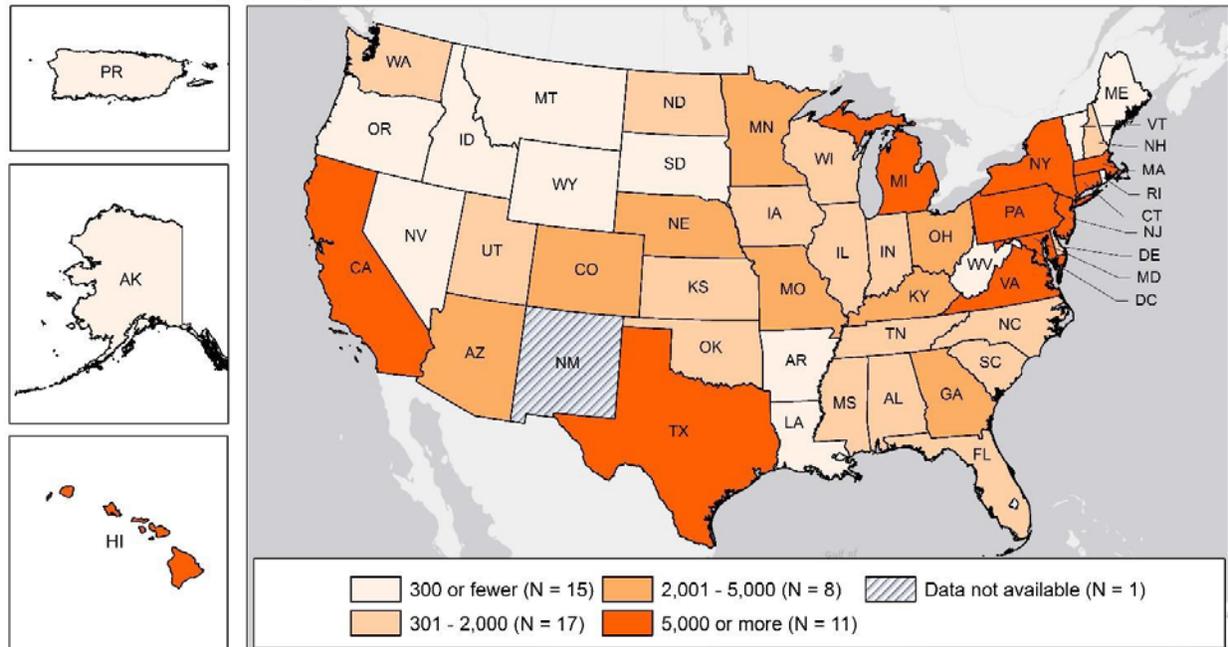
Source: CSPR, SY 2013–14.

**Figure 23. Number of Title III-Served Immigrant Children and Youth, by SEA Reporting: SY 2012–13**



Source: CSPR, SY 2012–13.

**Figure 24. Number of Title III-Served Immigrant Children and Youth, by SEA Reporting: SY 2013–14**



Source: CSPR, SY 2013–14.

In SY 2012–13, seven SEAs (Florida, Hawaii, Massachusetts, New Jersey, New York, Texas, and Virginia) each reported more than 5,000 immigrant children and youth participating in *Title III*-supported educational programs for immigrant children and youth. In SY 2013–14, 11 SEAs (California, Connecticut, Hawaii, Maryland, Massachusetts, Michigan, New Jersey, New York, Pennsylvania, Virginia, and Texas) reported more than 5,000 immigrant students participating in *Title III*-supported educational programs for immigrant children and youth.

The SEAs reporting 300 or fewer immigrant children and youth participating in *Title III*-supported educational programs in both SY 2012–13 and SY 2013–14 included Alaska, Idaho, Louisiana, Montana, Nevada, Oregon, Puerto Rico, Rhode Island, and South Dakota. Illinois, Mississippi, and South Carolina reported 300 or fewer immigrant children and youth participating in *Title III*-supported educational programs in SY 2012–13, as did Arkansas, the District of Columbia, Maine, Vermont, West Virginia, and Wyoming in SY 2013–14.

In SY 2012–13, 13 SEAs (Hawaii, Iowa, Massachusetts, Montana, Missouri, Nebraska, New York, North Dakota, Oklahoma, Puerto Rico, Tennessee, West Virginia, and Wyoming) reported serving more than 50 percent of their states' immigrant children and youth with *Title III* funds. Four SEAs (Florida, Massachusetts, New York, and Texas) reported serving over 10,000 immigrant children and youth with *Title III* funds.

In SY 2013–14, 11 SEAs (Arizona, Hawaii, Kentucky, Missouri, Mississippi, Nebraska, New Jersey, New York, North Dakota, Pennsylvania, and Puerto Rico) reported serving more than 50 percent of their states' immigrant children and youth in *Title III*-supported educational programs. Of those 11, four (Massachusetts, New Jersey, New York, and Texas) reported 10,000 or more immigrant children and youth participating in *Title III*-supported educational programs in SY 2013–14.

In both school years, three SEAs reported that 100 percent of enrolled immigrant children and youth participated in *Title III*-supported educational programs (Hawaii, New York, and North Dakota). In SY 2012–13, less than 2 percent of immigrant children and youth in Illinois, Louisiana, Nevada, Oregon, and South Dakota participated in *Title III*-supported educational programs. In SY 2013–14, less than 2 percent of immigrant children and youth in Arkansas, the District of Columbia, Montana, Nevada, Oregon, South Dakota, and West Virginia participated in *Title III*-supported educational programs.

## 4. Language Instruction Educational Programs

### Key Findings

- In SY 2012–13 and 2013–14, the majority of SEAs reported that subgrantees offered LIEPs taught solely in English and LIEPs taught in English and another language. Both years, 10 SEAs reported that subgrantees offered only LIEPs that were taught solely in English.
- In SYs 2012–13 and 2013–14, eight SEAs (California, Colorado, the District of Columbia, Minnesota, Mississippi, New Mexico, Ohio, and Wisconsin) reported offering instruction through all of 10 broadly-defined categories of LIEPs.
- In SY 2012-13, SEAs reported a total of 43 languages and dialects other than English used in LIEPs. In SY 2013-14, SEAs reported a total of 46 languages and dialects other than English used in LIEPs.
- In both years, Spanish was the most common language offered in LIEPs in which instruction was offered in English and another language. Other commonly offered languages included Arabic, Cantonese/Chinese/Mandarin, French, Japanese, and Vietnamese.

This chapter provides information reported by SEAs about the LIEPs offered by subgrantees. Each SEA reports the types of LIEPs offered in its state on the CSPR. To facilitate that reporting, the CSPR contains a list of categories of LIEPs, from which the SEA selects. *Title III* subgrantees often consider many variables when designing and implementing LIEPs. These considerations and other information are presented below, followed by a summary of the CSPR data.

A LIEP, as defined by § 3301(8) of the *ESEA*,<sup>35</sup> is “an instruction course

- 1) in which [an EL] is placed for the purpose of developing and attaining English proficiency, while meeting challenging State academic content and student academic achievement standards, as required by section 1111(b)(1), and
- 2) that may make instructional use of both English and a child’s native language to enable the child to develop and attain English proficiency, and may include the participation of English proficient children if such course is designed to enable all participating children to become proficient in English and second language.”

LIEPs are distinct from both curricula and instructional strategies. Curricula indicate what topics to teach and how they are organized, and instructional strategies are sets of methods or activities used to deliver instruction to students. LIEPs use a variety of research-based curricula and instructional strategies to meet the needs of their students. The selection of LIEP

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<sup>35</sup> Where this document refers to *ESEA*, it is referring to the reauthorization under *NCLB*, which was in effect in the years 2012–14.

features, curricula, and instructional strategies in an LEA reflects the LEA’s context, EL population size and diversity, staff preparedness and capacity, and SEA policies.

### CSPR Data

The CSPR (§1.6.1) lists 10 broadly defined LIEPs, categorized as either programs that focus on developing students’ literacy in two languages or programs that develop students’ literacy solely in English. The LIEPs are categorized in the chart below.

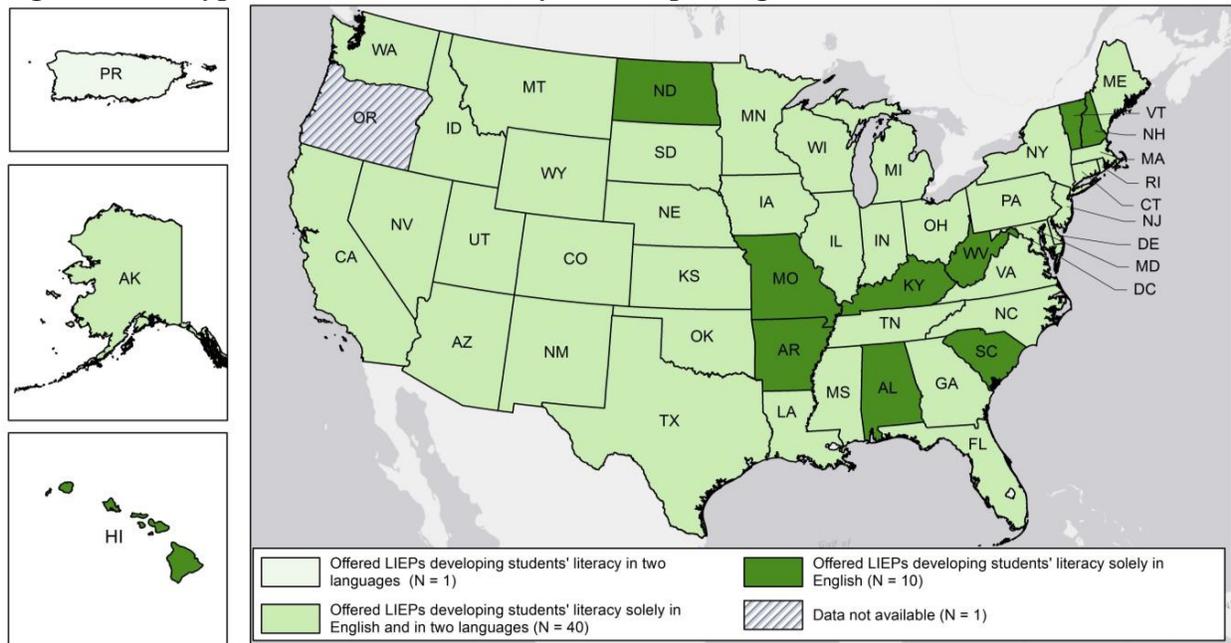
Programs that focused on developing students’ literacy in two languages	Programs that focused on developing students’ literacy solely in English
• Dual language	• Sheltered English instruction
• Two-way immersion	• Structured English immersion
• Transitional bilingual	• Specially designed academic instruction delivered in English (SDAIE)
• Developmental bilingual	• Content-based English as a second language (ESL)
• Heritage language	• ESL pull-out

SEAs were instructed to report the type(s) of LIEPs offered by subgrantees. An SEA could report that it offered a particular type of LIEP if at least one subgrantee offered that program in a reporting year.

Most SEAs reported a variety of types of LIEPs being implemented by subgrantees.<sup>36</sup> In SY 2012–13, all states except Oregon reported on the types of LIEPs offered by subgrantees (see Figure 25). Forty states offered two different types of LIEPs: (1) LIEPs focused on developing students’ literacy in two languages, and (2) LIEPs focused on developing students’ literacy solely in English. In 10 states (Alabama, Arkansas, Hawaii, Kentucky, Missouri, New Hampshire, North Dakota, South Carolina, Vermont, and West Virginia), the only LIEPs offered focused on developing students’ literacy solely in English. (The language of instruction in Puerto Rico’s public school system is Spanish with English as a second language.)

<sup>36</sup> To access an individual state’s completed CSPR for both SYs 2012–13 and 2013–14, please visit <http://www2.ed.gov/admins/lead/account/consolidated/index.html>.

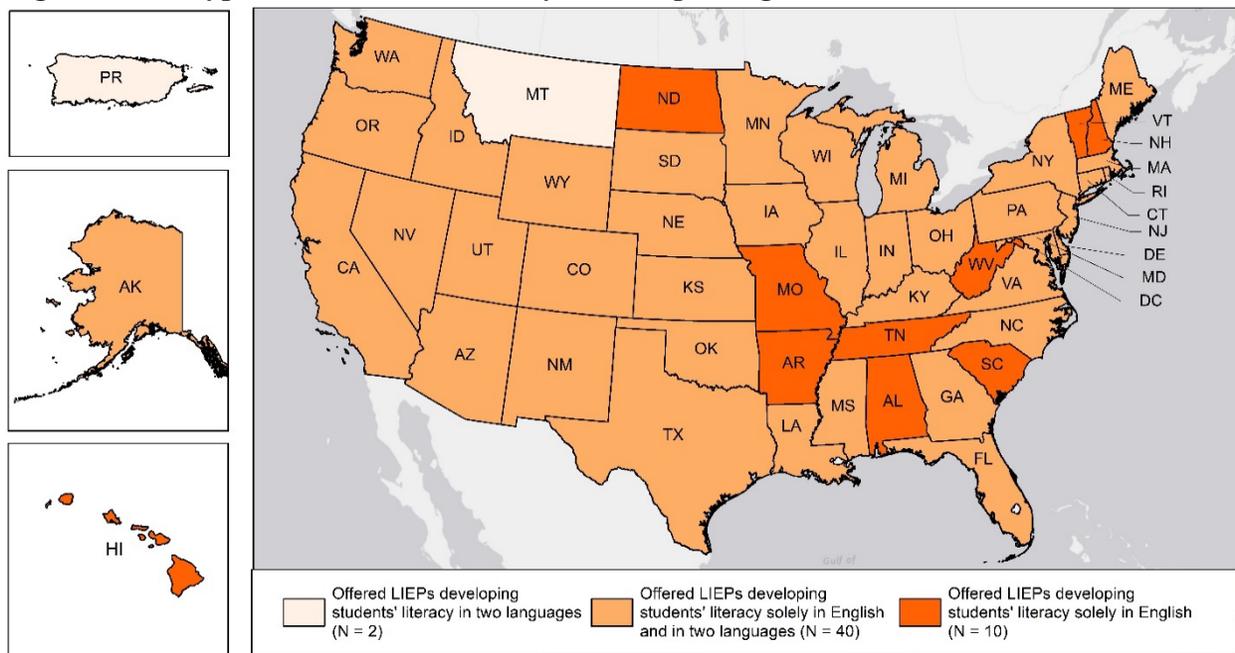
**Figure 25. Types of LIEPs Offered, by SEA Reporting: SY 2012–13**



Source: CSPR, SY 2012–13.

Figure 26 shows that in SY 2013–14, all SEAs reported on the LIEPs offered by subgrantees. In 10 states (Alabama, Arkansas, Hawaii, Missouri, New Hampshire, North Dakota, South Carolina, Tennessee, Vermont, and West Virginia), the LIEPs offered focused on developing students' literacy solely in English. In 40 states, two different types of LIEPs were offered: (1) LIEPs focused on developing students' literacy in two languages, and (2) LIEPs focused on developing students' literacy solely in English. Montana reported that its subgrantees offered a heritage language program and “literacy support,” but none of the types of English-only LIEPs that had been reported as offered the previous year; Puerto Rico offers instruction in Spanish with English as a second language.

**Figure 26. Types of LIEPs Offered, by SEA Reporting: SY 2013–14**



Source: CSPR, SY 2013–14.

Tables A-4 through A-10 in Appendix A indicate which types of LIEPs were offered in which states and list the specific languages used in the various LIEPs. Over SYs 2012–14, SEAs reported a total of 43 languages and dialects other than English used in LIEPs. In both years, Spanish was the most common language offered in LIEPs in which instruction was offered in English and another language. Other languages offered included Arabic, Armenian, Cantonese/Chinese/Mandarin, French, Italian, Hmong, Japanese, Korean, Polish, Russian, and Yup'ik. For a full listing of languages offered in LIEPs by state, visit Tables A-4, A-5, A-6, A-7, and A-8 in Appendix A.

## 5. Title III Accountability and AMAOs

### Key Findings

- In SY 2012–13 and SY 2013–14, 26 and 40 percent of subgrantees, respectively, reported meeting all three AMAOs (AMAO 1, making progress in attaining ELP; AMAO 2, attaining ELP; and AMAO making AYP for ELs).
- In SYs 2012–13 and 2013–14, the majority of SEAs reported that 50 percent or more of ELs made progress in learning English (AMAO 1).
- In both SYs, the majority of SEAs reported that less than 30 percent of ELs attained proficiency in English in that year (AMAO 2).
- In both SYs, the majority of SEAs reported 25 percent or more of ELs scored proficient or above on state reading/language arts assessments (AMAO 3).
- In both SYs, the majority of SEAs reported 30 percent or more of ELs scoring proficient or above on state mathematics assessments (AMAO 3).

This chapter reports on states' progress toward meeting the goals that SEAs are required, under *Title III* of the *ESEA*, to establish for ELs served under *Title III*,<sup>37</sup> progress in learning English; attainment of English proficiency; and making AYP for ELs.

Under *Title III* of the *ESEA*, each SEA must establish targets for AMAOs 1 and 2 for the percentage of ELs who make progress in attaining ELP and the percentage who attain ELP, respectively. Under *Title I* and *Title III* of the *ESEA*, each SEA must also adopt ELP standards derived from the four domains—speaking, listening, reading, and writing—that align with the SEA's challenging state academic content and student academic achievement standards in reading/language arts, mathematics, and science. Additionally, the *ESEA* requires each SEA to administer annually a valid and reliable ELP assessment aligned with the ELP standards. AMAOs, the ELP assessment, the procedures used to identify ELs, and the criteria necessary for a student to exit EL status vary greatly from SEA to SEA. Thus, data should not be compared from one SEA to another.<sup>38</sup>

### Improvement Criteria for Subgrantees

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

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<sup>37</sup> Where this document refers to *ESEA*, it is referring to the reauthorization under *NCLB*, which was in effect in the years 2012–14.

<sup>38</sup> Appendix A Tables A-11, A-12, A-13, and A-14 show the breakdowns of AMAO performance, by state. Tables A-15, A-16, and A-17 show the subgrantee level performance, by state.

- 1) require the subgrantee to modify its curriculum, program, and instructional method (§3122(b)(4)(A)); or
- 2) determine whether the subgrantee will continue to receive *Title III* funds (§3122(b)(4)(B)(i)) and require the subgrantee to replace educational staff relevant to the factors that prevented the subgrantee from meeting the AMAOs (§3122(b)(4)(B)(ii)).

A subgrantee is required to inform parents of ELs about the failure of the subgrantee to meet its AMAOs. The information must be presented in a uniform and understandable format, and, to the extent practical, in a language that the parent can understand (*ESEA* §3302). Below is a summary of subgrantees’ performance on the three AMAOs for SYs 2012–13 and 2013–14.

As stated above, there is a lack of uniformity across the states in terms of ELP assessments administered by each state and the AMAO targets each state establishes. Moreover, there may be variation within a state if a state adopts a new ELP assessment or adjusts its AMAO targets. Explanations for SEAs not reporting AMAO data can be found in Appendix A

### **AMAO 1: Making Progress in Attaining English Language Proficiency**

As noted above, due to variables across and within SEAs, the AMAO data may not be useful for comparisons across years or across states.

**Targets set by states.** AMAO 1 measures progress towards attaining ELP as defined by the SEA. Each year, SEAs establish AMAO targets. Table 4 shows selected data elements about the SEAs’ AMAO targets. SEAs reported AMAO 1 targets ranging from 22 percent to 84 percent in SY 2012–13 and from 22.5 percent to 87 percent in SY 2013–14, representing a broad range of targets.

**Table 4. Data Elements for AMAO 1: SYs 2012–13 and 2013–14**

Data Element for AMAO 1	SY 2012–13	SY 2013–14
Number of SEAs reporting progress (AMAO 1) targets <sup>34,35</sup>	48	43
Range of progress (AMAO 1) targets reported by SEAs	22% - 84%	22.5% - 87%

Source: CSPR, SYs 2012–13 and 2013–14.

From SYs 2012–13 to 2013–14, 33 SEAs (63.5 percent) raised targets by 0.3 to 4 percentage points, and five SEAs (9.6 percent) lowered targets by 4 to 36.2 percentage points (see Table 5).<sup>39</sup>

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<sup>39</sup> *Title III* does not allow lowering targets except in the limited circumstance when an SEA adopts new standards or assessments.

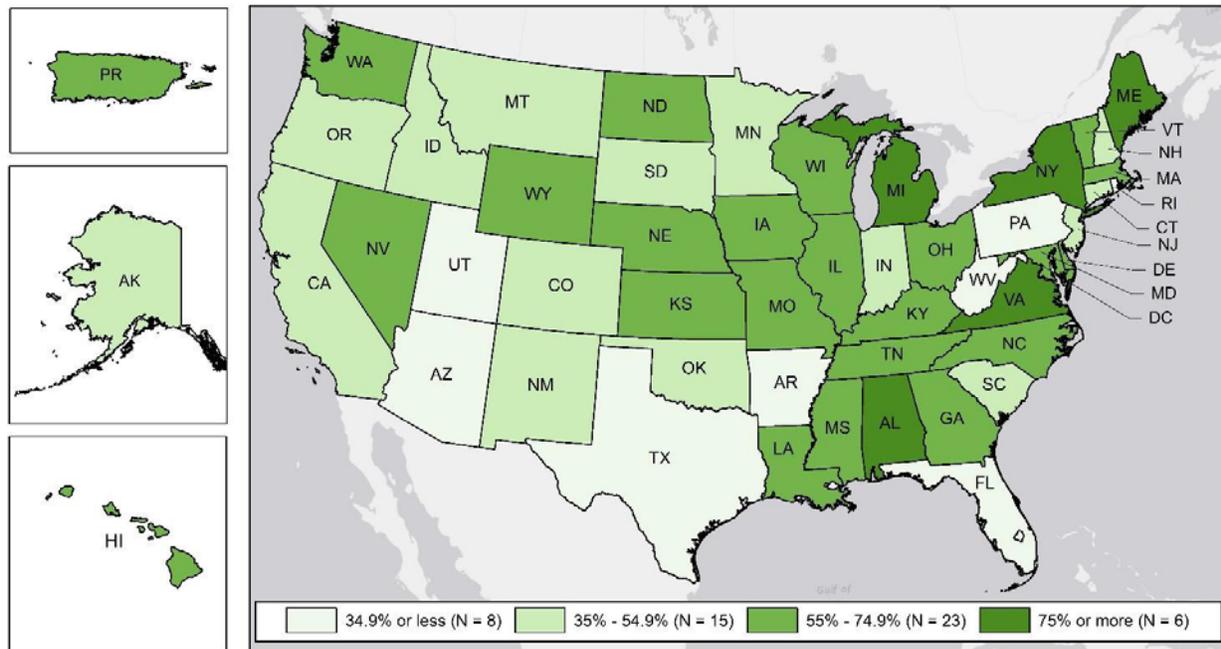
**Table 5. Change in AMAO 1 Between SYs 2012–13 and 2013–14**

Data Element for AMAO 1	Between SYs 2012–13 and 2013–14
Number of SEAs reporting raised progress (AMAO 1) targets <sup>40,41</sup>	33
Range of increases in progress (AMAO 1) targets (percentage points)	0.3 - 4.0
Number of SEAs reporting lower progress (AMAO 1) targets	5
Range of decreases in progress (AMAO 1) targets (percentage points)	4.0 - 36.2

Source: CSPR, SYs 2012–13 and 2013–14.

**Extent that SEAs reported meeting AMAO 1—Making progress towards attaining ELP.** In SY 2012–13, 20 SEAs fell below their established targets for AMAO 1; 28 SEAs exceeded their targets; and four SEAs (Colorado, Florida, Nebraska, and Oregon) did not report a target. In SY 2013–14, 16 SEAs fell below their targets for AMAO 1; 28 SEAs exceeded their targets; and nine SEAs (Colorado, Florida, Illinois, Massachusetts, Michigan, Montana, Nebraska, New York, and Texas) did not report a target. Figure 27 shows that in SY 2012–13, 75 percent or more of ELs in six states (Alabama, the District of Columbia, Maine, Michigan, New York, and Virginia) made progress toward attaining ELP. Figure 28 shows that in SY 2013–14, 75 percent or more of ELs in four states (Mississippi, New York, Utah, and Virginia) made progress toward attaining ELP.

**Figure 27. Percentage of ELs Who Made Progress in Attaining English Language Proficiency, by SEA Reporting: SY 2012–13**



Note: In Puerto Rico, limited Spanish proficient students are identified and receive services in *Title III*-supported LIEPs.  
Source: CSPR, SY 2012–13.

<sup>40</sup> Four SEAs did not report targets for AMAO 1 in SY 2012–13 (Colorado, Florida, Nebraska, and Oregon).

<sup>41</sup> Nine SEAs did not report targets for AMAO 1 in SY 2013–14 (Colorado, Florida, Illinois, Massachusetts, Michigan, Montana, Nebraska, New York, and Texas).



**Table 6. Data Elements for AMAO 2: SYs 2012–13 and 2013–14**

Data Element for AMAO 2	SY 2012–13	SY 2013–14
Number of states reporting ELP (AMAO 2) targets <sup>44,45</sup>	47	43
Range of ELP (AMAO 2) targets	2.5–30.4%	2.5–36.0%

Source: CSPR, SYs 2012–13 and 2013–14.

**Table 7. Change in AMAO 2 Between SYs 2012–13 and 2013–14**

Data Element for AMAO 2	Between SYs 2012–13 and 2013–14
Number of states reporting higher ELP (AMAO 2) targets	34
Range of increases in ELP (AMAO 2) targets (percentage points)	0.3–4.0
Number of states reporting lower ELP (AMAO 2) targets	4
Range of decreases in ELP (AMAO 2) targets (percentage points)	2.8–20.4

Source: CSPR, SYs 2012–13 and 2013–14.

From SY 2012–13 to SY 2013–14, 34 SEAs (65.4 percent) reported increasing their targets by 0.3 to 4 percentage points, and four SEAs (7.7 percent) reported increasing their targets by 2.8 to 20.4 percentage points (see Table 7).<sup>46</sup>

**Extent that SEAs reported meeting AMAO 2 targets.** In SY 2012–13, seven SEAs fell below their established targets for AMAO 2, 40 SEAs either met or exceeded their targets, and five SEAs did not report targets. West Virginia exceeded its AMAO 2 target by 44 percentage points (target, 8.5 percent; result, 52.3 percent). Oklahoma fell further below its target than any other state, with a greater than 3 percentage point difference (target, 22 percent; result, 18.5 percent). In SY 2013–14, 11 states fell below their targets for AMAO 2, while 32 states either met or exceeded their targets and nine states did not report targets. West Virginia exceeded its target for AMAO 2 by 43 percentage points (target, 11 percent; result, 54.4 percent). (See Table A-12 in Appendix A for detail on SEAs’ AMAO 2 targets and results.)

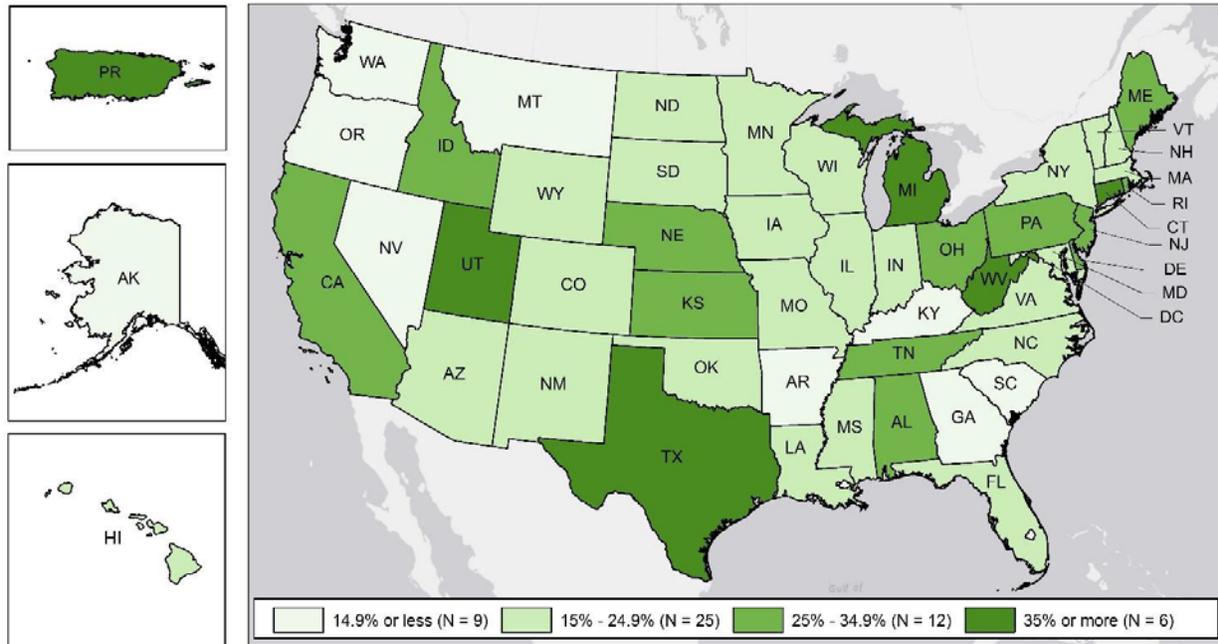
Figure 29 shows that in SY 2012–13, at least 35 percent of ELs in six states (Connecticut, Michigan, Puerto Rico, Texas, Utah, and West Virginia) attained ELP. Figure 30 shows that in SY 2013–14, at least 35 percent of ELs in five states (Kansas, Mississippi, New York, Puerto Rico, and West Virginia) attained ELP.

<sup>44</sup> Five states did not report targets for AMAO 2 in SY 2012–13 (California, Florida, New Jersey, Oregon, and Texas) on the CSPR.

<sup>45</sup> Nine states did not report targets for AMAO 2 in SY 2013–14 (California, Florida, Illinois, Massachusetts, Michigan, Montana, New Jersey, New York, and Texas) on the CSPR.

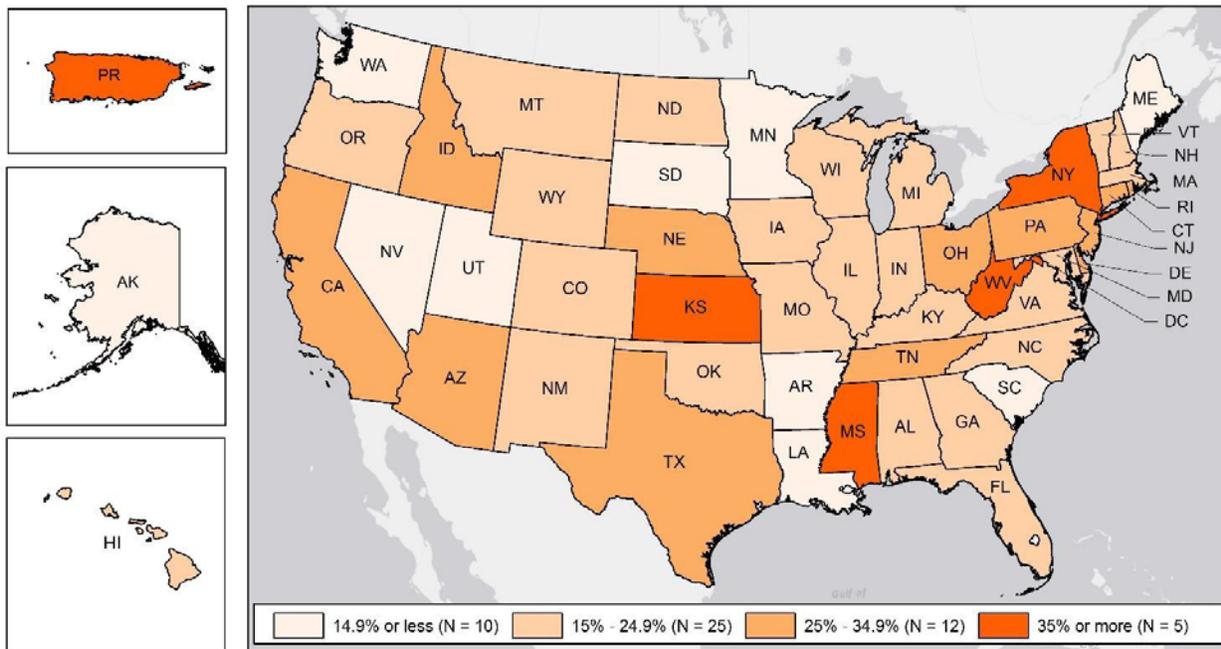
<sup>46</sup> *Title III* does not allow lowering targets except in the limited circumstance when an SEA adopts new standards or assessments.

**Figure 29. Percentage of ELs Who Attained English Language Proficiency, by SEA Reporting: SY 2012–13**



Note: In Puerto Rico, limited Spanish proficient students are identified and receive services in *Title III*-supported LIEPs.  
 Source: CSPR, SY 2012–13.

**Figure 30. Percentage of ELs Who Attained English Language Proficiency, by SEA Reporting: SY 2013–14**



Note: In Puerto Rico, limited Spanish proficient students are identified and receive services in *Title III*-supported LIEPs.  
 Source: CSPR, SY 2013–14.

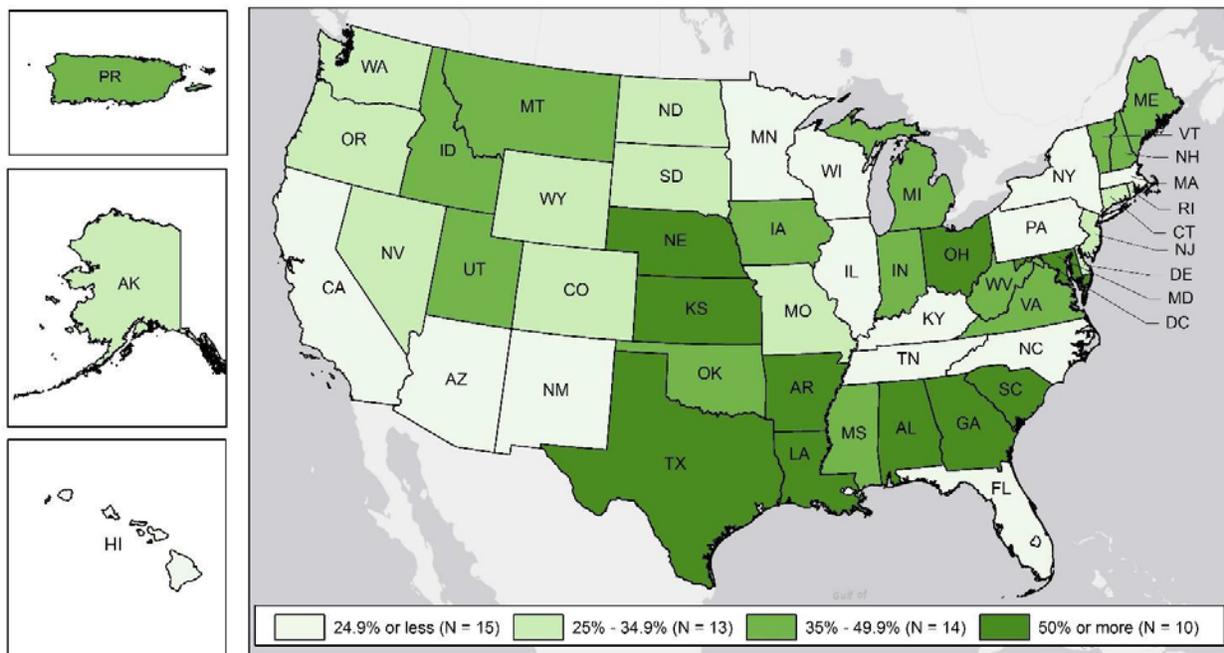
Between SYs 2012–13 and 2013–14, three SEAs (Arizona, Mississippi, and New York) reported the largest increases—7.4, 14.9, and 31.8 percentage points, respectively—in the percentage of ELs attaining ELP. Thirty-one SEAs reported decreases in the percentage of ELs who attained ELP between SYs 2012–13 and 2013–14, with five SEAs (Connecticut, Maine, Michigan, Texas, and Utah) reporting decreases of greater than 10 percentage points. Table A-12 in Appendix A includes additional detail on states’ AMAO 2 results.

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

*ESEA* requires that SEAs report on AYP rates for all students in at least reading/language arts and mathematics. A certain percentage of students must score proficient or above on the reading/language arts and mathematics assessments selected by each SEA. AMAO 3 represents making AYP for the EL subgroup.

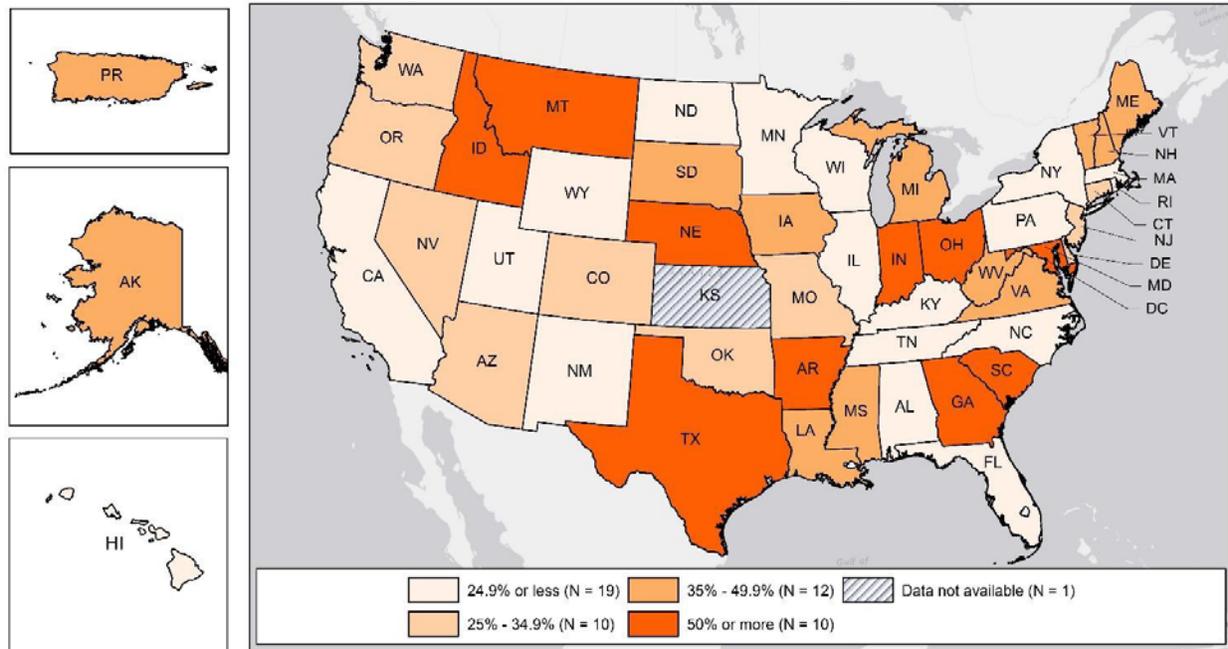
**Reading/language arts proficiency.** Figures 31 and 32 represent the percentage of ELs scoring proficient or above on state reading/language arts assessments in SYs 2012–13 and 2013–14. In SY 2012–13, 10 SEAs (Alabama, Arkansas, Georgia, Kansas, Louisiana, Maryland, Nebraska, Ohio, South Carolina, and Texas) reported that 50 percent or more of ELs scored proficient or above on the reading/language arts assessments. In SY 2013–14, 10 SEAs (Arkansas, Georgia, Idaho, Indiana, Maryland, Montana, Nebraska, Ohio, South Carolina, and Texas) reported 50 percent or more ELs scored proficient or above on the reading/language arts assessments (see Table A-13).

**Figure 31. Percentage of ELs Who Scored Proficient or Above on State Reading/Language Arts Assessments, by SEA Reporting: SY 2012–13**



**Note:** In Puerto Rico, limited Spanish proficient students are identified and receive services in *Title III*-supported LIEPs.  
**Source:** CSPR, SY 2012–13.

**Figure 32. Percentage of ELs Who Scored Proficient or Above Proficient on State Reading/Language Arts Assessments, by SEA Reporting: SY 2013–14**

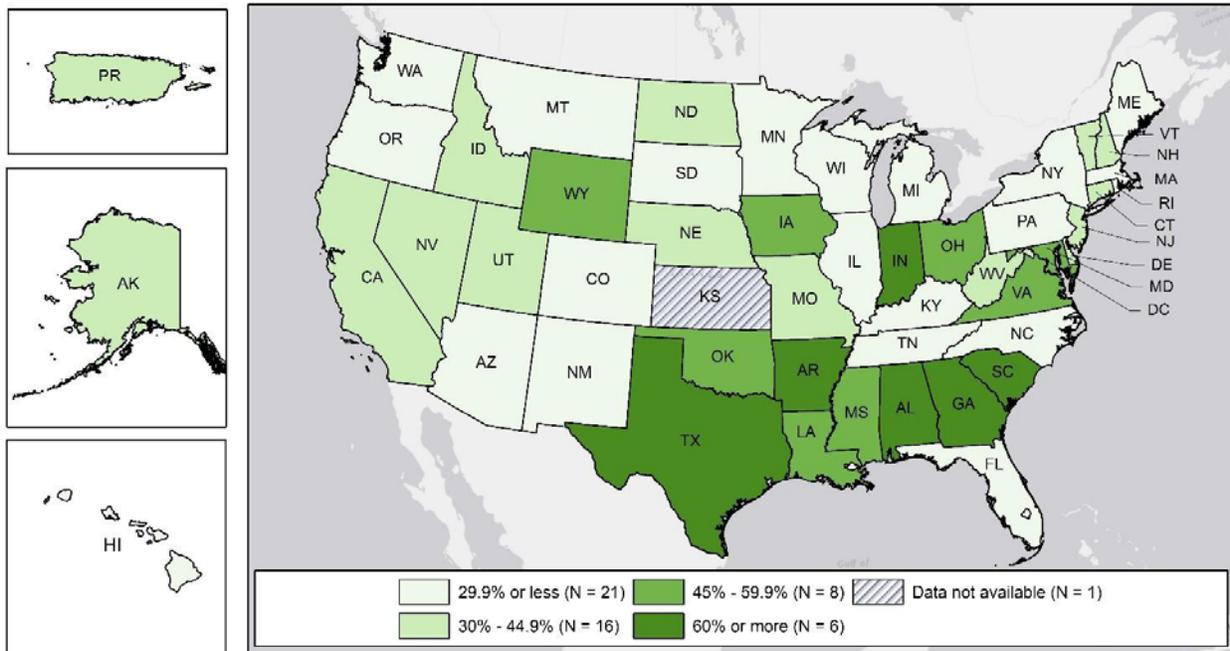


**Note:** In Puerto Rico, limited Spanish proficient students are identified and receive services in *Title III*-supported LIEPs.  
**Source:** CSPR, SY 2013–14.

Between SYs 2012–13 and 2013–14, South Dakota (15.2 percentage points), Idaho (16.8 percentage points), and Montana (42.7 percentage points) recorded the highest increases of ELs who scored proficient or above on state reading/language arts assessments.

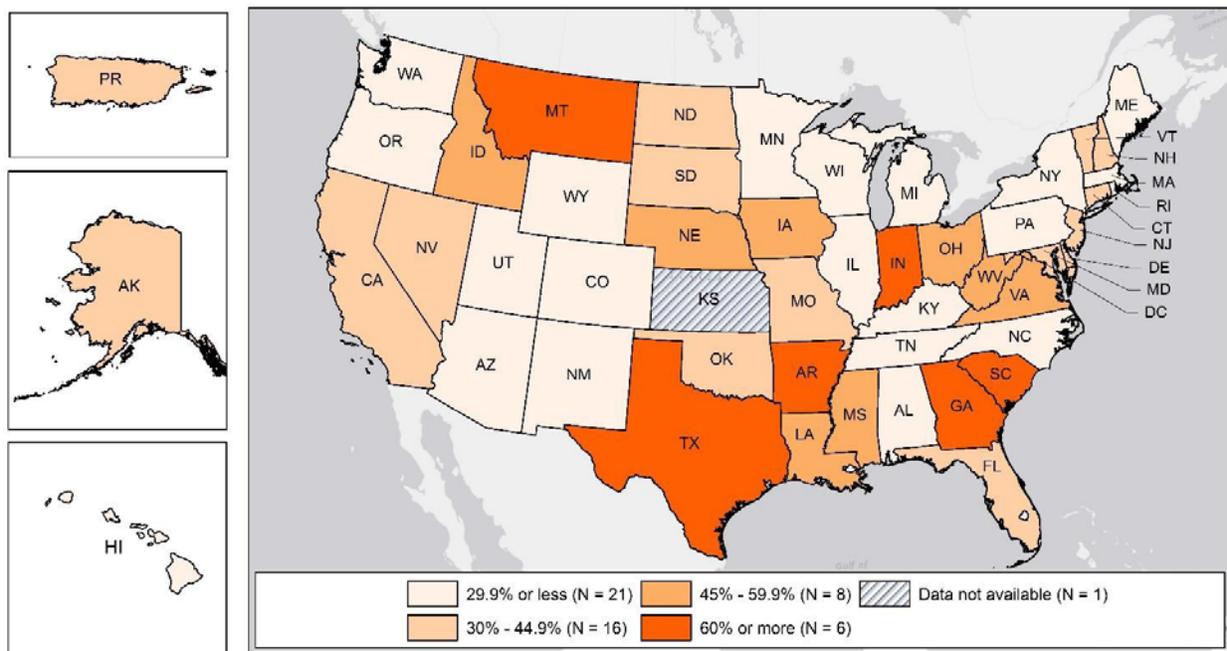
**Mathematics proficiency.** Figures 33 and 34 represent the percentage of ELs in each state who scored proficient or above on the state mathematics assessments in SYs 2012–13 and 2013–14. In SY 2012–13, seven SEAs (Alabama, Arkansas, Georgia, Indiana, Kansas, South Carolina, and Texas) reported that 60 percent or more of ELs scored proficient or above on the state mathematics assessments. The five SEAs reporting the highest percentages of ELs scoring proficient or above on state mathematics assessments in SY 2012–13 were Georgia (74.9 percent), Arkansas (66.4 percent), South Carolina (65 percent), Indiana (63.1 percent), and Alabama (62 percent). (See Table A-14.)

**Figure 33. Percentage of ELs Who Scored Proficient or Above Proficient on State Mathematics Assessments, by SEA Reporting: SY 2012–2013**



**Note:** In Puerto Rico, limited Spanish proficient students are identified and receive services in *Title III*-supported LIEPs.  
**Source:** CSPR, SY 2012–13.

**Figure 34. Percentage of ELs Who Scored Proficient or Above Proficient on State Mathematics Assessments, by SEA Reporting: SY 2013–14**



**Note:** In Puerto Rico, limited Spanish proficient students are identified and receive services in *Title III*-supported LIEPs.  
**Source:** CSPR, SY 2013–14.

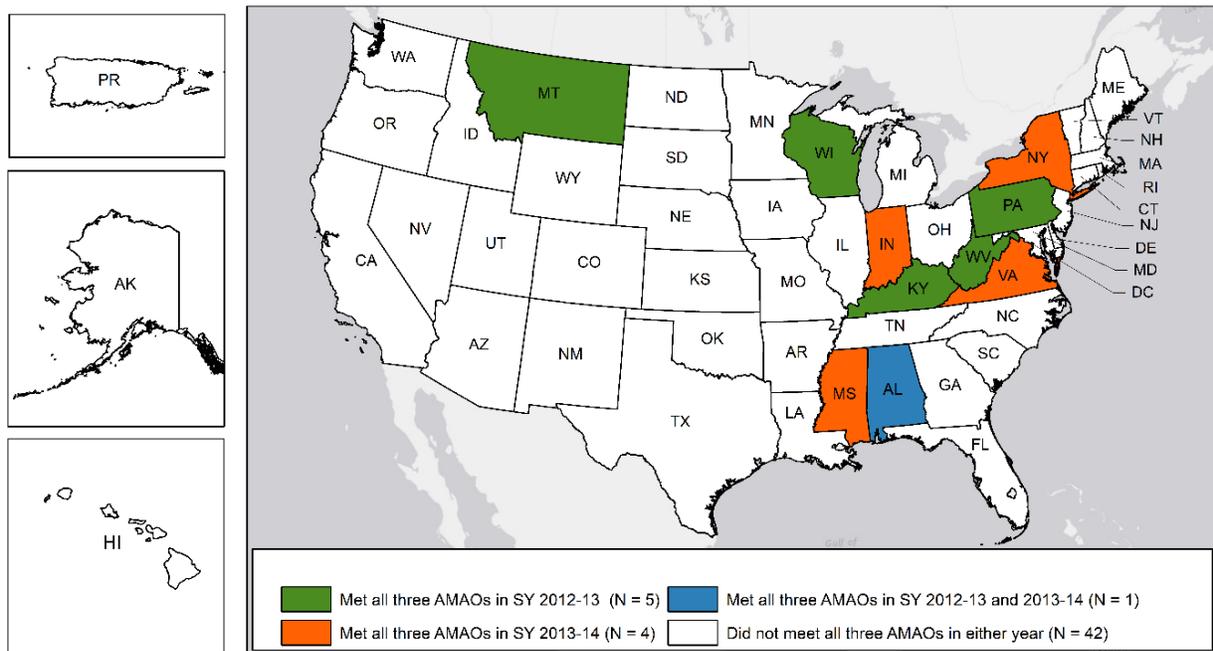
In SY 2013–14, six SEAs (Arkansas, Georgia, Indiana, Montana, South Carolina, and Texas) reported that 60 percent or more of ELs scored proficient or above on the state mathematics assessments. The three SEAs reporting the highest percentages of ELs scoring proficient or above on the state mathematics assessments in SY 2013–14 were Montana (78.3 percent), Georgia (73.1 percent), and Indiana (65 percent). (See Table A-14.)

Between SYs 2012–13 and 2013–14, the three SEAs reporting the highest increases in the percentage of ELs who scored proficient or above in state mathematics assessments were Idaho (8.1 percentage points), South Dakota (15.9 percentage points), and Montana (55.4 percentage points). Four SEAs (Alabama, Maryland, Utah, and Wyoming) reported decreases of 20 or more percentage points of ELs who scored proficient or above.

### States and Subgrantees Meeting Goals for AMAO 1, AMAO 2, and AMAO 3

In the CSPR, SEAs were required to report both whether the state as a whole met all three AMAOs, and the number of subgrantees that met all three AMAOs within the state. In SY 2012–13, six SEAs (Alabama, Kentucky, Montana, Pennsylvania, West Virginia and Wisconsin) reported meeting all three AMAOs. In SY 2013–14, five SEAs (Alabama, Indiana, Mississippi, New York, and Virginia) reported meeting all three AMAOs. Only Alabama reported meeting all three AMAOs in both SYs (see Appendix Table A-15). Figure 35 depicts the states that met all three AMAOs in one or both SYs.

**Figure 35. States Meeting All Three AMAOs, by School Year**



**Note:** In Puerto Rico, limited Spanish proficient students are identified and receive services in *Title III*-supported LIEPs.  
**Source:** CSPR, SY 2012–13 and 2013–14.

Tables A-16 and A-17 in Appendix A present information on the number of subgrantees per state, how many subgrantees met the various AMAOs, and how many subgrantees did not meet AMAOs for two years or have not met AMAOs for four years. The number of subgrantees

that met or did not meet all three AMAOs does not determine if a state met its targets for AMAOs.

In SY 2012–13, 5,759 subgrantees received *Title III* Part A subgrants, of which 2,310 (40.1 percent) met all three AMAOs. Twelve SEAs (Alaska, the District of Columbia, Florida, Hawaii, Iowa, Kansas, Maine, Montana, Nevada, North Dakota, Puerto Rico, and South Dakota) reported that none of their subgrantees met all three AMAOs. Only one, West Virginia, reported that all its subgrantees met all three AMAOs.

In SY 2013–14, SEAs reported that 1,300 (26.5 percent) of the 4,902 subgrantees receiving *Title III* Part A, subgrants met all three AMAOs. In two states, Utah and West Virginia, all subgrantees met all three AMAOs. Thirteen SEAs reported that no subgrantees met all three AMAOs.

## 6. Monitored Former English Learners

### Key Findings

- Between SYs 2004–05 and 2013–14, the number of monitored former English learners (MFELs) increased by over 170 percent, from 380,894 to 1,029,235 students.
- In total, SEAs reported 1,304,794 MFELs in SY 2012–13 and 1,029,235 MFELs in SY 2013–14.
- In SY 2012–13, eight SEAs reported that 90 percent or more of MFELs scored proficient or above on state reading/language arts assessments, and eight SEAs reported that less than 50 percent of MFELs scored proficient or above on state reading/language arts assessments.
- In SY 2013–14, four SEAs reported that 90 percent or more of MFELs scored proficient or above on the state reading/language arts assessments, and 15 SEAs reported that less than 50 percent of the MFELs scored proficient or above on state reading/language arts assessments.
- Between SYs 2012–13 and 2013–14, five SEAs reported an increase of 5 percentage points or more of MFELs scoring proficient or above on the state reading/language arts assessments.
- In SY 2012–13, three SEAs reported that 90 percent or more of MFELs scored proficient or above on the state mathematics assessments, and six SEAs reported that less than half of MFELs met or exceeded proficiency on those assessments.
- In SY 2013–14, two SEAs reported that 90 percent or more MFELs scored proficient or above on the state mathematics assessments, and 11 SEAs reported that less than half of MFELs met or exceeded proficiency on those assessments.
- Between SYs 2012–13 and 2013–14, eight SEAs reported an increase of 5 percentage points or more of MFELs scoring proficient or above on the state mathematics assessments.

This chapter discusses monitored former English learners<sup>47</sup> (MFELs). According to *Title III ESEA* §§3121 and 3123<sup>48</sup> SEAs are required to report on the progress made by children who had previously received services in *Title III*-supported LIEPs in meeting challenging state academic content and student academic achievement standards for each of the 2 years after such children are no longer receiving language services (i.e., MFELs). SEAs were required to report the number of MFELs who were in their first or second year of monitoring and on those MFELs' proficiency levels on state reading/language arts and mathematics assessments. Data may differ from SEA to SEA and year to year because states use different (1) ELP and content assessments and assessment procedures, (2) screening tools for identifying ELs, (3) criteria for exiting EL status, and (4) ELP and content-area standards. Caution should be exercised when interpreting these data.

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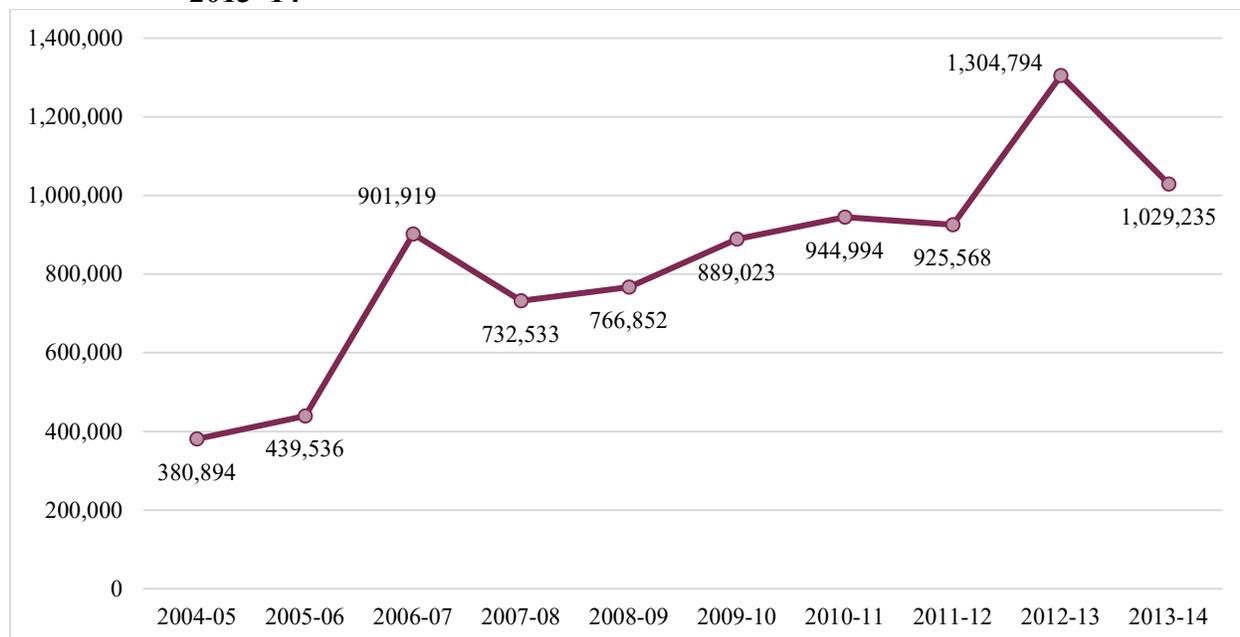
<sup>47</sup> Puerto Rico reports on monitored former limited Spanish proficient speakers.

<sup>48</sup> Where this document refers to *ESEA*, it is referring to the reauthorization under *NCLB*, which was in effect in the years 2012–14.

## Number of MFELs

From SYs 2004–05 to 2013–14, the number of MFELs increased by 170.2 percent (see Figure 36). The number of MFELs were on an upward trend through the school years with spiked increases in SYs 2006–07 and 2012–13. The largest percentage increase in MFELs occurred between SYs 2005–06 and 2006–07 (105.3 percent). The largest percentage decrease in MFELs occurred between SYs 2012–13 and 2013–14 (-21.1 percent). The fluctuations in the data may reflect the various state data systems and challenges in tracking and reporting MFELs.

**Figure 36. Number of MFELs Reported by SEAs, by School Year: SYs 2004–05 Through 2013–14**

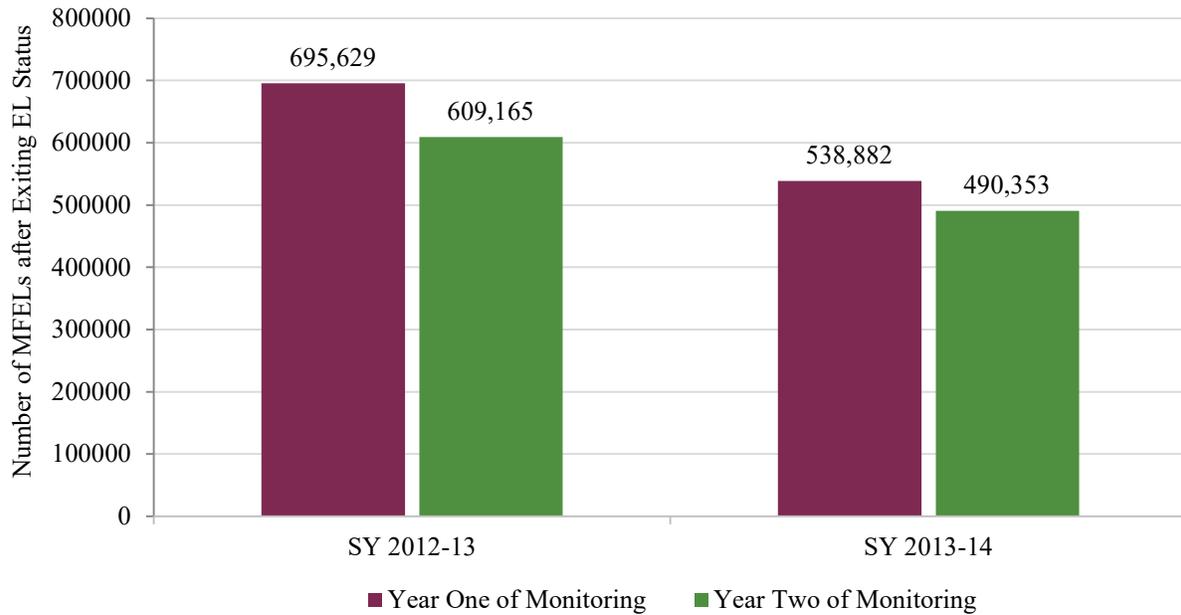


**Note:** The number of states for which data were not available by SY is as follows: 8 (2004–05); 7 (2005–06); 2 (2006–07); 0 (2007–08); 1 (2008–09); 1 (2009–10); 0 (2010–11); 0 (2011–12); 0 (2012–13); 0 (2013–14)

**Source:** U.S. Department of Education, *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2010–12*, and CSPR, SYs 2004–05, 2005–06, 2006–07, 2007–08, 2008–09, 2009–10, 2010–11, 2011–12, 2012–13, and 2013–14.

*Title III* requires that states track the progress of former ELs for two years after exiting the EL subgroup to determine if they meet challenging state academic content standards and student academic achievement standards. For both SYs 2012–13 and 2013–14, all SEAs provided data on the number of MFELs, including the numbers of students monitored in the first and second years after exiting EL services. (See Figure 37; Table A-18 in Appendix A for more detail.) On average there were fewer MFELs reported in the second year than in the first year.

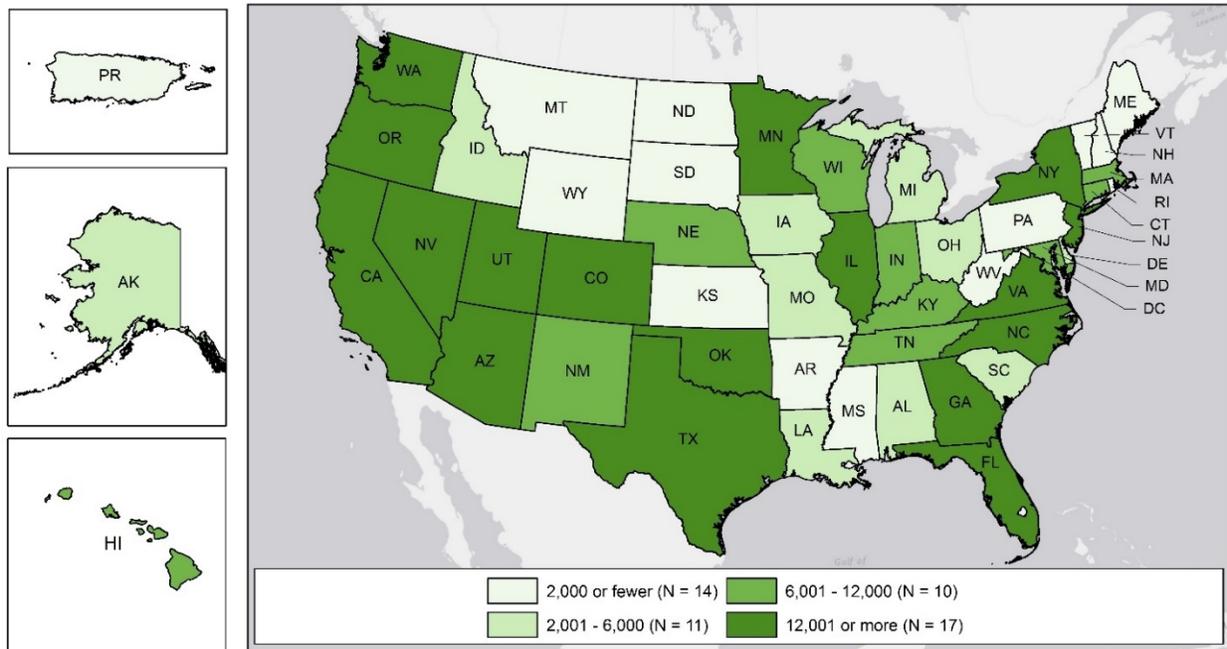
**Figure 37. Number of MFELs, by Year after Exiting EL Status: SYs 2012–13 and 2013–14**



**Source:** CSPR, SYs 2012–13 and 2013–14.

Eighteen SEAs each reported 10,000 MFELs or more in SY 2012–13. Of those, eight (Arizona, California, Colorado, Nevada, Oregon, Texas, Utah, and Washington) are in the West. Four others (Florida, Georgia, North Carolina, and Virginia) are in the South. Three of the SEAs (Illinois, Minnesota, and Oklahoma) are in the Midwest, and three others (Maryland, New Jersey, and New York), are in the Northeast. In both SYs 2012–13 and 2013–14, SEAs in Southern and Western states reported, on average, more MFELs than in Northeastern or Midwestern states. (See Figure 38.)

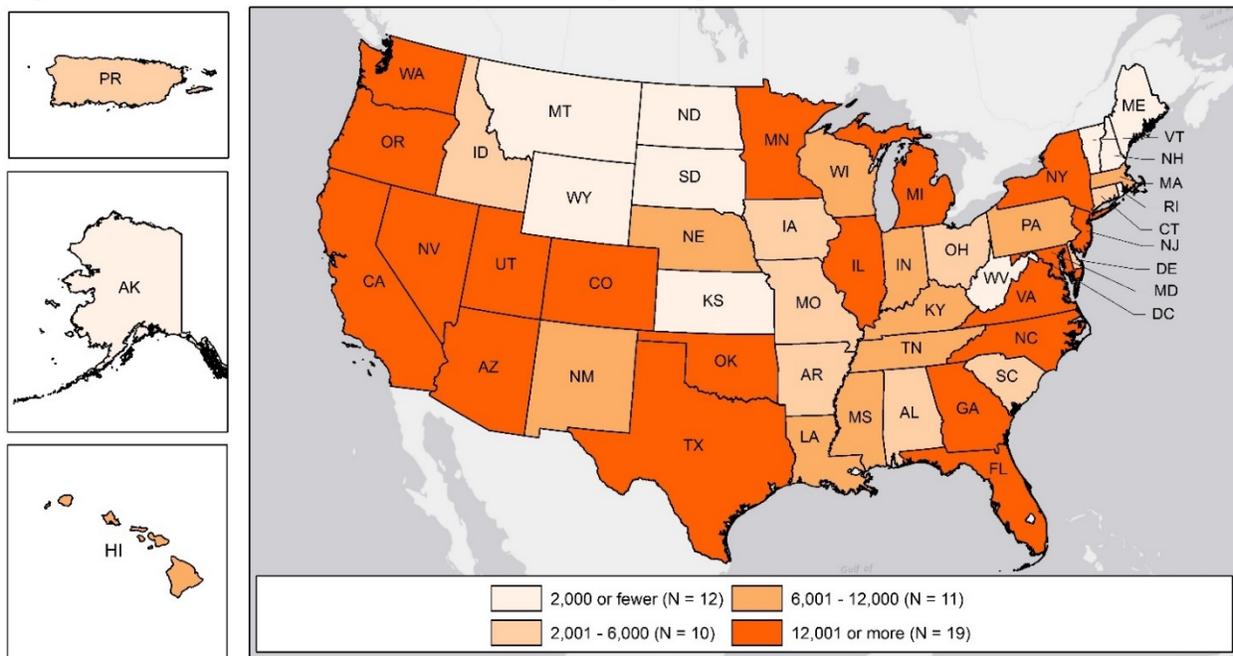
**Figure 38. Number of MFELs, by SEA Reporting: SY 2012–13**



**Note:** Puerto Rico reports on monitored former limited Spanish proficient speakers.  
**Source:** CSPR, SY 2012–13.

In SY 2013–14, the SEAs reporting the highest numbers of reported MFELs were nearly identical to those in SY 2012–13. California, Texas, and Florida reported the three highest numbers of MFELs in both years. In SY 2013–14, 12 SEAs (Alaska, the District of Columbia, Kansas, Maine, Montana, New Hampshire, North Dakota, Rhode Island, South Dakota, Vermont, West Virginia, and Wyoming) reported fewer than 2,000 MFELs each. (See Figure 39.)

**Figure 39. Number of MFELs, by SEA Reporting: SY 2013–14**



**Note:** Puerto Rico reports on monitored former limited Spanish proficient speakers.

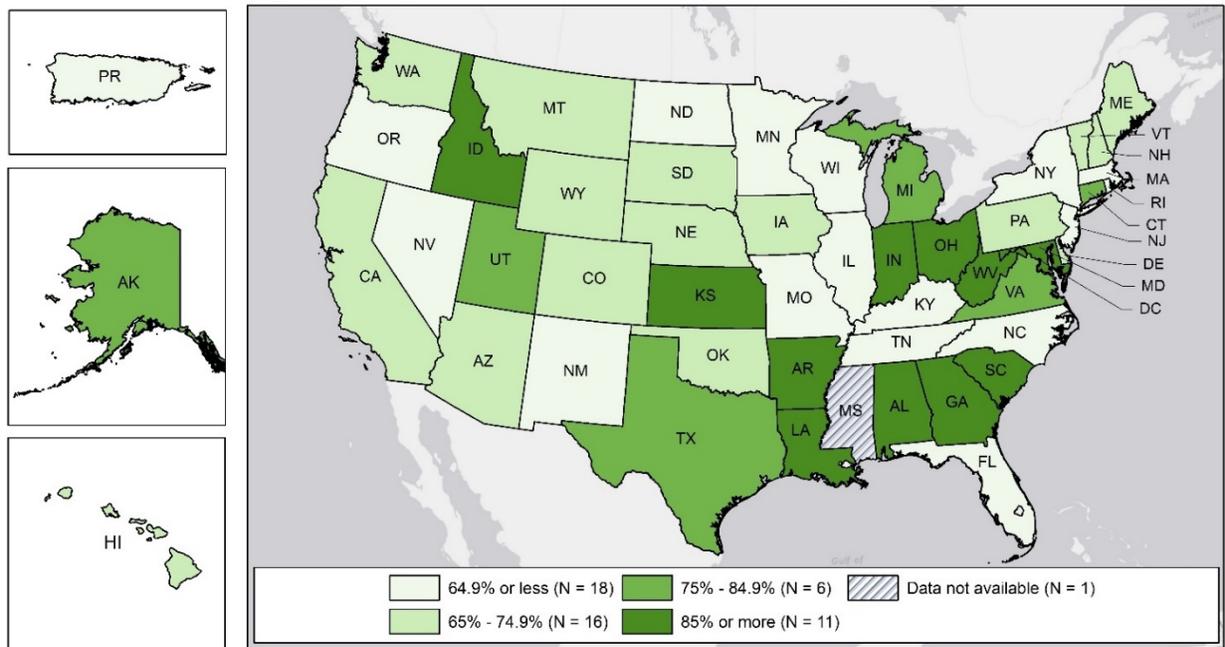
**Source:** CSPR, SY 2013–14.

### MFELs and Reading/Language Arts Proficiency

SEAs are also required to report academic achievement data of MFELs. However, SEAs have been inconsistent in the data reported because states vary in their (a) criteria for exiting ELs, and (b) capacity to track students once they are deemed proficient in English.

In SY 2012–13, all SEAs but Mississippi reported data on the percentage of MFELs scoring proficient or above on the state reading/language arts assessments. All SEAs, except New York and North Carolina, reported that at least one in three MFELs scored proficient or above on the state reading/language arts assessments. Eight SEAs (Minnesota, New Jersey, New Mexico, New York, North Carolina, Puerto Rico, Tennessee, and Wisconsin) reported that less than 50 percent of MFELs scored proficient or above on the state reading/language arts assessments. Eleven SEAs (Alabama, Arkansas, Georgia, Idaho, Indiana, Kansas, Louisiana, Maryland, Ohio, South Carolina, and West Virginia) reported that 85 percent or more of MFELs scored proficient or above on the state reading/language arts assessments; of these, Arkansas, Colorado, Ohio, and South Carolina reported that 95 percent or more of MFELs scored proficient or above in this content area. (See Table A-19.)

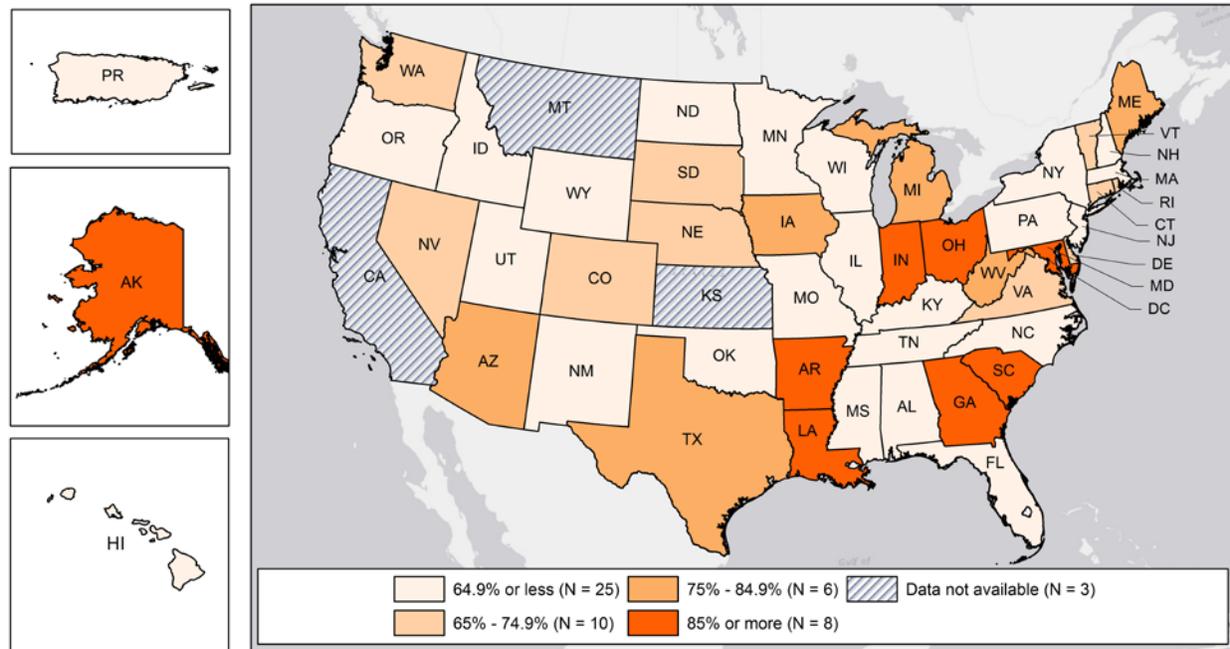
**Figure 40. Percentage of MFELs Scoring Proficient or Above on State Reading/Language Arts Assessments, by SEA Reporting: SY 2012–13**



**Note:** Puerto Rico reports on monitored former limited Spanish proficient speakers.  
**Source:** CSPR, SY 2012–13.

In SY 2013–14, all SEAs except California, Kansas, and Montana reported data on the percentage of MFELs scoring proficient or above on the state reading/language arts assessments. Eight SEAs (Alaska, Arkansas, Georgia, Indiana, Louisiana, Maryland, Ohio, and South Carolina) reported that 85 percent or more of MFELs scored proficient or above on the state reading/language arts assessments (see Figure 41). Two of those SEAs (Arkansas and Georgia) reported that 95 percent or more of MFELs scored proficient or above on the state reading/language arts assessments (see Table A-19). In SY 2013–14, 25 SEAs reported that less than 65 percent of MFELs scored proficient or higher on the state reading/language arts assessments. Moreover, four SEAs (Hawaii, New York, North Carolina, and Utah) reported that less than 30 percent of MFELs scored proficient or higher on the state reading/language arts assessments (see Figure 41; Table A-19 in Appendix A).

**Figure 41. Percentage of MFELs Scoring Proficient or Above on State Reading/Language Arts Assessments, by SEA Reporting: SY 2013–14**



**Note:** Puerto Rico reports on monitored former limited Spanish proficient speakers.

**Source:** CSPR, SY 2013–14

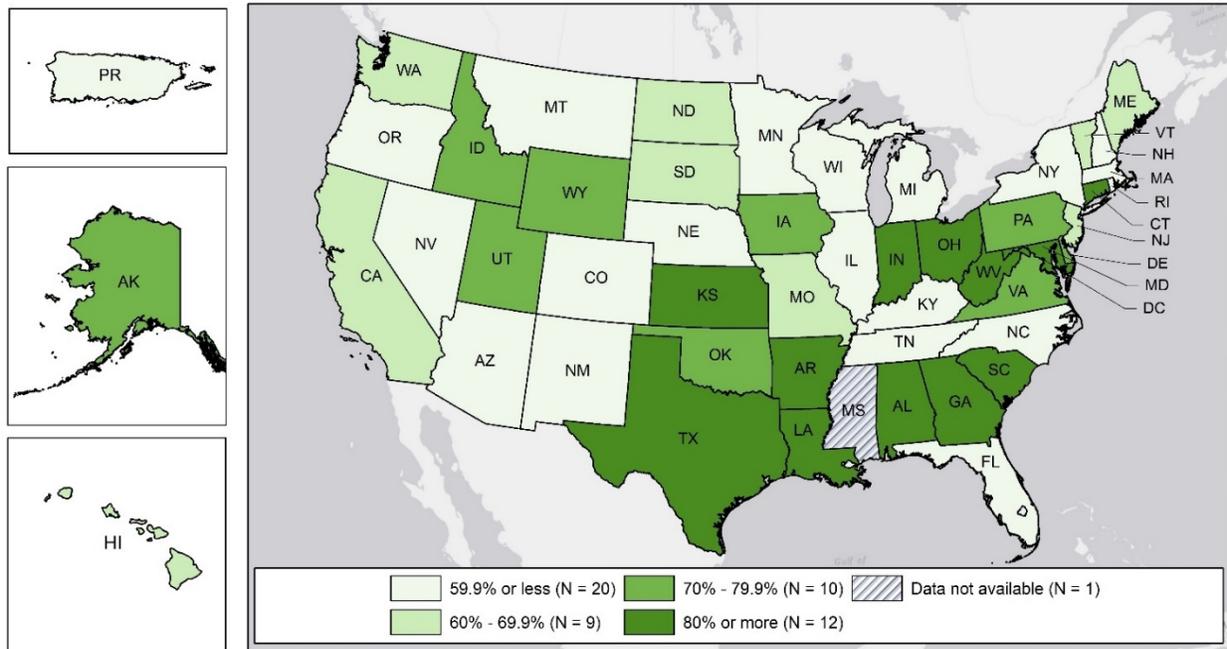
In both school years, about one in six SEAs reported that 85 percent or more of MFELs scored proficient or above on the state reading/language arts assessments. Between SYs 2012–13 and 2013–14, 28 SEAs reported a decrease in the percentage of MFELs who scored proficient or above on state reading/language arts assessments. (See Table A-19 in Appendix A.)

Over the same period (SY 2012–13 to SY 2013–14), 15 SEAs reported an increase in the percentage of MFELs who scored proficient or above on the state reading/language arts assessments. The 15 SEAs included Alaska, Arizona, Colorado, Delaware, Iowa, Kentucky, Maine, Massachusetts, Michigan, Minnesota, Nevada, Oregon, Rhode Island, Texas, and Virginia. Note that because Mississippi did not report data for SY 2012–13 and California, Kansas, and Montana did not report data for SY 2013–14, year-to-year comparisons could not be calculated. (See Table A-19 in Appendix A.)

### **MFELs and Mathematics Proficiency**

SEAs also reported the number of MFELs meeting or exceeding proficiency on the state mathematics assessments. All SEAs but Mississippi reported assessment data for SY 2012–13, with 15 SEAs reporting that 75 percent or more of MFELs met or exceeded proficiency on the state mathematics assessments. These 15 SEAs are Alabama, Arkansas, Connecticut, Georgia, Idaho, Indiana, Kansas, Louisiana, Maryland, Ohio, Pennsylvania, South Carolina, Texas, Virginia, and West Virginia (see Figure 42). Of these 15, three SEAs (Indiana, Ohio, and South Carolina) reported that 95 percent or more of MFELs met or exceeded proficiency on the state mathematics assessments (see Table A-19).

**Figure 42. Percentage of MFELs Scoring Proficient or Above on State Mathematics Assessments, by SEA Reporting: SY 2012–13**

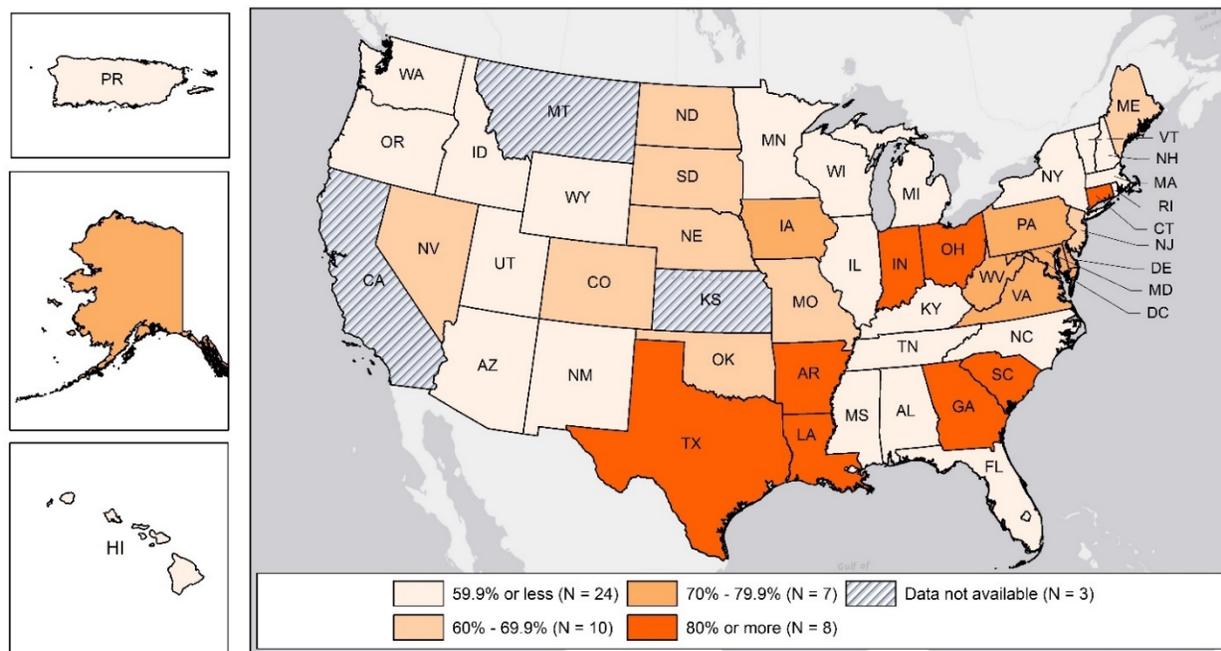


**Note:** Puerto Rico reports on monitored former limited Spanish proficient speakers.

**Source:** CSPR, SY 2012–13.

In the following year, SY 2013–14, 12 SEAs (Alaska, Arkansas, Connecticut, Georgia, Indiana, Iowa, Louisiana, Maryland, Ohio, South Carolina, Texas, and Virginia) reported that 75 percent or more of MFELs met or exceeded proficiency on the state mathematics assessments (see Figure 43). Of these 12, three SEAs (Arkansas, Indiana, Ohio) reported that 90 percent or more of MFELs scored proficient or above on the state mathematics assessments that year. California, Kansas, and Montana did not report data for SY 2013–14.

**Figure 43. Percentage of MFELs Scoring Proficient or Above on State Mathematics Assessments, by SEA Reporting: SY 2013–14**



**Note:** Puerto Rico reports on monitored former limited Spanish proficient speakers.

**Source:** CSPR, SY 2013–14

Eleven SEAs (Alabama, Hawaii, Idaho, New Mexico, New York, North Carolina, Oregon, Puerto Rico, Rhode Island, Utah, and Wyoming) reported that less than half of MFELs met or exceeded proficiency on the state mathematics assessments in SY 2013–14. (See Table A-19 in Appendix A.)

Comparing SYs 2012–13 to 2013–14, 26 SEAs reported a decrease in the percentage of MFELs scoring proficient or above on the state mathematics assessments. For the same time period, eight SEAs (Alaska, Arizona, Colorado, Maine, Nebraska, Nevada, Puerto Rico, and South Dakota) reported an increase of 5 percentage points or more on the state content assessment in MFELs achieving proficiency on state mathematics assessments. Note that because Mississippi did not report data for SY 2012–13 and California, Kansas, and Montana did not report data for SY 2013–14, year-to-year comparisons could not be calculated for these four SEAs. (See Table A-20 in Appendix A.)

## 7. Educational Staff Working With English Learners

### Key Findings

- Between SYs 2012–13 and 2013–14,
  - 34 SEAs reported an increase in certified or licensed teachers working in *Title III*-supported LIEPs;
  - 18 SEAs reported fewer certified or licensed teachers working in *Title III*-supported LIEPs;
  - 22 SEAs increased the estimated number of additional such teachers needed in five years;
  - 16 SEAs did not change estimates of additional teachers needed; and
  - 13 SEAs decreased estimates of additional teachers needed.

This chapter provides an overview of the number of certified or licensed teachers working in *Title III*-supported LIEPs<sup>49</sup> in both SYs 2012–13 and 2013–14, and the estimated number of additional certified or licensed teachers that will be needed in *Title III*-supported LIEPs in the next five years,<sup>50</sup> both items required by *ESEA*.<sup>51</sup> The discussion also describes recent trends for employed teachers and the estimated need for additional certified or licensed teachers in the five states (California, Texas, Florida, New York, and Illinois) with the largest numbers of ELs.

### Teacher Supply and Demand: SYs 2012–13 and 2013–14

In SY 2012–13, SEAs reported 319,941 certified or licensed teachers working in *Title III*-supported LIEPs. Fifty-one SEAs (all but Montana<sup>52</sup>) projected needing a total of 75,925 additional certified or licensed teachers in five years (i.e., by SY 2017–18)<sup>53</sup>. In SY 2013–14, SEAs reported 347,942 certified or licensed teachers working in *Title III*-supported LIEPs. Fifty SEAs (all but Montana<sup>50</sup> and Florida<sup>54</sup>), estimated needing 82,556 additional certified or licensed teachers in five years, or by SY 2018–19. (See Figure 44.)

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<sup>49</sup> As defined within the CSPR, the number includes all teachers who are working in *Title III*-supported LIEPs, even if those teachers are not paid with *Title III* funds.

<sup>50</sup> As defined within the CSPR, “The number should be the total additional teachers needed for the next five years, not the number needed for each year. Do not include the number of teachers currently working in *Title III* English language instruction educational programs.”

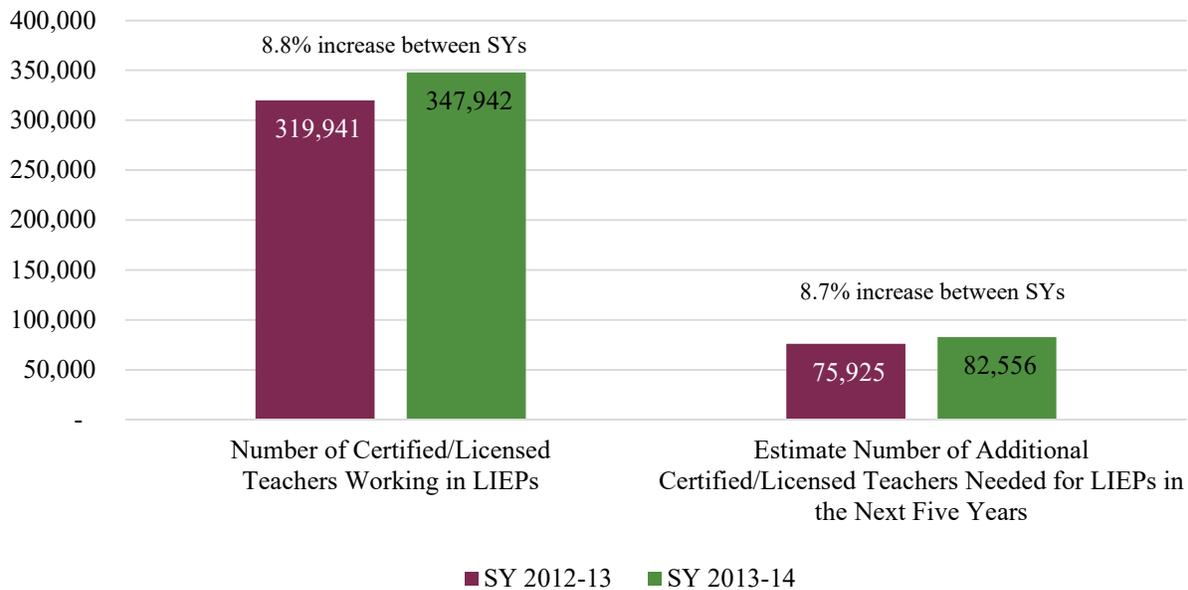
<sup>51</sup> Where this document refers to *ESEA*, it is referring to the reauthorization under *NCLB*, which was in effect in the years 2012–14.

<sup>52</sup> Due to a decreasing number of LEAs receiving *Title III* funds, Montana does not expect to need additional teachers for *Title III*-supported LIEPs.

<sup>53</sup> The projected number of teachers needed is a snapshot in time and an estimate by SEAs not a formal calculation. There is no comparison between this projected estimate and the actual number of teachers employed at the end of those five years

<sup>54</sup> Florida reports that it is operating pursuant to a consent decree, which requires that its teachers of ELs have certain endorsements and certifications.

**Figure 44. Number of Certified or Licensed Teachers Working in *Title III*-Supported LIEPs in SYs 2012–13 and 2013–14, With Estimated Number of Additional Certified or Licensed Teachers Needed for *Title III*-Supported LIEPs in the Next Five Years**



Source: CSPR, SYs 2012–13 and 2013–14.

Between SYs 2012–13 and 2013–14, the total number of certified or licensed teachers working in *Title III*-supported LIEPs increased 8.8 percent (28,001 teachers). The estimated number of additional certified or licensed teachers needed for *Title III*-supported LIEPs in the next five years increased by 8.7 percent (6,631 teachers). In the same period, the percentage of ELs receiving services in *Title III*-supported LIEPs increased 8.8 percent, from 4,475,380 to 4,541,036 ELs. (See Figure 44.)

For the SYs 2012–13 and 2013–14, 34 states reported increases in certified or licensed teachers working in *Title III*-supported LIEPs. Eighteen states reported fewer teachers in SY 2013–14 than in SY 2012–13. Twenty-two states increased the projected number of additional certified or licensed teachers needed in five years. The number of additional teachers projected was unchanged in 16 states, and 12 states decreased projections. Florida did not report estimated number of needed teachers in SY 2013–14, and Montana did not report estimated needed teachers in either year. Table A-21 in Appendix A displays each state’s number of certified or licensed teachers and the estimated additional certified or licensed teachers needed in five years, for SYs 2012–13 and 2013–14.

**Teacher Supply and Demand in the Five States With the Largest Numbers of ELs.**

Table 8 shows the number of certified or licensed teachers in the five states with the largest numbers of ELs. The table also displays these states’ projections for additional certified or licensed teachers needed in five years, and the percentage change in the number of ELs receiving services in *Title III*-supported LIEPs between SYs 2012–13 and 2013–14.

**Table 8. Number of Certified or Licensed Teachers Working in *Title III*-Supported LIEPs and the Estimated Number of Additional Certified or Licensed Teachers Needed for *Title III*-Supported LIEPs in the Next Five Years, As Reported by SEAS for Five States With the Largest Numbers of ELs: SYs 2012–13 and 2013–14**

State	Number of certified/licensed teachers working in <i>Title III</i> -Supported LIEPs			Estimate number of additional teachers needed for <i>Title III</i> -Supported LIEPs in the next five years			Percentage change in number of ELs receiving services in <i>Title III</i> -Supported LIEPs between SYs
	SY 2012–13	SY 2013–14	Percentage change between SYs	SY 2012–13	SY 2013–14	Percentage change between SYs	
CA	181,101	203,395	12.3%	18,753	17,104	-8.8%	-1.2%
FL	47,674	49,654	4.2%	9,000	0	-100.0%	-1.9%
TX	23,269	24,654	6.0%	11,371	13,297	16.9%	4.6%
IL	7,543	8,760	16.1%	3,286	15,895	383.7%	-2.5%
NY	5,710	6,211	8.8%	1,862	2,025	8.8%	5.4%

Source: CSPR, SYs 2012–13 and 2013–14.

California, the state with the largest EL population, reported a 12.3 percent increase in the number of certified or licensed teachers in *Title III*-supported LIEPs between SYs 2012–13 and 2013–14. However, for those same years, California reported a decrease in the projected number of additional certified or licensed teachers needed in five years. In 2013–14, California reported fewer ELs receiving services in *Title III*-supported LIEPs than in 2012–13, with a decrease of 1.2 percent or approximately 18,000 ELs.

Florida reported an increase in the number of certified or licensed teachers between SYs 2012–13 and 2013–14, though the number of ELs receiving services in *Title III*-supported LIEPs decreased slightly during that period. Florida reported that they could not estimate the number of additional teachers needed in the next five years. Illinois reported an increase of 16.1 percent in the number of certified or licensed teachers currently working in *Title III*-supported LIEPs and anticipated a nearly 400 percent increase in the number of certified or licensed teachers needed in the next five years (383.7 percent).

Between SY 2012–13 and SY 2013–14, New York reported an increase of nearly 9 percent (8.8 percent) in the number of certified or licensed teachers, and a similar increase of 8.8 percent in the estimated number of additional certified or licensed teachers needed in five years. New York reported an increase of 5.4 percent in ELs receiving services in *Title III*-supported LIEPs during the same period. Texas increased the number of certified or licensed teachers between SY 2012–13 and 2013–14 by 6 percent. They also increased the number of estimated additional teachers needed in the next five years by nearly 17 percent (16.9 percent) while the percentage of ELs receiving services in *Title III*-supported LIEPs increased by nearly 5 percent (4.6 percent).

## Appendix A: Detailed Data Tables

**Note:** Data may differ from SEA to SEA and from year to year because SEAs may use different (1) assessments and assessment procedures; (2) criteria to determine English language proficiency and eligibility for EL services; (3) criteria for exiting EL programs; and (4) English language proficiency and content-area standards. Thus, comparing data across SEAs is not feasible and caution should be exercised when interpreting these data. Please also note that the numbers and percentages reflect rounding. To access each SEA’s completed CSPR for SY 2012–13 or 2013–14 please visit <http://www2.ed.gov/admins/lead/account/consolidated/index.html>.

**Table A-1. Number of Identified ELs in SYs 2004–05 and 2013–14, and Percentage Change, by SEA Reporting**

State	Total Number of ELs: 2004 –05	Total Number of ELs: 2013–14	Percentage Change
<b>Total</b>	4,247,487	4,931,996	16.1%
<b>Alabama</b>	15,295	20,165	31.8%
<b>Alaska</b>	20,140	16,496	-18.1%
<b>Arizona</b>	155,789	90,869	-41.7%
<b>Arkansas</b>	17,384	35,476	104.1%
<b>California</b>	1,591,525	1,508,323	-5.2%
<b>Colorado</b>	91,308	118,316	29.6%
<b>Connecticut</b>	27,580	32,556	18.0%
<b>Delaware</b>	4,949	8,356	68.8%
<b>District of Columbia</b>	5,555	5,934	6.8%
<b>Florida</b>	236,527	284,802	20.4%
<b>Georgia</b>	50,381	98,603	95.7%
<b>Hawaii</b>	18,376	16,553	-9.9%
<b>Idaho</b>	15,899	13,680	-14.0%
<b>Illinois</b>	192,764	186,646	-3.2%
<b>Indiana</b>	32,306	55,986	73.3%
<b>Iowa</b>	15,452	25,978	68.1%
<b>Kansas</b>	23,512	51,670	119.8%
<b>Kentucky</b>	11,181	22,517	101.4%
<b>Louisiana</b>	5,494	17,483	218.2%
<b>Maine</b>	2,896	5,471	88.9%
<b>Maryland</b>	24,811	61,827	149.2%
<b>Massachusetts</b>	16,339	73,662	350.8%
<b>Michigan</b>	25,889	88,359	241.3%
<b>Minnesota</b>	58,815	73,858	25.6%
<b>Mississippi</b>	4,152	8,529	105.4%

State	Total Number of ELs: 2004–05	Total Number of ELs: 2013–14	Percentage Change
Missouri	16,269	27,793	70.8%
Montana	6,952	3,443	-50.5%
Nebraska	13,550	19,235	42.0%
Nevada	72,117	69,969	-3.0%
New Hampshire	4,035	4,217	4.5%
New Jersey	41,812	68,396	63.6%
New Mexico	70,926	57,342	-19.2%
New York	203,583	241,138	18.4%
North Carolina	78,395	102,406	30.6%
North Dakota	4,749	3,336	-29.8%
Ohio	24,167	50,414	108.6%
Oklahoma	33,508	44,720	33.5%
Oregon	58,546	57,376	-2.0%
Pennsylvania	39,847	48,446	21.6%
Puerto Rico	NR	2,007	- <sup>a</sup>
Rhode Island	10,273	9,252	-9.9%
South Carolina	15,396	43,080	179.8%
South Dakota	5,847	5,115	-12.5%
Tennessee	19,355	35,145	81.6%
Texas	615,466	809,582	31.5%
Utah	56,319	38,710	-31.3%
Vermont	1,393	1,614	15.9%
Virginia	67,933	102,815	51.3%
Washington	78,816	112,302	42.5%
West Virginia	843	2911	245.3%
Wisconsin	39,329	45,771	16.4%
Wyoming	3,742	3,346	-10.6%
<b>Total</b>	<b>4,247,487</b>	<b>4,931,996</b>	<b>16.1%</b>

Note: NR means “not reported.”

<sup>a</sup> Percent change could not be calculated due to missing data in one or more years.

Source: CSPR, SYs 2004–05 and 2013–14.

**Table A-2. Top Five Languages Spoken by K–12 ELs, as Reported by SEAs: SYs 2012–13 and 2013–14**

Language	2012–13 Number of Speakers Reported	2013–14 Number of Speakers Reported
<b>Total</b>	<b>4,212,243</b>	<b>4,144,205</b>
Afrikaans	112	152
Albanian	1,814	1,870
Amharic	1,764	1,479
Arabic	88,739	100,461
Arapaho	14	-- <sup>a</sup>
Bengali	9,042	9,371
Bosnian	1,914	2,017
Burmese	2,216	2,560
Caucasian (Other)	828	839
Central Khmer	164	-- <sup>a</sup>
Cherokee	1,005	911
Chinese	95,486	99,943
Chuukese	2,260	2,021
Creoles and pidgins (Other)	396	353
Creoles and pidgins, French-based (Other)	604	765
Creoles and pidgins, Portuguese-based (Other)	3,701	3,893
Cushitic (Other)	153	148
Filipino; Pilipino	1,406	1,766
French	2,785	2,608
German	2,316	2,481
Gujarati	46	71
Haitian; Haitian Creole	36,928	35,467
Hawaiian	4	-- <sup>a</sup>
Hmong	24,295	23,473
Iloko	4,026	3,461
Inupiaq	1,413	1,376
Japanese	1,187	857
Karen languages	4,655	5,195
Korean	5,415	5,011
Kurdish	350	396
Marshallese	3,808	4,327
Navajo; Navaho	9,322	8,914
Nepali	3,307	3,633
Nias	1,194	1,196
North American Indian	291	91
Ojibwa	189	-- <sup>a</sup>
Polish	5,304	5,347
Portuguese	8,792	10,102
Russian	8,877	9,111

Language	2012–13 Number of Speakers Reported	2013–14 Number of Speakers Reported
Siouan languages	589	368
Somali	23,106	25,278
Spanish; Castilian	3,715,773	3,637,685
Swahili	-- <sup>a</sup>	152
Tagalog	27,227	24,370
Urdu	8,608	8,438
Vietnamese	82,682	80,283
Yup'ik languages	6,555	6,629
Zuni	-- <sup>a</sup>	497
No linguistic content; Not applicable	5,565	5,862
Reserved for local use	716	714
Uncoded languages	3,257	39
Undetermined	2,043	2,224
<b>Total</b>	<b>4,212,243</b>	<b>4,144,205</b>

**Note:** For more detail on each state's reported top five languages, see the state profiles in Appendix B.

--<sup>a</sup> No data available for language in year noted; language not listed among states' "top five" lists in this year.

**Source:** CSPR, SYs 2012–13 and 2013–14.

**Table A-3. Number of K–12 Immigrant Children and Youth Enrolled in Schools and Served in *Title III*-Supported Educational Programs, by SEA Reporting: SYs 2012–13 and 2013–14**

State Name	2012–13 Number of Immigrant Students Enrolled	2012–13 Number of Immigrant Students in <i>Title III</i> - Supported Programs	2012–13 Percentage Served in <i>Title III</i> - Supported Programs	2013–14 Number of Immigrant Students Enrolled	2013–14 Number of Immigrant Students in <i>Title III</i> - Supported Programs	2013–14 Percentage Served in <i>Title III</i> - Supported Programs	Percentage Change in Immigrant Enrollment	Percentage Change in Number of Immigrant Students in <i>Title III</i> - Supported Programs
<b>Total</b>	<b>709,038</b>	<b>145,504</b>	<b>20.5%</b>	<b>651,895</b>	<b>168,914</b>	<b>25.9%</b>	<b>-8.1%</b>	<b>16.1%</b>
Alabama	2,426	1,038	42.8%	2,509	309	12.3%	3.4%	-70.2%
Alaska	1,412	125	8.9%	1,330	51	3.8%	-5.8%	-59.2%
Arizona	10,026	2,848	28.4%	9,703	4,837	49.9%	-3.2%	69.8%
Arkansas	2,486	NR <sup>b</sup>	-- <sup>a</sup>	2,473	0	0.0%	-0.5%	-- <sup>a</sup>
California	148,438	4,321	2.9%	151,616	5,959	3.9%	2.1%	37.9%
Colorado	9,060	2,305	25.4%	9,397	4,621	49.2%	3.7%	100.5%
Connecticut	10,912	3,122	28.6%	11,098	5,032	45.3%	1.7%	61.2%
Delaware	2,171	NR <sup>c</sup>	-- <sup>a</sup>	1,843	1,677	91.0%	-15.1%	-- <sup>a</sup>
District of Columbia	1,328	NR <sup>d</sup>	-- <sup>a</sup>	1,954	0	0.0%	47.1%	-- <sup>a</sup>
Florida	58,680	10,191	17.4%	61,099	1,684	2.8%	4.1%	-83.5%
Georgia	17,760	1,480	8.3%	18,700	4,836	25.9%	5.3%	226.8%
Hawaii	6,331	6,331	100.0%	6,038	6,038	100.0%	-4.6%	-4.6%
Idaho	1,156	251	21.7%	1,153	34	2.9%	-0.3%	-86.5%
Illinois	16,243	279	1.7%	15,758	699	4.4%	-3.0%	150.5%
Indiana	5,538	1,809	32.7%	6,892	1,956	28.4%	24.4%	8.1%
Iowa	4,117	3,105	75.4%	3,707	989	26.7%	-10.0%	-68.1%
Kansas	2,897	395	13.6%	3,047	418	13.7%	5.2%	5.8%
Kentucky	4,656	906	19.5%	5,483	2,871	52.4%	17.8%	216.9%
Louisiana	3,207	0	0.0%	4,492	184	4.1%	40.1%	-- <sup>a</sup>
Maine	325	NR <sup>e</sup>	-- <sup>a</sup>	1,163	161	13.8%	257.8%	-- <sup>a</sup>
Maryland	18,899	1,446	7.7%	23,303	5,510	23.6%	23.3%	281.1%
Massachusetts	20,399	14,266	69.9%	21,465	15,366	71.6%	5.2%	7.7%
Michigan	9,676	4,745	49.0%	12,656	9,879	78.1%	30.8%	108.2%
Minnesota	10,048	4,611	45.9%	10,048	3,179	31.6%	0.0%	-31.1%
Mississippi	512	151	29.5%	623	336	53.9%	21.7%	122.5%
Missouri	3,469	1,918	55.3%	4,047	2,154	53.2%	16.7%	12.3%
Montana	174	90	51.7%	144	0	0.0%	-17.2%	-100.0%
Nebraska	3,689	2,118	57.4%	4,369	2,715	62.1%	18.4%	28.2%
Nevada	5,702	115	2.0%	5,389	122	2.3%	-5.5%	6.1%
New Hampshire	1,251	437	34.9%	1,180	450	38.1%	-5.7%	3.0%
New Jersey	26,272	9,166	34.9%	26,626	16,182	60.8%	1.3%	76.5%

State Name	2012–13 Number of Immigrant Students Enrolled	2012–13 Number of Immigrant Students in <i>Title III</i> - Supported Programs	2012–13 Percentage Served in <i>Title III</i> - Supported Programs	2013–14 Number of Immigrant Students Enrolled	2013–14 Number of Immigrant Students in <i>Title III</i> - Supported Programs	2013–14 Percentage Served in <i>Title III</i> - Supported Programs	Percentage Change in Immigrant Enrollment	Percentage Change in Number of Immigrant Students in <i>Title III</i> - Supported Programs
New Mexico	4,517	NR <sup>f</sup>	-- <sup>a</sup>	3,814	NR <sup>f</sup>	-- <sup>a</sup>	-15.6%	-- <sup>a</sup>
New York	19,853	19,853	100.0%	21,889	21,889	100.0%	10.3%	10.3%
North Carolina	12,450	1,141	9.2%	13,584	1,977	14.6%	9.1%	73.3%
North Dakota	774	774	100.0%	786	786	100.0%	1.6%	1.6%
Ohio	11,801	3,638	30.8%	12,242	4,615	37.7%	3.7%	26.9%
Oklahoma	3,883	2,663	68.6%	4,272	1,950	45.6%	10.0%	-26.8%
Oregon	6,781	27	0.4%	6,204	19	0.3%	-8.5%	-29.6%
Pennsylvania	16,536	4,900	29.6%	14,876	8,377	56.3%	-10.0%	71.0%
Puerto Rico	223	181	81.2%	211	163	77.3%	-5.4%	-9.9%
Rhode Island	1,883	70	3.7%	2,194	70	3.2%	16.5%	0.0%
South Carolina	4,090	186	4.5%	4,282	1,208	28.2%	4.7%	549.5%
South Dakota	1,713	28	1.6%	1,735	43	2.5%	1.3%	53.6%
Tennessee	6,135	3,839	62.6%	8,040	1,135	14.1%	31.1%	-70.4%
Texas	158,737	20,495	12.9%	71,744	17,868	24.9%	-54.8%	-12.8%
Utah	1,813	392	21.6%	5,553	887	16.0%	206.3%	126.3%
Vermont	692	NR <sup>g</sup>	-- <sup>a</sup>	651	273	41.9%	-5.9%	-- <sup>a</sup>
Virginia	23,700	5,216	22.0%	24,653	6,720	27.3%	4.0%	28.8%
Washington	15,871	785	4.9%	16,743	1,364	8.1%	5.5%	73.8%
West Virginia	2,195	2,195	100.0%	1,267	25	2.0%	-42.3%	-98.9%
Wisconsin	5,738	1,159	20.2%	7,399	1,159	15.7%	28.9%	0.0%
Wyoming	393	393	100.0%	451	137	30.4%	14.8%	-65.1%
<b>Total</b>	<b>709,038</b>	<b>145,504</b>	<b>20.5%</b>	<b>651,895</b>	<b>168,914</b>	<b>25.9%</b>	<b>-8.1%</b>	<b>16.1%</b>

Notes: NR means “not reported.”

<sup>a</sup> Percentage could not be calculated based on submitted data.

<sup>b</sup> Arkansas: The LEAs did not meet state formula for eligibility.

<sup>c</sup> Delaware: No explanation.

<sup>d</sup> District of Columbia: While there were 10 LEAs that were eligible for an immigrant subgrant in SY 2012–13, none of them took advantage of that subgrant.

<sup>e</sup> Maine: There were no Immigrant grants for 2012–13 awarded because the SEA could not verify a significant increase of immigrants.

<sup>f</sup> New Mexico: No district (LEA) received a grant for a 3114(d)(1) program because no district experienced a significant increase in immigrant students, as defined by the state previously, and as required by Section 3114(d)(1). To address this concern, the state is revising its guidelines, with the U.S. Department of Education’s Office of Elementary and Secondary Education (*Title III* Group) input, to ensure that more districts are eligible for grant funding to support its immigrant student populations.

<sup>g</sup> Vermont: In 2012–13, there were no Immigrant Grant Awards made. None of the LEAs met the state’s 2012-2013 definition of significant increase in that year, based on the counts from the previous three years (2011–12, 2010–11, and 2009–10) used to make the calculation. The funds reserved for Immigrant grant(s) were instead distributed in the overall grant allocations for eligible LEAs.

Source: CSPR, SYs 2012–13 and 2013–14

**Table A-4. Languages Offered in Dual Language Programs, by SEA Reporting: SYs 2012–13 and 2013–14**

States	2012–13		2013–14	
	Dual Language Program	Languages	Dual Language Program	Languages
Alabama	No	N/A	No	N/A
Alaska	Yes	Yup'ik, Spanish, Inupiaq	Yes	Yup'ik
Arizona	Yes	Spanish	Yes	Spanish
Arkansas	No	N/A	No	N/A
California	Yes <sup>a</sup>	Armenian, Cantonese, Chinese, French, German, Hmong, Italian, Japanese, Korean, Mandarin, Spanish	Yes <sup>a</sup>	Arabic, Armenian, Cantonese, Chinese, French, German, Hmong, Italian, Japanese, Korean, Mandarin, Spanish
Colorado	Yes	Spanish	Yes	Spanish
Connecticut	Yes	Spanish	Yes	Spanish
Delaware	Yes <sup>b</sup>	Spanish	No <sup>c</sup>	N/A
District of Columbia	Yes	Spanish and French	Yes	Spanish and French
Florida	NR <sup>d</sup>	N/A <sup>d</sup>	NR <sup>d</sup>	N/A <sup>d</sup>
Georgia	Yes	Spanish, French, German, Chinese	Yes	Spanish, French, German, Chinese
Hawaii	No	N/A	No	N/A
Idaho		N/A		N/A
Illinois	Yes	Spanish	Yes	Spanish
Indiana	Yes	Spanish	Yes	Spanish
Iowa	Yes	Spanish	Yes	Spanish
Kansas	Yes	Spanish	Yes	Spanish
Kentucky	No		Yes	Spanish
Louisiana	Yes	Spanish, French Creole, Vietnamese	Yes	Spanish, Vietnamese, Creole, Haitian
Maine	Yes	French	Yes	French
Maryland	No	N/A	No	N/A
Massachusetts	Yes	Spanish, Portuguese	Yes	Spanish, Portuguese
Michigan	Yes	Spanish	Yes	Spanish
Minnesota	Yes	Spanish, French, Mandarin	Yes	Spanish, Somali, French, Mandarin
Mississippi	Yes	Spanish	Yes	Spanish Arabic Vietnamese Chinese
Missouri	No	N/A	No	N/A
Montana	No	N/A	No	N/A
Nebraska	Yes	Spanish	Yes	Spanish
Nevada	Yes	Spanish	Yes	Spanish,
New Hampshire	No		No	
New Jersey	Yes	Spanish	Yes	Spanish
New Mexico	Yes <sup>e</sup>	Spanish; Native American Languages	Yes <sup>e</sup>	Spanish; Navajo

States	2012–13		2013–14	
	Dual Language Program	Languages	Dual Language Program	Languages
New York	Yes	Spanish, Chinese, Haitian-Creole, French, Korean, Russian	Yes	Spanish, Chinese, Haitian-Creole
North Carolina	Yes	Spanish, Chinese(Mandarin), Japanese, German, French, Arabic, and Cherokee	Yes	Spanish, Chinese (Mandarin), Japanese, German, French
North Dakota	No	N/A	No	N/A
Ohio	Yes	Spanish, Chinese, Arabic, Vietnamese	Yes	Spanish, Chinese, Arabic, French, Somali
Oklahoma	Yes	Spanish	Yes	Spanish
Oregon	NR	N/A	Yes	Spanish, Russian, Chinese, Japanese
Pennsylvania	Yes	Spanish	Yes	Spanish
Puerto Rico	No	N/A	No	N/A
Rhode Island	Yes	NR	Yes	Spanish, Portuguese
South Carolina	No	N/A	No	N/A
South Dakota	No	N/A	No	N/A
Tennessee	NR	N/A	NR	N/A
Texas	Yes	Spanish, Vietnamese, Chinese	Yes	Spanish, Vietnamese
Utah	Yes	Chinese, French, Portuguese, Spanish	Yes	Chinese, French, Portuguese, Spanish
Vermont	No	N/A	No	N/A
Virginia	Yes	Spanish	Yes	Spanish
Washington	Yes	Russian, Spanish, Chinese	Yes	Russian, Spanish, Chinese
West Virginia	No	N/A	No	N/A
Wisconsin	Yes	Spanish	Yes	Spanish
Wyoming	Yes	Spanish	Yes	Spanish

Note: NR means “not reported.” N/A means “not applicable.”

<sup>a</sup> In California, dual language programs are also known as two-way immersion programs. The SEA entered the same information for both programs.

<sup>b</sup> The dual language two-way immersion program that Delaware districts are implementing are funded and administered through the World Language Immersion program, not the *Title III* program. There are some ELs who are enrolled incidentally in the dual language programs in districts who are *Title III* subgrantees.

<sup>c</sup> The dual language immersion and two-way immersion programs are not administered by the *Title III* English Language Acquisition Program Office and are not counted as subgrantee's required ESL program. Although a percentage of ELL students are enrolled in the dual language immersion program, this is supplemental to the LEA's required ESL program.

<sup>d</sup> Florida uses different terminology for the instructional models used by the SEA. Thus, to avoid any confusion, the SEA did not report any data. Instructional models used in Florida to provide ELs comprehensive instruction include: Sheltered–English, Sheltered-Core/Basic Subject Areas, Mainstream/Inclusion–English, Mainstream/Inclusion-Core/Basic Subject Areas, Maintenance and/or Developmental Bilingual Education, and Dual Language (Two-way Developmental Bilingual Education).

<sup>e</sup> In New Mexico, Dual Language and Two-way Immersion are the same program. It is called Dual Language Immersion and it means that two groups of students become bilingual and biliterate in both languages (English and the target/home/heritage language).

Source: CSPR, SYs 2012–13 and 2013–14.

**Table A-5. Languages Offered in Two-Way Immersion Programs, by SEA Reporting: SYs 2012–13 and 2013–14**

State	SY 2012–13		SY 2013–14	
	Two-Way Immersion Program	Languages	Two-Way Immersion Program	Languages
Alabama	No	N/A	No	N/A
Alaska	No	N/A	Yes	Yup'ik, Spanish
Arizona	No	N/A	No	N/A
Arkansas	No	N/A	No	
California	Yes <sup>a</sup>	Armenian, Cantonese, Chinese, French, German, Hmong, Italian, Japanese, Korean, Mandarin, Spanish	Yes <sup>a</sup>	Arabic, Armenian, Cantonese, Chinese, French, German, Hmong, Italian, Japanese, Korean, Mandarin, Spanish
Colorado	Yes	Spanish, Chinese	Yes	Spanish, Chinese
Connecticut	No	N/A	No	N/A
Delaware	Yes	NR	No	N/A
District of Columbia	Yes	Spanish	Yes	Spanish
Florida	NR <sup>b</sup>	N/A <sup>b</sup>	NR <sup>b</sup>	N/A <sup>b</sup>
Georgia	No	N/A	Yes	Spanish
Hawaii	No	N/A	No	N/A
Idaho	NR	N/A	Yes	Spanish
Illinois	Yes	Spanish, Polish, Arabic, Chinese, Urdu	Yes	Spanish, Arabic, Polish, Chinese, Urdu
Indiana	No	N/A	No	N/A
Iowa	No	N/A	No	N/A
Kansas	No	N/A	No	N/A
Kentucky	No	N/A	No	N/A
Louisiana	Yes	NR	No	N/A
Maine	Yes	French	No	N/A
Maryland	No	N/A	No	N/A
Massachusetts	No	N/A	No	N/A
Michigan	Yes	Spanish, Arabic, Mandarin, French	Yes	Spanish, Chinese, Mandarin, Arabic, French
Minnesota	Yes	Spanish	Yes	Spanish, Hmong
Mississippi	Yes	Vietnamese	Yes	Spanish, Chinese, Arabic, Tagalog, Vietnamese
Missouri	No	N/A	No	N/A
Montana	No	N/A	No	N/A
Nebraska	Yes	Spanish	Yes	Spanish
Nevada	Yes	Spanish, Chinese	Yes	Spanish, Chinese
New Hampshire	No	N/A	No	N/A

State	SY 2012–13		SY 2013–14	
	Two-Way Immersion Program	Languages	Two-Way Immersion Program	Languages
New Jersey	Yes	Spanish	No	N/A
New Mexico	Yes <sup>c</sup>	Spanish; Native American languages	Yes <sup>c</sup>	Spanish; Navajo
New York	Yes	Spanish, Chinese, Italian	Yes	Spanish, Chinese, Haitian Creole
North Carolina	No	N/A	No	N/A
North Dakota	No	N/A	No	N/A
Ohio	Yes	Spanish	Yes	Spanish, Chinese, Arabic
Oklahoma	Yes	Spanish, Cherokee	Yes	Spanish, Cherokee
Oregon	NR	N/A	Yes	Spanish
Pennsylvania	Yes	Spanish	Yes	Spanish
Puerto Rico	No	N/A	No	N/A
Rhode Island	No	N/A	No	N/A
South Carolina	NR	N/A	NR	N/A
South Dakota	No	N/A	No	N/A
Tennessee	N/A	N/A	No	N/A
Texas	Yes	Spanish, Vietnamese, Chinese	Yes	Spanish, Vietnamese
Utah	Yes	Spanish	Yes	Spanish
Vermont	No	N/A	No	N/A
Virginia	Yes	Spanish	Yes	Spanish
Washington	Yes	Spanish, Russian	Yes	Spanish, Russian
West Virginia	No	N/A	No	N/A
Wisconsin	Yes	Spanish	Yes	Spanish
Wyoming	No	N/A	No	N/A

Note: NR means “not reported.” N/A means “not applicable.”

<sup>a</sup> In California, dual language programs are also known as two-way immersion programs. The SEA entered the same information for both programs.

<sup>b</sup> Florida uses different terminology for the instructional models used by the SEA. Thus, to avoid any confusion, the SEA did not report any data. Instructional Models used in Florida to provide ELs comprehensive instruction include:

Sheltered–English, Sheltered-Core/Basic Subject Areas, Mainstream/Inclusion–English, Mainstream/Inclusion-Core/Basic Subject Areas, Maintenance and/or Developmental Bilingual Education, and Dual Language (Two-way Developmental Bilingual Education).

<sup>c</sup> In New Mexico, Dual Language and Two-way Immersion are the same program. It is called Dual Language Immersion and it means that two groups of students become bilingual and biliterate in both languages (English and the target/home/heritage language).

Source: CSPR, SYs 2012–13 and 2013–14.

**Table A-6. Languages Offered in Transitional Bilingual Programs, by SEA Reporting: SYs 2012–13 and 2013–14**

States	2012–13		2013–14	
	Transitional Bilingual Program	Languages	Transitional Bilingual Program	Languages
Alabama	No	N/A	No	N/A
Alaska	Yes <sup>a</sup>	Yup'ik	Yes <sup>a</sup>	Russian
Arizona	No	N/A	No	N/A
Arkansas	No	N/A	No	N/A
California	Yes	Armenian, Cantonese, Chinese, French, German, Hmong, Italian, Japanese, Korean, Mandarin, Spanish	Yes	Cantonese, Chinese, Filipino, Korean, Spanish
Colorado	Yes	Spanish	Yes	Spanish
Connecticut	Yes	Spanish, Portuguese, Creole-Haitian, Karen, Serbo-Croatian, Polish, Arabic, Albanian	Yes	Spanish, Portuguese, Creole-Haitian, Karen, Serbo-Croatian, Polish, Arabic, Albanian
Delaware	Yes	Spanish	Yes	Spanish
District of Columbia	Yes	Spanish	Yes	Spanish
Florida	NR <sup>b</sup>	N/A <sup>b</sup>	NR <sup>b</sup>	N/A <sup>b</sup>
Georgia	No	N/A	No	N/A
Hawaii	No	N/A	No	N/A
Idaho	Yes	Spanish	Yes	Spanish
Illinois	Yes	Spanish, Polish, Arabic, Chinese, Urdu	Yes	Spanish, Arabic, Polish, Chinese, Urdu
Indiana	Yes	Spanish	No	N/A
Iowa	No	N/A	No	N/A
Kansas	Yes	Spanish	Yes	Spanish
Kentucky	No	N/A	No	N/A
Louisiana	Yes	NR	No	N/A
Maine	Yes	Spanish	Yes	Spanish
Maryland	No	N/A	Yes	Spanish
Massachusetts	Yes	NR	Yes	NR
Michigan	Yes	Arabic, Spanish, Albanian, Bengali, Chinese, French, Romanian, Urdu, German	Yes	Arabic, Spanish, Albanian, Bengali, Chinese, French, Romanian, Urdu, German
Minnesota	Yes	Spanish, Hmong	Yes	Spanish, Somali
Mississippi	Yes	Tagalog	Yes	Spanish Arabic Chinese Tagalog Vietnamese
Missouri	No	N/A	No	N/A

States	2012–13		2013–14	
	Transitional Bilingual Program	Languages	Transitional Bilingual Program	Languages
Montana	No	N/A	No	N/A
Nebraska	No	N/A	No	N/A
Nevada	No	N/A	No	N/A
New Hampshire	No	N/A	No	N/A
New Jersey	Yes	Spanish, Arabic, Haitian-Creole	Yes	Spanish
New Mexico	Yes	Spanish, Native American Language	Yes	Spanish
New York	Yes	Spanish, Chinese, Haitian-Creole, Korean, Bengali, Arabic, Yiddish	Yes	Spanish, Chinese, Haitian-Creole
North Carolina	Yes	Spanish	Yes	Spanish
North Dakota	No	N/A	No	N/A
Ohio	Yes	Spanish, Mandarin Chinese	Yes	Spanish, Arabic, Chinese
Oklahoma	Yes	Spanish	Yes	Spanish
Oregon	NR		Yes	Spanish
Pennsylvania	Yes	Spanish	Yes	Spanish
Puerto Rico	No	N/A	No	N/A
Rhode Island	No	N/A	No	N/A
South Carolina	NR	N/A	NR	N/A
South Dakota	No	N/A	No	N/A
Tennessee	No	N/A	No	N/A
Texas	Yes	Spanish, Vietnamese, Chinese	Yes	Spanish, Vietnamese
Utah	Yes	Spanish	Yes	Spanish
Vermont	No	N/A	No	N/A
Virginia	Yes	Spanish	Yes	Spanish
Washington	Yes	Spanish	Yes	Spanish
West Virginia	No	N/A	No	N/A
Wisconsin	Yes	Spanish	Yes	Spanish
Wyoming	No	N/A	No	N/A

Note: NR means “not reported.” N/A means “not applicable.”

<sup>a</sup> Arizona does not differentiate between types of bilingual programs offered.

<sup>b</sup> Florida uses different terminology for the instructional models used by the State. Thus, to avoid any confusion, the SEA did not report any data. Instructional Models used in Florida to provide ELs comprehensive instruction include:

Sheltered–English, Sheltered - Core/Basic Subject Areas, Mainstream/Inclusion–English, Mainstream/Inclusion - Core/Basic Subject Areas, Maintenance and/or Developmental Bilingual Education, and Dual Language (Two-way Developmental Bilingual Education).

Source: CSPR, SYs 2012–13 and 2013–14.

**Table A-7. Languages Offered in Developmental Bilingual Programs, by SEA Reporting: SYs 2012–13 and 2013–14**

States	2012-13		2013-14	
	Developmental Bilingual Program	Languages	Developmental Bilingual Program	Languages
Alabama	No	N/A	No	N/A
Alaska	Yes	Yup'ik	No	N/A
Arizona	No <sup>a</sup>	N/A <sup>a</sup>	No <sup>a</sup>	N/A <sup>a</sup>
Arkansas	No	N/A	No	N/A
California	Yes	Cantonese, Spanish	Yes	Cantonese, German, Korean, Spanish
Colorado	Yes	Spanish	Yes	Spanish
Connecticut	No	N/A	No	N/A
Delaware	Yes	Spanish	Yes	Spanish
District of Columbia	Yes	Spanish	Yes	Spanish
Florida	NR <sup>b</sup>	N/A <sup>b</sup>	NR <sup>b</sup>	N/A <sup>b</sup>
Georgia	No	N/A	No	N/A
Hawaii	No	N/A	No	N/A
Idaho	NR	N/A	Yes	Spanish
Illinois	Yes	Spanish	Yes	Spanish
Indiana	Yes	Spanish	Yes	Spanish
Iowa	No	N/A	No	N/A
Kansas	Yes	Spanish	Yes	Spanish
Kentucky	No	N/A	No	N/A
Louisiana	Yes	NR	No	N/A
Maine	No	N/A	No	N/A
Maryland	No	N/A	Yes	Spanish
Massachusetts	No	N/A	No	N/A
Michigan	No	N/A	No	N/A
Minnesota	Yes	Spanish, Vietnamese, Mandarin	Yes	Spanish
Mississippi	Yes	Chinese	Yes	Spanish, Arabic, Chinese, Tagalog, Vietnamese
Missouri	No	N/A	No	N/A
Montana	No	N/A	No	N/A
Nebraska	No	N/A	No	N/A
Nevada	No	N/A	No	N/A
New Hampshire	No	N/A	No	N/A
New Jersey	Yes	Spanish	Yes	Spanish, Haitian-Creole, Korean
New Mexico	Yes <sup>c</sup>	Spanish, Native American Language	Yes <sup>c</sup>	Spanish
New York	No	N/A	NR	N/A

States	2012-13		2013-14	
	Developmental Bilingual Program	Languages	Developmental Bilingual Program	Languages
North Carolina	Yes	Spanish	Yes	Spanish
North Dakota	No	N/A	No	N/A
Ohio	Yes	Spanish	Yes	Spanish, Chinese
Oklahoma	Yes	Spanish, Cherokee	Yes	Spanish, Cherokee
Oregon	NR	N/A	NR	N/A
Pennsylvania	No	N/A	No	N/A
Puerto Rico	No	N/A	No	N/A
Rhode Island	Yes	NR	Yes	Spanish
South Carolina	NR	N/A	NR	N/A
South Dakota	No	N/A	No	N/A
Tennessee	No	N/A	No	N/A
Texas	No	N/A	No	N/A
Utah	No	N/A	No	N/A
Vermont	No	N/A	No	N/A
Virginia	No	Spanish	No	Spanish
Washington	Yes	NR	Yes	Spanish, Russian
West Virginia	No	N/A	No	N/A
Wisconsin	Yes	Spanish	Yes	Spanish
Wyoming	No	N/A	No	N/A

Note: NR means “not reported.” N/A means “not applicable.”

<sup>a</sup> Arizona does not differentiate between types of bilingual programs offered.

<sup>b</sup> Florida uses different terminology for the instructional models used by the SEA. Thus, to avoid any confusion, the SEA did not report any data. Instructional models used in Florida to provide ELs comprehensive instruction include: Sheltered–English, Sheltered-Core/Basic Subject Areas, Mainstream/Inclusion–English, Mainstream/Inclusion-Core/Basic Subject Areas, Maintenance and/or Developmental Bilingual Education, and Dual Language (Two-way Developmental Bilingual Education).

<sup>c</sup> In New Mexico, developmental bilingual education is called “maintenance.”

Source: CSPR, SYs 2012–13 and 2013–14.

**Table A-8. Languages Offered in Heritage Language Programs, by SEA Reporting: SYs 2012–13 and 2013–14**

States	2012–13		2013–14	
	Heritage Language Program	Languages	Heritage Language Program	Languages
Alabama	No	N/A	No	N/A
Alaska	No	N/A	Yes	Sugpiaq
Arizona	Yes	Navajo	Yes	Navajo
Arkansas	No	N/A	No	N/A
California	Yes	Armenian, Filipino, Hoopa, Italian, Japanese, Khmer, Nahuatl, Russian, Spanish, Ukrainian, Vietnamese, Yurok	Yes	Arabic, Armenian, Chinese, Filipino, Hmong, Japanese, Khmer, Korean, Mandarin, Nahuatl, Russian, Spanish, Ukrainian, Vietnamese
Colorado	Yes	Spanish	Yes	Spanish
Connecticut	No	N/A	No	N/A
Delaware	No	N/A	Yes	Spanish
District of Columbia	Yes	Spanish	Yes	Spanish
Florida	NR <sup>a</sup>	N/A <sup>a</sup>	NR <sup>a</sup>	N/A <sup>a</sup>
Georgia	Yes	Spanish	Yes	Spanish
Hawaii	No	N/A	No	N/A
Idaho	Yes	Spanish	No	N/A
Illinois	Yes	Spanish	Yes	Spanish
Indiana	Yes	Spanish	Yes	Spanish
Iowa	No	N/A	No	N/A
Kansas	No	N/A	No	N/A
Kentucky	No	N/A	No	N/A
Louisiana	No	N/A	No	N/A
Maine	Yes	Passamaquoddy	Yes	Passamaquoddy
Maryland	Yes	Spanish	Yes	Spanish
Massachusetts	No	N/A	No	N/A
Michigan	Yes	Arabic, Spanish	Yes	Arabic, Spanish, Japanese, Chinese
Minnesota	Yes	Spanish, Hmong, Ojibwe	Yes	Spanish, Hmong, Somali, Ojibwe
Mississippi	Yes	Arabic	Yes	Spanish, Arabic, Tagalog, Vietnamese
Missouri	No	N/A	No	N/A
Montana	Yes	Crow	Yes	Crow
Nebraska	No	N/A	Yes	Spanish
Nevada	No	N/A	No	N/A
New Hampshire	No	N/A	No	N/A
New Jersey	Yes	Spanish	Yes	Spanish

States	2012–13		2013–14	
	Heritage Language Program	Languages	Heritage Language Program	Languages
New Mexico	Yes	Spanish, Native American Languages	Yes	Spanish, Native American Languages
New York	Yes	Spanish, Chinese	Yes	Spanish, Chinese
North Carolina	Yes	Spanish, French	Yes	Spanish, Chinese (Mandarin), Japanese, German, French
North Dakota	No	N/A	No	N/A
Ohio	Yes	German, Ukrainian, Spanish, Japanese	Yes	Spanish, Arabic, Somali, Chinese
Oklahoma	Yes	Spanish, Cherokee	No	N/A
Oregon	NR	N/A	Yes	Native
Pennsylvania	No	N/A	No	N/A
Puerto Rico	No	N/A	No	N/A
Rhode Island	No	N/A	No	N/A
South Carolina	NR	N/A	NR	N/A
South Dakota	Yes	Lakota	Yes	Lakota
Tennessee	Yes	Spanish	No	N/A
Texas	No	N/A	No	N/A
Utah	Yes	Navajo, Ute	Yes	Navajo, Ute
Vermont	No	N/A	No	N/A
Virginia	Yes	Spanish	Yes	Spanish
Washington	No	N/A	No	N/A
West Virginia	No	N/A	No	N/A
Wisconsin	Yes	Spanish	Yes	Spanish
Wyoming	Yes	Arapahoe, Shoshoni	Yes	NR

Notes: NR means “not reported.” N/A means “not applicable.”

<sup>a</sup> Because Florida's labels are different for these data, it is unclear how to answer this question. Instructional models used in Florida to provide ELs comprehensive instruction include Sheltered–English, Sheltered-Core/Basic Subject Areas, Mainstream/Inclusion–English, Mainstream/Inclusion-Core/Basic Subject Areas, Maintenance and/or Developmental Bilingual Education, and Dual Language (Two-way Developmental Bilingual Education).

Source: CSPR, SYs 2012–13 and 2013–14.

**Table A-9. English-Only Programs Offered, by Type and SEA Reporting: SY 2012–13**

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

State	Sheltered English Instruction	Structured English Immersion	Specially Designed Academic Instruction in English	Content-Based ESL	Pull-Out ESL
Pennsylvania	Yes	Yes	Yes	Yes	Yes
Puerto Rico <sup>b</sup>	No	No	No	No	No
Rhode Island	Yes	Yes	Yes	Yes	Yes
South Carolina	Yes	NR	NR	Yes	Yes
South Dakota	Yes	Yes	No	Yes	Yes
Tennessee	Yes	Yes	Yes	Yes	Yes
Texas	No	No	No	Yes	Yes
Utah	Yes	Yes	Yes	Yes	Yes
Vermont	No	No	Yes	Yes	Yes
Virginia	Yes	Yes	Yes	Yes	Yes
Washington	Yes	No	No	No	Yes
West Virginia	Yes	No	No	Yes	Yes
Wisconsin	Yes	Yes	Yes	Yes	Yes
Wyoming	Yes	Yes	Yes	Yes	Yes

Notes: NR means “not reported.”

<sup>a</sup> Because Florida's labels are different for these data, it is unclear how to answer this question. These are the Instructional models used in Florida to provide ELs comprehensive instruction: Sheltered–English, Sheltered–Core/Basic Subject Areas, Mainstream/Inclusion–English, Mainstream/Inclusion–Core/Basic Subject Areas, Maintenance and/or Developmental Bilingual Education, and Dual Language (Two-way Developmental Bilingual Education).

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

Source: CSPR, SY 2012–13.

**Table A-10. English-Only Programs Offered, by Type and SEA Reporting: SY 2013–14**

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

State	Sheltered English Instruction	Structured English Immersion	Specially Designed Academic Instruction in English	Content-Based ESL	Pull-Out ESL
Pennsylvania	Yes	Yes	Yes	Yes	Yes
Puerto Rico <sup>b</sup>	No	No	No	No	No
Rhode Island	Yes	Yes	Yes	Yes	Yes
South Carolina	Yes	Yes	Yes	Yes	Yes
South Dakota	Yes	Yes	No	Yes	Yes
Tennessee	Yes	Yes	Yes	Yes	Yes
Texas	No	No	No	Yes	Yes
Utah	Yes	Yes	Yes	Yes	Yes
Vermont	Yes	No	No	Yes	Yes
Virginia	Yes	Yes	Yes	Yes	Yes
Washington	Yes	No	No	Yes	Yes
West Virginia	Yes	No	No	Yes	Yes
Wisconsin	Yes	Yes	Yes	Yes	Yes
Wyoming	Yes	NR	Yes	Yes	Yes

**Note:** NR means “not reported.”

<sup>a</sup> Florida uses different terminology for the instructional models used by the State. Thus, to avoid any confusion, the State did not report any data. Instructional models used in Florida to provide ELLs comprehensive instruction include: Sheltered–English, Sheltered–Core/Basic Subject Areas, Mainstream/Inclusion–English, Mainstream/Inclusion–Core/Basic Subject Areas, Maintenance and/or Developmental Bilingual Education, and Dual Language (Two-way Developmental Bilingual Education).

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

**Source:** CSPR, SY 2013–14.

**Table A-11. Annual Measurable Achievement Objective 1 Progress Targets and Results Percentages for *Title III*-Served ELs in English Language Proficiency, and Percentage Point (pp) Differences in Targets and Results, and Between Results and Targets, by SEA Reporting: SYs 2012–13 and 2013–14**

State	2012–13		2013–14		Difference in Targets Between SYs (pp)	Difference in Results Between SYs (pp)	Difference Between Result and Target SY 2012–13 (pp)	Difference Between Result and Target SY 2013–14 (pp)
	Target	Result	Target	Result				
Alabama	48.0%	79.6%	50.0%	55.6%	2.0	-24.0	31.6	5.6
Alaska	34.3%	46.3%	37.6%	46.5%	3.3	0.2	12.0	8.9
Arizona	23.0%	31.2%	25.0%	39.0%	2.0	7.8	8.2	13.9
Arkansas	30.0%	33.9%	31.0%	31.9%	1.0	-2.0	3.9	0.9
California	57.5%	54.4%	59.0%	56.4%	1.5	1.9	-3.1	-2.7
Colorado	NR <sup>b</sup>	46.4%	NR <sup>c</sup>	46.6%	-- <sup>a</sup>	1.9	-- <sup>a</sup>	-- <sup>a</sup>
Connecticut	80.0%	36.5%	80.0%	36.9%	0.0	0.4	-43.5	-43.2
Delaware	56.0%	74.1%	58.0%	67.4%	2.0	-6.8	18.1	9.4
District of Columbia	61.0%	78.5%	62.0%	55.2%	1.0	-23.3	17.5	-6.8
Florida	NR <sup>d</sup>	31.6%	NR <sup>d</sup>	30.2%	-- <sup>a</sup>	-1.4	-- <sup>a</sup>	30.15
Georgia	52.0%	68.1%	53.0%	66.2%	1.0	-1.8	16.1	13.2
Hawaii	63.0%	55.1%	65.0%	58.0%	2.0	2.9	-7.9	-7.0
Idaho	29.0%	36.5%	31.0%	36.3%	2.0	-0.3	7.5	5.3
Illinois	60.5%	65.2%	NR <sup>e</sup>	60.0%	-- <sup>a</sup>	-5.2	4.7	-- <sup>a</sup>
Indiana	51.0%	44.6%	53.0%	68.9%	2.0	24.2	-6.4	15.9
Iowa	60.8%	56.9%	62.1%	53.2%	1.3	-3.7	-3.9	-8.9
Kansas	32.0%	67.1%	36.0%	70.2%	4.0	3.1	35.1	34.2
Kentucky	56.0%	58.7%	57.0%	61.6%	1.0	2.8	2.7	4.6
Louisiana	48.0%	55.1%	49.0%	51.2%	1.0	-3.9	7.1	2.2
Maine	69.0%	78.0%	46.0%	49.2%	-23.0	-28.9	9.0	3.2
Maryland	54.0%	61.5%	55.0%	64.5%	1.0	3.0	7.5	9.5
Massachusetts	63.0%	56.9%	NR <sup>f</sup>	58.9%	-- <sup>a</sup>	2.0	-6.1	-- <sup>a</sup>
Michigan	81.0%	75.5%	NR <sup>g</sup>	46.8%	-- <sup>a</sup>	-28.7	-5.5	-- <sup>a</sup>
Minnesota	41.9%	53.0%	44.2%	46.5%	2.3	-6.5	11.1	2.3
Mississippi	65.4%	58.2%	65.4%	91.2%	0.0	33.0	-7.2	25.8
Missouri	68.2%	68.0%	32.0%	67.2%	-36.2	-0.7	-0.2	35.2
Montana	39.4%	48.4%	NR <sup>h</sup>	48.0%	-- <sup>a</sup>	-0.5	9.0	-- <sup>a</sup>
Nebraska	NR <sup>i</sup>	55.8%	NR <sup>i</sup>	56.8%	-- <sup>a</sup>	1.1	-- <sup>a</sup>	-- <sup>a</sup>
Nevada	54.0%	55.1%	50.0%	41.8%	-4.0	-13.3	1.1	-8.2
New Hampshire	61.0%	42.1%	63.0%	46.4%	2.0	4.3	-18.9	-16.6
New Jersey	79.0%	44.7%	59.0%	34.8%	-20.0	-10.0	-34.3	-24.2
New Mexico	47.0%	52.7%	49.0%	53.3%	2.0	0.6	5.7	4.3
New York	64.2%	79.2%	NR <sup>j</sup>	145.6%	-- <sup>a</sup>	66.3	15.0	-- <sup>a</sup>
North Carolina	57.1%	58.3%	58.1%	57.4%	1.0	-0.9	1.2	-0.7
North Dakota	56.0%	69.7%	56.0%	62.6%	0.0	-7.2	13.7	6.6
Ohio	84.0%	66.3%	87.0%	67.0%	3.0	0.6	-17.7	-20.0

State	2012–13		2013–14		Difference in Targets Between SYs (pp)	Difference in Results Between SYs (pp)	Difference Between Result and Target SY 2012–13 (pp)	Difference Between Result and Target SY 2013–14 (pp)
	Target	Result	Target	Result				
Oklahoma	64.0%	46.7%	66.0%	49.9%	2.0	3.1	-17.3	-16.1
Oregon	NR <sup>k</sup>	47.6%	47.0%	48.4%	-- <sup>a</sup>	0.7	-- <sup>a</sup>	1.4
Pennsylvania	59.0%	34.0%	61.0%	43.8%	2.0	9.8	-25.0	-17.2
Puerto Rico	22.0%	61.1%	24.0%	42.1%	2.0	-19.0	39.1	18.1
Rhode Island	36.0%	32.9%	40.0%	33.2%	4.0	0.3	-3.1	-6.8
South Carolina	22.5%	47.3%	22.5%	33.4%	0.0	-14.0	24.8	10.9
South Dakota	58.0%	47.3%	59.0%	54.5%	1.0	7.2	-10.7	-4.5
Tennessee	68.0%	67.6%	69.0%	67.5%	1.0	-0.1	-0.4	-1.5
Texas	49.5%	20.4%	NR <sup>l</sup>	23.5%	NA	3.1	-29.1	-- <sup>a</sup>
Utah	42.5%	14.3%	45.0%	76.1%	2.5	61.8	-28.2	31.1
Vermont	56.0%	57.2%	57.5%	54.8%	1.5	-2.4	1.2	-2.7
Virginia	67.0%	81.8%	68.0%	80.3%	1.0	-1.5	14.8	12.3
Washington	67.5%	70.1%	67.8%	71.4%	0.3	1.3	2.6	3.6
West Virginia	31.5%	32.8%	35.0%	52.7%	3.5	19.9	1.3	17.7
Wisconsin	39.0%	58.3%	41.0%	58.1%	2.0	-0.2	19.3	17.1
Wyoming	79.0%	68.5%	59.5%	66.0%	-19.5	-2.5	-10.5	6.5

Notes: NR means “not reported.” The data presented in the tables are those submitted by SEAs as of Aug. 7, 2015.

<sup>a</sup> Difference cannot be calculated based on submitted data.

<sup>b</sup> In alignment with Colorado's *NCLB* Flexibility Waiver, AMAO 1 (making progress) for 2013 was based on the amount of English learning growth that occurred. LEAs must have earned 62.5% of the growth points possible to meet the target. Growth points are determined for each grade span by the median growth percentile. For more information on calculating AMAOs, visit: <http://www.cde.state.co.us/fedprograms/tiii/amaos>.

<sup>c</sup> Based on U.S. Department of Education approval, AMAO 1 (making progress) for 2014 was based on the amount of English acquisition growth that occurred. LEAs must earn 62.5% of growth points possible to meet the target. Growth points are calculated at the grade span level based on median growth percentile within the context of the median adequate growth percentile. For more information on calculating AMAOs, visit: <http://www.cde.state.co.us/fedprograms/tiii/amaos>. As a result, it is not possible to establish growth targets based on numbers/percentages of students, which is why the target fields above remain blank.

<sup>d</sup> Florida does not have a single state target for AMAO 1 (progress). Instead, Florida has different targets for AMAO 1 on three separate assessments: listening/speaking (79 percent), writing (63 percent), and reading (65 percent).

<sup>e</sup> Beginning in 2013A–14, student data are collected in the Student Identifier System (SIS). If no information is reported, the student is counted as not tested. Illinois has results data only, not target data.

Puerto Rico identifies and serves limited Spanish proficient students with *Title III* funds.

<sup>f</sup> Massachusetts has not reached an agreement with the U.S. Department of Education on a plan for target setting for AMAOs in 2013-14.

<sup>g</sup> Michigan is working with the U.S. Department of Education's program office to determine an approved method for calculating AMAOs. U.S. Department of Education's approval has not yet been issued to Michigan.

<sup>h</sup> The U.S. Department of Education granted Montana a double testing waiver for the 2013-14 school year on the statewide English Language Proficiency test. Students took the Smarter Balanced field test and were not given individual results there is no data to report.

<sup>i</sup> The target for making progress is that districts must improve 1.9 index points from the previous year. By using the indexing points, the SEA cannot have targets for either number or percent.

<sup>j</sup> New York did not provide an explanation.

<sup>k</sup> Oregon did not provide an explanation.

<sup>l</sup> Texas made changes to its state's English language proficiency assessment. *Title III* program is currently in the process of conducting data modeling in order to submit a proposal to U.S. Department of Education for possible adjustments to Texas' AMAO targets. Consequently, at this time, Texas will not be able to submit AMAO data in the CSPR for 2013–14. *Title III* program anticipates a completion date of AMAO determinations by early February 2015.

Source: CSPR, SYs 2012–13 and 2013–14.

**Table A-12. Annual Measurable Achievement Objective 2 Progress Targets and Results Percentages for *Title III*-Served ELs Attaining English Language Proficiency, and Percentage Point (pp) Differences in Targets and Results, and Between Results and Targets, by State: SYs 2012–13 and 2013–14**

State	SY 2012–13		SY 2013–14		Difference in Targets between SYs (pp)	Difference in Results between SYs (pp)	Difference between Result and Target SY 2012–13 (pp)	Difference between Result and Target SY 2013–14 (pp)
	Target	Result	Target	Result				
Alabama	16.0%	24.9%	17.0%	22.1%	1.0	-2.8	8.9	5.1
Alaska	5.2%	6.8%	6.4%	8.2%	1.2	1.4	1.6	1.8
Arizona	23.0%	20.4%	25.0%	27.8%	2.0	7.4	-2.6	2.8
Arkansas	4.5%	8.5%	5.0%	8.3%	0.5	-0.2	4.0	3.3
California	NR <sup>b</sup>	33.4%	NR	32.6%	-- <sup>a</sup>	-0.8	-- <sup>a</sup>	-- <sup>a</sup>
Colorado	11.0%	16.6%	12.0%	20.2%	1.0	3.6	5.6	8.2
Connecticut	30.0%	43.3%	30.0%	25.2%	0.0	-18.1	13.3	-4.8
Delaware	16.5%	30.1%	17.0%	28.3%	0.5	-1.8	13.6	11.2
District of Columbia	16.0%	20.1%	17.0%	15.1%	1.0	-5.1	4.1	-1.9
Florida	NR <sup>c</sup>	16.0%	NR <sup>c</sup>	15.2%	-- <sup>a</sup>	-0.8	-- <sup>a</sup>	15.2
Georgia	7.3%	13.0%	7.8%	16.3%	0.5	3.3	5.7	8.5
Hawaii	17.0%	21.3%	17.5%	20.9%	0.5	-0.4	4.3	3.4
Idaho	16.1%	32.1%	17.0%	30.9%	0.9	-1.2	16.0	13.9
Illinois	10.0%	20.6%	NR <sup>d</sup>	20.4%	-- <sup>a</sup>	0.2	10.6	-- <sup>a</sup>
Indiana	14.0%	22.0%	15.0%	22.6%	1.0	0.6	8.02	7.6
Iowa	23.2%	21.1%	25.2%	21.6%	2.0	0.5	-2.1	-3.6
Kansas	24.0%	34.2%	27.0%	37.0%	3.0	2.8	10.2	10.0
Kentucky	5.6%	14.5%	6.3%	16.7%	0.7	2.2	8.9	10.4
Louisiana	12.4%	15.4%	13.5%	12.2%	1.1	-3.2	3.0	-1.3
Maine	24.0%	25.1%	4.0%	7.7%	-20.0	-17.4	1.1	3.7
Maryland	11.0%	22.9%	12.0%	21.1%	1.0	-1.8	11.9	9.1
Massachusetts	17.0%	18.8%	NR <sup>e</sup>	20.9%	-- <sup>a</sup>	2.1	1.8	-- <sup>a</sup>
Michigan	20.0%	35.4%	NR <sup>f</sup>	21.2%	-- <sup>a</sup>	-14.2	15.4	-- <sup>a</sup>
Minnesota	10.4%	15.1%	12.5%	14.7%	2.1	-0.4	4.7	2.2
Mississippi	20.2%	20.4%	20.2%	35.3%	0.0	14.9	0.2	15.1
Missouri	19.6%	19.5%	6.8%	20.2%	-12.8	0.7	-0.1	13.4
Montana	5.8%	8.9%	NR <sup>g</sup>	15.6%	-- <sup>a</sup>	6.7	0.0	-- <sup>a</sup>
Nebraska	23.0%	29.7%	24.0%	27.3%	1.0	-2.4	6.7	3.3
Nevada	14.8%	12.1%	12.0%	7.0%	-2.8	-5.1	-2.7	-5.0
New Hampshire	20.0%	19.3%	24.0%	18.7%	4.0	-0.7	-0.7	-5.3
New Jersey	NR <sup>h</sup>	28.0%	NR <sup>h</sup>	25.6%	-- <sup>a</sup>	-2.4	-- <sup>a</sup>	25.6
New Mexico	10.0%	15.0%	11.0%	15.1%	1.0	0.1	5.0	4.1
New York	13.1%	22.5%	NR <sup>i</sup>	54.3%	-- <sup>a</sup>	31.8	9.4	-- <sup>a</sup>
North Carolina	13.5%	17.4%	14.0%	16.0%	0.5	-1.4	3.9	2.0
North Dakota	13.0%	17.3%	14.0%	16.2%	1.0	-1.1	4.3	2.2
Ohio	29.0%	29.6%	30.0%	29.7%	1.0	0.1	0.6	-0.3
Oklahoma	22.0%	18.5%	25.0%	17.5%	3.0	-1.0	-3.5	-7.5
Oregon	NR <sup>j</sup>	14.5%	36.0%	16.7%	-- <sup>a</sup>	2.2	-- <sup>a</sup>	-19.3

State	SY 2012–13		SY 2013–14		Difference in Targets between SYs (pp)	Difference in Results between SYs (pp)	Difference between Result and Target SY 2012–13 (pp)	Difference between Result and Target SY 2013–14 (pp)
	Target	Result	Target	Result				
Pennsylvania	24.0%	31.8%	26.0%	30.4%	2.0	-1.4	7.8	4.4
Puerto Rico	11.0%	42.5%	12.0%	36.0%	1.0	-6.6	31.5	24.0
Rhode Island	21.0%	25.9%	23.0%	26.4%	2.0	0.5	4.9	3.4
South Carolina	2.5%	9.9%	2.5%	7.2%	0.0	-2.7	7.4	4.7
South Dakota	9.0%	15.4%	10.0%	13.5%	1.0	-1.9	6.4	3.5
Tennessee	19.0%	25.6%	20.0%	25.0%	1.0	-0.6	6.6	5.0
Texas	NR <sup>k</sup>	37.9%	NR <sup>l</sup>	25.3%	-- <sup>a</sup>	-12.6	-- <sup>a</sup>	-- <sup>a</sup>
Utah	30.4%	60.2%	10.0%	11.9%	-20.4	-48.2	29.8	1.9
Vermont	9.0%	16.7%	10.0%	18.2%	1.0	1.5	7.7	8.2
Virginia	18.0%	18.8%	19.0%	18.9%	1.0	0.1	0.8	-0.1
Washington	7.4%	12.3%	7.7%	12.2%	0.3	-0.0	4.9	4.5
West Virginia	8.5%	52.3%	11.0%	54.4%	2.5	2.1	43.8	43.4
Wisconsin	9.5%	24.4%	11.0%	23.8%	1.5	-0.6	14.9	12.8
Wyoming	21.0%	20.4%	21.0%	19.6%	0.0	-0.8	-0.7	-1.5

Notes: NR means “not reported.”

<sup>a</sup> Difference cannot be calculated due to missing data

<sup>b</sup> There are two cohorts with two targets for the "attained proficiency" category (AMAO 2): 1) The total number of students who have been in language instruction educational programs for less than five years is 891,721. The target is 21.4% 2). The total number of students who have been in language instruction educational programs for five years or more is 487,598. The target is 47%. The target number of LEAs attained proficiency is 487,598 x 47% = 229,171

<sup>c</sup> Florida does not have a single state target for AMAO 2 (attained proficiency). Instead, Florida has different targets for different grade clusters: K-2 (22 percent), 3-5 (24 percent), 6-8 (24 percent), and 9-12 (21 percent).

<sup>d</sup> Beginning in 2013-14, student data are collected in the Student Identifier System (SIS). If no information is reported, the student is counted as not tested. Illinois has results data only, not target data.

<sup>e</sup> Massachusetts has not reached an agreement with the United States Department of Education on a plan for target setting for AMAOs in 2013-14.

<sup>f</sup> Michigan is working with the U.S. Department of Education’s program office to determine an approved method for calculating AMAOs. U.S. Department of Education’s approval has not yet been issued to Michigan.

<sup>g</sup> The U.S. Department of Education granted Montana a double testing waiver for the 2013-14 school year on the statewide English Language Proficiency test. Students took the Smarter Balanced field test and were not given individual results there is no data to report.

<sup>h</sup> New Jersey does not have a single state target for AMAO2. In order to meet AMAO 2, districts must meet two cohorts as follows—Cohort 1: 5 percent of students have been enrolled in a language assistance program for less-than-one year through 4 years must have achieved a 4.5 on the ACCESS for ELs test. Cohort 2: 50 percent of students who have been enrolled in a language assistance program 5+ years must have attained a 4.5 on the ACCESS for ELs test.

<sup>i</sup> New York did not provide an explanation.

<sup>j</sup> Oregon did not provide an explanation.

<sup>k</sup> Since Texas has the attainment targets set by number of years identified as LEP, we are unable to report the targets accurately. A target of 14.5% applies to students who have been identified as LEP for one to four years. A target of 28.0% applies to a second subgroup who have been identified as LEP five or more years

<sup>l</sup> Texas made changes to its state's English language proficiency assessment. *Title III* program is currently in the process of conducting data modeling in order to submit a proposal to U.S. Department of Education for possible adjustments to Texas' AMAO targets. Consequently, at this time, Texas will not be able to submit AMAO data in the CSPR for 2013–14. *Title III* program anticipates a completion date of AMAO determinations by early February 2015.

Puerto Rico identifies and serves limited Spanish proficient students with *Title III* funds.

Source: CSPR, SYs 2012–13 and 2013–14.

**Table A-13. Percentage of All Students and ELs That Scored Proficient or Above on State Reading/Language Arts Assessments, by SEA Reporting: SYs 2012–13 and 2013–14**

State	SY 2012–13		SY 2013–14	
	All Students	ELs	All Students	ELs
Alabama	86.1%	54.4%	39.1%	6.8%
Alaska	78.0%	32.8%	79.8%	37.5%
Arizona	78.7%	24.7%	79.2%	32.2%
Arkansas	78.1%	67.8%	76.6%	66.1%
California	56.8%	19.1%	59.3%	19.6%
Colorado	69.7%	27.2%	69.2%	27.6%
Connecticut	79.4%	30.3%	69.6%	30.3%
Delaware	73.2%	33.2%	72.7%	34.5%
District of Columbia	49.7%	22.6%	50.0%	19.7%
Florida	57.3%	18.3%	57.9%	20.3%
Georgia	94.3%	87.4%	94.9%	89.3%
Hawaii	72.1%	17.9%	69.2%	12.6%
Idaho	89.3%	49.9%	80.7%	66.7%
Illinois	58.5%	15.8%	56.8%	13.7%
Indiana	78.4%	49.9%	79.8%	53.4%
Iowa	72.2%	37.0%	75.6%	42.0%
Kansas	85.1%	66.0%	NR	NR
Kentucky	50.3%	16.1%	54.2%	19.0%
Louisiana	74.0%	52.8%	69.6%	45.0%
Maine	67.9%	36.5%	66.2%	36.9%
Maryland	84.7%	63.3%	82.1%	51.1%
Massachusetts	69.0%	21.4%	69.2%	23.7%
Michigan	65.1%	35.3%	66.7%	36.4%
Minnesota	57.7%	17.3%	58.9%	17.7%
Mississippi	58.6%	38.5%	56.2%	35.9%
Missouri	55.0%	26.3%	52.6%	25.2%
Montana	84.6%	39.9%	80.5%	82.6%
Nebraska	76.8%	53.6%	77.5%	54.0%
Nevada	64.2%	30.2%	66.0%	26.8%
New Hampshire	78.1%	44.7%	76.6%	42.0%
New Jersey	69.9%	25.7%	69.9%	25.5%
New Mexico	50.7%	20.4%	49.0%	19.3%
New York	40.2%	10.3%	39.6%	10.5%
North Carolina	45.1%	9.1%	45.9%	9.9%
North Dakota	73.7%	28.4%	72.8%	23.1%
Ohio	83.4%	59.2%	83.6%	58.4%
Oklahoma	70.2%	35.3%	69.2%	32.1%

State	SY 2012–13		SY 2013–14	
	All Students	ELs	All Students	ELs
Oregon	71.9%	27.1%	71.7%	26.2%
Pennsylvania	69.4%	17.6%	69.6%	18.1%
Puerto Rico	47.9%	38.8%	45.7%	38.3%
Rhode Island	73.1%	25.3%	72.8%	21.4%
South Carolina	74.4%	65.1%	72.1%	63.9%
South Dakota	73.8%	30.7%	68.4%	45.9%
Tennessee	51.8%	11.4%	51.7%	10.8%
Texas	78.3%	53.6%	75.2%	52.6%
Utah	82.9%	34.9%	42.3%	5.1%
Vermont	72.8%	38.0%	70.8%	45.1%
Virginia	74.5%	41.9%	74.3%	40.5%
Washington	72.6%	28.3%	74.0%	30.1%
West Virginia	48.0%	42.9%	46.6%	44.7%
Wisconsin	36.4%	5.6%	36.7%	6.4%
Wyoming	74.8%	30.8%	56.7%	18.0%

Notes: NR means “not reported.”

Source: CSPR, SYs 2012–13 and 2013–14

**Table A-14. Percentage of All Students and of ELs That Scored Proficient or Above on State Mathematics Assessments, by SEA Reporting: SYs 2012–13 and 2013–14**

State	SY 2012–13		SY 2013–14	
	All Students	ELs	All Students	ELs
Alabama	80.7%	62.0%	40.4%	18.5%
Alaska	69.3%	31.4%	68.3%	31.1%
Arizona	63.4%	20.4%	63.1%	21.6%
Arkansas	75.0%	66.4%	72.7%	63.5%
California	59.2%	34.8%	63.6%	30.4%
Colorado	56.9%	28.0%	56.5%	27.3%
Connecticut	81.8%	40.8%	71.9%	33.2%
Delaware	70.1%	41.4%	69.2%	40.9%
District of Columbia	53.1%	34.8%	54.3%	33.8%
Florida	57.4%	29.9%	58.1%	31.9%
Georgia	82.8%	74.9%	79.0%	73.1%
Hawaii	59.3%	18.8%	58.1%	16.1%
Idaho	81.0%	41.2%	66.2%	49.3%
Illinois	57.9%	23.0%	58.9%	25.5%
Indiana	81.6%	63.1%	82.8%	65.2%
Iowa	76.7%	50.7%	79.1%	51.5%
Kansas	78.5%	60.8%	NR	NR
Kentucky	41.4%	19.3%	45.8%	20.0%
Louisiana	71.0%	58.5%	68.5%	52.3%
Maine	60.2%	26.9%	58.7%	27.3%
Maryland	79.1%	59.4%	71.8%	38.6%
Massachusetts	60.8%	25.2%	60.1%	27.0%
Michigan	40.2%	21.1%	40.3%	21.6%
Minnesota	60.3%	27.6%	60.7%	27.8%
Mississippi	67.6%	58.5%	64.5%	55.1%
Missouri	53.4%	35.1%	51.6%	33.7%
Montana	66.4%	22.9%	69.3%	78.3%
Nebraska	69.2%	44.9%	71.6%	48.7%
Nevada	61.0%	39.8%	62.6%	34.9%
New Hampshire	67.1%	38.0%	64.8%	34.7%
New Jersey	74.9%	39.7%	74.9%	41.0%
New Mexico	42.0%	18.6%	40.8%	17.2%
New York	40.2%	17.6%	46.4%	19.3%
North Carolina	41.8%	16.7%	42.4%	17.0%
North Dakota	75.7%	33.5%	74.4%	30.9%
Ohio	76.7%	53.7%	77.1%	54.1%
Oklahoma	69.7%	45.5%	65.6%	40.3%

State	SY 2012–13		SY 2013–14	
	All Students	ELs	All Students	ELs
Oregon	62.4%	28.3%	62.2%	27.2%
Pennsylvania	72.5%	29.3%	71.2%	29.4%
Puerto Rico	28.8%	32.8%	30.0%	30.2%
Rhode Island	57.5%	19.1%	56.2%	13.7%
South Carolina	70.0%	65.0%	68.4%	65.2%
South Dakota	73.2%	28.4%	65.2%	44.3%
Tennessee	52.2%	25.0%	52.2%	25.0%
Texas	77.7%	60.9%	76.2%	62.4%
Utah	77.1%	33.0%	44.1%	7.3%
Vermont	61.0%	33.3%	58.2%	40.8%
Virginia	70.7%	47.6%	73.9%	49.2%
Washington	64.1%	28.3%	65.4%	29.3%
West Virginia	45.8%	43.6%	42.4%	47.5%
Wisconsin	48.2%	18.3%	48.8%	17.6%
Wyoming	77.6%	46.8%	47.9%	14.3%

Note: NR means “not reported.”

Source: CSPR, SYs 2012–13 and 2013–14.

**Table A-15. States That Met or Did Not Meet All Three *Title III* Annual Measurable Achievement Objectives, by SEA Reporting: SY 2012–13 and SY 2013–14**

State Name	State met all three <i>Title III</i> AMAOs 2012–13	Comments 2012 –13	State met all three <i>Title III</i> AMAOs 2013–14	Comments 2013–14
Alabama	1		1	
Alaska	0		0	
Arizona	0		0	
Arkansas	0		0	
California	0		0	
Colorado	0		0	
Connecticut	0		0	
Delaware	0		0	
District of Columbia	0	While the District of Columbia met AMAO 2 (Attaining Proficiency), we did not have enough students Making Progress in order to meet AMAO 1. Regarding AMAO 3, which is AYP, we no longer use AYP as a measure due to ESEA flexibility waiver provisions.	0	
Florida	0		0	
Georgia	0		0	
Hawaii	0		0	
Idaho	0		0	
Illinois	0		0	
Indiana	0		1	
Iowa	0		0	
Kansas	0		0	Please note that for Kansas, only AMAOs #1 and #2 could be calculated for 2013–14, and #3 could not be calculated due to the issue with the state assessments.
Kentucky	1		0	Kentucky has made a request to the [U.S. Department of Education] for a change in the Other Academic Indicator component of AMAO 3 from Attendance Rate to Graduation Rate but has not received the written approval. Kentucky has been given verbal approval in a phone conference with the [U.S. Department of Education] to use Graduation Rate. AMAO calculations now reflect that change. Kentucky did not meet AMAO 3 under the new calculations.
Louisiana	0		0	
Maine	0		0	
Maryland	0		0	
Massachusetts	0		0	

State Name	State met all three Title III AMAOs 2012-13	Comments 2012 -13	State met all three Title III AMAOs 2013-14	Comments 2013-14
Michigan	0		NR	MI is working with [the U.S. Department of Education's] program office to determine the method used for calculating AMAOs. Approval has not yet been issued.
Minnesota	0		0	
Mississippi	0		1	
Missouri	0		0	
Montana	1		0	RESPONSE TO VERIFICATION REQUEST: "The Department of Education granted Montana a double testing waiver for the 2013-14 school year on the statewide English Language Proficiency test. Students took the Smarter Balanced field test and were not given individual results there is no data to report. This resulted in not enough students taking the test statewide to make an AMAO determination for the state, however 'Not enough students tested' was not an option in submitting the statewide AMAO's but was an option for district AMAO's."
Nebraska	0		0	
Nevada	0		0	
New Hampshire	0		0	
New Jersey	0		0	

State Name	State met all three <i>Title III</i> AMAOs 2012–13	Comments 2012 –13	State met all three <i>Title III</i> AMAOs 2013–14	Comments 2013–14
New Mexico	0	The State of New Mexico met AMAO 1: Making Progress. The AMAO 1 target for 2012-2013 was 47%. The State's result for AMAO 1 was 52%. The State of New Mexico met AMAO 2: Attaining Proficiency. The AMAO 2 target for 2012-2013 was 10%. The State's result for AMAO 2 was 15%. The State of New Mexico did not meet AMAO 3: Academic Proficiency. New Mexico has received an ESEA Flexibility Waiver. In New Mexico Adequate Yearly Progress (AYP) has been replaced by School Growth Targets (SGTs) that have been established by the New Mexico Public Education Department. The reading SGT: 56.7% (all sub-groups) and the math SGT: 50% (all sub-groups). The State did not meet these academic proficiency targets for ELL students. State average for reading was 39% and for math was 27%. These percentages reflect ELLs as one group consisting of Current ELLs and Exited ELLs (calculation of AMAO 3 for <i>Title III</i> ). However, ELLs are separated into two groups for the state's accountability model (current ELLs and exited ELLs).	0	The State of New Mexico met AMAO 1: Making Progress. The AMAO 1 target for 2012-2013 was 49%. The State's result for AMAO 1 was 53.3%. The State of New Mexico met AMAO 2: Attaining Proficiency. The AMAO 2 target for 2012-2013 was 11%. The State's result for AMAO 2 was 15.1%. The State of New Mexico did not meet AMAO 3: Academic Proficiency. New Mexico has received an ESEA Flexibility Waiver. In New Mexico, Adequate Yearly Progress (AYP) has been replaced by School Growth Targets (SGTs) that have been established by the New Mexico Public Education Department. The reading SGT: 61% (all sub-groups) and the math SGT: 55% (all sub-groups). The State did not meet these academic proficiency targets for ELs. State average for ELs in reading was 30.9% and for math was 39.9%. These percentages reflect ELs as one group consisting of Current ELs and Exited ELs (calculation of AMAO 3 for <i>Title III</i> ). However, ELs are separated into two groups for the state's accountability model (current ELs and exited ELs). Note: Exited ELs performed much better: 69% of Exited ELs were proficient in reading and 64.9% were proficient in math.
New York	0		1	
North Carolina	0		0	
North Dakota	0		0	
Ohio	0		0	
Oklahoma	0		0	
Oregon	0		0	
Pennsylvania	1	Section 1.6.3.2.2 does not calculate AMAOs for accountability purposes. It collects <i>Title III</i> ELP results. C103 reports whether a state or district met AMAOs under <i>Title III</i> .	0	
Puerto Rico	0		0	
Rhode Island	0		0	
South Carolina	0		0	
South Dakota	0		0	
Tennessee	0		0	

State Name	State met all three <i>Title III</i> AMAOs 2012–13	Comments 2012 –13	State met all three <i>Title III</i> AMAOs 2013–14	Comments 2013–14
Texas	0		0	On August 2013, Texas made changes to its state’s English language proficiency assessment. <i>Title III</i> program is currently in the process of conducting data modeling in order to submit a proposal to U.S. Department of Education for possible adjustments to Texas AMAO targets. Consequently, at this time, Texas will not be able to submit AMAO data in the Consolidated State Performance Report (CSPR) for 2013–14. <i>Title III</i> program anticipates a completion date of AMAO determinations by early February 2015.
Utah	0		0	Utah is the process of resetting AMAOs based on the new SAGE and WIDA test results to accurately gauge EL student progress. Results will be available to post after the new year.
Vermont	0		0	
Virginia	0		1	
Washington	0		0	
West Virginia	1		0	
Wisconsin	1		0	
Wyoming	0		0	

Note: NR means “not reported.”

Source: CSPR, SYs 2012–13 and 2013–14.

**Table A-16. Number of Subgrantees That Met or Did Not Meet *Title III* Annual Measurable Achievement Objectives, by Type of Annual Measurable Achievement Objective, Number of Years, and SEA Reporting: SY 2012–13**

State	Total Number of Subgrantees	Subgrantees met				Subgrantees did not meet		Subgrantees with improvement plan that did not meet any AMAO for 2 consecutive years	Subgrantees with improvement plan that did not meet any AMAO for 4 consecutive years
		All AMAOs	AMAO 1	AMAO 2	AMAO 3	Any AMAO	Any AMAO for 2 years		
<b>Total</b>	<b>5,759</b>	<b>2,310</b>	<b>4,179</b>	<b>4,457</b>	<b>2,187</b>	<b>970</b>	<b>1,065</b>	<b>837</b>	<b>912</b>
Alabama	57	50	56	54	50	0	2	3	1
Alaska	14	0	12	7	0	2	13	12	12
Arizona	253	119	190	123	216	14	31	31	34
Arkansas	40	3	34	35	3	2	14	14	0
California	713	38	355	331	80	287	87	55	415
Colorado	61	12	20	49	24	10	46	46	37
Connecticut	60	5	60	60	5	0	8	8	19
Delaware	14	6	8	14	12	0	2	1	1
District of Columbia	12	0	0	10	1	0	2	2	3
Florida	51	0	32	10	1	18	48	48	45
Georgia	89	42	89	87	44	0	23	5	4
Hawaii	1	0	0	1	0	0	1	1	1
Idaho	35	11	34	35	11	0	21	9	12
Illinois	206	70	182	197	32	131	91	28	44
Indiana	141	63	127	85	49	11	22	13	3
Iowa	12	0	6	7	1	5	10	10	4
Kansas	47	0	47	44	0	0	7	7	0
Kentucky	38	35	36	38	37	0	2	0	0
Louisiana	41	25	32	37	35	1	2	2	2
Maine	12	0	6	10	0	0	8	5	2
Maryland	22	8	16	22	9	0	5	5	5
Massachusetts	65	15	31	36	19	19	46	46	36
Michigan	291	80	86	219	81	3	48	21	2
Minnesota	100	53	86	79	54	1	19	19	21
Mississippi	32	3	10	12	7	0	0	0	0
Missouri	73	2	70	58	1	1	3	3	46
Montana	58	0	26	18	4	1	0	0	0
Nebraska	21	6	18	21	8	0	2	3	8
Nevada	10	0	7	5	0	3	0	0	0
New Hampshire	12	8	12	9	9	0	4	4	2
New Jersey	214	132	159	207	184	1	26	28	2

State	Total Number of Subgrantees	Subgrantees met				Subgrantees did not meet		Subgrantees with improvement plan that did not meet any AMAO for 2 consecutive years	Subgrantees with improvement plan that did not meet any AMAO for 4 consecutive years
		All AMAOs	AMAO 1	AMAO 2	AMAO 3	Any AMAO	Any AMAO for 2 years		
New Mexico	50	1	32	49	1	5	0	0	7
New York	187	77	105	152	83	27	88	79	14
North Carolina	92	48	62	86	74	0	4	5	9
North Dakota	10	0	8	3	1	2	9	9	8
Ohio	307	49	78	185	219	36	91	91	44
Oklahoma	94	4	43	35	8	45	18	18	5
Oregon	65	2	5	22	3	51	17	31	3
Pennsylvania	321	296	318	318	297	0	9	5	2
Puerto Rico	1	0	1	1	0	0	1	0	0
Rhode Island	20	12	20	18	12	0	8	8	2
South Carolina	76	54	76	71	56	0	1	1	1
South Dakota	6	0	0	5	0	1	1	1	2
Tennessee	92	44	51	84	83	2	11	4	2
Texas	1051	737	989	954	94	278	96	96	11
Utah	48	29	48	48	25	0	6	6	1
Vermont	10	6	9	10	6	0	2	2	3
Virginia	56	30	56	36	106	0	4	33	1
Washington	152	7	106	136	12	12	105	17	35
West Virginia	11	11	11	11	11	0	0	0	0
Wisconsin	306	110	306	306	110	0	0	0	0
Wyoming	9	7	8	7	9	1	1	2	1

**Note:** The data contained notes for each grantee about: what constituted a subgrantee (consortia of LEAs or single LEAs, the accuracy of reporting by the LEAs, subgrantee test scores that constitute AMAO 2 and AMAO 3, and other assessment related comments.

**Source:** CSPR, SYs 2012–13 and 2013–14.

**Table A-17. Subgrantees That Met or Did Not Meet *Title III* Annual Measurable Achievement Objectives, by Type of Annual Measurable Achievement Objective, Number of Years, and SEA Reporting: SY 2013–14**

State	Total Number of Subgrantees	Subgrantees met				Subgrantees did not meet		Subgrantees with improvement plan that did not meet AMAO for 2 years	Subgrantees that have not met AMAO for 4 years
		All AMAOs	AMAO 1	AMAO 2	AMAO 3	Any AMAO	AMAO for 2 years		
<b>Total</b>	<b>4,902</b>	<b>1,300</b>	<b>3,020</b>	<b>3,069</b>	<b>1,851</b>	<b>826</b>	<b>858</b>	<b>685</b>	<b>1,000</b>
Alabama	56	31	54	44	39	1	8	8	1
Alaska	12	0	9	6	0	2	1	1	10
Arizona	252	132	217	152	207	3	28	28	44
Arkansas	38	0	30	33	4	1	14	14	0
California	725	54	375	304	83	279	90	81	436
Colorado	56	19	32	47	23	7	36	36	31
Connecticut	56	7	10	48	39	2	24	24	24
Delaware	16	5	6	16	13	0	4	3	1
District of Columbia	12	0	0	10	1	0	2	2	3
Florida	51	2	9	10	3	36	17	17	8
Georgia	84	25	84	83	25	0	10	25	7
Hawaii	1	0	0	1	0	0	1	1	1
Idaho	33	10	27	32	10	0	2	2	9
Illinois	211	88	178	210	82	123	94	94	49
Indiana	143	81	135	102	72	4	12	20	12
Iowa	12	3	5	6	11	0	3	3	6
Kansas	46	0	46	43	0	0	46	8	6
Kentucky	40	12	39	40	12	0	4	2	0
Louisiana	47	8	17	20	21	1	5	5	2
Maine	21	2	21	20	2	0	10	15	9
Maryland	22	0	15	20	0	2	2	14	6
Massachusetts	79	NR <sup>a</sup>	NR <sup>a</sup>	NR <sup>a</sup>	NR <sup>a</sup>				
Michigan	307	NR <sup>b</sup>	NR <sup>b</sup>	NR <sup>b</sup>	NR <sup>b</sup>				
Minnesota	100	33	69	67	64	7	14	3	21
Mississippi	31	2	4	14	11	29	3	7	12
Missouri	73	1	73	47	1	0	12	12	52
Montana	57	0	35	42	4	5	1	0	0
Nebraska	21	7	19	19	8	0	14	4	8
Nevada	11	2	6	4	2	5	9	0	0
New Hampshire	12	4	12	4	12	0	1	1	1
New Jersey	349	125	149	206	169	125	50	26	8

State	Total Number of Subgrantees	Subgrantees met				Subgrantees did not meet		Subgrantees with improvement plan that did not meet AMAO for 2 years	Subgrantees that have not met AMAO for 4 years
		All AMAOs	AMAO 1	AMAO 2	AMAO 3	Any AMAO	AMAO for 2 years		
New Mexico	50	0	27	38	0	7	0	0	5
New York	186	84	93	146	77	38	96	73	66
North Carolina	91	21	39	65	40	15	20	20	13
North Dakota	9	0	7	7	2	1	7	7	6
Ohio	321	49	124	96	218	5	51	51	37
Oklahoma	95	0	18	15	1	73	1	1	32
Oregon	65	7	35	36	17	20	38	28	10
Pennsylvania	305	203	278	295	229	6	7	11	4
Puerto Rico	1	0	1	1	0	0	1	1	1
Rhode Island	22	14	22	21	14	0	6	6	4
South Carolina	76	54	76	71	156	0		1	1
South Dakota	7	3	3	6	0	1	3	3	2
Tennessee	88	41	52	64	1	4	15	6	3
Texas	NR <sup>c</sup>	NR <sup>c</sup>	NR <sup>c</sup>	NR <sup>c</sup>	NR <sup>c</sup>	NR <sup>c</sup>	NR <sup>c</sup>	NR <sup>c</sup>	NR <sup>c</sup>
Utah	64	64	59	62	64	0	0	0	0
Vermont	9	5	7	8	6	1	1	1	3
Virginia	58	21	58	42	102	0	6	6	1
Washington	149	38	114	119	57	11	73		32
West Virginia	12	12	12	12	12	12	12	12	12
Wisconsin	311	28	311	311	28	0	1	0	0
Wyoming	9	3	8	4	9	0	2	2	1

**Note:** The data contained notes for each grantee about: what constituted a subgrantee (consortia of LEAs or single LEAs, the accuracy of reporting by the LEAs, subgrantee test scores that constitute AMAO 2 and AMAO 3, and other assessment related comments. NR means “not reported.”

<sup>a</sup> Massachusetts is unable to determine the number of districts missing AMAOs in 2014 at this time. A proposal for re-calculating AMAOs was provided to the U.S. Department of Education on Aug. 22, 2014 but has not yet been approved. Massachusetts is making the requested revisions to the proposal and will submit the revised proposal to U.S. Department of Education upon completion of data review and recalculations based on feedback from U.S. Department of Education.

<sup>b</sup> Consortia members (n=25) are counted when they apply for *Title III* funds on behalf of LEAs that did not meet the \$10,000 threshold. AMAOs are not calculated at the consortium level but they are calculated for each of the consortium members. No change in the method from previous year.

<sup>c</sup> On August 2013, Texas made changes to its state's English language proficiency assessment. *Title III* program is currently in the process of conducting data modeling in order to submit a proposal to U.S. Department of Education for possible adjustments to Texas' AMAO targets. Consequently, at this time, Texas will not be able to submit AMAO data in the CSPR for 2013-14. *Title III* program anticipates a completion date of AMAO determinations by early Feb. 2015.

**Source:** CSPR, SYs 2012–13 and 2013–14.

**Table A-18. Number of MFELs in Year 1 and Year 2, by SEA Reporting: SYs 2012–13 and 2013–14**

State	SY 2012–13		SY 2013–14	
	MFELs Year 1	MFELs Year 2	MFELs Year 1	MFELs Year 2
<b>Total</b>	<b>695,629</b>	<b>609,165</b>	<b>538,882</b>	<b>490,353</b>
Alabama	582	2,839	964	3,075
Alaska	858	1,586	847	615
Arkansas	991	975	1,311	1,216
Arizona	24,008	20,166	15,287	18,005
California	342,494	283,609	175,042	166,324
Connecticut	11,067	9,404	14,534	9,008
Colorado	5,489	4,132	977	1,162
Delaware	2,198	1,169	1,402	1,046
District of Columbia	1,231	779	766	743
Florida	38,496	35,856	40,497	34,536
Georgia	14,449	11,468	15,061	14,410
Hawaii	4,437	2,609	3,458	3,581
Idaho	2,130	1,636	2,186	1,787
Illinois	16,750	15,148	21,543	18,080
Indiana	5,113	3,668	6,874	4,627
Iowa	1,326	1,358	1,469	1,202
Kansas	880	254	1,101	494
Kentucky	4,698	2,576	3,073	5,349
Louisiana	2,663	3,288	3,724	2,796
Maine	162	136	239	247
Maryland	5,404	4,987	8,479	5,765
Massachusetts	7,473	1,929	7,738	2,011
Michigan	2,002	1,981	6,568	5,702
Minnesota	10,496	6,530	9,416	7,308
Mississippi	8	1	3,188	2,896
Missouri	2,440	1,347	2,294	1,582
Montana	47	54	49	41
Nebraska	4,939	3,050	3,759	4,272
Nevada	8,071	6,066	6,302	7,224
New Hampshire	588	542	642	512
New Jersey	7,715	4,409	8,592	4,785
New Mexico	5,020	3,386	5,114	4,398
New York	7,213	9,096	7,200	8,513
North Carolina	16,742	14,603	16,348	15,731
North Dakota	135	173	71	135
Ohio	2,903	2,888	2,824	2,583
Oklahoma	10,405	8,547	13,985	10,802

State	SY 2012–13		SY 2013–14	
	MFELs Year 1	MFELs Year 2	MFELs Year 1	MFELs Year 2
Oregon	9,163	10,053	7,695	9,098
Pennsylvania	212	24	3,766	3,266
Puerto Rico	1,014	172	1,015	1,014
Rhode Island	552	487	880	611
South Carolina	1,465	748	974	1,052
South Dakota	276	139	104	224
Tennessee	3,613	3,742	3,580	4,421
Texas	70,577	81,293	65,936	65,871
Utah	7,303	7,612	7,253	5,511
Vermont	175	156	242	222
Virginia	15,928	13,254	17,050	13,651
Washington	9,808	16,039	11,827	9,592
West Virginia	43	39	74	40
Wisconsin	3,462	2,922	5,083	2,778
Wyoming	415	240	479	439
<b>Total</b>	<b>695,629</b>	<b>609,165</b>	<b>538,882</b>	<b>490,353</b>

Note: Puerto Rico reports on monitored former limited Spanish proficient speakers.

Source: CSPR, SYs 2012–13 and 2013–14.

**Table A-19. Percentage of MFELs Scoring Proficient or Above on State Reading and Mathematics Assessments, by SEA Reporting: SYs 2012–13 and 2013–14**

State	SY 2012-13				SY 2013-14			
	Percentage of MFELs Proficient or Above Reading	Percentage of All Students Proficient or Above Reading	Percentage of MFELs Proficient or Above Mathematics	Percentage of All Students Proficient or Above Mathematics	Percentage of MFELs Proficient or Above Reading	Percentage of All Students Proficient or Above Reading	Percentage of MFELs Proficient or Above Mathematics	Percentage of All Students Proficient or Above Mathematics
Alabama	87.0%	86.1%	88.0%	80.7%	34.6%	39.1%	37.6%	40.4%
Alaska	78.0%	78.0%	71.0%	69.3%	89.0%	79.8%	76.0%	68.3%
Arizona	67.2%	78.7%	50.1%	63.4%	75.0%	79.2%	56.8%	63.1%
Arkansas	99.0%	78.1%	99.0%	75.0%	97.0%	76.6%	95.0%	72.7%
California	66.1%	56.8%	67.2%	59.2%	NR <sup>b</sup>	59.3%	NR <sup>b</sup>	63.6%
Colorado	71.0%	69.7%	56.2%	56.9%	74.6%	69.2%	61.0%	56.5%
Connecticut	79.4%	79.4%	86.8%	81.8%	69.0%	69.6%	81.0%	71.9%
Delaware	69.0%	73.2%	70.0%	70.1%	70.0%	72.7%	70.0%	69.2%
District of Columbia	64.0%	49.7%	71.0%	53.1%	57.0%	50.0%	69.0%	54.3%
Florida	55.2%	57.3%	58.4%	57.4%	55.4%	57.9%	58.8%	58.1%
Georgia	97.1%	94.3%	89.4%	82.8%	96.9%	94.9%	86.8%	79.0%
Hawaii	72.0%	72.1%	61.9%	59.3%	23.5%	69.2%	25.4%	58.1%
Idaho	87.0%	89.3%	76.0%	81.0%	41.0%	80.7%	10.0%	66.2%
Illinois	51.6%	58.5%	58.3%	57.9%	46.4%	56.8%	59.0%	58.9%
Indiana	93.5%	78.4%	95.1%	81.6%	89.9%	79.8%	92.2%	82.8%
Iowa	65.0%	72.2%	74.0%	76.7%	75.0%	75.6%	77.0%	79.1%
Kansas	90.0%	85.1%	80.0%	78.5%	NR <sup>c</sup>	NR	NR <sup>c</sup>	NR
Kentucky	55.4%	50.3%	51.8%	41.4%	58.7%	54.2%	55.1%	45.8%
Louisiana	85.0%	74.0%	83.0%	71.0%	85.0%	69.6%	83.0%	68.5%
Maine	69.0%	67.9%	61.0%	60.2%	77.0%	66.2%	69.0%	58.7%
Maryland	90.8%	84.7%	85.1%	79.1%	89.6%	82.1%	76.3%	71.8%
Massachusetts	62.4%	69.0%	54.7%	60.8%	63.5%	69.2%	54.5%	60.1%
Michigan	78.0%	65.1%	57.0%	40.2%	79.7%	66.7%	59.3%	40.3%
Minnesota	44.7%	57.7%	53.4%	60.3%	48.3%	58.9%	53.3%	60.7%
Mississippi	NR <sup>a</sup>	58.6%	NR <sup>a</sup>	67.6%	36.0%	56.2%	57.0%	64.5%
Missouri	58.0%	55.0%	63.0%	53.4%	53.5%	52.6%	60.2%	51.6%
Montana	65.0%	84.6%	47.0%	66.4%	NR <sup>d</sup>	80.5%	NR <sup>d</sup>	69.3%
Nebraska	68.6%	76.8%	55.4%	69.2%	68.1%	77.5%	60.2%	71.6%
Nevada	64.9%	64.2%	59.0%	61.0%	71.6%	66.0%	63.8%	62.6%
New Hampshire	67.0%	78.1%	57.0%	67.1%	62.0%	76.6%	51.0%	64.8%
New Jersey	46.8%	69.9%	67.8%	74.9%	43.7%	69.9%	65.6%	74.9%
New Mexico	43.6%	50.7%	39.2%	42.0%	39.3%	49.0%	35.9%	40.8%
New York	20.7%	40.2%	26.3%	40.2%	20.3%	39.6%	30.4%	46.4%

State	SY 2012-13				SY 2013-14			
	Percentage of MFELs Proficient or Above Reading	Percentage of All Students Proficient or Above Reading	Percentage of MFELs Proficient or Above Mathematics	Percentage of All Students Proficient or Above Mathematics	Percentage of MFELs Proficient or Above Reading	Percentage of All Students Proficient or Above Reading	Percentage of MFELs Proficient or Above Mathematics	Percentage of All Students Proficient or Above Mathematics
North Carolina	30.7%	45.1%	42.3%	41.8%	26.0%	45.9%	38.2%	42.4%
North Dakota	62.0%	73.7%	66.0%	75.7%	50.0%	72.8%	63.0%	74.4%
Ohio	95.0%	83.4%	90.2%	76.7%	94.7%	83.6%	90.4%	77.1%
Oklahoma	67.8%	70.2%	73.3%	69.7%	64.9%	69.2%	69.0%	65.6%
Oregon	53.2%	71.9%	48.5%	62.4%	53.8%	71.7%	49.4%	62.2%
Pennsylvania	66.0%	69.4%	78.0%	72.5%	61.6%	69.6%	72.0%	71.2%
Puerto Rico	44.0%	47.9%	26.0%	28.8%	42.0%	45.7%	35.0%	30.0%
Rhode Island	61.0%	73.1%	47.0%	57.5%	65.0%	72.8%	44.0%	56.2%
South Carolina	98.0%	74.4%	97.0%	70.0%	93.0%	72.1%	89.0%	68.4%
South Dakota	70.0%	73.8%	61.0%	73.2%	65.0%	68.4%	69.0%	65.2%
Tennessee	37.0%	51.8%	50.4%	52.2%	37.0%	51.7%	51.8%	52.2%
Texas	80.6%	78.3%	83.2%	77.7%	84.7%	75.2%	86.3%	76.2%
Utah	78.6%	82.9%	71.4%	77.1%	17.8%	42.3%	22.6%	44.1%
Vermont	76.8%	72.8%	77.1%	61.0%	74.5%	70.8%	78.5%	58.2%
Virginia	71.0%	74.5%	60.0%	70.7%	65.0%	74.3%	58.0%	73.9%
Washington	72.6%	72.6%	63.7%	64.1%	71.6%	74.0%	58.5%	65.4%
West Virginia	38.8%	48.0%	58.4%	45.8%	33.7%	46.6%	52.3%	42.4%
Wisconsin	90.0%	36.4%	87.0%	48.2%	83.0%	36.7%	73.0%	48.8%
Wyoming	71.0%	74.8%	73.0%	77.6%	38.0%	56.7%	32.0%	47.9%

Notes: Puerto Rico reports on monitored former limited Spanish proficient speakers. NR means “not reported.”

<sup>a</sup> Mississippi did not provide an explanation for missing data in SY 2012–13.

<sup>b</sup> Given California's participation in the Smarter Balanced Field Test, math and reading language arts proficiency scores are not available for reporting. On Jan 20, 2015, California was instructed to exclude proficiency data for math and reading language arts.

<sup>c</sup> This section cannot be completed, as Kansas did not have any state assessment data for 2013–14, due to cyber-attacks against our testing engine. This information has been reported to the EDEN Partner Support Center (PSC) and the Department of Education.

<sup>d</sup> Montana did not provide an explanation for missing data in SY 2013–14.

Source: CSPR, SYs 2012–13 and 2013–14.

**Table A-20. Percentage Point (pp) Differences Between SYs 2012–13 and 2013–14 in MFELs Scoring Proficient or Above on State Reading and Mathematics Assessments, by SEA Reporting**

State	Difference Between SYs (in Percentage Points) for MFELs Proficient in	
	Reading/Language Arts	Mathematics
Alabama	-52.4	-50.4
Alaska	11.0	5.0
Arizona	7.8	6.7
Arkansas	-2.0	-4.0
California	NA	NA
Colorado	3.6	4.8
Connecticut	-10.4	-5.8
Delaware	1.0	0.0
District of Columbia	-7.0	-2.0
Florida	0.2	0.4
Georgia	-0.2	-2.6
Hawaii	-48.5	-36.5
Idaho	-46.0	-66.0
Illinois	-5.2	0.7
Indiana	-3.6	-2.9
Iowa	10.0	3.0
Kansas	NA	-80.0
Kentucky	3.3	3.3
Louisiana	0.0	0.0
Maine	8.0	8.0
Maryland	-1.2	-8.8
Massachusetts	1.1	-0.2
Michigan	1.7	2.3
Minnesota	3.6	-0.1
Mississippi	NA	NA
Missouri	-4.5	-2.8
Montana	NA	-47.0
Nebraska	-0.5	4.8
Nevada	6.7	4.8
New Hampshire	-5.0	-6.0
New Jersey	-3.1	-2.2
New Mexico	-4.3	-3.3
New York	-0.4	4.1
North Carolina	-4.7	-4.1
North Dakota	-12.0	-3.0
Ohio	-0.3	0.2
Oklahoma	-2.9	-4.3
Oregon	0.6	0.9

State	Difference Between SYs (in Percentage Points) for MFELs Proficient in	
	Reading/Language Arts	Mathematics
Pennsylvania	-4.4	-6.0
Puerto Rico	-2.0	9.0
Rhode Island	4.0	-3.0
South Carolina	-5.0	-8.0
South Dakota	-5.0	8.0
Tennessee	0.0	1.4
Texas	4.1	3.1
Utah	-60.8	-48.8
Vermont	-2.3	1.4
Virginia	-6.0	-2.0
Washington	-1.0	-5.2
West Virginia	-5.1	-6.1
Wisconsin	-7.0	-14.0
Wyoming	-33.0	-41.0

Notes: Puerto Rico reports on monitored former limited Spanish proficient speakers. NA means “not applicable” as SEA did not report data in both years for comparison.

Source: CSPR, SYs 2012–13 and 2013–14.

**Table A-21. Number of Certified or Licensed Teachers in *Title III*-Supported LIEPs, Projected Additional Numbers of Such Teachers Needed in Five Years, and Percentage Change in ELs Served by *Title III*, by SEA Reporting: SYs 2012–13 and 2013–14**

State	Teachers certified/licensed in <i>Title III</i> -Supported instruction			Additional teachers needed in next five years			Percentage change in <i>Title III</i> -served ELs between SYs
	SY 2012–13	SY 2013–14	Percentage change between SYs	SY 2012–13	SY 2013–14	Percentage change between SYs	
<b>Total</b>	<b>319,941</b>	<b>347,942</b>	<b>8.8%</b>	<b>75,925</b>	<b>82,556</b>	<b>8.7%</b>	<b>-0.1%</b>
Alabama	2,228	2,910	30.6%	194	224	15.5%	1.7%
Alaska	44	56	27.3%	134	173	29.1%	-1.5%
Arizona	5,140	5,422	5.5%	573	1,317	129.8%	11.3%
Arkansas	2,485	2,377	-4.3%	802	549	-31.5%	2.1%
California	181,101	203,395	12.3%	18,753	17,104	-8.8%	-1.2%
Colorado	5,615	7,478	33.2%	1,500	1,500	0.0%	3.4%
Connecticut	735	721	-1.9%	20	22	10.0%	2.1%
Delaware	88	153	73.9%	250	50	-80.0%	9.8%
District of Columbia	125	89	-28.8%	310	345	11.3%	1.1%
Florida	47,674	49,654	4.2%	9,000	0 <sup>a</sup>	-100.0%	-1.9%
Georgia	2,063	2,195	6.4%	420	564	34.3%	8.9%
Hawaii	287	297	3.5%	250	250	0.0%	-12.7%
Idaho	592	608	2.7%	50	50	0.0%	8.6%
Illinois	7,543	8,760	16.1%	3,286	15,895	383.7%	-27.0%
Indiana	1,190	2,179	83.1%	800	800	0.0%	-2.5%
Iowa	466	500	7.3%	1,500	1,500	0.0%	6.8%
Kansas	249	132	-47.0%	347	382	10.1%	5.3%
Kentucky	188	174	-7.4%	385	405	5.2%	11.3%
Louisiana	265	493	86.0%	397	299	-24.7%	12.1%
Maine	99	109	10.1%	36	120	233.3%	6.7%
Maryland	1,149	1,023	-11.0%	336	492	46.4%	3.1%
Massachusetts	1,323	1,285	-2.9%	500	500	0.0%	4.8%
Michigan	492	532	8.1%	215	175	-18.6%	13.5%
Minnesota	1,307	1,361	4.1%	515	625	21.4%	5.6%
Mississippi	63	91	44.4%	54	247	357.4%	9.4%
Missouri	436	478	9.6%	879	912	3.8%	1.8%
Montana	338	410	21.3%	0 <sup>b</sup>	0 <sup>b</sup>	NA	58.2%
Nebraska	763	809	6.0%	76	80	5.3%	3.9%
Nevada	4,683	2,733	-41.6%	13,088	16,111	23.1%	2.5%
New Hampshire	134	143	6.7%	30	30	0.0%	-3.5%
New Jersey	3,489	3,987	14.3%	100	150	50.0%	10.3%
New Mexico	2,677	2,887	7.8%	500	500	0.0%	-17.5%
New York	5,710	6,211	8.8%	1,862	2,025	8.8%	5.4%

State	Teachers certified/licensed in <i>Title III</i> -Supported instruction			Additional teachers needed in next five years			Percentage change in <i>Title III</i> - served ELs between SYs
	SY 2012–13	SY 2013–14	Percentage change between SYs	SY 2012–13	SY 2013–14	Percentage change between SYs	
North Carolina	1,716	1,711	-0.3%	674	574	-14.8%	-0.9%
North Dakota	69	84	21.7%	25	25	0.0%	-7.6%
Ohio	1,461	745	-49.0%	556	317	-43.0%	12.0%
Oklahoma	532	551	3.6%	384	400	4.2%	2.2%
Oregon	843	838	-0.6%	300	300	0.0%	1.5%
Pennsylvania	2,625	1,371	-47.8%	690	331	-52.0%	-9.6%
Puerto Rico	1,636	1,166	-28.7%	167	150	-10.2%	-31.8%
Rhode Island	289	312	8.0%	50	50	0.0%	50.3%
South Carolina	522	536	2.7%	57	57	0.0%	11.6%
South Dakota	56	24	-57.1%	150	150	0.0%	3.3%
Tennessee	1,098	1,118	1.8%	320	116	-63.8%	4.8%
Texas	23,269	24,654	6.0%	11,371	13,297	16.9%	4.6%
Utah	576	646	12.2%	50	85	70.0%	1.5%
Vermont	80	78	-2.5%	30	25	-16.7%	-2.1%
Virginia	1,157	1,240	7.2%	700	700	0.0%	0.7%
Washington	1,219	1,193	-2.1%	1,710	2,232	30.5%	-6.1%
West Virginia	43	33	-23.3%	60	60	0.0%	4.4%
Wisconsin	1,959	1,936	-1.2%	1,459	281	-80.7%	29.0%
Wyoming	50	54	8.0%	10	10	0.0%	-9.1%
<b>Total</b>	<b>319,941</b>	<b>347,942</b>	<b>8.8%</b>	<b>75,925</b>	<b>82,556</b>	<b>8.7%</b>	<b>-0.1%</b>

Note: Puerto Rico reports on monitored former limited Spanish proficient speakers. NA means “not applicable”; NR means “not reported.”

<sup>a</sup>Florida: Florida's Consent Decree requires ESOL content area teachers to be ESOL endorsed or certified. To utilize *Title III* funds for certified/licensed teachers would be considered as supplanting instead of supplementing. Therefore, there are no data to collect. Retrieved from <http://www.fldoe.org/academics/eng-language-learners/consent-decree.stml>

<sup>b</sup>Montana: For 2013–14, there were fewer LEAs participating in *Title III*. Without increased funding, Montana does not anticipate needing more teachers in *Title III*-supported LIEPs.

Source: CSPR, SYs 2012–13 and 2013–14.

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

### Introduction to State Profiles

This section provides information for each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico<sup>55</sup> (all referred to throughout as “states”) on demographics and programs for K–12 ELs, MFELs, and immigrant children and youth, as well as on achievement for K–12 ELs, MFELs, and all students.

Terminology used in the state profiles includes the following:

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

In addition, when the number “0” is listed, the state reported no students in the category. If the state did not provide any information, NR is listed to mean “not reported.” Each state provided information that includes the following:

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

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<sup>55</sup> In Puerto Rico, limited Spanish proficient students are identified and served in *Title III*-supported LIEPs.

- The number of subgrantees within the state that met all three AMAOs and whether the state met all three AMAOs

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

Comparison across states is discouraged for the reasons stated earlier in this report. Each state adopts its own ELP standards and academic achievement standards; develops or selects its own assessments; and has its own criteria for language proficiency and academic achievement as well as teacher certification. Comparisons between years (i.e., comparing SY 2012–13 with SY 2013–14) may also be problematic since some states are reviewing and modifying language and content standards and associated assessments, and/or their AMAOs, which could make comparisons between the two years invalid.

However, some comparisons within states may be appropriate. Most specifically, within a single state, it is possible to compare different student groups within the same year, for example, the percentage of MFELs and “all students” scoring at least “proficient” on the two content-area assessments (reading/language arts and mathematics).

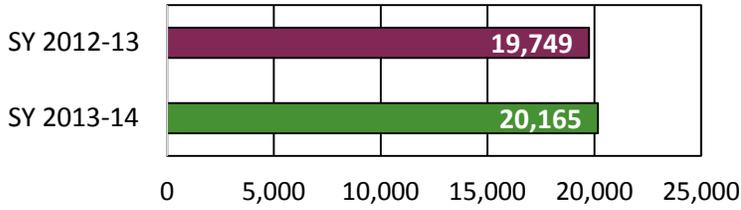
Finally, there are some occurrences when the total number of subgrantees that meet all three AMAOs exceeds the lowest number that meets one of the AMAOs. This may be due to states that have subgrantees that join consortia to receive *Title III* funds and report on AMAO 1 and AMAO 2 as consortia, but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

Please also note that numbers and percentages reflect rounding.

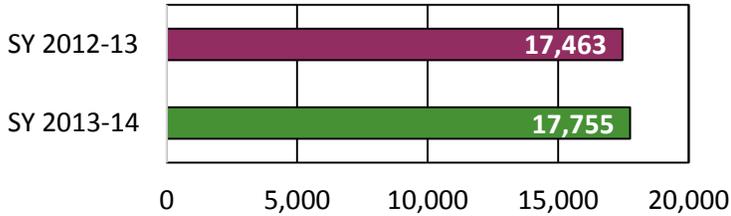
# Alabama



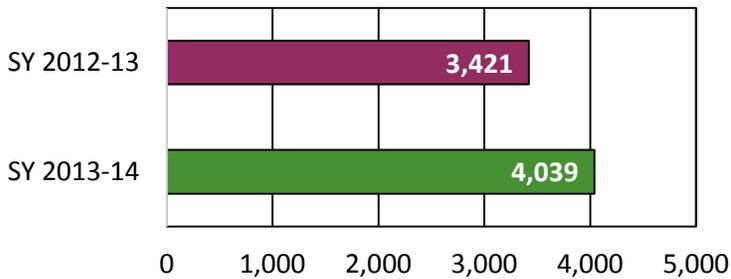
## ELs Identified



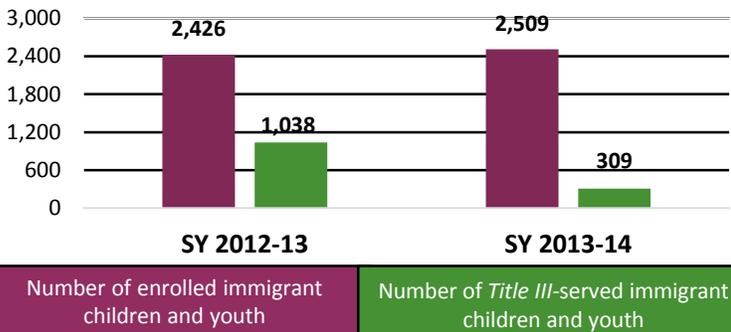
## ELs Served With Title III Funds



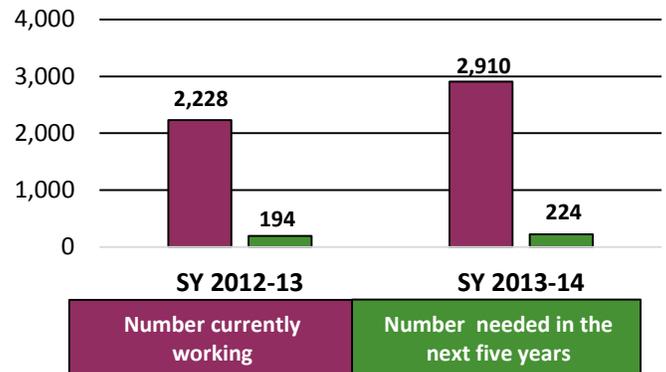
## Monitored Former ELs



## Immigrant Children and Youth



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



## Top Five Languages Spoken by ELs

SY 2012-13	
Spanish; Castilian	15,245
Arabic	527
Korean	527
Vietnamese	387
Chinese	385
SY 2013-14	
Spanish; Castilian	15,683
Arabic	496
Korean	446
Chinese	405
Vietnamese	385

## Language Instruction Educational Programs

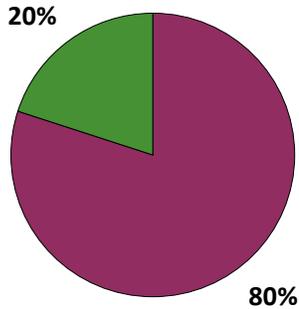
(The symbol ● indicates an LIEP was in place during the school year.)

	LIEPs that use English and another language:		LIEPs that use English only:	
	SY 2012-13	SY 2013-14	SY 2012-13	SY 2013-14
Two-way immersion			Structured English immersion	● ●
Transitional bilingual			Sheltered English instruction	● ●
Dual language			Specially designed academic instruction in English	● ●
Developmental bilingual			Content-based ESL	● ●
Heritage language			Pull-out ESL	● ●
Other LIEPs (either English-only or English and another language)				

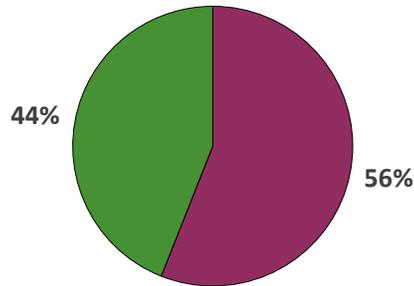
# Alabama

## AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

**SY 2012-13**  
Target = 48%



**SY 2013-14**  
Target = 50%

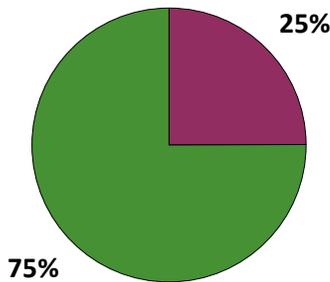


Made progress

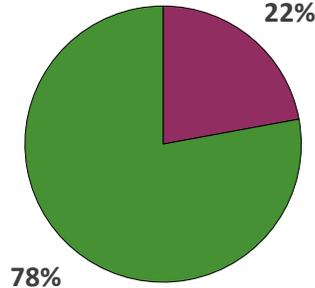
Did not make progress

## AMAO 2: Percentage of ELs Attaining English Language Proficiency

**SY 2012-13**  
Target = 16%



**SY 2013-14**  
Target = 17%



Attained ELP

Did not attain ELP

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

### Reading/Language Arts

	SY 2012-13	SY 2013-14
ELs	54.4%	6.8%
MFELs	87.0%	34.6%
All students	86.1%	39.1%

### Mathematics

	SY 2012-13	SY 2013-14
ELs	62.0%	18.5%
MFELs	88.0%	37.6%
All students	80.7%	40.4%

## AMAO Subgrantee Status

### SY 2012-13

<b>Total subgrantees</b>	<b>57</b>
Met AMAO 1	56
Met AMAO 2	54
Met AMAO 3	50

**Total meeting all three 50**

### SY 2013-14

<b>Total subgrantees</b>	<b>56</b>
Met AMAO 1	54
Met AMAO 2	44
Met AMAO 3	39

**Total meeting all three 31**

## Additional State Information

Title III funding for the state in SY 2012-13:	<b>\$3,881,821</b>
Title III funding for the state in SY 2013-14:	<b>\$3,668,990</b>

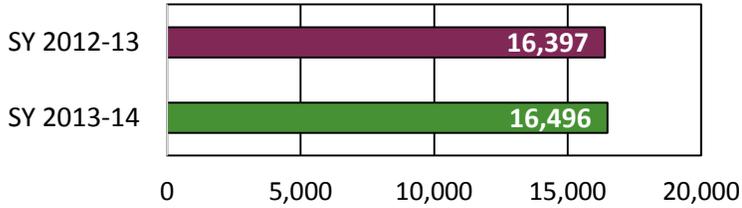
Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2012-14* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

Source: EDFacts/Consolidated State Performance Report, 2012-13 and 2013-14

# Alaska



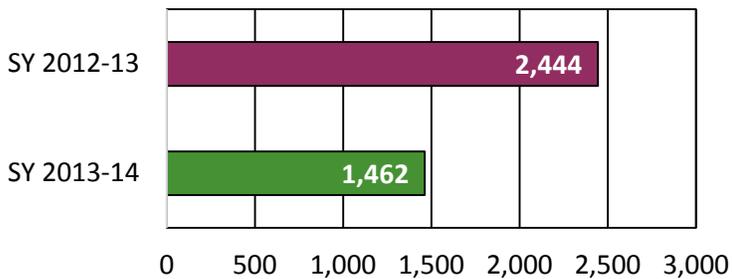
## ELs Identified



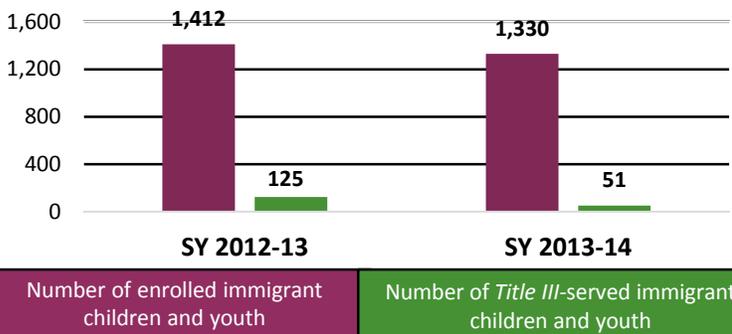
## ELs Served With Title III Funds



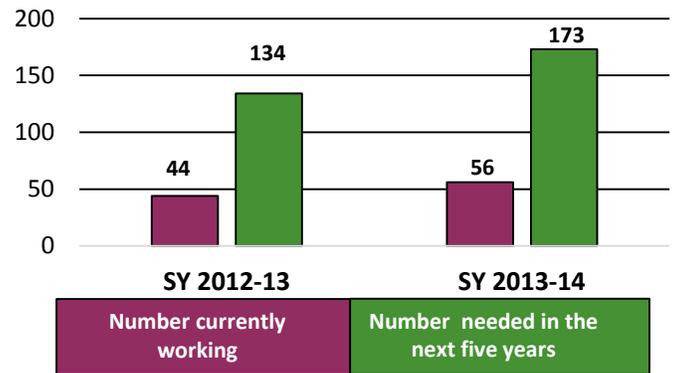
## Monitored Former ELs



## Immigrant Children and Youth



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



## Top Five Languages Spoken by ELs

SY 2012-13	
Yupik languages	6,555
Spanish; Castilian	1,892
Inupiaq	1,413
Filipino; Pilipino	1,406
Hmong	1,248
SY 2013-14	
Yupik languages	6,629
Spanish; Castilian	1,893
Filipino; Pilipino	1,456
Inupiaq	1,376
Hmong	1,186

## Language Instruction Educational Programs

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

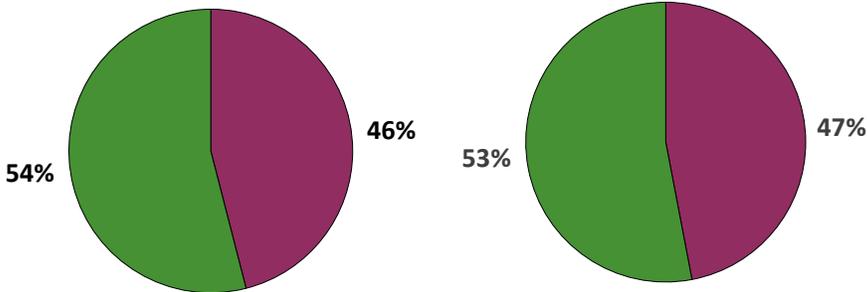
LIEPs that use English and another language:			LIEPs that use English only:		
	SY 2012-13	SY 2013-14		SY 2012-13	SY 2013-14
Two-way immersion			Structured English immersion		
Transitional bilingual			Sheltered English instruction	●	
Dual language			Specially designed academic instruction in English	●	●
Developmental bilingual			Content-based ESL	●	●
Heritage language			Pull-out ESL	●	●
Other LIEPs (either English-only or English and another language)					

# Alaska

## AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

**SY 2012-13**  
Target = 34%

**SY 2013-14**  
Target = 38%



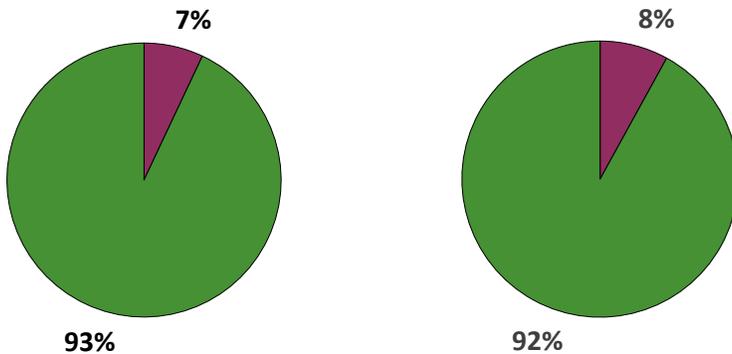
Made progress

Did not make progress

## AMAO 2: Percentage of ELs Attaining English Language Proficiency

**SY 2012-13**  
Target = 5%

**SY 2013-14**  
Target = 6%



Attained ELP

Did not attain ELP

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

### Reading/Language Arts

	SY 2012-13	SY 2013-14
ELs	32.8%	37.5%
MFELs	78%	89%
All students	78%	79.8%

### Mathematics

	SY 2012-13	SY 2013-14
ELs	31.4%	31.1%
MFELs	71%	76%
All students	69.3%	68.3%

## AMAO Subgrantee Status

### SY 2012-13

<b>Total subgrantees</b>	14
Met AMAO 1	12
Met AMAO 2	7
Met AMAO 3	0

**Total meeting all three 0**

### SY 2013-14

<b>Total subgrantees</b>	12
Met AMAO 1	9
Met AMAO 2	6
Met AMAO 3	0

**Total meeting all three 0**

## Additional State Information

Title III funding for the state in SY 2012-13:	\$1,056,803
Title III funding for the state in SY 2013-14:	\$1,055,254

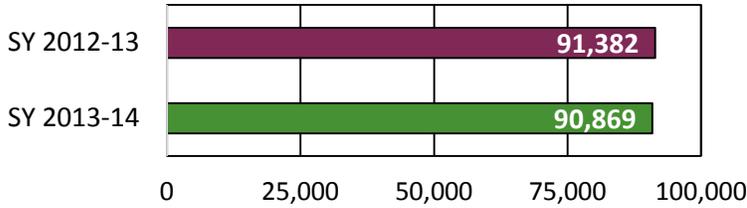
Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2012-14* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

Source: EDFacts/Consolidated State Performance Report, 2012-13 and 2013-14

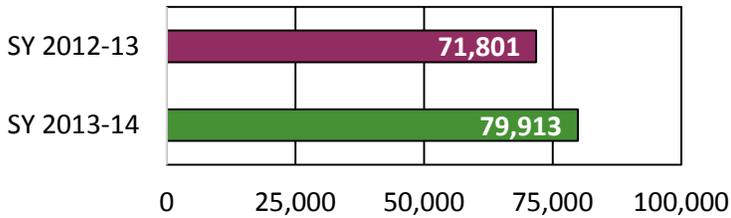
# Arizona



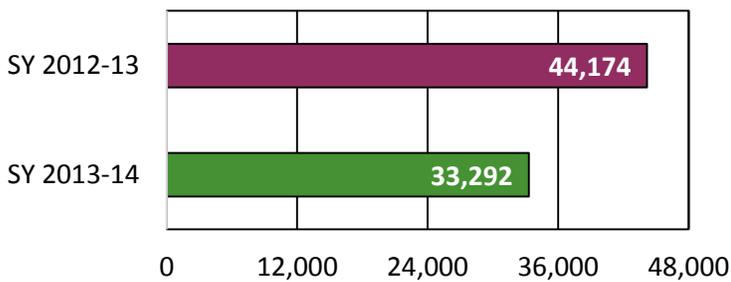
## ELs Identified



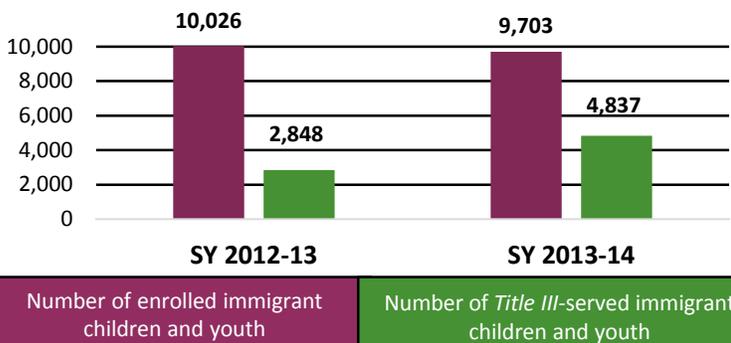
## ELs Served With Title III Funds



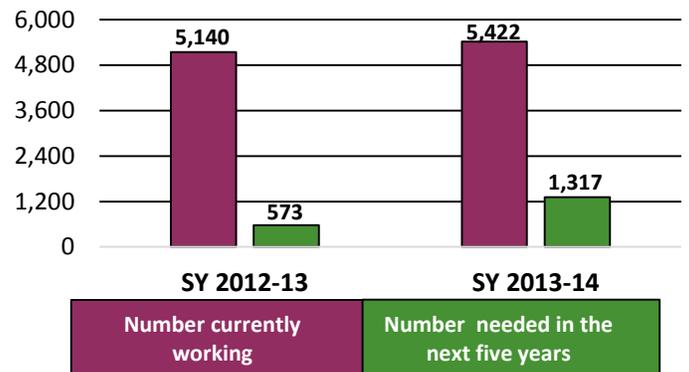
## Monitored Former ELs



## Immigrant Children and Youth



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



## Top Five Languages Spoken by ELs

SY 2012-13	
Spanish; Castilian	64,388
Arabic	1,245
Navajo; Navaho	921
Vietnamese	773
Somali	489
SY 2013-14	
Spanish; Castilian	65,476
Arabic	1,471
Navajo; Navaho	823
Vietnamese	754
Somali	550

## Language Instruction Educational Programs

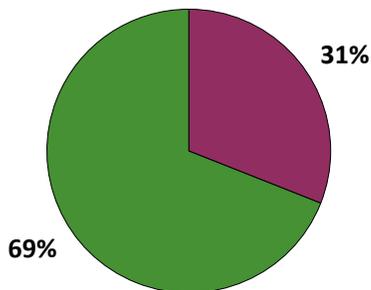
(The symbol ● indicates an LIEP was in place during the school year.)

	LIEPs that use English and another language:		LIEPs that use English only:	
	SY 2012-13	SY 2013-14	SY 2012-13	SY 2013-14
Two-way immersion			●	●
Transitional bilingual				●
Dual language	●	●		
Developmental bilingual				
Heritage language	●	●		
Other LIEPs (either English-only or English and another language)			●	●

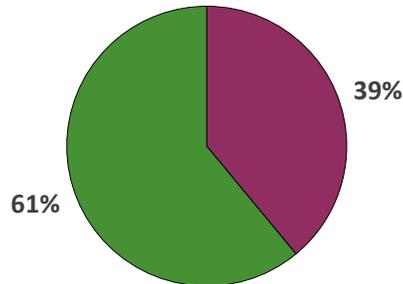
# Arizona

## AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

**SY 2012-13**  
Target = 23%



**SY 2013-14**  
Target = 25%

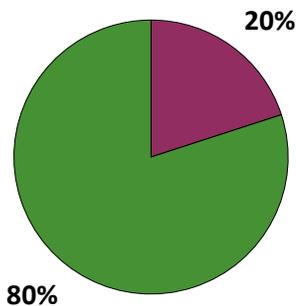


Made progress

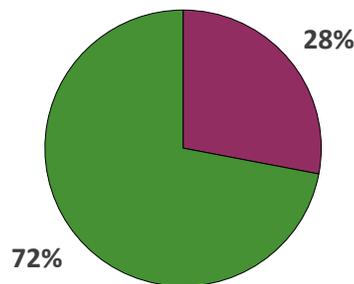
Did not make progress

## AMAO 2: Percentage of ELs Attaining English Language Proficiency

**SY 2012-13**  
Target = 23%



**SY 2013-14**  
Target = 25%



Attained ELP

Did not attain ELP

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

### Reading/Language Arts

	SY 2012-13	SY 2013-14
ELs	24.7%	32.2%
MFELs	67.2%	75%
All students	78.7%	79.2%

### Mathematics

	SY 2012-13	SY 2013-14
ELs	20.4%	21.6%
MFELs	50.1%	56.8%
All students	63.4%	63.1%

## AMAO Subgrantee Status

### SY 2012-13

<b>Total subgrantees</b>	<b>253</b>
Met AMAO 1	190
Met AMAO 2	123
Met AMAO 3	216

**Total meeting all three 119**

### SY 2013-14

<b>Total subgrantees</b>	<b>252</b>
Met AMAO 1	217
Met AMAO 2	152
Met AMAO 3	207

**Total meeting all three 132**

## Additional State Information

Title III funding for the state in SY 2012-13:	<b>\$18,302,619</b>
Title III funding for the state in SY 2013-14:	<b>\$15,353,660</b>

Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2012-14* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

Source: EDFacts/Consolidated State Performance Report, 2012-13 and 2013-14

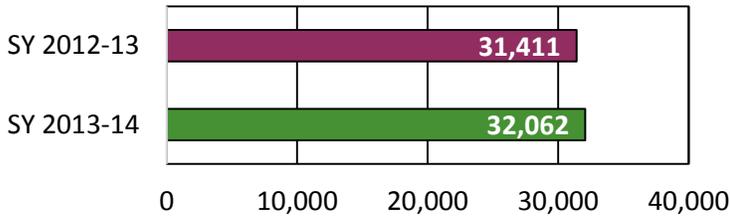
# Arkansas



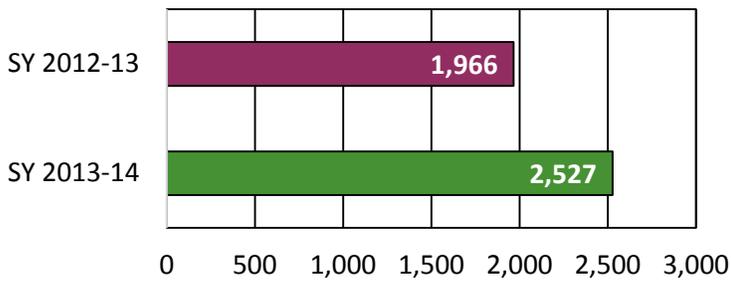
## ELs Identified



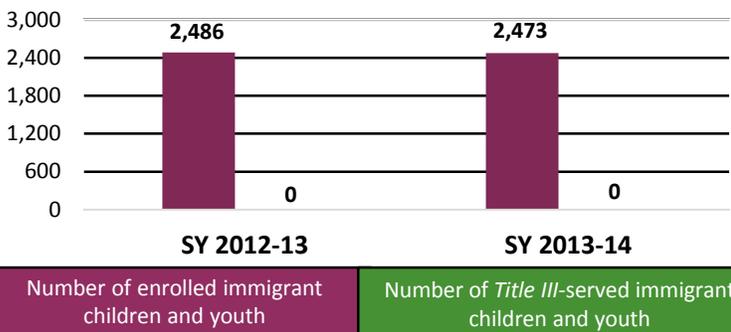
## ELs Served With *Title III* Funds



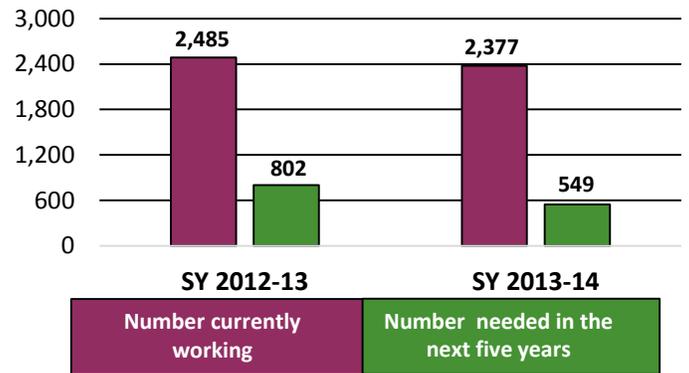
## Monitored Former ELs



## Immigrant Children and Youth



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



## Top Five Languages Spoken by ELs

SY 2012-13	
Spanish; Castilian	29,751
Marshallese	1,910
Vietnamese	468
Hmong	328
Arabic	237
SY 2013-14	
Spanish; Castilian	30,535
Marshallese	2,136
Vietnamese	468
Hmong	304
Arabic	247

## Language Instruction Educational Programs

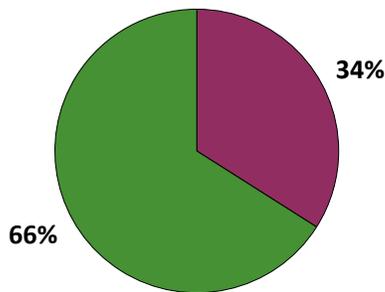
(The symbol ● indicates an LIEP was in place during the school year.)

	LIEPs that use English and another language:		LIEPs that use English only:	
	SY 2012-13	SY 2013-14	SY 2012-13	SY 2013-14
Two-way immersion			Structured English immersion	
Transitional bilingual			Sheltered English instruction	●
Dual language			Specially designed academic instruction in English	●
Developmental bilingual			Content-based ESL	●
Heritage language			Pull-out ESL	●
Other LIEPs (either English-only or English and another language)				

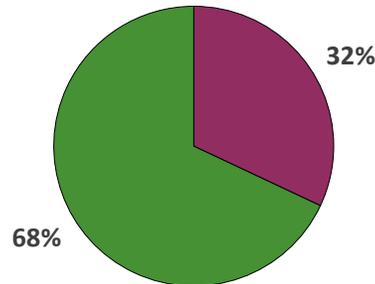
# Arkansas

## AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

**SY 2012-13**  
Target = 30%



**SY 2013-14**  
Target = 31%

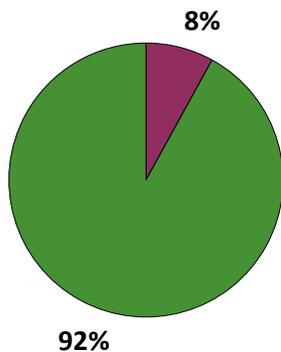


Made progress

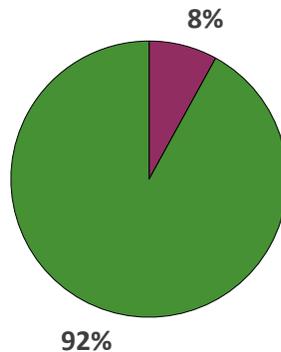
Did not make progress

## AMAO 2: Percentage of ELs Attaining English Language Proficiency

**SY 2012-13**  
Target = 5%



**SY 2013-14**  
Target = 5%



Attained ELP

Did not attain ELP

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

### Reading/Language Arts

	SY 2012-13	SY 2013-14
ELs	61.8%	66.1%
MFELs	>=99%	97%
All students	78.1%	76.6%

### Mathematics

	SY 2012-13	SY 2013-14
ELs	66.4%	63.5%
MFELs	>=99%	95%
All students	75%	72.7%

## AMAO Subgrantee Status

### SY 2012-13

<b>Total subgrantees</b>	40
Met AMAO 1	34
Met AMAO 2	35
Met AMAO 3	3

**Total meeting all three** 3

### SY 2013-14

<b>Total subgrantees</b>	38
Met AMAO 1	30
Met AMAO 2	33
Met AMAO 3	4

**Total meeting all three** 0

## Additional State Information

Title III funding for the state in SY 2012-13:	\$3,112,455
Title III funding for the state in SY 2013-14:	\$3,100,490

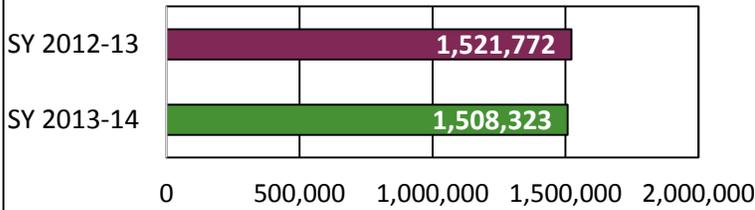
Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2012-14* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

Source: EDFacts/Consolidated State Performance Report, 2012-13 and 2013-14

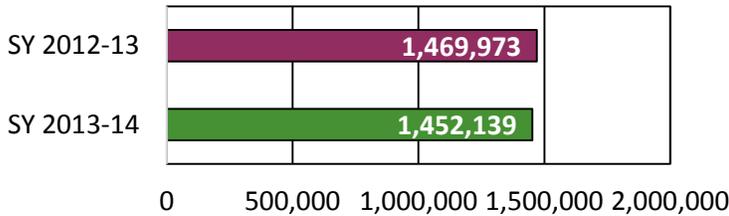
# California



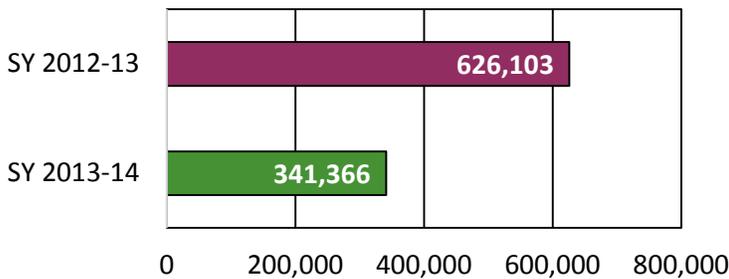
## ELs Identified



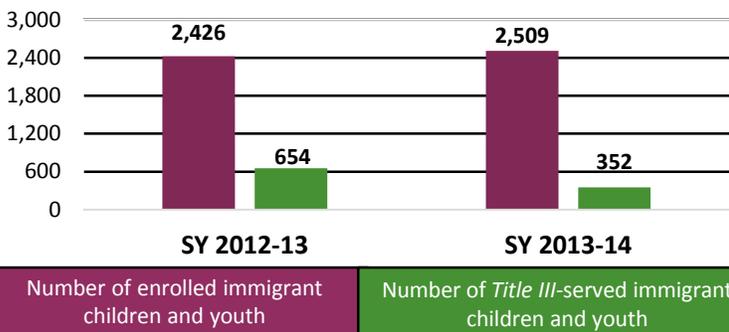
## ELs Served With Title III Funds



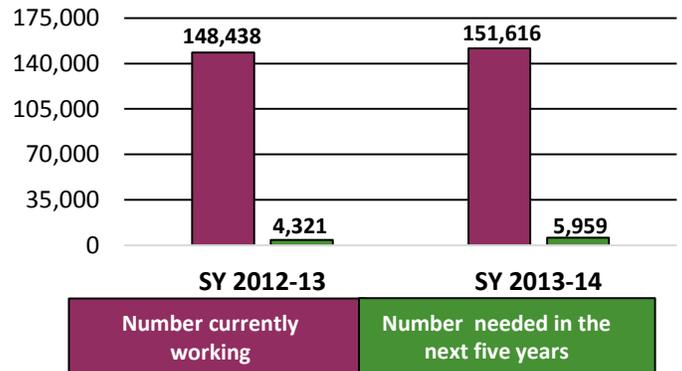
## Monitored Former ELs



## Immigrant Children and Youth



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



## Top Five Languages Spoken by ELs

SY 2012-13	
Spanish; Castilian	1,276,288
Chinese	38,872
Vietnamese	36,076
Tagalog	22,425
Arabic	15,579
SY 2013-14	
Spanish; Castilian	1,259,114
Chinese	40,788
Vietnamese	35,129
Tagalog	21,985
Arabic	17,455

## Language Instruction Educational Programs

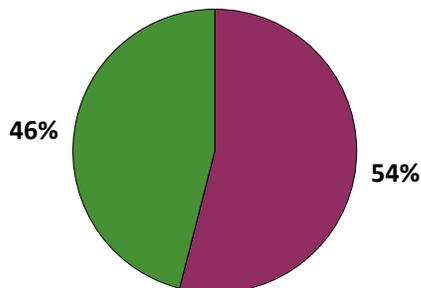
(The symbol ● indicates an LIEP was in place during the school year.)

	LIEPs that use English and another language:		LIEPs that use English only:		
	SY 2012-13	SY 2013-14	SY 2012-13	SY 2013-14	
Two-way immersion	●	●	Structured English immersion	●	●
Transitional bilingual	●	●	Sheltered English instruction	●	●
Dual language	●	●	Specially designed academic instruction in English	●	●
Developmental bilingual	●	●	Content-based ESL	●	●
Heritage language	●	●	Pull-out ESL	●	●
Other LIEPs (either English-only or English and another language)				●	●

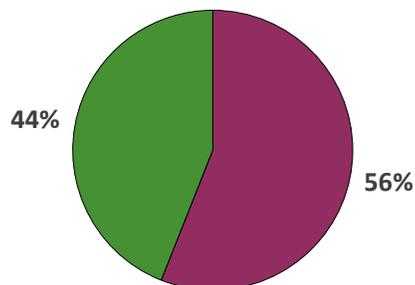
# California

## AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

**SY 2012-13**  
Target = 58%



**SY 2013-14**  
Target = 59%

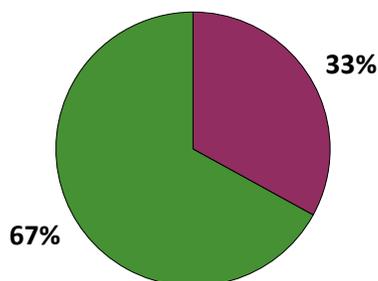


Made progress

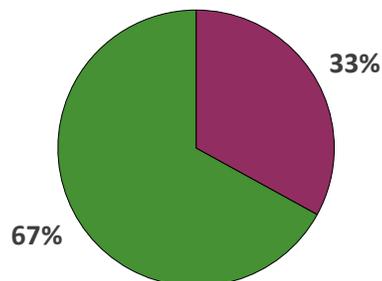
Did not make progress

## AMAO 2: Percentage of ELs Attaining English Language Proficiency

**SY 2012-13**  
Target = NR



**SY 2013-14**  
Target = NR



Attained ELP

Did not attain ELP

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

### Reading/Language Arts

	SY 2012-13	SY 2013-14
ELs	19.1%	19.6%
MFELs	66.1%	-
All students	56.8%	59.3%

### Mathematics

	SY 2012-13	SY 2013-14
ELs	34.8%	30.4%
MFELs	67.2%	-
All students	59.2%	63.6%

## AMAO Subgrantee Status

### SY 2012-13

<b>Total subgrantees</b>	<b>713</b>
Met AMAO 1	355
Met AMAO 2	331
Met AMAO 3	80

**Total meeting all three 38**

### SY 2013-14

<b>Total subgrantees</b>	<b>725</b>
Met AMAO 1	375
Met AMAO 2	304
Met AMAO 3	83

**Total meeting all three 54**

## Additional State Information

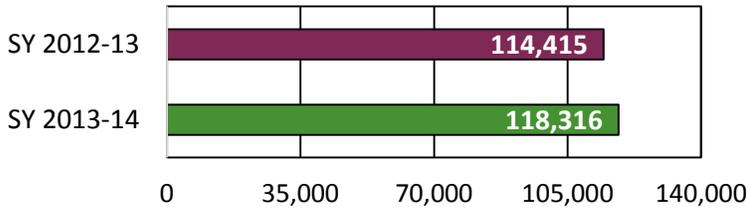
Title III funding for the state in SY 2012-13:	\$161,603,338
Title III funding for the state in SY 2013-14:	\$149,275,528

Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2012-14* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

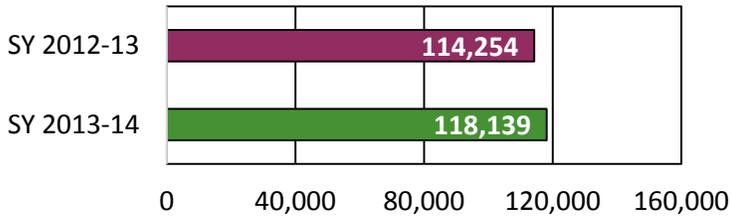
Source: EDFacts/Consolidated State Performance Report, 2012-13 and 2013-14

# Colorado

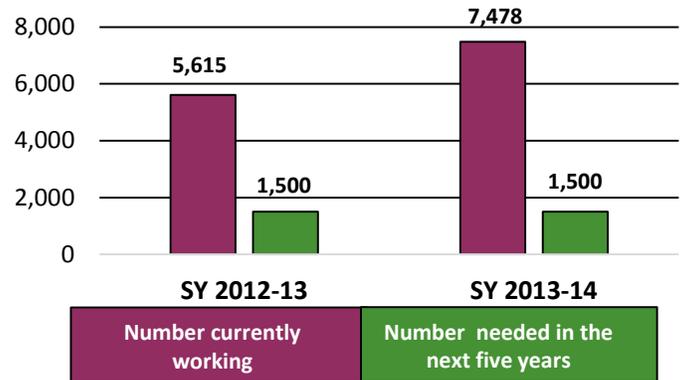
## ELs Identified



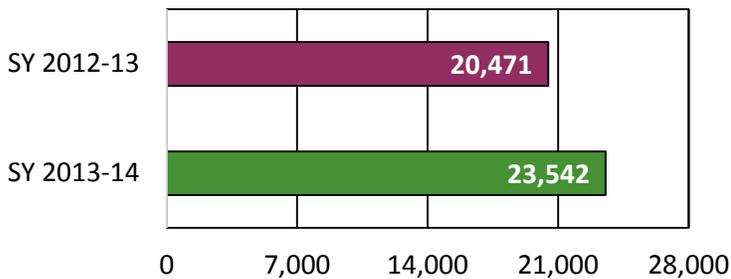
## ELs Served With *Title III* Funds



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



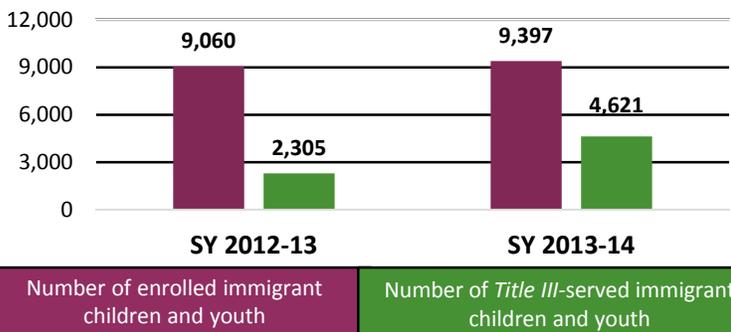
## Monitored Former ELs



## Top Five Languages Spoken by ELs

SY 2012-13	
Spanish; Castilian	96,188
Vietnamese	1,876
Arabic	1,710
Chinese	1,324
Russian	1,027
SY 2013-14	
Spanish; Castilian	99,054
Arabic	1,958
Vietnamese	1,851
Chinese	1,386
Russian	1,072

## Immigrant Children and Youth



## Language Instruction Educational Programs

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

	LIEPs that use English and another language:		LIEPs that use English only:		
	SY 2012-13	SY 2013-14	SY 2012-13	SY 2013-14	
Two-way immersion	●	●	Structured English immersion	●	●
Transitional bilingual	●	●	Sheltered English instruction	●	●
Dual language	●	●	Specially designed academic instruction in English	●	●
Developmental bilingual	●	●	Content-based ESL	●	●
Heritage language	●	●	Pull-out ESL	●	●
Other LIEPs (either English-only or English and another language)				●	●

# Colorado

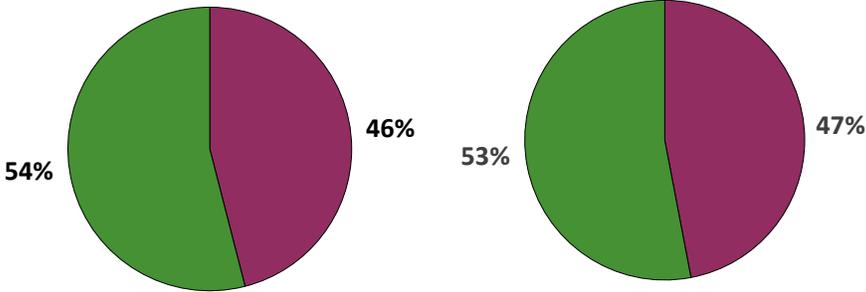
## AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

**SY 2012-13**

Target = NR

**SY 2013-14**

Target = NR



Made progress

Did not make progress

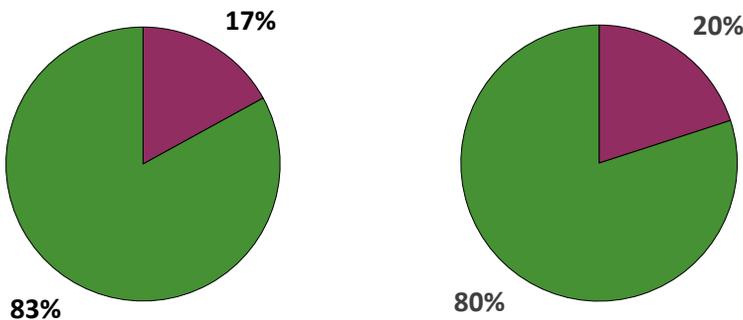
## AMAO 2: Percentage of ELs Attaining English Language Proficiency

**SY 2012-13**

Target = 11%

**SY 2013-14**

Target = 12%



Attained ELP

Did not attain ELP

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

### Reading/Language Arts

	SY 2012-13	SY 2013-14
ELs	27.2%	27.6%
MFELs	71%	74.6%
All students	69.7%	69.2%

### Mathematics

	SY 2012-13	SY 2013-14
ELs	28%	27.3%
MFELs	56.2%	61%
All students	56.9%	56.5%

## AMAO Subgrantee Status

### SY 2012-13

<b>Total subgrantees</b>	<b>61</b>
Met AMAO 1	20
Met AMAO 2	49
Met AMAO 3	24

**Total meeting all three 12**

### SY 2013-14

<b>Total subgrantees</b>	<b>56</b>
Met AMAO 1	32
Met AMAO 2	47
Met AMAO 3	23

**Total meeting all three 19**

## Additional State Information

Title III funding for the state in SY 2012-13:	<b>\$9,901,318</b>
Title III funding for the state in SY 2013-14:	<b>\$8,662,453</b>

Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2012-14* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

Source: EDFacts/Consolidated State Performance Report, 2012-13 and 2013-14

# Connecticut



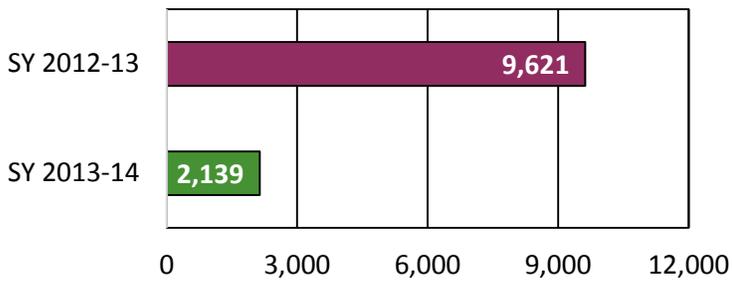
## ELs Identified



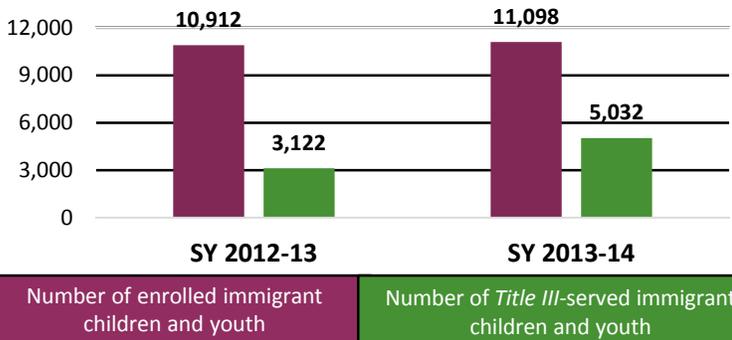
## ELs Served With Title III Funds



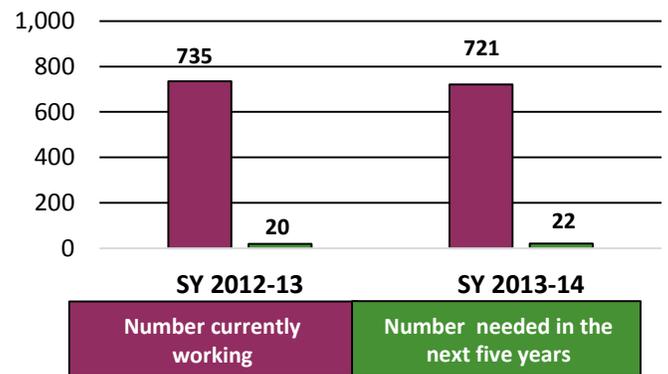
## Monitored Former ELs



## Immigrant Children and Youth



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



## Top Five Languages Spoken by ELs

SY 2012-13	
Spanish; Castilian	23,177
Portuguese	827
Chinese	808
Arabic	778
Creoles and pidgins, French based (Other)	604
SY 2013-14	
Spanish; Castilian	23,367
Portuguese	1,050
Arabic	879
Chinese	812
Creoles and pidgins, French based (Other)	765

## Language Instruction Educational Programs

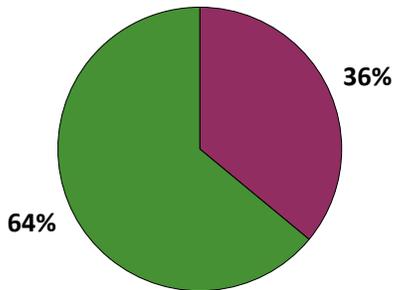
(The symbol ● indicates an LIEP was in place during the school year.)

	LIEPs that use English and another language:		LIEPs that use English only:		
	SY 2012-13	SY 2013-14	SY 2012-13	SY 2013-14	
Two-way immersion			Structured English immersion	●	●
Transitional bilingual	●	●	Sheltered English instruction	●	●
Dual language	●	●	Specially designed academic instruction in English		
Developmental bilingual			Content-based ESL	●	●
Heritage language			Pull-out ESL	●	●
Other LIEPs (either English-only or English and another language)				●	●

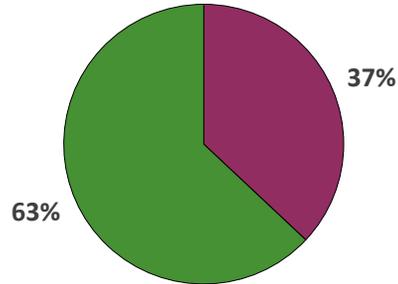
# Connecticut

## AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

**SY 2012-13**  
Target = 80%



**SY 2013-14**  
Target = 80%

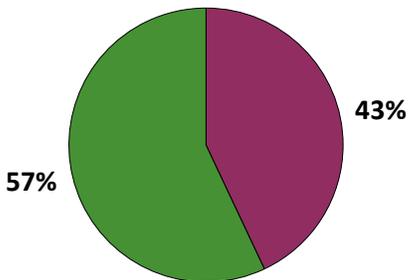


Made progress

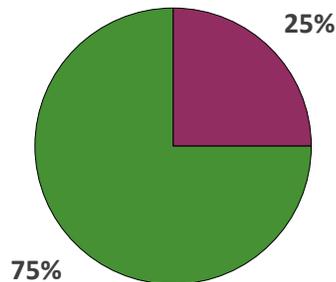
Did not make progress

## AMAO 2: Percentage of ELs Attaining English Language Proficiency

**SY 2012-13**  
Target = 30%



**SY 2013-14**  
Target = 30%



Attained ELP

Did not attain ELP

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

### Reading/Language Arts

	SY 2012-13	SY 2013-14
ELs	30.3%	30.3%
MFELs	79.4%	69%
All students	79.4%	69.6%

### Mathematics

	SY 2012-13	SY 2013-14
ELs	40.8%	33.2%
MFELs	86.8%	81%
All students	81.8%	71.9%

## AMAO Subgrantee Status

### SY 2012-13

<b>Total subgrantees</b>	60
Met AMAO 1	60
Met AMAO 2	60
Met AMAO 3	5

**Total meeting all three** 5

### SY 2013-14

<b>Total subgrantees</b>	56
Met AMAO 1	10
Met AMAO 2	48
Met AMAO 3	39

**Total meeting all three** 7

## Additional State Information

Title III funding for the state in SY 2012-13:	\$5,765,202
Title III funding for the state in SY 2013-14:	\$5,675,600

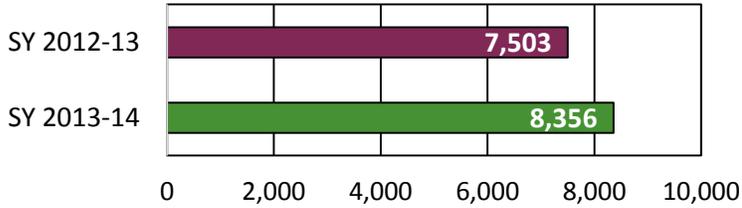
Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2012-14* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

Source: EDFacts/Consolidated State Performance Report, 2012-13 and 2013-14

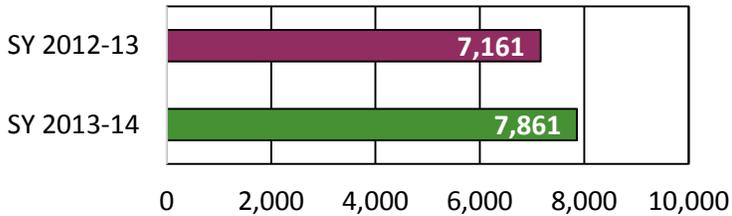
# Delaware



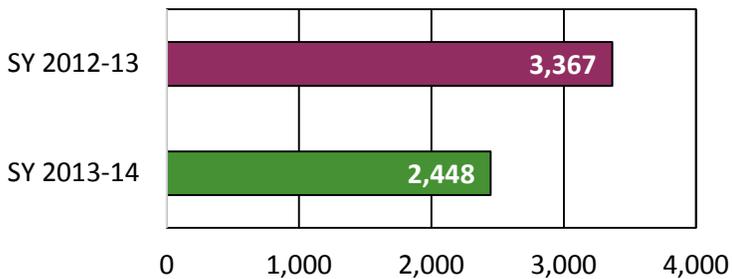
## ELs Identified



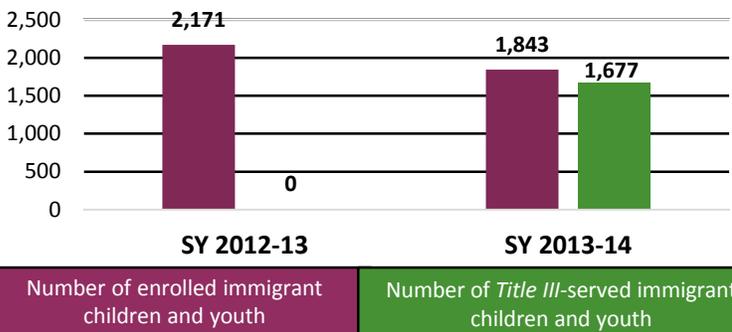
## ELs Served With *Title III* Funds



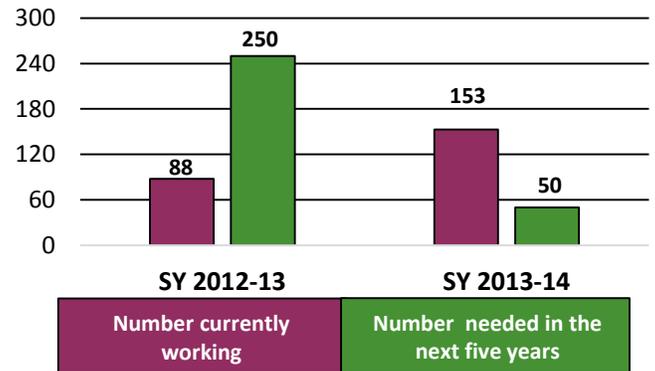
## Monitored Former ELs



## Immigrant Children and Youth



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



## Top Five Languages Spoken by ELs

SY 2012-13	
Spanish; Castilian	5,656
Creoles and Pidgins (Other)	396
Chinese	156
Arabic	125
Afrikaans	112
SY 2013-14	
Spanish; Castilian	6,315
Creoles and Pidgins (Other)	353
Chinese	182
Arabic	152
Afrikaans	152

## Language Instruction Educational Programs

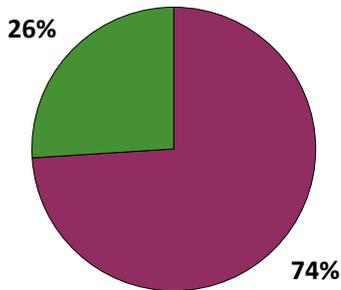
(The symbol ● indicates an LIEP was in place during the school year.)

LIEPs that use English and another language:	LIEPs that use English only:	
	SY 2012-13	SY 2013-14
Two-way immersion	●	
Transitional bilingual	●	●
Dual language	●	
Developmental bilingual	●	●
Heritage language		●
Other LIEPs (either English-only or English and another language)		●

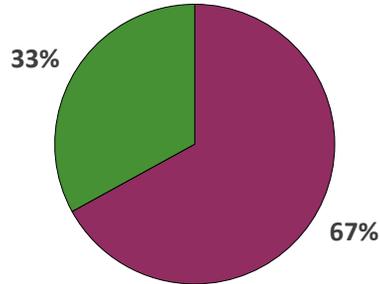
# Delaware

## AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

**SY 2012-13**  
Target = 56%



**SY 2013-14**  
Target = 58%

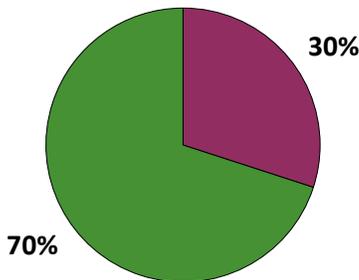


Made progress

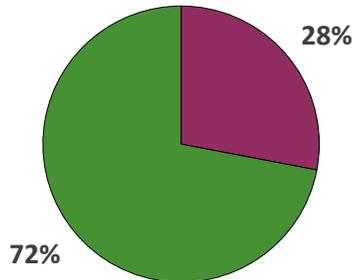
Did not make progress

## AMAO 2: Percentage of ELs Attaining English Language Proficiency

**SY 2012-13**  
Target = 17%



**SY 2013-14**  
Target = 17%



Attained ELP

Did not attain ELP

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

### Reading/Language Arts

	SY 2012-13	SY 2013-14
ELs	33.2%	34.5%
MFELs	69%	70%
All students	73.2%	72.7%

### Mathematics

	SY 2012-13	SY 2013-14
ELs	41.4%	40.9%
MFELs	70%	70%
All students	70.1%	69.2%

## AMAO Subgrantee Status

### SY 2012-13

<b>Total subgrantees</b>	14
Met AMAO 1	8
Met AMAO 2	14
Met AMAO 3	12

**Total meeting all three** 6

### SY 2013-14

<b>Total subgrantees</b>	16
Met AMAO 1	6
Met AMAO 2	16
Met AMAO 3	13

**Total meeting all three** 5

## Additional State Information

Title III funding for the state in SY 2012-13:	\$1,230,843
Title III funding for the state in SY 2013-14:	\$1,198,888

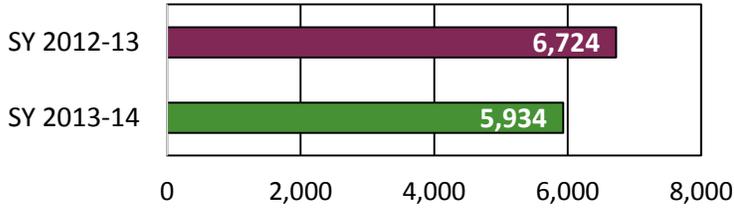
Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2012-14* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

Source: EDFacts/Consolidated State Performance Report, 2012-13 and 2013-14

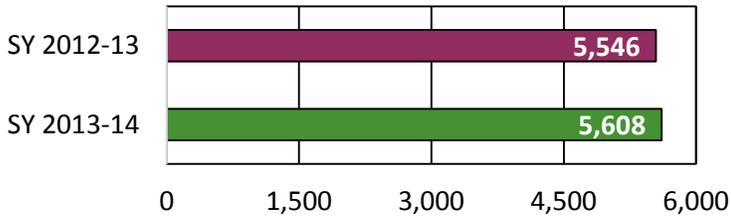
# District of Columbia



## ELs Identified



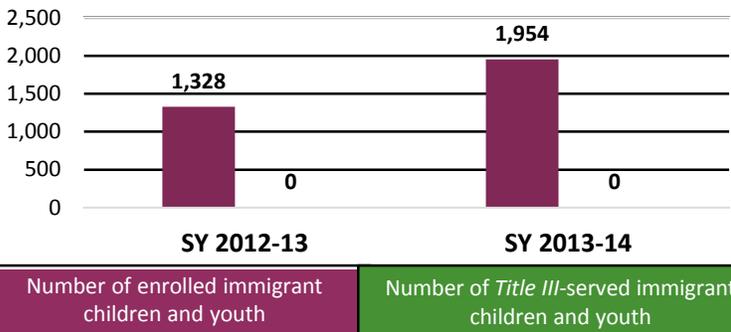
## ELs Served With *Title III* Funds



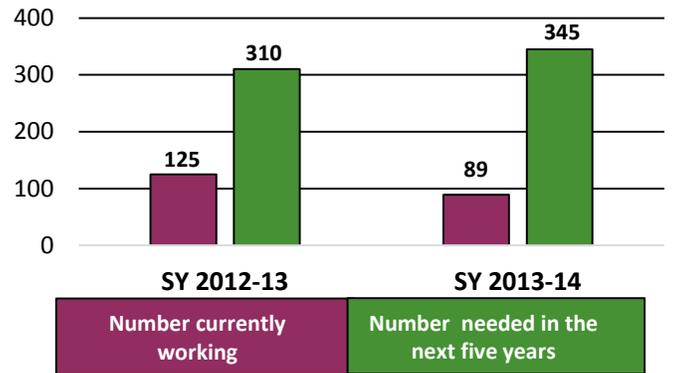
## Monitored Former ELs



## Immigrant Children and Youth



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



## Top Five Languages Spoken by ELs

SY 2012-13	
Spanish; Castilian	5,164
Amharic	324
French	159
Chinese	132
Vietnamese	118
SY 2013-14	
Spanish; Castilian	5,008
Amharic	194
Chinese	110
French	59
Russian	55

## Language Instruction Educational Programs

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

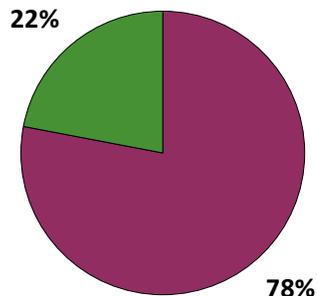
	LIEPs that use English and another language:		LIEPs that use English only:		
	SY 2012-13	SY 2013-14	SY 2012-13	SY 2013-14	
Two-way immersion	●	●	Structured English immersion	●	●
Transitional bilingual	●	●	Sheltered English instruction	●	●
Dual language	●	●	Specially designed academic instruction in English	●	●
Developmental bilingual	●	●	Content-based ESL	●	●
Heritage language	●	●	Pull-out ESL	●	●
Other LIEPs (either English only or English and another language)				●	●

# District of Columbia

## AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

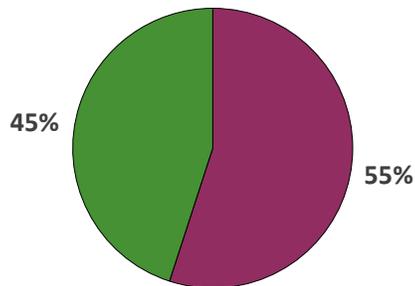
**SY 2012-13**

Target = 61%



**SY 2013-14**

Target = 62%



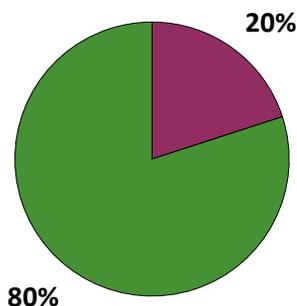
Made progress

Did not make progress

## AMAO 2: Percentage of ELs Attaining English Language Proficiency

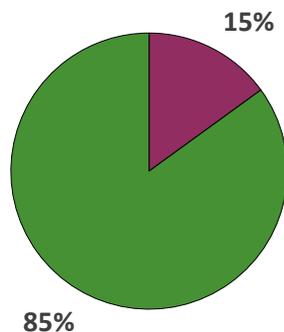
**SY 2012-13**

Target = 16%



**SY 2013-14**

Target = 17%



Attained ELP

Did not attain ELP

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

### Reading/Language Arts

	SY 2012-13	SY 2013-14
ELs	22.6%	19.7%
MFELs	64%	57%
All students	49.7%	50%

### Mathematics

	SY 2012-13	SY 2013-14
ELs	34.8%	33.8%
MFELs	71%	69%
All students	53.1%	54.3%

## AMAO Subgrantee Status

### SY 2012-13

<b>Total subgrantees</b>	12
Met AMAO 1	0
Met AMAO 2	10
Met AMAO 3	1

**Total meeting all three 0**

### SY 2013-14

<b>Total subgrantees</b>	12
Met AMAO 1	0
Met AMAO 2	10
Met AMAO 3	1

**Total meeting all three 0**

## Additional State Information

Title III funding for the state in SY 2012-13:

**\$778,577**

Title III funding for the state in SY 2013-14:

**\$894,422**

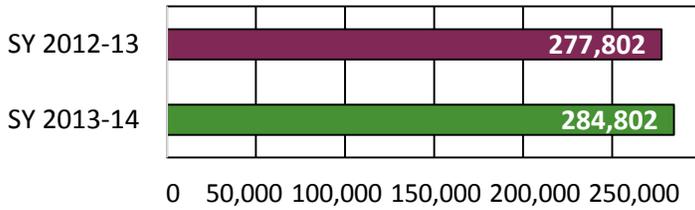
Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2012-14* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

Source: EDFacts/Consolidated State Performance Report, 2012-13 and 2013-14

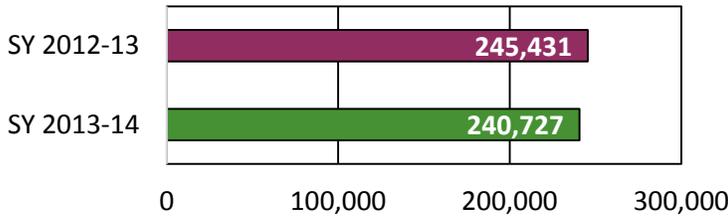
# Florida



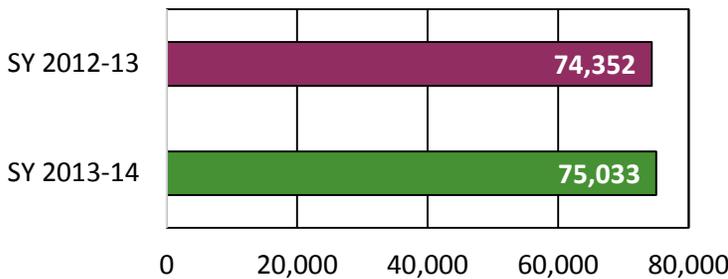
## ELs Identified



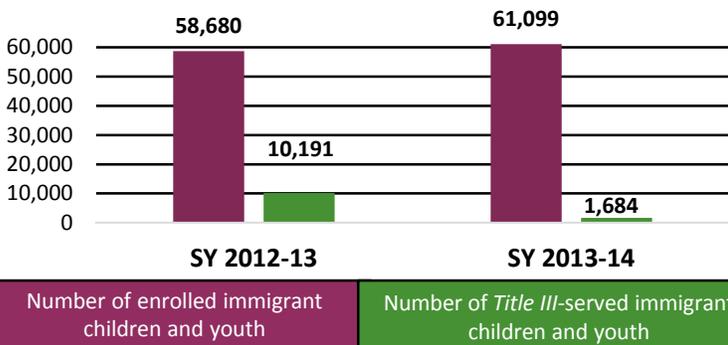
## ELs Served With Title III Funds



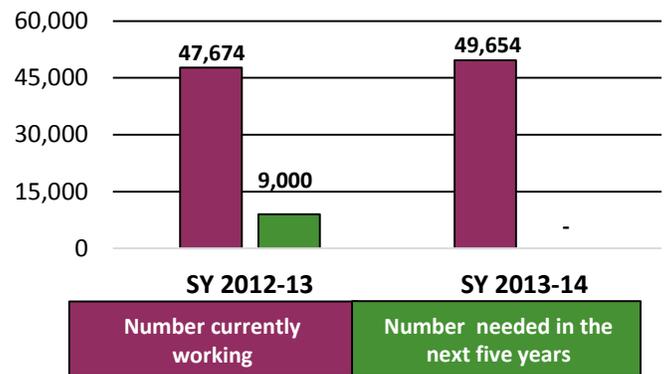
## Monitored Former ELs



## Immigrant Children and Youth



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



## Top Five Languages Spoken by ELs

SY 2012-13	
Spanish; Castilian	199,591
Haitian; Haitian Creole	27,536
Portuguese	3,034
Arabic	3,011
Vietnamese	2,942
SY 2013-14	
Spanish; Castilian	207,729
Haitian; Haitian Creole	26,104
Portuguese	3,547
Arabic	3,516
Vietnamese	2,906

## Language Instruction Educational Programs

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

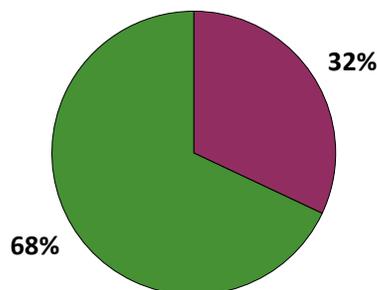
LIEPs that use English and another language:		LIEPs that use English only:		
	SY 2012-13	SY 2013-14	SY 2012-13	SY 2013-14
Two-way immersion			Structured English immersion	
Transitional bilingual			Sheltered English instruction	
Dual language			Specially designed academic instruction in English	
Developmental bilingual			Content-based ESL	
Heritage language			Pull-out ESL	
Other LIEPs (either English-only or English and another language)				● ●

# Florida

## AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

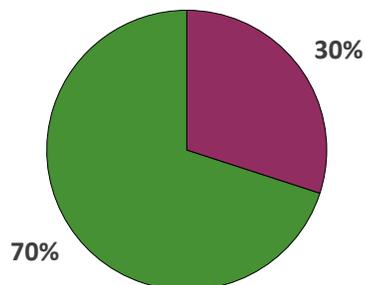
**SY 2012-13**

Target = NR



**SY 2013-14**

Target = 0%



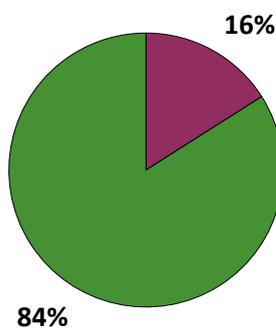
Made progress

Did not make progress

## AMAO 2: Percentage of ELs Attaining English Language Proficiency

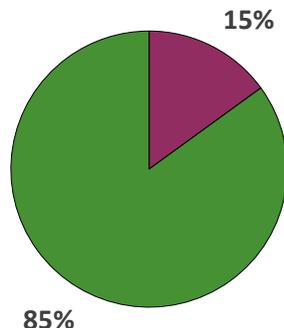
**SY 2012-13**

Target = 16%



**SY 2013-14**

Target = 17%



Attained ELP

Did not attain ELP

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

### Reading/Language Arts

	SY 2012-13	SY 2013-14
ELs	18.3%	20.3%
MFELs	55.2%	55.4%
All students	57.3%	57.9%

### Mathematics

	SY 2012-13	SY 2013-14
ELs	29.9%	31.9%
MFELs	58.4%	58.8%
All students	57.4%	58.1%

## AMAO Subgrantee Status

### SY 2012-13

<b>Total subgrantees</b>	51
Met AMAO 1	32
Met AMAO 2	10
Met AMAO 3	1

**Total meeting all three 0**

### SY 2013-14

<b>Total subgrantees</b>	51
Met AMAO 1	9
Met AMAO 2	10
Met AMAO 3	3

**Total meeting all three 2**

## Additional State Information

Title III funding for the state in SY 2012-13:	<b>\$43,010,932</b>
Title III funding for the state in SY 2013-14:	<b>\$40,731,151</b>

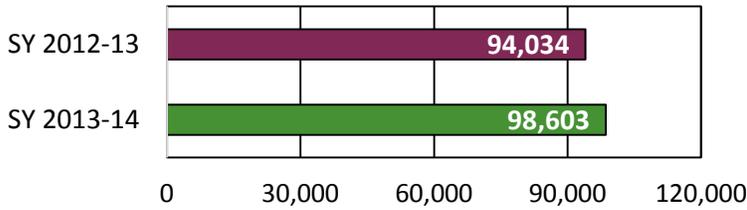
Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2012-14* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

Source: EDFacts/Consolidated State Performance Report, 2012-13 and 2013-14

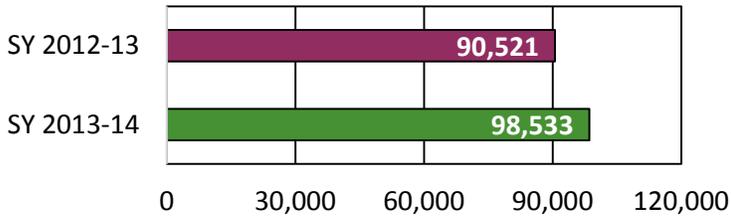
# Georgia



## ELs Identified



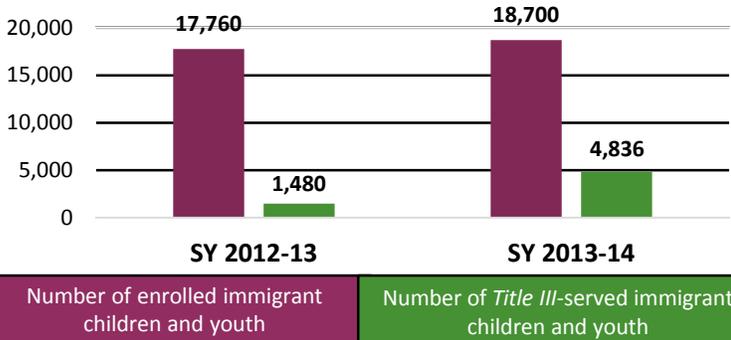
## ELs Served With Title III Funds



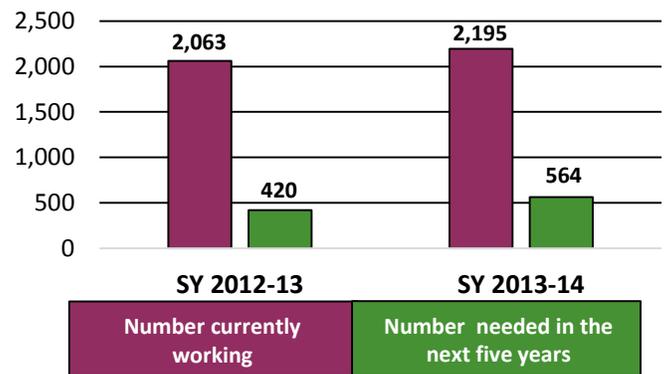
## Monitored Former ELs



## Immigrant Children and Youth



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



## Top Five Languages Spoken by ELs

SY 2012-13	
Spanish; Castilian	73,574
No linguistic content; Not applicable	5,565
Vietnamese	2,493
Korean	1,545
Chinese	1,536
SY 2013-14	
Spanish; Castilian	77,501
No linguistic content; Not applicable	5,862
Vietnamese	2,472
Chinese	1,622
Korean	1,418

## Language Instruction Educational Programs

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

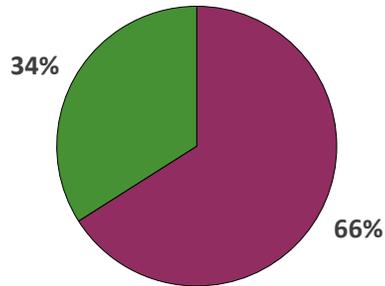
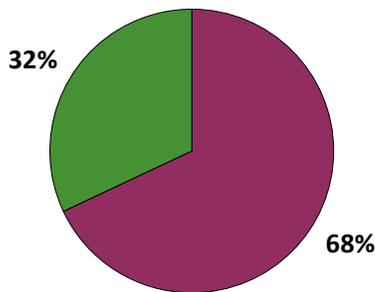
	LIEPs that use English and another language:		LIEPs that use English only:	
	SY 2012-13	SY 2013-14	SY 2012-13	SY 2013-14
Two-way immersion		●	Structured English immersion	● ●
Transitional bilingual			Sheltered English instruction	● ●
Dual language	●	●	Specially designed academic instruction in English	● ●
Developmental bilingual			Content-based ESL	● ●
Heritage language	●	●	Pull-out ESL	● ●
Other LIEPs (either English-only or English and another language)				● ●

# Georgia

## AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

**SY 2012-13**  
Target = 52%

**SY 2013-14**  
Target = 53%



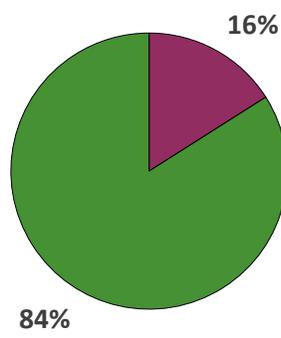
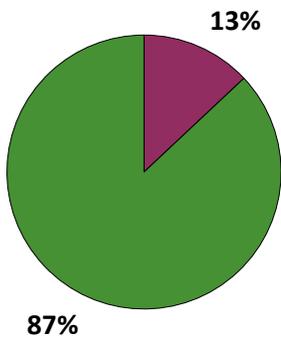
Made progress

Did not make progress

## AMAO 2: Percentage of ELs Attaining English Language Proficiency

**SY 2012-13**  
Target = 7%

**SY 2013-14**  
Target = 8%



Attained ELP

Did not attain ELP

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

### Reading/Language Arts

	SY 2012-13	SY 2013-14
ELs	87.4%	89.3%
MFELs	97.1%	96.9%
All students	94.3%	94.9%

### Mathematics

	SY 2012-13	SY 2013-14
ELs	74.9%	73.1%
MFELs	89.4%	86.8%
All students	82.8%	79%

## AMAO Subgrantee Status

### SY 2012-13

<b>Total subgrantees</b>	<b>89</b>
Met AMAO 1	89
Met AMAO 2	87
Met AMAO 3	44

**Total meeting all three 42**

### SY 2013-14

<b>Total subgrantees</b>	<b>84</b>
Met AMAO 1	84
Met AMAO 2	83
Met AMAO 3	25

**Total meeting all three 25**

## Additional State Information

Title III funding for the state in SY 2012-13:	<b>\$15,210,575</b>
Title III funding for the state in SY 2013-14:	<b>\$13,804,706</b>

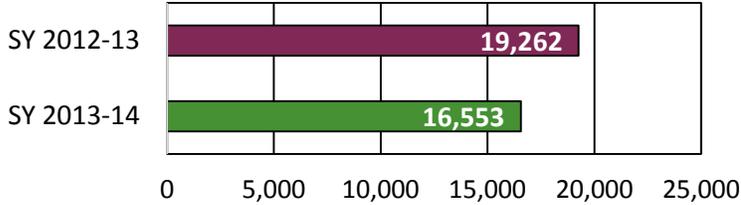
Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2012-14* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

Source: EDFacts/Consolidated State Performance Report, 2012-13 and 2013-14

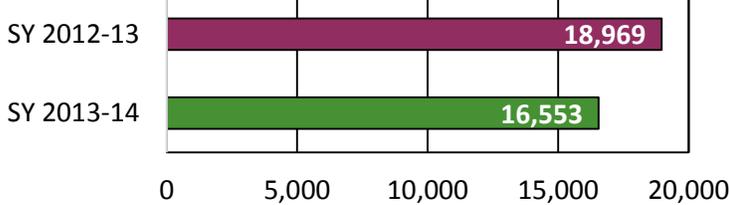
# Hawaii



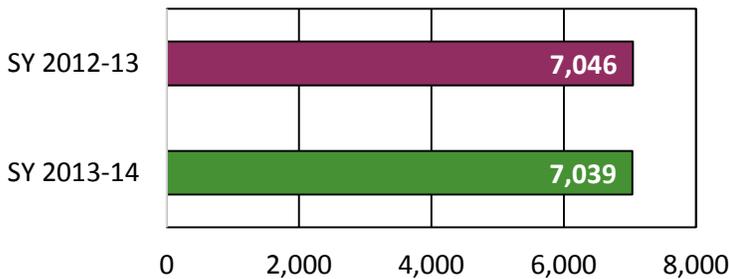
## ELs Identified



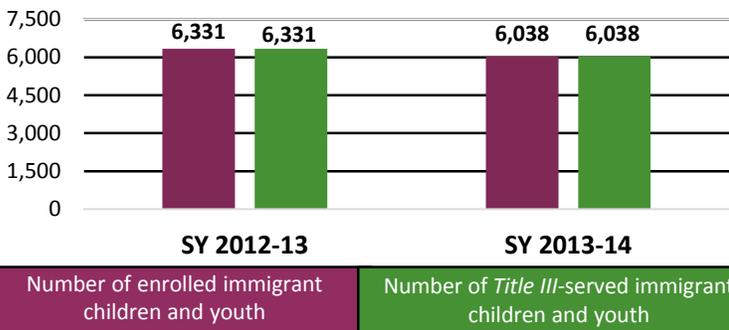
## ELs Served With Title III Funds



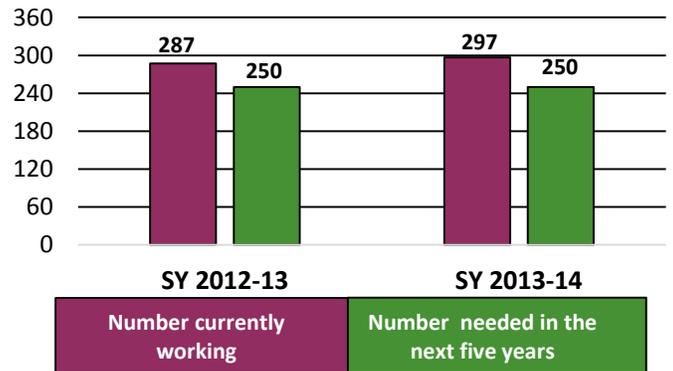
## Monitored Former ELs



## Immigrant Children and Youth



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



## Top Five Languages Spoken by ELs

SY 2012-13	
Iloko	4,026
Chuukese	2,260
Marshallese	1,898
Tagalog	1,678
Spanish; Castilian	1,090
SY 2013-14	
Iloko	3,461
Chuukese	2,021
Marshallese	1,714
Tagalog	1,448
Spanish; Castilian	930

## Language Instruction Educational Programs

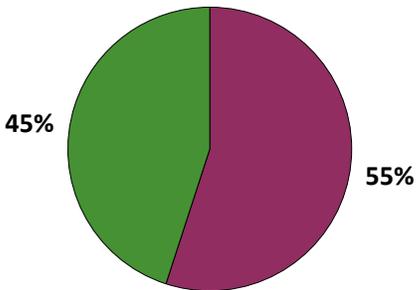
(The symbol ● indicates an LIEP was in place during the school year.)

	LIEPs that use English and another language:		LIEPs that use English only:	
	SY 2012-13	SY 2013-14	SY 2012-13	SY 2013-14
Two-way immersion			Structured English immersion	● ●
Transitional bilingual			Sheltered English instruction	● ●
Dual language			Specially designed academic instruction in English	● ●
Developmental bilingual			Content-based ESL	● ●
Heritage language			Pull-out ESL	● ●
Other LIEPs (either English-only or English and another language)				● ●

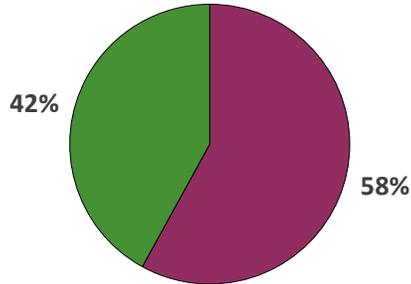
# Hawaii

## AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

**SY 2012-13**  
Target = 63%



**SY 2013-14**  
Target = 65%

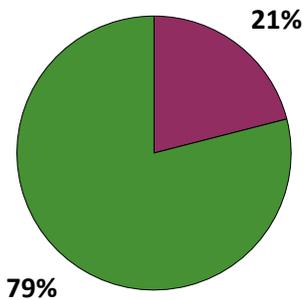


Made progress

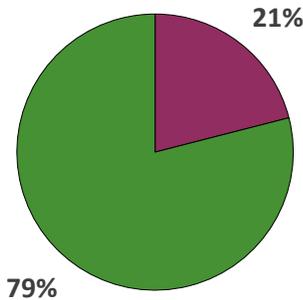
Did not make progress

## AMAO 2: Percentage of ELs Attaining English Language Proficiency

**SY 2012-13**  
Target = 17%



**SY 2013-14**  
Target = 18%



Attained ELP

Did not attain ELP

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

### Reading/Language Arts

	SY 2012-13	SY 2013-14
ELs	17.9%	12.6%
MFELs	72%	23.5%
All students	72.1%	69.2%

### Mathematics

	SY 2012-13	SY 2013-14
ELs	18.8%	16.1%
MFELs	61.9%	25.4%
All students	59.3%	58.1%

## AMAO Subgrantee Status

### SY 2012-13

<b>Total subgrantees</b>	<b>1</b>
Met AMAO 1	0
Met AMAO 2	1
Met AMAO 3	0

**Total meeting all three 0**

### SY 2013-14

<b>Total subgrantees</b>	<b>1</b>
Met AMAO 1	0
Met AMAO 2	1
Met AMAO 3	0

**Total meeting all three 0**

## Additional State Information

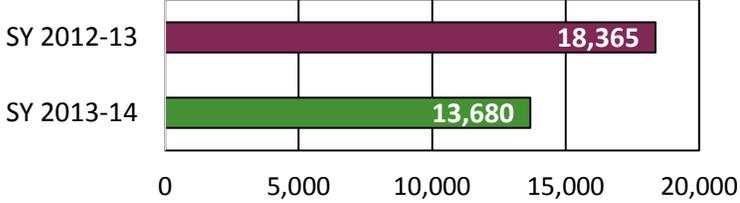
<i>Title III</i> funding for the state in SY 2012-13:	<b>\$3,498,901</b>
<i>Title III</i> funding for the state in SY 2013-14:	<b>\$3,401,955</b>

Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2012-14* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

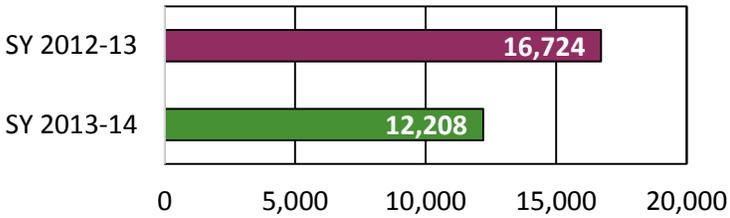
Source: EDFacts/Consolidated State Performance Report, 2012-13 and 2013-14

# Idaho

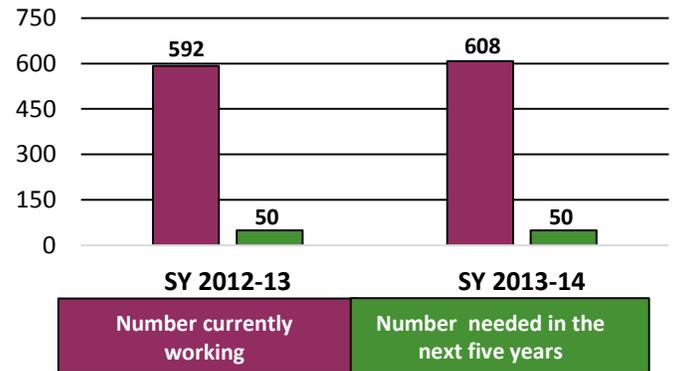
## ELs Identified



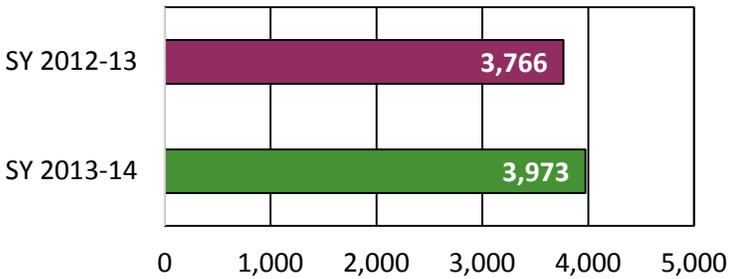
## ELs Served With Title III Funds



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



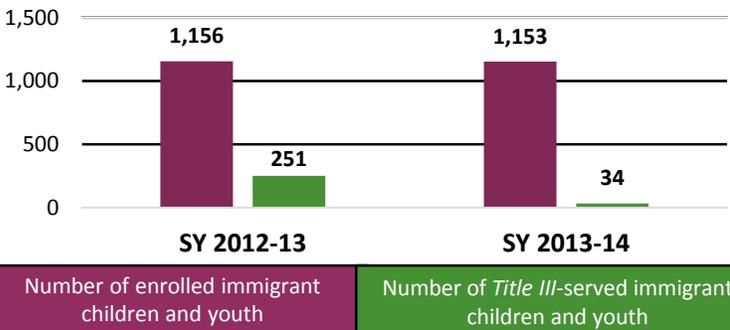
## Monitored Former ELs



## Top Five Languages Spoken by ELs

SY 2012-13	
Spanish; Castilian	10,558
Arabic	243
North American Indian	171
Somali	149
Nepali	144
SY 2013-14	
Spanish; Castilian	11,254
Arabic	358
Somali	170
Nepali	154
Swahili	152

## Immigrant Children and Youth



## Language Instruction Educational Programs

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

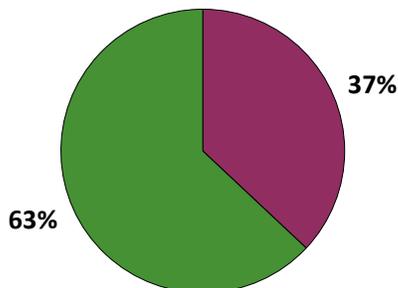
LIEPs that use English and another language:	SY 2012-13		SY 2013-14		LIEPs that use English only:	SY 2012-13		SY 2013-14	
	SY 2012-13	SY 2013-14	SY 2012-13	SY 2013-14		SY 2012-13	SY 2013-14	SY 2012-13	SY 2013-14
Two-way immersion		●	●		Structured English immersion	●		●	
Transitional bilingual	●		●		Sheltered English instruction	●		●	
Dual language			●		Specially designed academic instruction in English	●		●	
Developmental bilingual			●		Content-based ESL	●		●	
Heritage language	●				Pull-out ESL	●		●	
Other LIEPs (either English-only or English and another language)						●			

# Idaho

## AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

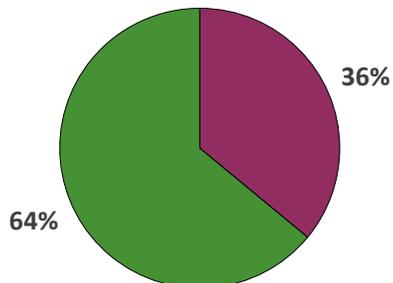
**SY 2012-13**

Target = 29%



**SY 2013-14**

Target = 50%



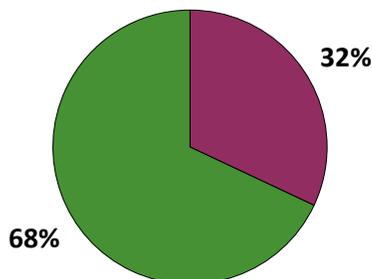
Made progress

Did not make progress

## AMAO 2: Percentage of ELs Attaining English Language Proficiency

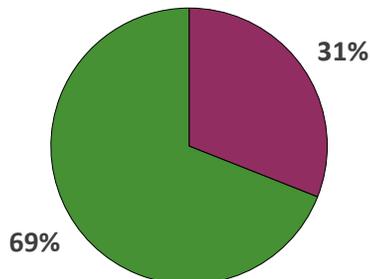
**SY 2012-13**

Target = 16%



**SY 2013-14**

Target = 17%



Attained ELP

Did not attain ELP

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

### Reading/Language Arts

	SY 2012-13	SY 2013-14
ELs	49.9%	66.7%
MFELs	87%	41%
All students	89.3%	80%

### Mathematics

	SY 2012-13	SY 2013-14
ELs	41.2%	49.3%
MFELs	76%	<=10%
All students	81%	66.2%

## AMAO Subgrantee Status

### SY 2012-13

<b>Total subgrantees</b>	<b>35</b>
Met AMAO 1	34
Met AMAO 2	35
Met AMAO 3	11

**Total meeting all three 11**

### SY 2013-14

<b>Total subgrantees</b>	<b>33</b>
Met AMAO 1	27
Met AMAO 2	32
Met AMAO 3	10

**Total meeting all three 10**

## Additional State Information

Title III funding for the state in SY 2012-13:	\$1,947,808
Title III funding for the state in SY 2013-14:	\$1,811,976

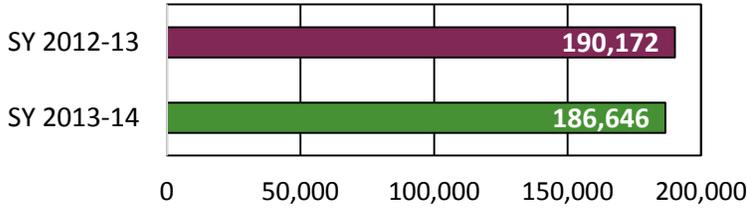
Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2012-14* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

Source: EDFacts/Consolidated State Performance Report, 2012-13 and 2013-14

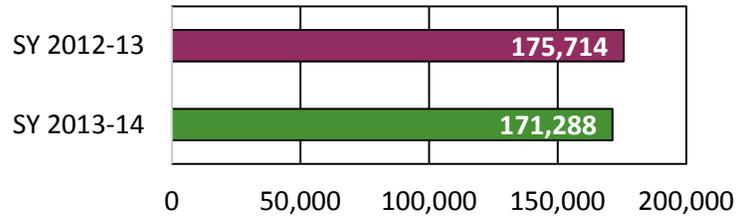
# Illinois



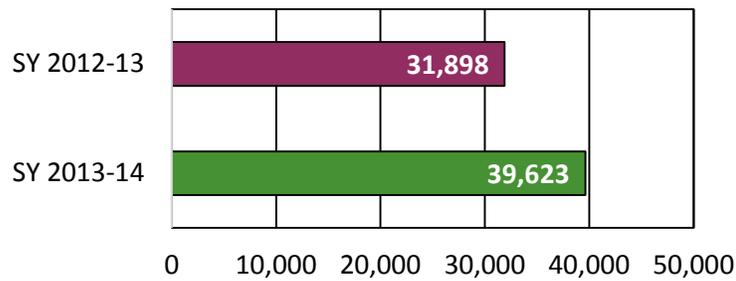
## ELs Identified



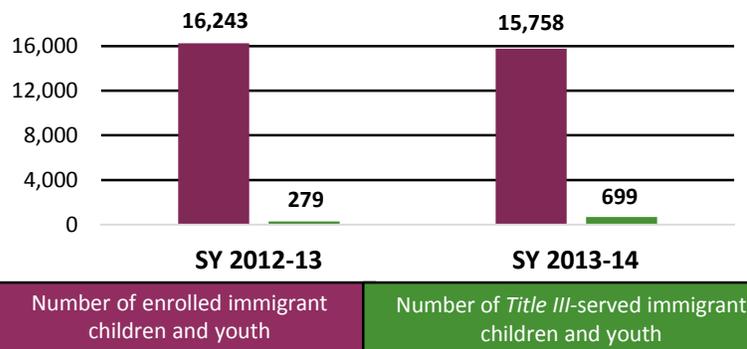
## ELs Served With Title III Funds



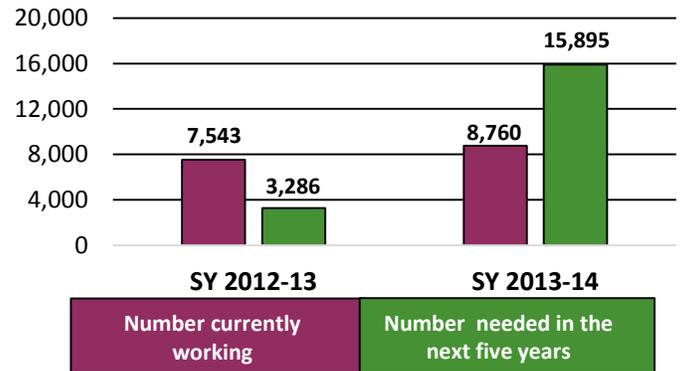
## Monitored Former ELs



## Immigrant Children and Youth



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



## Top Five Languages Spoken by ELs

SY 2012-13	
Spanish; Castilian	152,240
Arabic	5,322
Polish	5,304
Chinese	2,581
Urdu	2,494
SY 2013-14	
Spanish; Castilian	148,706
Arabic	5,682
Polish	5,347
Chinese	2,627
Urdu	2,409

## Language Instruction Educational Programs

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

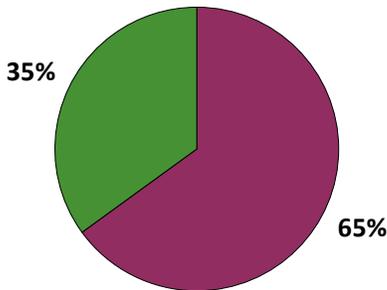
	LIEPs that use English and another language:		LIEPs that use English only:		
	SY 2012-13	SY 2013-14	SY 2012-13	SY 2013-14	
Two-way immersion	●	●	Structured English immersion	●	●
Transitional bilingual	●	●	Sheltered English instruction	●	●
Dual language	●	●	Specially designed academic instruction in English		●
Developmental bilingual	●	●	Content-based ESL	●	●
Heritage language	●	●	Pull-out ESL	●	●
Other LIEPs (either English-only or English and another language)				●	

# Illinois

## AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

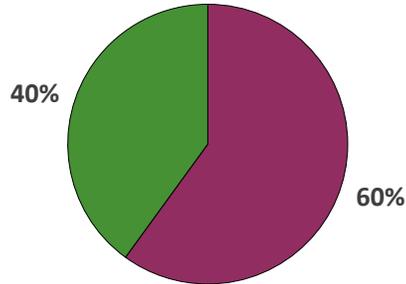
**SY 2012-13**

Target = 61%



**SY 2013-14**

Target = NR



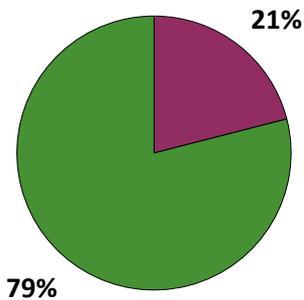
Made progress

Did not make progress

## AMAO 2: Percentage of ELs Attaining English Language Proficiency

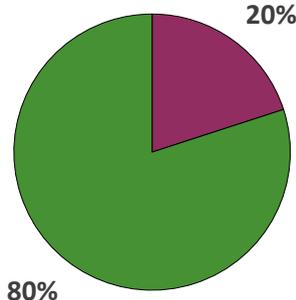
**SY 2012-13**

Target = 10%



**SY 2013-14**

Target = NR



Attained ELP

Did not attain ELP

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

### Reading/Language Arts

	SY 2012-13	SY 2013-14
ELs	15.8%	13.7%
MFELs	51.6%	46.4%
All students	58.5%	56.8%

### Mathematics

	SY 2012-13	SY 2013-14
ELs	23%	25.5%
MFELs	58.3%	59%
All students	57.9%	58.9%

## AMAO Subgrantee Status

### SY 2012-13

<b>Total subgrantees</b>	<b>206</b>
Met AMAO 1	182
Met AMAO 2	197
Met AMAO 3	32

**Total meeting all three 70**

### SY 2013-14

<b>Total subgrantees</b>	<b>211</b>
Met AMAO 1	178
Met AMAO 2	210
Met AMAO 3	82

**Total meeting all three 88**

## Additional State Information

Title III funding for the state in SY 2012-13:	<b>\$28,373,428</b>
Title III funding for the state in SY 2013-14:	<b>\$26,785,656</b>

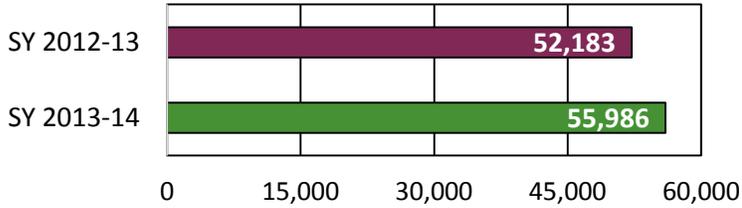
Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2012-14* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

Source: EDFacts/Consolidated State Performance Report, 2012-13 and 2013-14

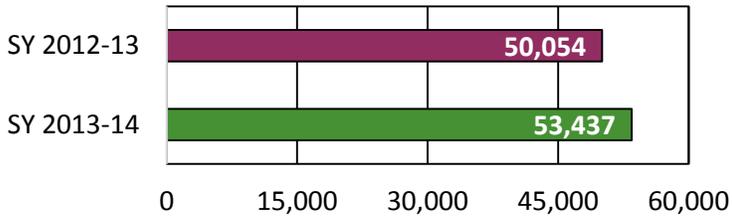
# Indiana



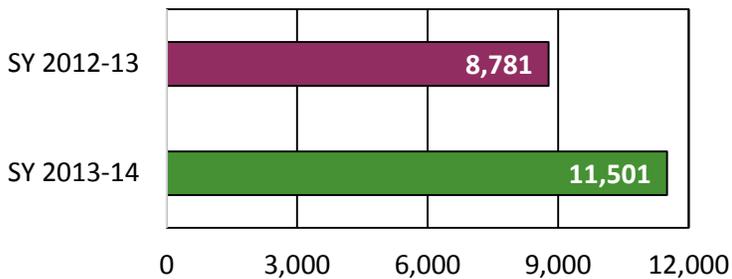
## ELs Identified



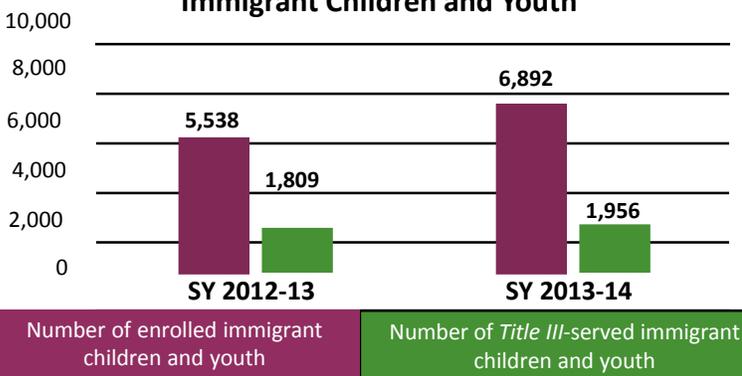
## ELs Served With Title III Funds



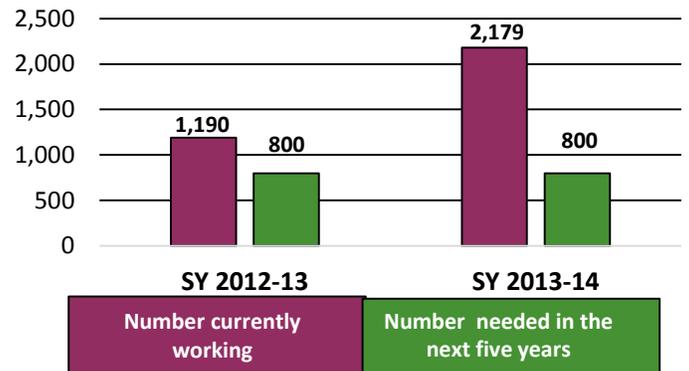
## Monitored Former ELs



## Immigrant Children and Youth



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



## Top Five Languages Spoken by ELs

SY 2012-13	
Spanish; Castilian	40,767
Burmese	2,216
German	1,293
Arabic	1,076
Chinese	765
SY 2013-14	
Spanish; Castilian	43,280
Burmese	2,560
German	1,447
Arabic	1,195
Chinese	871

## Language Instruction Educational Programs

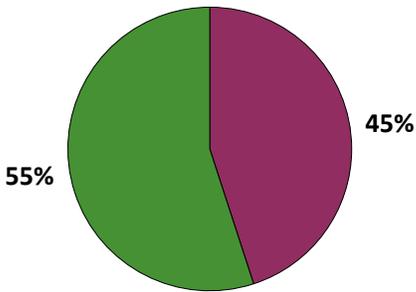
(The symbol ● indicates an LIEP was in place during the school year.)

	LIEPs that use English and another language:		LIEPs that use English only:	
	SY 2012-13	SY 2013-14	SY 2012-13	SY 2013-14
Two-way immersion			●	●
Transitional bilingual	●		●	●
Dual language	●	●	●	●
Developmental bilingual	●	●	●	●
Heritage language	●	●	●	●
Other LIEPs (either English-only or English and another language)			●	●

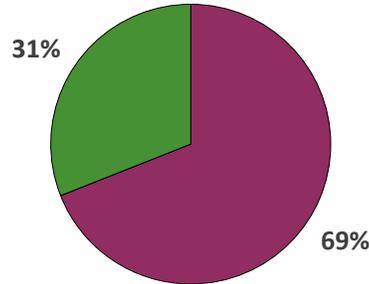
# Indiana

## AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

**SY 2012-13**  
Target = 51%



**SY 2013-14**  
Target = 53%

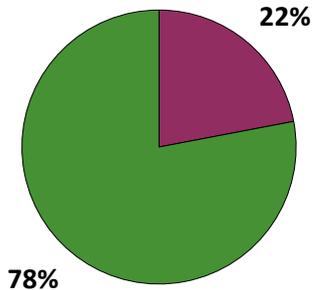


Made progress

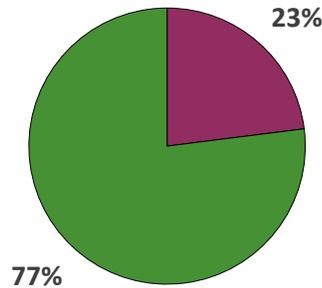
Did not make progress

## AMAO 2: Percentage of ELs Attaining English Language Proficiency

**SY 2012-13**  
Target = 14%



**SY 2013-14**  
Target = 15%



Attained ELP

Did not attain ELP

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

### Reading/Language Arts

	SY 2012-13	SY 2013-14
ELs	49.9%	53.4%
MFELs	93.5%	89.9%
All students	78.4%	79.8%

### Mathematics

	SY 2012-13	SY 2013-14
ELs	63.1%	65.2%
MFELs	95.1%	92.2%
All students	81.6%	82.8%

## AMAO Subgrantee Status

### SY 2012-13

<b>Total subgrantees</b>	<b>141</b>
Met AMAO 1	127
Met AMAO 2	84
Met AMAO 3	49

**Total meeting all three 63**

### SY 2013-14

<b>Total subgrantees</b>	<b>143</b>
Met AMAO 1	135
Met AMAO 2	102
Met AMAO 3	72

**Total meeting all three 81**

## Additional State Information

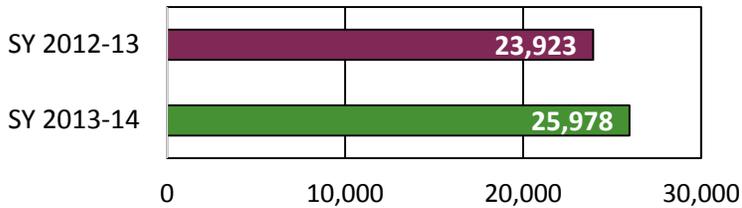
Title III funding for the state in SY 2012-13:	<b>\$8,309,518</b>
Title III funding for the state in SY 2013-14:	<b>\$8,194,058</b>

Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2012-14* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

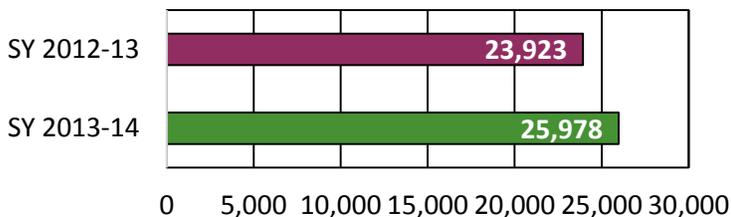
Source: EDFacts/Consolidated State Performance Report, 2012-13 and 2013-14

# Iowa

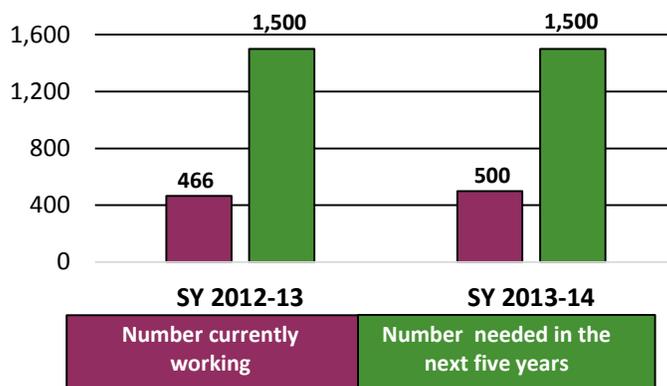
## ELs Identified



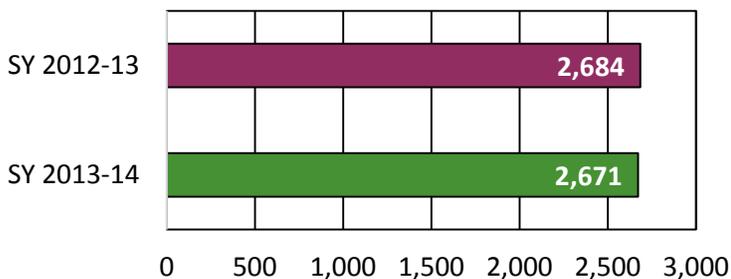
## ELs Served With Title III Funds



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



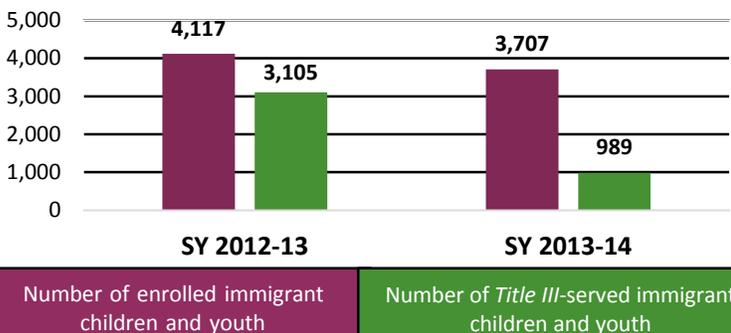
## Monitored Former ELs



## Top Five Languages Spoken by ELs

SY 2012-13	
Spanish; Castilian	16,244
Vietnamese	856
Bosnian	749
Reserved for local use	716
Karen Languages	510
SY 2013-14	
Spanish; Castilian	17,095
Vietnamese	854
Bosnian	720
Reserved for local use	714
Arabic	624

## Immigrant Children and Youth



## Language Instruction Educational Programs

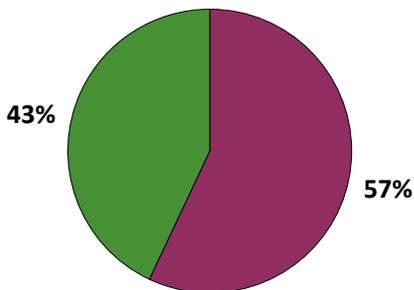
(The symbol ● indicates an LIEP was in place during the school year.)

LIEPs that use English and another language:	SY 2012-13		SY 2013-14	
	SY 2012-13	SY 2013-14	SY 2012-13	SY 2013-14
Two-way immersion			Structured English immersion	●
Transitional bilingual			Sheltered English instruction	● ●
Dual language	●	●	Specially designed academic instruction in English	● ●
Developmental bilingual			Content-based ESL	● ●
Heritage language			Pull-out ESL	
Other LIEPs (either English-only or English and another language)				

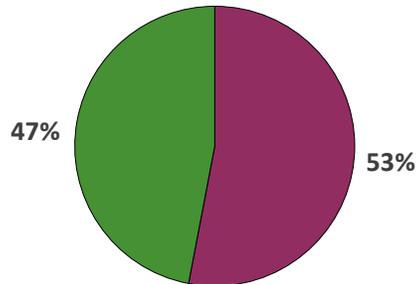
# Iowa

## AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

**SY 2012-13**  
Target = 61%



**SY 2013-14**  
Target = 62%

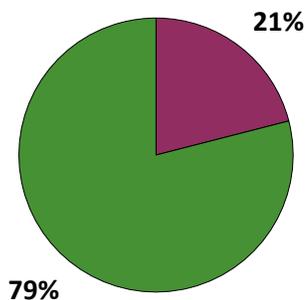


Made progress

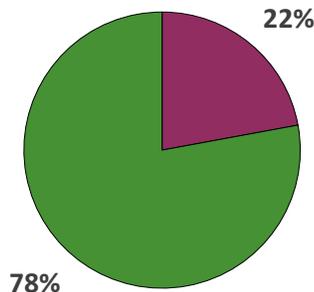
Did not make progress

## AMAO 2: Percentage of ELs Attaining English Language Proficiency

**SY 2012-13**  
Target = 23%



**SY 2013-14**  
Target = 25%



Attained ELP

Did not attain ELP

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

### Reading/Language Arts

	SY 2012-13	SY 2013-14
ELs	37%	42%
MFELs	65%	75%
All students	72.2%	75.6%

### Mathematics

	SY 2012-13	SY 2013-14
ELs	50.7%	51.5%
MFELs	74%	77%
All students	76.7%	79.1%

## AMAO Subgrantee Status

### SY 2012-13

<b>Total subgrantees</b>	12
Met AMAO 1	6
Met AMAO 2	7
Met AMAO 3	1

**Total meeting all three** 0

### SY 2013-14

<b>Total subgrantees</b>	12
Met AMAO 1	5
Met AMAO 2	6
Met AMAO 3	11

**Total meeting all three** 3

## Additional State Information

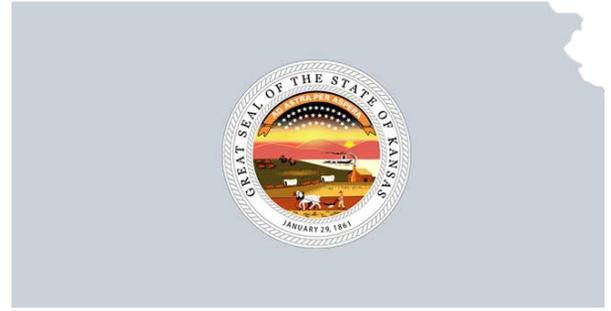
Title III funding for the state in SY 2012-13:	\$3,215,751
Title III funding for the state in SY 2013-14:	\$3,287,897

Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2012-14* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

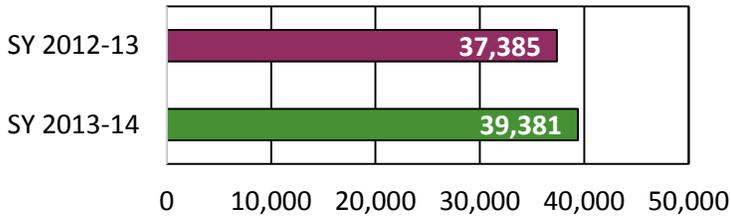
Source: EDFacts/Consolidated State Performance Report, 2012-13 and 2013-14

# Kansas

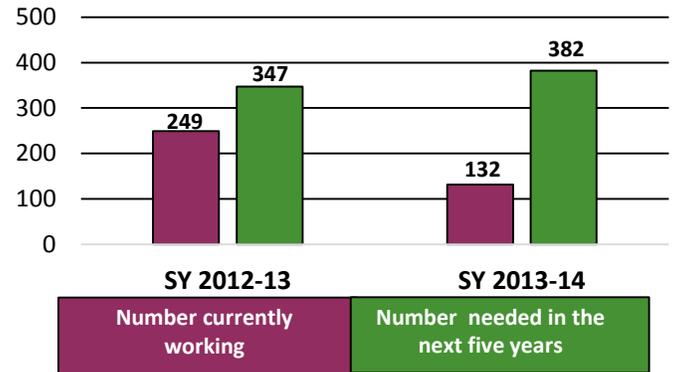
## ELs Identified



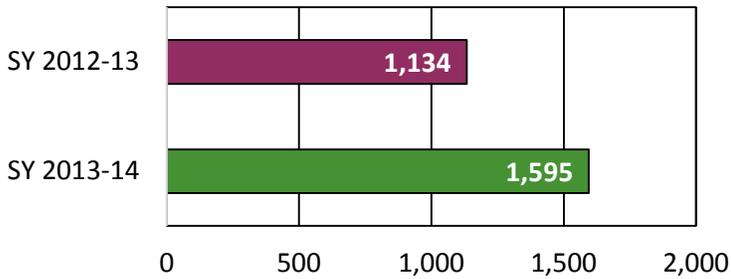
## ELs Served With Title III Funds



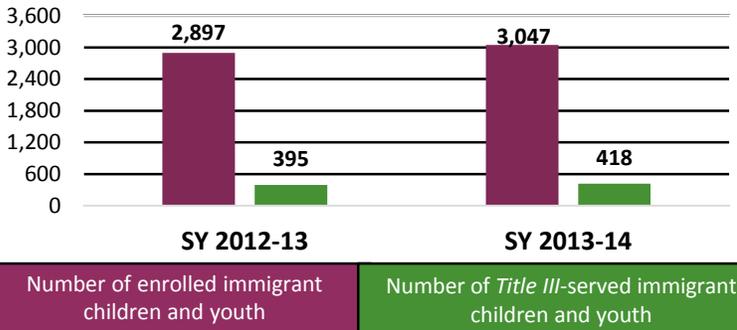
## Number of Certified/Licensed Teachers Working in Title III LIEPs and Additional Teachers Needed in the Next Five Years



## Monitored Former ELs



## Immigrant Children and Youth



## Top Five Languages Spoken by ELs

SY 2012-13	
Spanish; Castilian	39,979
Undetermined	2,403
Vietnamese	1,410
Chinese	582
Arabic	503
SY 2013-14	
Spanish; Castilian	41,755
Undetermined	2,224
Vietnamese	1,436
Chinese	729
Arabic	557

## Language Instruction Educational Programs

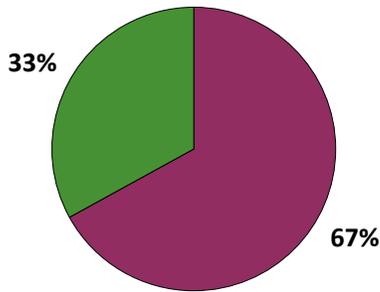
(The symbol ● indicates an LIEP was in place during the school year.)

	LIEPs that use English and another language:		LIEPs that use English only:	
	SY 2012-13	SY 2013-14	SY 2012-13	SY 2013-14
Two-way immersion			Structured English immersion	● ●
Transitional bilingual	●	●	Sheltered English instruction	● ●
Dual language	●	●	Specially designed academic instruction in English	● ●
Developmental bilingual	●	●	Content-based ESL	● ●
Heritage language			Pull-out ESL	● ●
Other LIEPs (either English-only or English and another language)				● ●

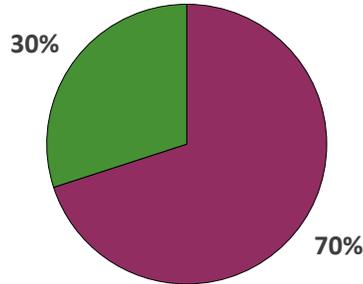
# Kansas

## AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

**SY 2012-13**  
Target = 32%



**SY 2013-14**  
Target = 36%

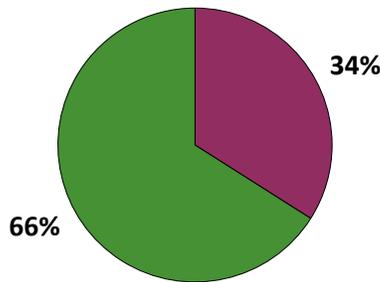


Made progress

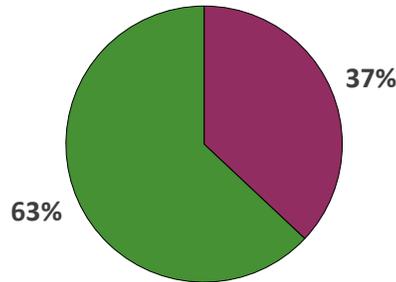
Did not make progress

## AMAO 2: Percentage of ELs Attaining English Language Proficiency

**SY 2012-13**  
Target = 24%



**SY 2013-14**  
Target = 27%



Attained ELP

Did not attain ELP

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

### Reading/Language Arts

	SY 2012-13	SY 2013-14
ELs	66%	NR
MFELs	90%	
All students	85.1%	NR

### Mathematics

	SY 2012-13	SY 2013-14
ELs	60.8%	
MFELs	80%	
All students	78.5%	

## AMAO Subgrantee Status

### SY 2012-13

<b>Total subgrantees</b>	47
Met AMAO 1	47
Met AMAO 2	44
Met AMAO 3	0

**Total meeting all three** 0

### SY 2013-14

<b>Total subgrantees</b>	46
Met AMAO 1	46
Met AMAO 2	43
Met AMAO 3	0

**Total meeting all three** 0

## Additional State Information

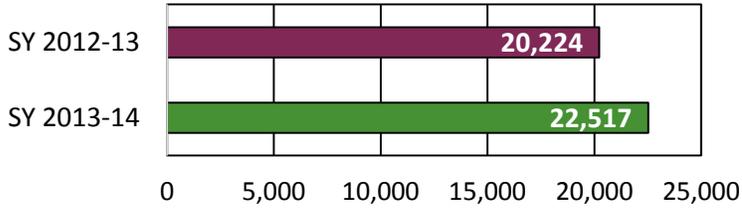
Title III funding for the state in SY 2012-13:	\$4,095,020
Title III funding for the state in SY 2013-14:	\$4,080,009

Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2012-14* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

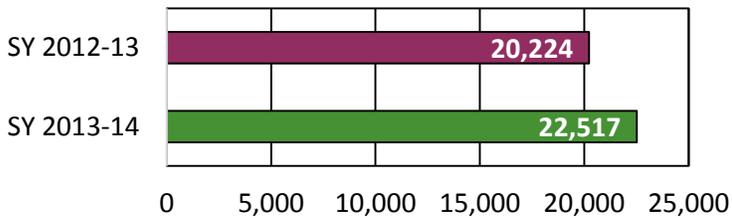
Source: EDFacts/Consolidated State Performance Report, 2012-13 and 2013-14

# Kentucky

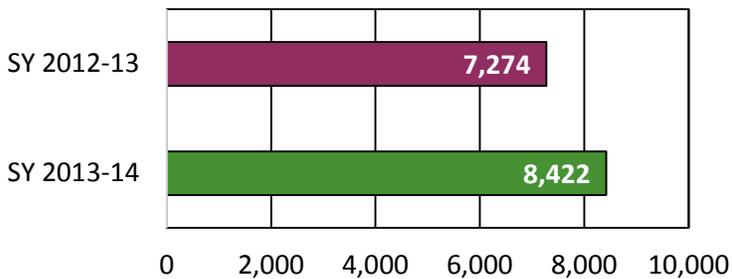
## ELs Identified



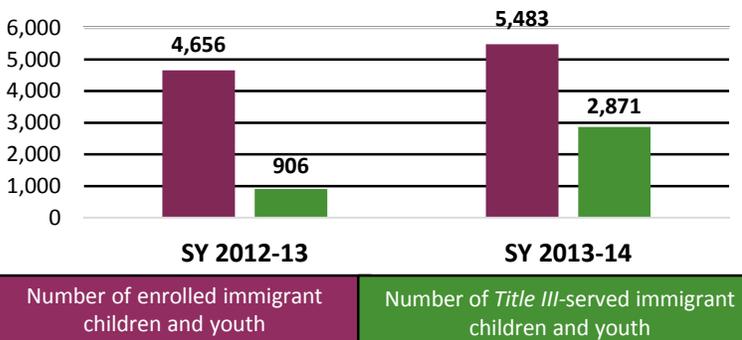
## ELs Served With *Title III* Funds



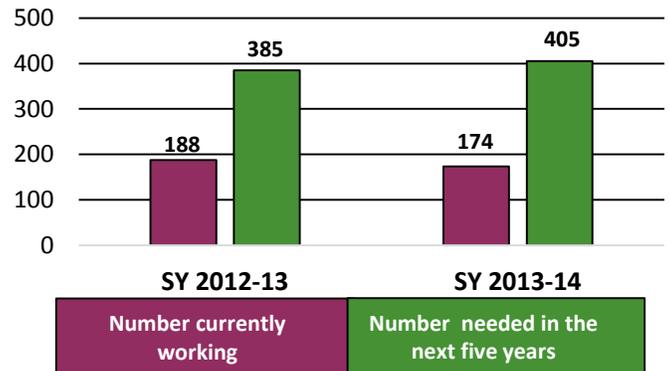
## Monitored Former ELs



## Immigrant Children and Youth



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



## Top Five Languages Spoken by ELs

SY 2012-13	
Spanish; Castilian	12,516
Arabic	882
Somali	827
Chinese	507
Japanese	409
SY 2013-14	
Spanish; Castilian	14,161
Arabic	1,061
Somali	962
Chinese	561
Karen Languages	556

## Language Instruction Educational Programs

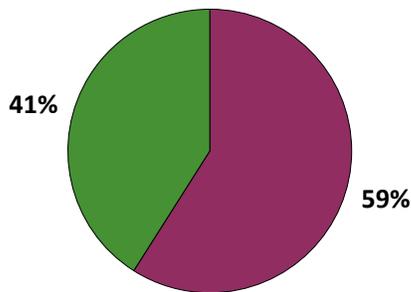
(The symbol ● indicates an LIEP was in place during the school year.)

	LIEPs that use English and another language:		LIEPs that use English only:	
	SY 2012-13	SY 2013-14	SY 2012-13	SY 2013-14
Two-way immersion			Structured English immersion	● ●
Transitional bilingual			Sheltered English instruction	● ●
Dual language		●	Specially designed academic instruction in English	● ●
Developmental bilingual			Content-based ESL	● ●
Heritage language			Pull-out ESL	● ●
Other LIEPs (either English-only or English and another language)				● ●

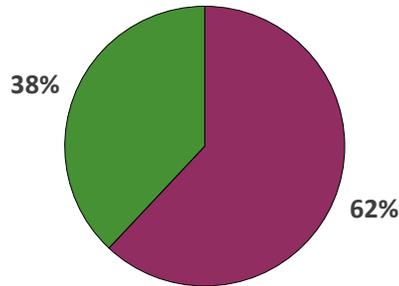
# Kentucky

## AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

**SY 2012-13**  
Target = 56%



**SY 2013-14**  
Target = 57%

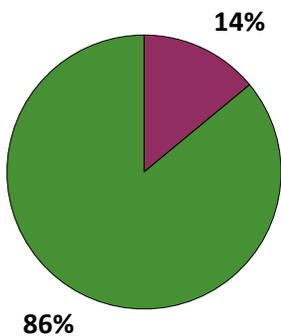


Made progress

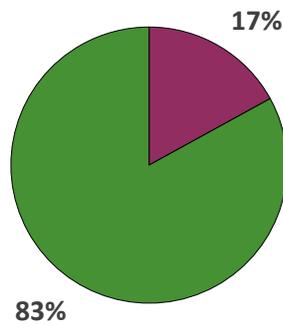
Did not make progress

## AMAO 2: Percentage of ELs Attaining English Language Proficiency

**SY 2012-13**  
Target = 6%



**SY 2013-14**  
Target = 6%



Attained ELP

Did not attain ELP

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

### Reading/Language Arts

	SY 2012-13	SY 2013-14
ELs	16.1%	19%
MFELs	55.4%	58.7%
All students	50.3%	54.2%

### Mathematics

	SY 2012-13	SY 2013-14
ELs	19.3%	20%
MFELs	51.8%	55.1%
All students	41.4%	45.8%

## AMAO Subgrantee Status

### SY 2012-13

<b>Total subgrantees</b>	<b>38</b>
Met AMAO 1	36
Met AMAO 2	38
Met AMAO 3	37

**Total meeting all three 35**

### SY 2013-14

<b>Total subgrantees</b>	<b>40</b>
Met AMAO 1	39
Met AMAO 2	40
Met AMAO 3	12

**Total meeting all three 12**

## Additional State Information

Title III funding for the state in SY 2012-13:	<b>\$3,712,059</b>
Title III funding for the state in SY 2013-14:	<b>\$3,566,720</b>

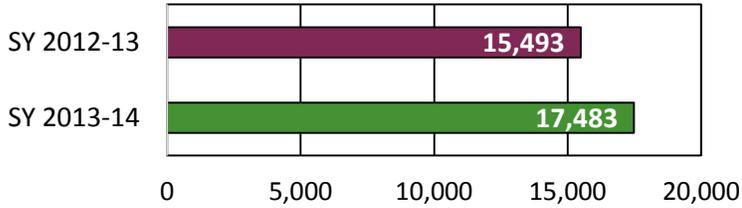
Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2012-14* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

Source: EDFacts/Consolidated State Performance Report, 2012-13 and 2013-14

# Louisiana



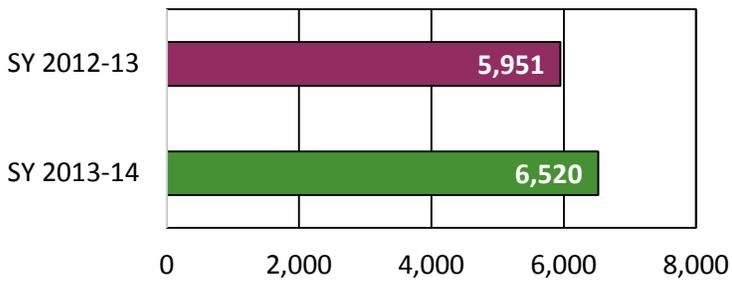
## ELs Identified



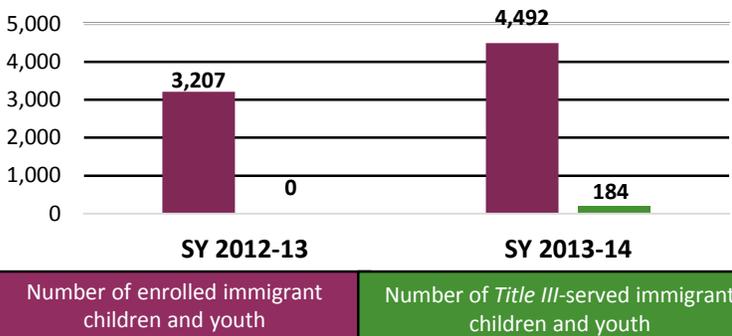
## ELs Served With *Title III* Funds



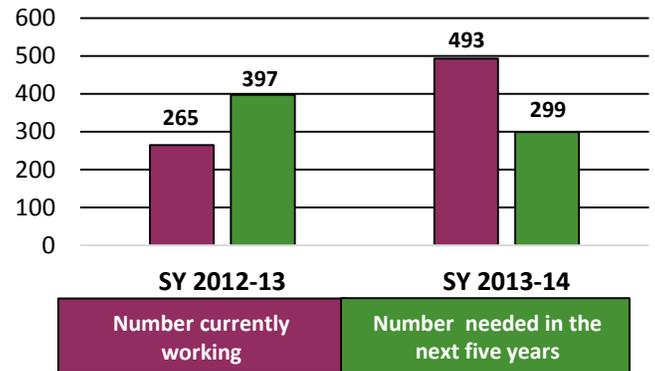
## Monitored Former ELs



## Immigrant Children and Youth



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



## Top Five Languages Spoken by ELs

SY 2012-13	
Spanish; Castilian	11,274
Vietnamese	1,385
Arabic	1,031
Chinese	441
French	248
SY 2013-14	
Spanish; Castilian	13,245
Vietnamese	1,345
Arabic	1,047
Chinese	421
French	243

## Language Instruction Educational Programs

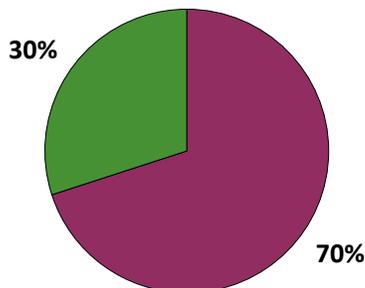
(The symbol ● indicates an LIEP was in place during the school year.)

	LIEPs that use English and another language:		LIEPs that use English only:		
	SY 2012-13	SY 2013-14	SY 2012-13	SY 2013-14	
Two-way immersion	●		Structured English immersion	●	●
Transitional bilingual	●		Sheltered English instruction	●	●
Dual language	●	●	Specially designed academic instruction in English	●	●
Developmental bilingual	●		Content-based ESL	●	●
Heritage language			Pull-out ESL	●	●
Other LIEPs (either English-only or English and another language)					●

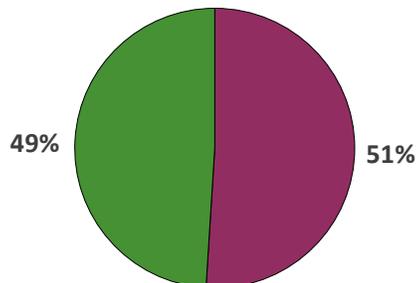
# Louisiana

## AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

**SY 2012-13**  
Target = 48%



**SY 2013-14**  
Target = 49%

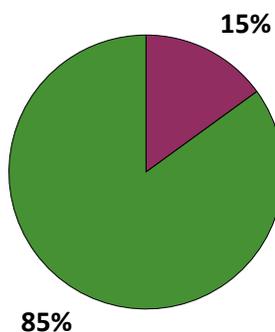


Made progress

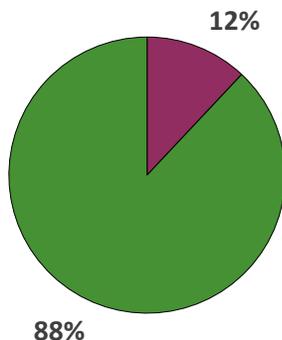
Did not make progress

## AMAO 2: Percentage of ELs Attaining English Language Proficiency

**SY 2012-13**  
Target = 12%



**SY 2013-14**  
Target = 14%



Attained ELP

Did not attain ELP

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

### Reading/Language Arts

	SY 2012-13	SY 2013-14
ELs	52%	45%
MFELs	85%	85%
All students	74%	69.6%

### Mathematics

	SY 2012-13	SY 2013-14
ELs	58.5%	52.3%
MFELs	83%	83%
All students	71%	68.5%

## AMAO Subgrantee Status

### SY 2012-13

<b>Total subgrantees</b>	<b>41</b>
Met AMAO 1	32
Met AMAO 2	37
Met AMAO 3	35

**Total meeting all three 25**

### SY 2013-14

<b>Total subgrantees</b>	<b>47</b>
Met AMAO 1	17
Met AMAO 2	20
Met AMAO 3	21

**Total meeting all three 8**

## Additional State Information

Title III funding for the state in SY 2012-13:	<b>\$3,057,371</b>
Title III funding for the state in SY 2013-14:	<b>\$2,985,559</b>

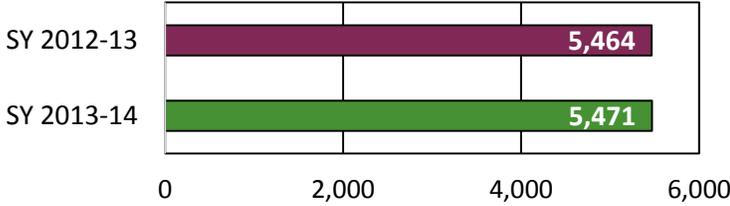
Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2012-14* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

Source: EDFacts/Consolidated State Performance Report, 2012-13 and 2013-14

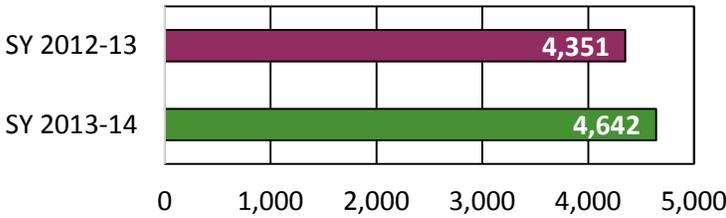
# Maine



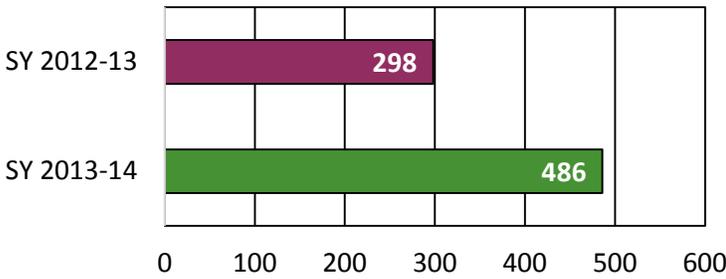
## ELs Identified



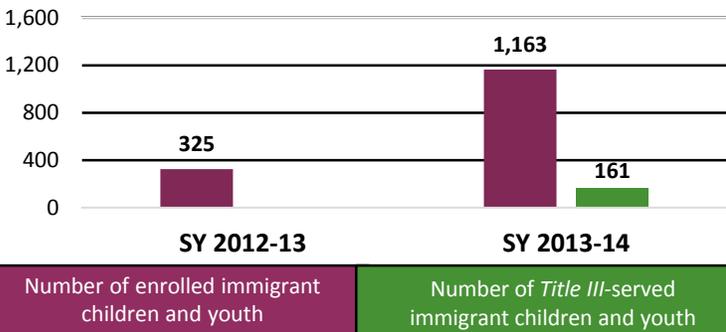
## ELs Served With Title III Funds



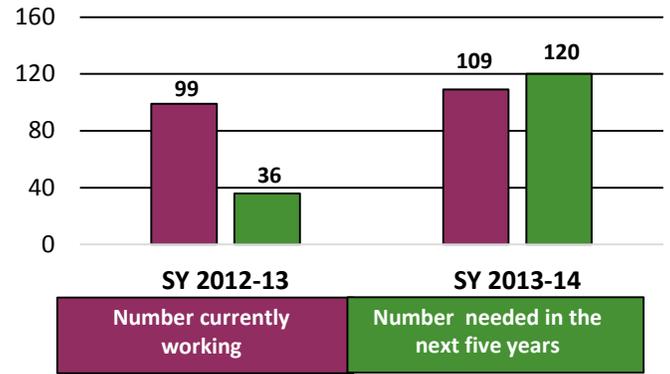
## Monitored Former ELs



## Immigrant Children and Youth



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



## Top Five Languages Spoken by ELs

SY 2012-13	
Somali	1,827
Arabic	625
Spanish; Castilian	540
French	399
Chinese	225
SY 2013-14	
Somali	1,767
Arabic	723
Spanish; Castilian	532
French	487
Chinese	227

## Language Instruction Educational Programs

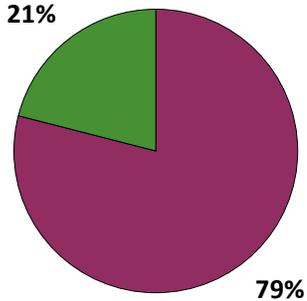
(The symbol ● indicates an LIEP was in place during the school year.)

	LIEPs that use English and another language:		LIEPs that use English only:	
	SY 2012-13	SY 2013-14	SY 2012-13	SY 2013-14
Two-way immersion	●		Structured English immersion	● ●
Transitional bilingual	●	●	Sheltered English instruction	● ●
Dual language	●	●	Specially designed academic instruction in English	● ●
Developmental bilingual			Content-based ESL	● ●
Heritage language	●	●	Pull-out ESL	● ●
Other LIEPs (either English-only or English and another language)				

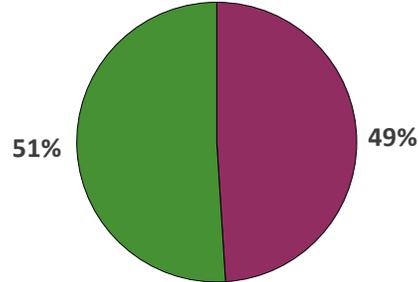
# Maine

## AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

**SY 2012-13**  
Target = 69%



**SY 2013-14**  
Target = 46%

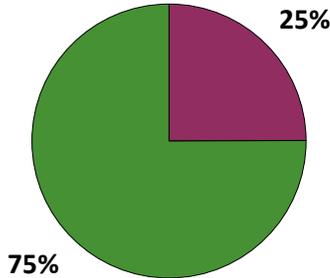


Made progress

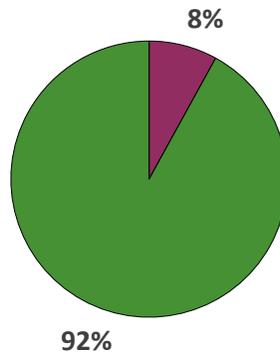
Did not make progress

## AMAO 2: Percentage of ELs Attaining English Language Proficiency

**SY 2012-13**  
Target = 24%



**SY 2013-14**  
Target = 4%



Attained ELP

Did not attain ELP

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

### Reading/Language Arts

	SY 2012-13	SY 2013-14
ELs	36.5%	36.9%
MFELs	69%	77%
All students	67.9%	66.2%

### Mathematics

	SY 2012-13	SY 2013-14
ELs	26.9%	27.3%
MFELs	61%	69%
All students	60.2%	58.7%

## AMAO Subgrantee Status

### SY 2012-13

<b>Total subgrantees</b>	12
Met AMAO 1	6
Met AMAO 2	10
Met AMAO 3	0

**Total meeting all three** 0

### SY 2013-14

<b>Total subgrantees</b>	21
Met AMAO 1	21
Met AMAO 2	20
Met AMAO 3	2

**Total meeting all three** 2

## Additional State Information

Title III funding for the state in SY 2012-13:	\$720,004
Title III funding for the state in SY 2013-14:	\$649,652

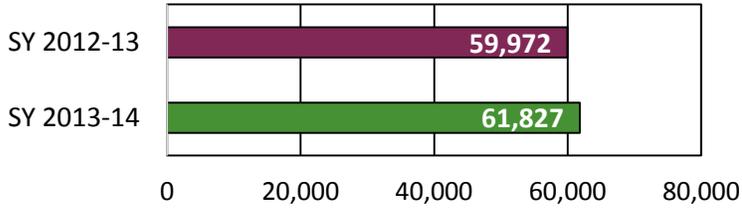
Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2012-14* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

Source: EDFacts/Consolidated State Performance Report, 2012-13 and 2013-14

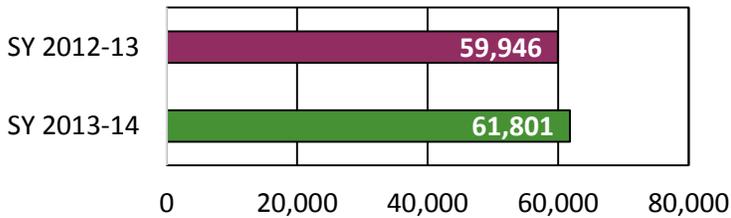
# Maryland



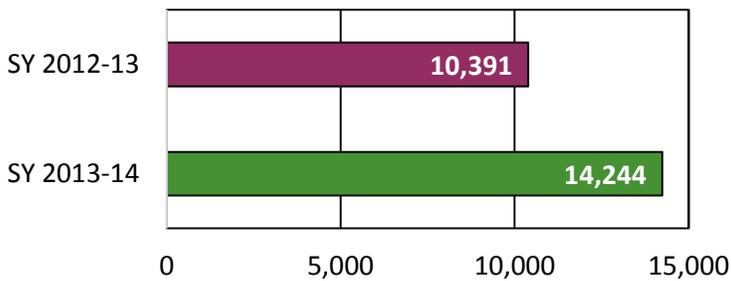
## ELs Identified



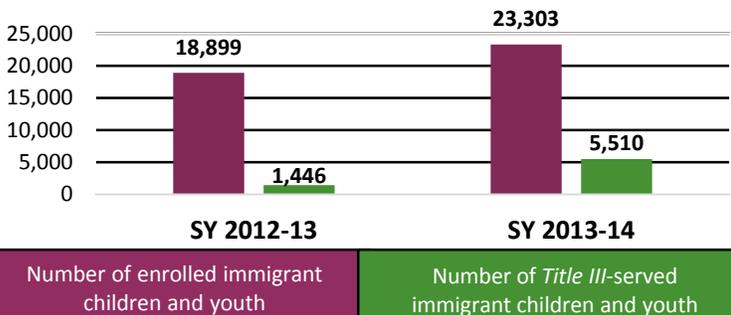
## ELs Served With Title III Funds



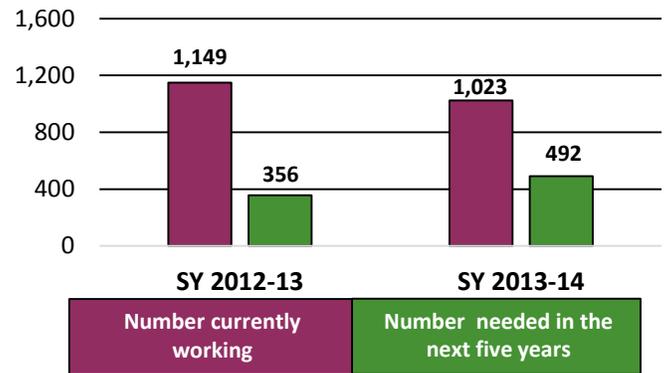
## Monitored Former ELs



## Immigrant Children and Youth



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



## Top Five Languages Spoken by ELs

SY 2012-13	
Spanish; Castilian	38,945
French	1,979
Chinese	1,857
Vietnamese	1,203
Amharic	1,086
SY 2013-14	
Spanish; Castilian	41,315
French	1,819
Chinese	1,747
Amharic	1,040
Vietnamese	1,038

## Language Instruction Educational Programs

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

	LIEPs that use English and another language:		LIEPs that use English only:	
	SY 2012-13	SY 2013-14	SY 2012-13	SY 2013-14
Two-way immersion			Structured English immersion	●
Transitional bilingual			Sheltered English instruction	● ●
Dual language			Specially designed academic instruction in English	●
Developmental bilingual		●	Content-based ESL	● ●
Heritage language	●	●	Pull-out ESL	● ●
Other LIEPs (either English-only or English and another language)				● ●

# Maryland

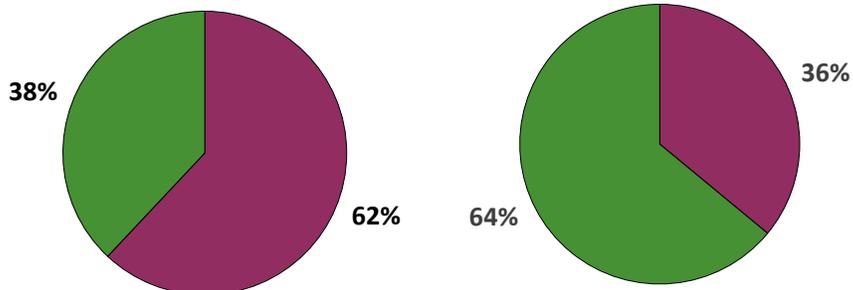
## AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

**SY 2012-13**

Target = 54%

**SY 2013-14**

Target = 55%



Made progress

Did not make progress

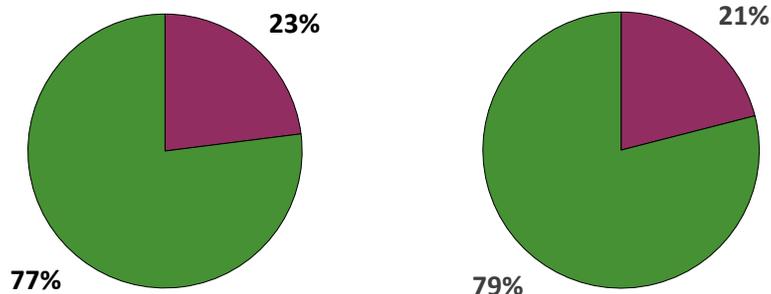
## AMAO 2: Percentage of ELs Attaining English Language Proficiency

**SY 2012-13**

Target = 11%

**SY 2013-14**

Target = 12%



Attained ELP

Did not attain ELP

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

### Reading/Language Arts

	SY 2012-13	SY 2013-14
ELs	63.3%	51.1%
MFELs	90.8%	89.6%
All students	84.7%	82.1%

### Mathematics

	SY 2012-13	SY 2013-14
ELs	59.4%	38.6%
MFELs	85.1%	76.3%
All students	79.1%	71.8%

## AMAO Subgrantee Status

### SY 2012-13

<b>Total subgrantees</b>	<b>22</b>
Met AMAO 1	16
Met AMAO 2	22
Met AMAO 3	9

**Total meeting all three 8**

### SY 2013-14

<b>Total subgrantees</b>	<b>22</b>
Met AMAO 1	15
Met AMAO 2	20
Met AMAO 3	0

**Total meeting all three 0**

## Additional State Information

Title III funding for the state in SY 2012-13:	<b>\$10,000,845</b>
Title III funding for the state in SY 2013-14:	<b>\$9,244,199</b>

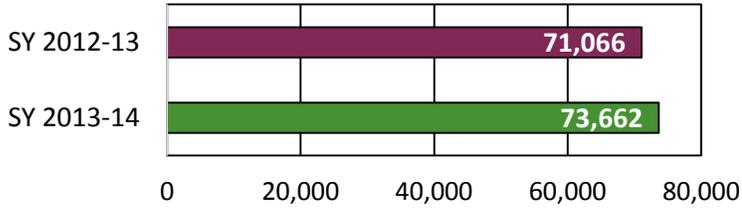
Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2012-14* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

Source: EDFacts/Consolidated State Performance Report, 2012-13 and 2013-14

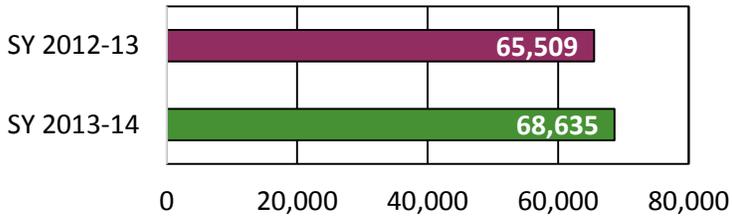
# Massachusetts



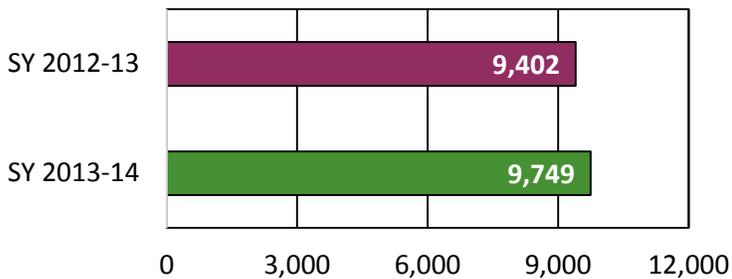
## ELs Identified



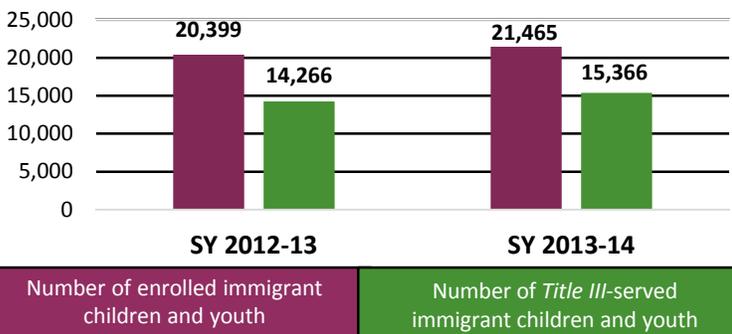
## ELs Served With *Title III* Funds



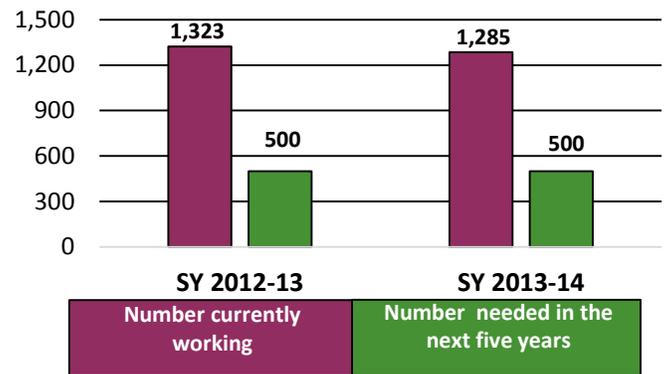
## Monitored Former ELs



## Immigrant Children and Youth



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



## Top Five Languages Spoken by ELs

SY 2012-13	
Spanish; Castilian	38,262
Portuguese	4,659
Haitian Creole	3,754
Chinese	3,640
Creoles and Pidgins; Portuguese-based (Other)	3,224
SY 2013-14	
Spanish; Castilian	39,737
Portuguese	5,229
Haitian Creole	3,833
Chinese	3,812
Creoles and Pidgins; Portuguese-based (Other)	3,406

## Language Instruction Educational Programs

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

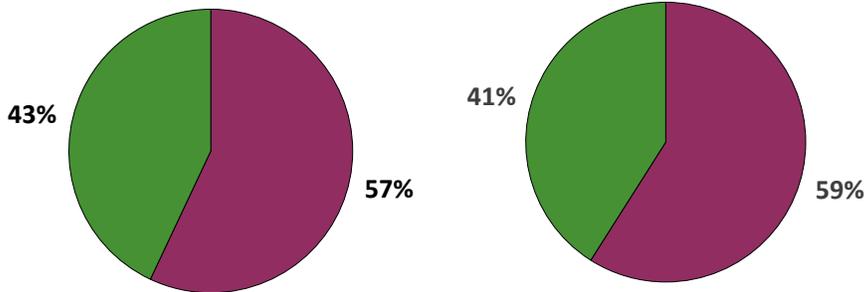
	LIEPs that use English and another language:		LIEPs that use English only:	
	SY 2012-13	SY 2013-14	SY 2012-13	SY 2013-14
Two-way immersion			Structured English immersion	
Transitional bilingual	●	●	Sheltered English instruction	● ●
Dual language	●	●	Specially designed academic instruction in English	
Developmental bilingual			Content-based ESL	
Heritage language			Pull-out ESL	
Other LIEPs (either English-only or English and another language)				

# Massachusetts

## AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

**SY 2012-13**  
Target = 63%

**SY 2013-14**  
Target = NR



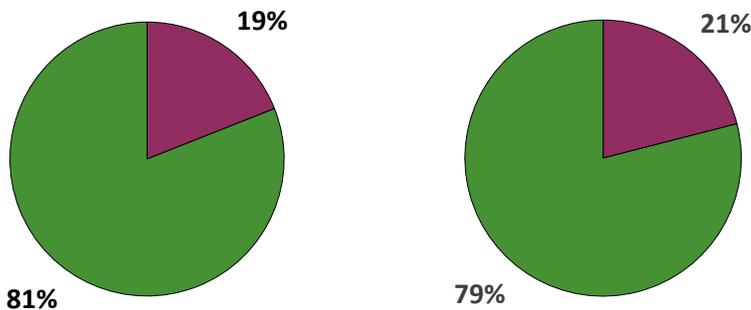
Made progress

Did not make progress

## AMAO 2: Percentage of ELs Attaining English Language Proficiency

**SY 2012-13**  
Target = 17%

**SY 2013-14**  
Target = NR



Attained ELP

Did not attain ELP

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

### Reading/Language Arts

	SY 2012-13	SY 2013-14
ELs	21.4%	23.7%
MFELs	62.4%	63.5%
All students	69%	69.2%

### Mathematics

	SY 2012-13	SY 2013-14
ELs	25.2%	27%
MFELs	54.7%	54.5%
All students	60.8%	60.1%

## AMAO Subgrantee Status

### SY 2012-13

<b>Total subgrantees</b>	<b>65</b>
Met AMAO 1	31
Met AMAO 2	36
Met AMAO 3	19

**Total meeting all three 15**

### SY 2013-14

<b>Total subgrantees</b>	<b>79</b>
Met AMAO 1	NR
Met AMAO 2	NR
Met AMAO 3	NR

**Total meeting all three NR**

## Additional State Information

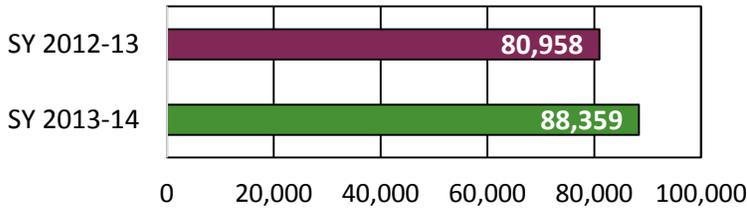
Title III funding for the state in SY 2012-13:	<b>\$13,035,143</b>
Title III funding for the state in SY 2013-14:	<b>\$12,565,724</b>

Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2012-14* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

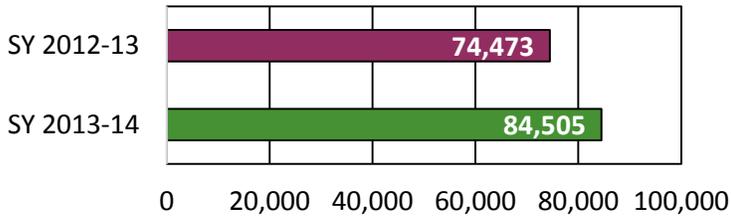
Source: EDFacts/Consolidated State Performance Report, 2012-13 and 2013-14

# Michigan

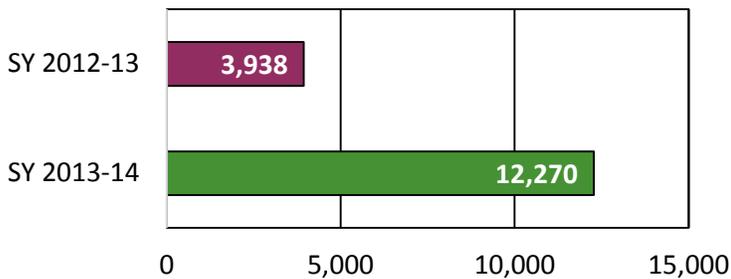
## ELs Identified



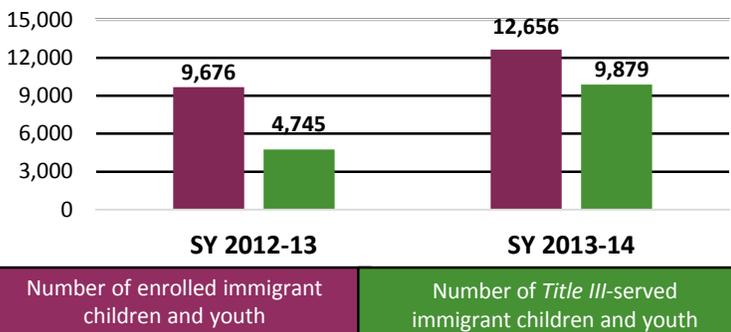
## ELs Served With *Title III* Funds



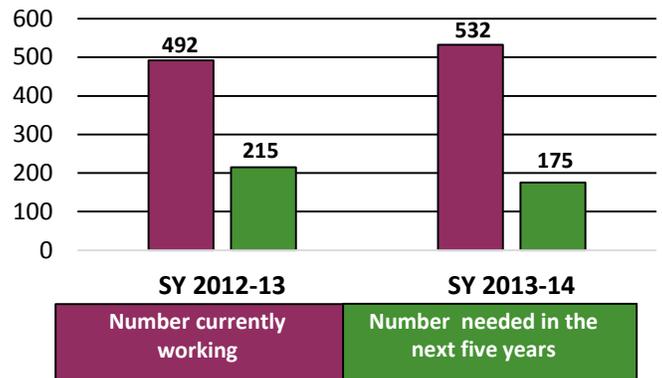
## Monitored Former ELs



## Immigrant Children and Youth



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



## Top Five Languages Spoken by ELs

SY 2012-13	
Spanish; Castilian	34,701
Arabic	21,311
Bengali	2,302
Albanian	1,814
Vietnamese	1,464
SY 2013-14	
Spanish; Castilian	38,327
Arabic	23,221
Bengali	2,400
Albanian	1,867
Chinese	1,651

## Language Instruction Educational Programs

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

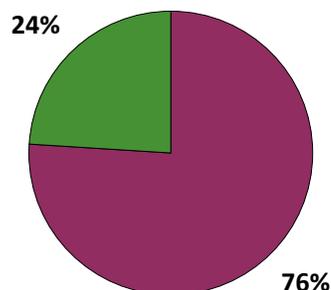
	LIEPs that use English and another language:		LIEPs that use English only:		
	SY 2012-13	SY 2013-14	SY 2012-13	SY 2013-14	
Two-way immersion	●	●	Structured English immersion	●	●
Transitional bilingual	●	●	Sheltered English instruction	●	●
Dual language	●	●	Specially designed academic instruction in English		
Developmental bilingual			Content-based ESL	●	●
Heritage language	●	●	Pull-out ESL	●	●
Other LIEPs (either English-only or English and another language)				●	●

# Michigan

## AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

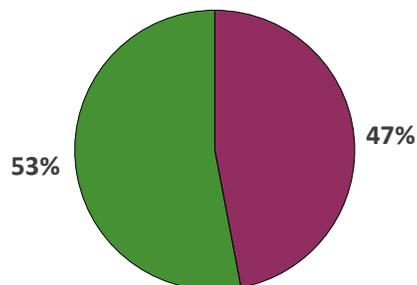
**SY 2012-13**

Target = 81%



**SY 2013-14**

Target = NR



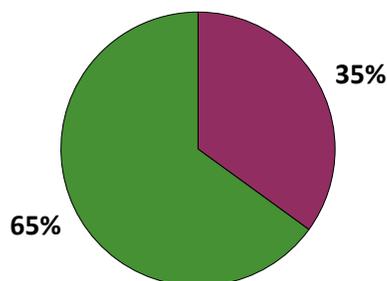
Made progress

Did not make progress

## AMAO 2: Percentage of ELs Attaining English Language Proficiency

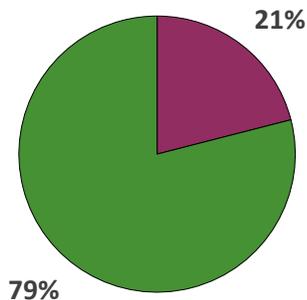
**SY 2012-13**

Target = 20%



**SY 2013-14**

Target = NR



Attained ELP

Did not attain ELP

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

### Reading/Language Arts

	SY 2012-13	SY 2013-14
ELs	35.3%	36.4%
MFELs	78%	79.7%
All students	65.1%	66.7%

### Mathematics

	SY 2012-13	SY 2013-14
ELs	21.1%	21.6%
MFELs	57%	59.3%
All students	40.2%	40.3%

## AMAO Subgrantee Status

### SY 2012-13

<b>Total subgrantees</b>	<b>291</b>
Met AMAO 1	86
Met AMAO 2	219
Met AMAO 3	81

**Total meeting all three 80**

### SY 2013-14

<b>Total subgrantees</b>	<b>307</b>
Met AMAO 1	NR
Met AMAO 2	NR
Met AMAO 3	NR

**Total meeting all three NR**

## Additional State Information

Title III funding for the state in SY 2012-13:	<b>\$10,570,367</b>
Title III funding for the state in SY 2013-14:	<b>\$10,181,861</b>

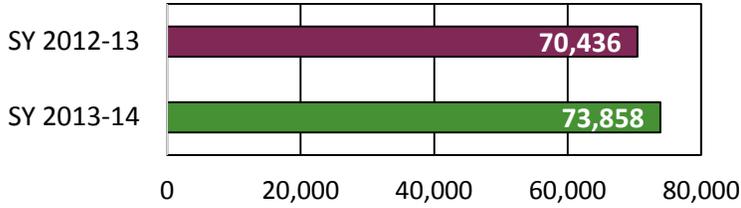
Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2012-14* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

Source: EDFacts/Consolidated State Performance Report, 2012-13 and 2013-14

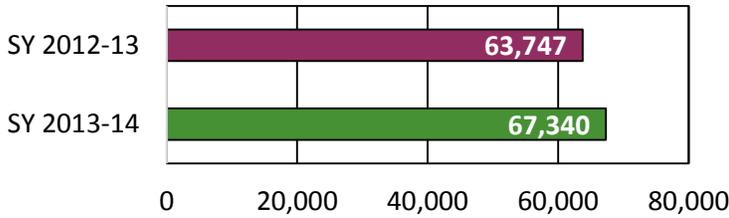
# Minnesota



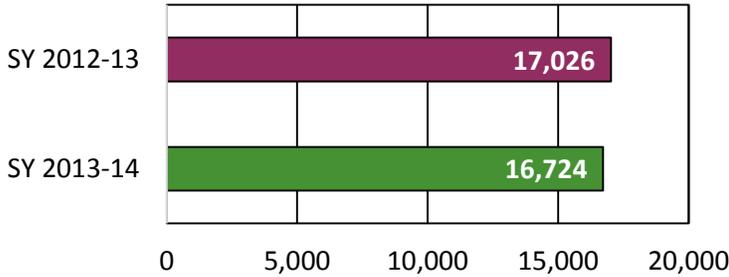
## ELs Identified



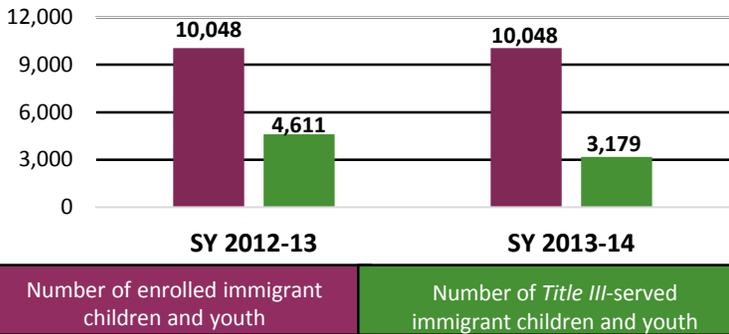
## ELs Served With Title III Funds



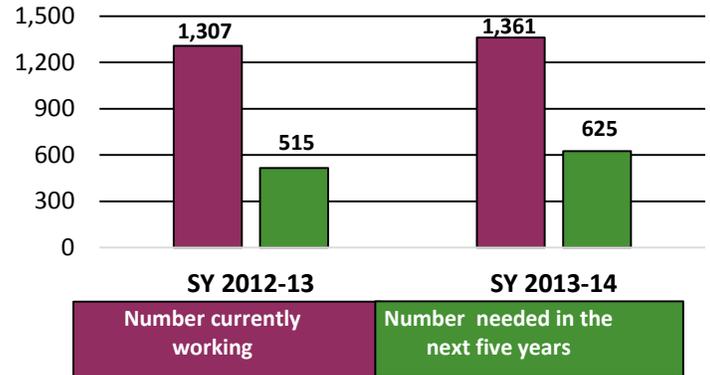
## Monitored Former ELs



## Immigrant Children and Youth



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



## Top Five Languages Spoken by ELs

SY 2012-13	
Spanish; Castilian	28,605
Hmong	12,743
Somali	10,982
Karen Languages	2,500
Vietnamese	1,911
SY 2013-14	
Spanish; Castilian	29,584
Hmong	12,948
Somali	12,616
Karen Languages	2,913
Vietnamese	1,854

## Language Instruction Educational Programs

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

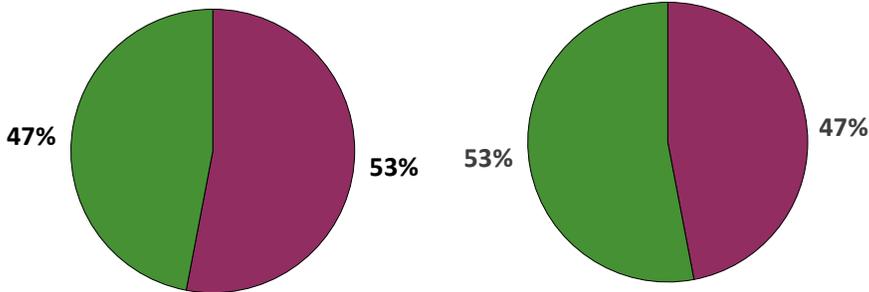
	LIEPs that use English and another language:		LIEPs that use English only:		
	SY 2012-13	SY 2013-14	SY 2012-13	SY 2013-14	
Two-way immersion	●	●	Structured English immersion	●	●
Transitional bilingual	●	●	Sheltered English instruction	●	●
Dual language	●	●	Specially designed academic instruction in English	●	●
Developmental bilingual	●	●	Content-based ESL	●	●
Heritage language	●	●	Pull-out ESL	●	●
Other LIEPs (either English-only or English and another language)					

# Minnesota

## AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

**SY 2012-13**  
Target = 42%

**SY 2013-14**  
Target = 44%



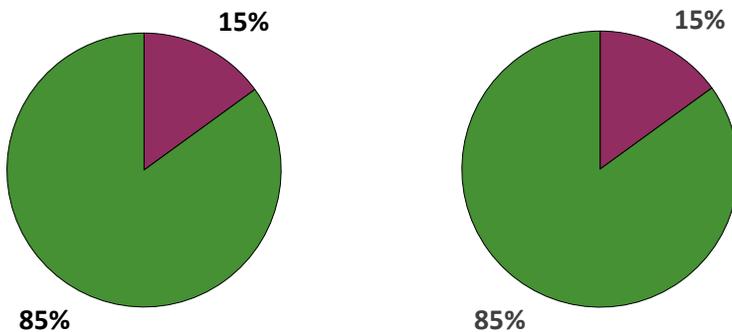
Made progress

Did not make progress

## AMAO 2: Percentage of ELs Attaining English Language Proficiency

**SY 2012-13**  
Target = 10%

**SY 2013-14**  
Target = 13%



Attained ELP

Did not attain ELP

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

### Reading/Language Arts

	SY 2012-13	SY 2013-14
ELs	17.3%	17.7%
MFELs	44.7%	48.3%
All students	57.7%	58.9%

### Mathematics

	SY 2012-13	SY 2013-14
ELs	27.6%	27.8%
MFELs	53.4%	53.3%
All students	60.3%	60.7%

## AMAO Subgrantee Status

### SY 2012-13

<b>Total subgrantees</b>	<b>100</b>
Met AMAO 1	86
Met AMAO 2	79
Met AMAO 3	54

**Total meeting all three 53**

### SY 2013-14

<b>Total subgrantees</b>	<b>100</b>
Met AMAO 1	69
Met AMAO 2	67
Met AMAO 3	64

**Total meeting all three 33**

## Additional State Information

Title III funding for the state in SY 2012-13:	<b>\$8,589,712</b>
Title III funding for the state in SY 2013-14:	<b>\$8,067,768</b>

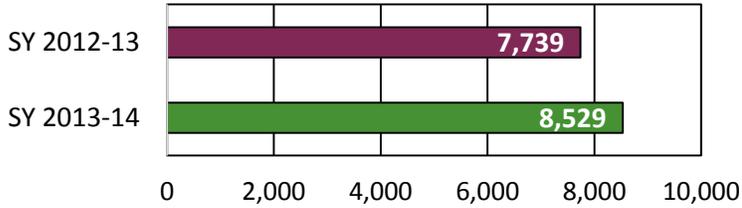
Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2012-14* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

Source: EDFacts/Consolidated State Performance Report, 2012-13 and 2013-14

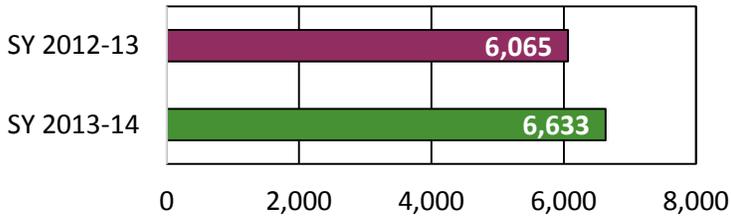
# Mississippi



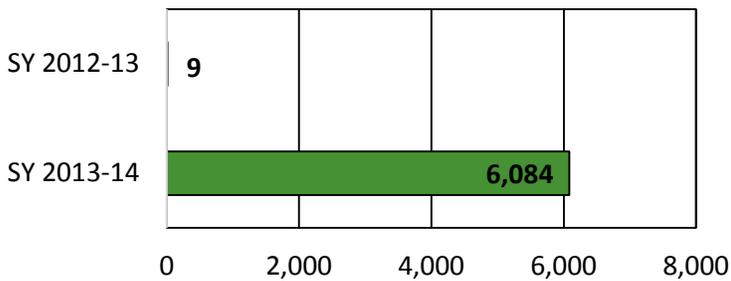
## ELs Identified



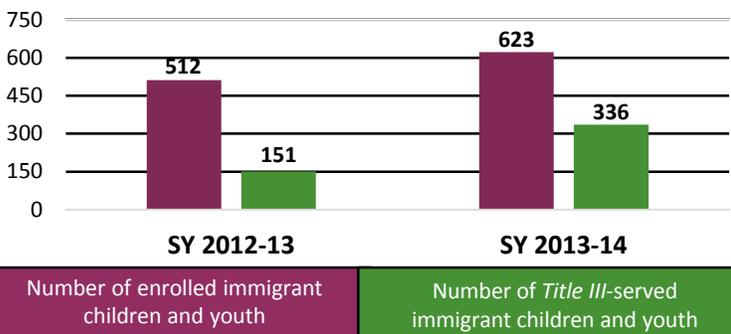
## ELs Served With Title III Funds



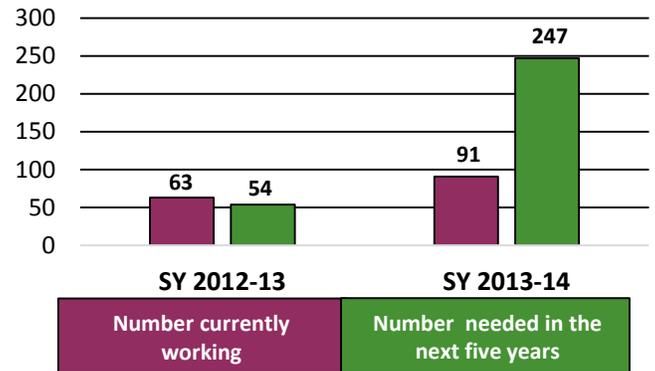
## Monitored Former ELs



## Immigrant Children and Youth



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



## Top Five Languages Spoken by ELs

SY 2012-13	
Spanish; Castilian	6,349
Vietnamese	375
Arabic	323
Chinese	173
Gujarati	46
SY 2013-14	
Spanish; Castilian	6,682
Arabic	423
Vietnamese	401
Chinese	206
Gujarati	71

## Language Instruction Educational Programs

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

	LIEPs that use English and another language:		LIEPs that use English only:		
	SY 2012-13	SY 2013-14	SY 2012-13	SY 2013-14	
Two-way immersion	●	●	Structured English immersion	●	●
Transitional bilingual	●	●	Sheltered English instruction	●	●
Dual language	●	●	Specially designed academic instruction in English	●	●
Developmental bilingual	●	●	Content-based ESL	●	●
Heritage language	●	●	Pull-out ESL	●	●
Other LIEPs (either English-only or English and another language)				●	●

# Mississippi

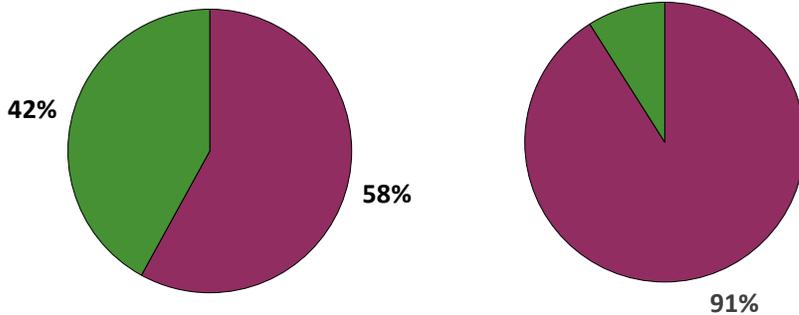
## AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

**SY 2012-13**

Target = 65%

**SY 2013-14**

Target = 65%



Made progress

Did not make progress

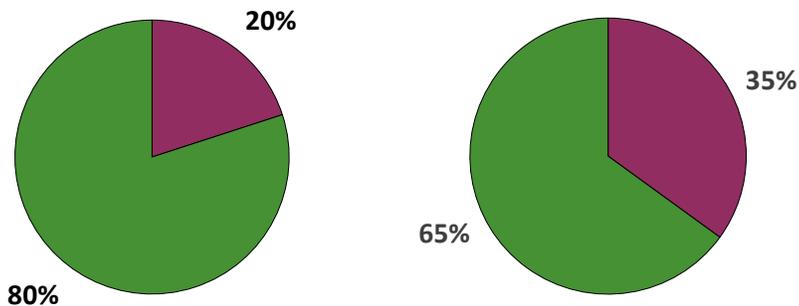
## AMAO 2: Percentage of ELs Attaining English Language Proficiency

**SY 2012-13**

Target = 20%

**SY 2013-14**

Target = 20%



Attained ELP

Did not attain ELP

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

### Reading/Language Arts

	SY 2012-13	SY 2013-14
ELs	38.5%	35.9%
MFELs	NR	36%
All students	58.6%	56.2%

### Mathematics

	SY 2012-13	SY 2013-14
ELs	58.5%	55.1%
MFELs	NR	57%
All students	67.6%	64.5%

## AMAO Subgrantee Status

### SY 2012-13

<b>Total subgrantees</b>	32
Met AMAO 1	10
Met AMAO 2	12
Met AMAO 3	7

**Total meeting all three 3**

### SY 2013-14

<b>Total subgrantees</b>	31
Met AMAO 1	4
Met AMAO 2	14
Met AMAO 3	11

**Total meeting all three 2**

## Additional State Information

Title III funding for the state in SY 2012-13:	\$1,642,315
Title III funding for the state in SY 2013-14:	\$1,574,363

Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2012-14* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

Source: EDFacts/Consolidated State Performance Report, 2012-13 and 2013-14

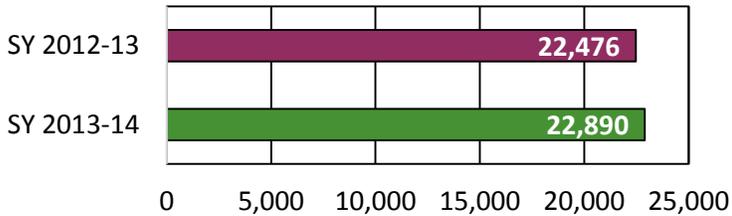
# Missouri



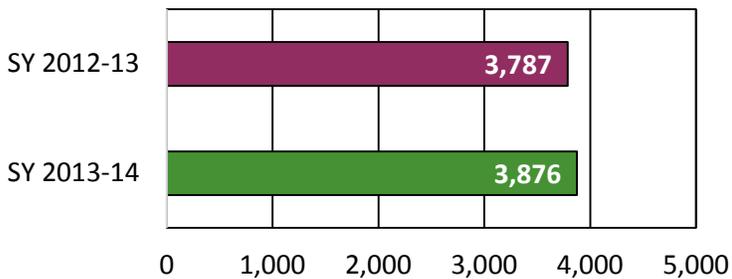
## ELs Identified



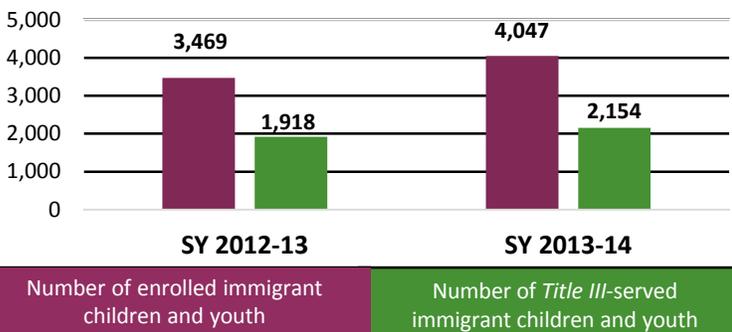
## ELs Served With Title III Funds



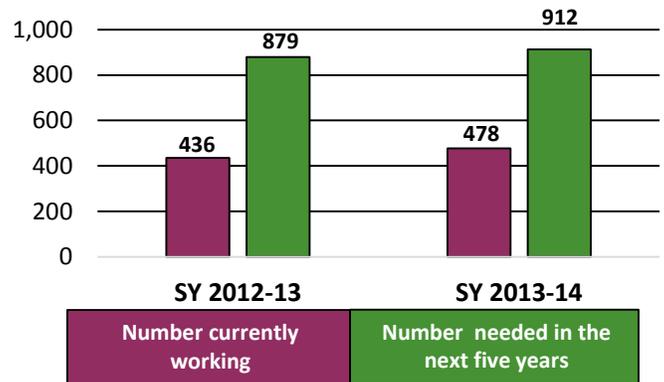
## Monitored Former ELs



## Immigrant Children and Youth



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



## Top Five Languages Spoken by ELs

SY 2012-13	
Spanish; Castilian	13,407
Bosnian	1,165
Vietnamese	1,024
Arabic	1,010
Somali	799
SY 2013-14	
Spanish; Castilian	14,026
Bosnian	1,158
Arabic	1,120
Vietnamese	1,033
Somali	909

## Language Instruction Educational Programs

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

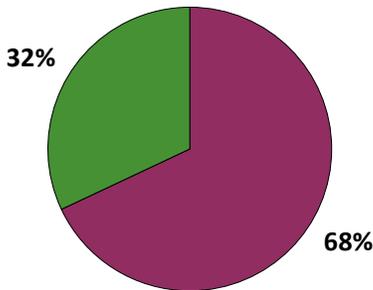
	LIEPs that use English and another language:		LIEPs that use English only:	
	SY 2012-13	SY 2013-14	SY 2012-13	SY 2013-14
Two-way immersion			Structured English immersion	● ●
Transitional bilingual			Sheltered English instruction	● ●
Dual language			Specially designed academic instruction in English	● ●
Developmental bilingual			Content-based ESL	● ●
Heritage language			Pull-out ESL	● ●
Other LIEPs (either English-only or English and another language)				● ●

# Missouri

## AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

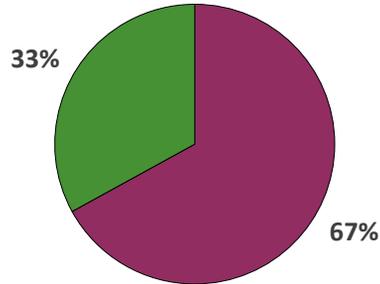
**SY 2012-13**

Target = 68%



**SY 2013-14**

Target = 32%



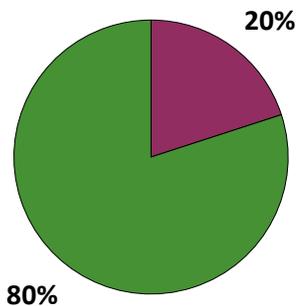
Made progress

Did not make progress

## AMAO 2: Percentage of ELs Attaining English Language Proficiency

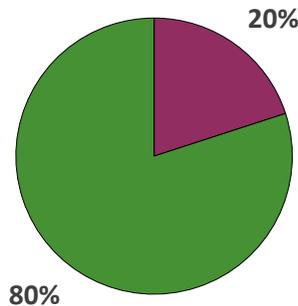
**SY 2012-13**

Target = 20%



**SY 2013-14**

Target = 7%



Attained ELP

Did not attain ELP

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

### Reading/Language Arts

	SY 2012-13	SY 2013-14
ELs	26.3%	25.2%
MFELs	58%	53.5%
All students	55%	52.6%

### Mathematics

	SY 2012-13	SY 2013-14
ELs	35.1%	33.7%
MFELs	63%	60.2%
All students	53.4%	51.6%

## AMAO Subgrantee Status

### SY 2012-13

<b>Total subgrantees</b>	<b>73</b>
Met AMAO 1	70
Met AMAO 2	58
Met AMAO 3	1

**Total meeting all three 2**

### SY 2013-14

<b>Total subgrantees</b>	<b>73</b>
Met AMAO 1	73
Met AMAO 2	47
Met AMAO 3	1

**Total meeting all three 1**

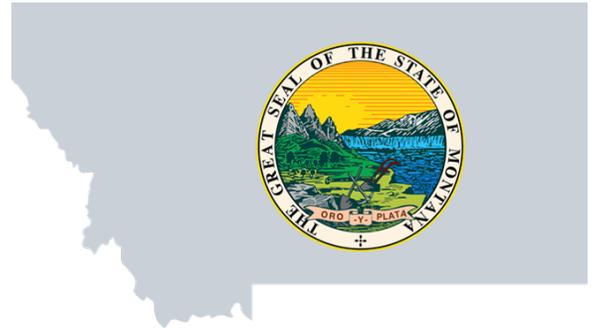
## Additional State Information

Title III funding for the state in SY 2012-13:	\$5,065,989
Title III funding for the state in SY 2013-14:	\$4,986,513

Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2012-14* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

Source: EDFacts/Consolidated State Performance Report, 2012-13 and 2013-14

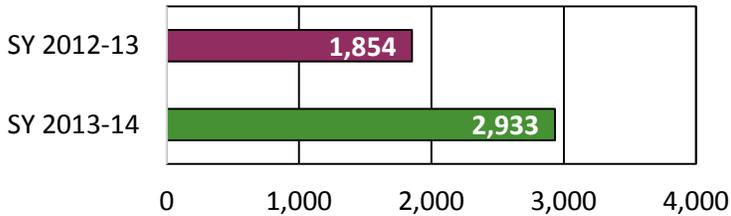
# Montana



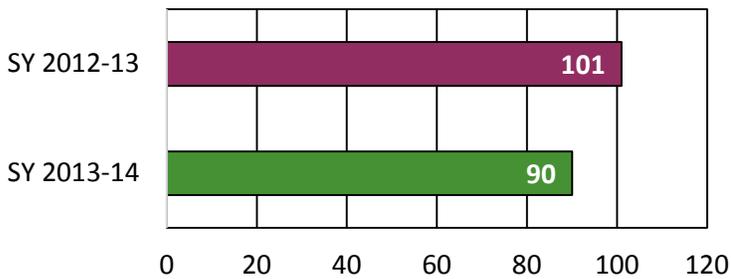
## ELs Identified



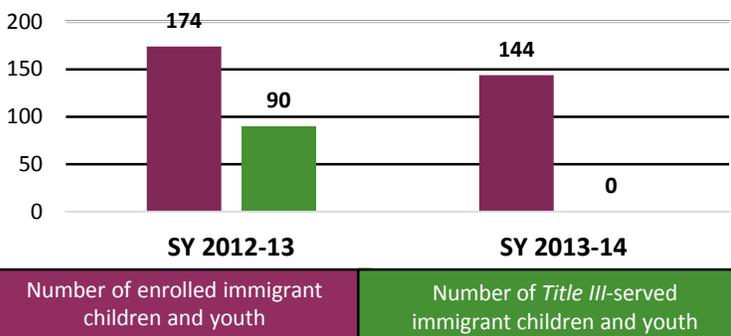
## ELs Served With Title III Funds



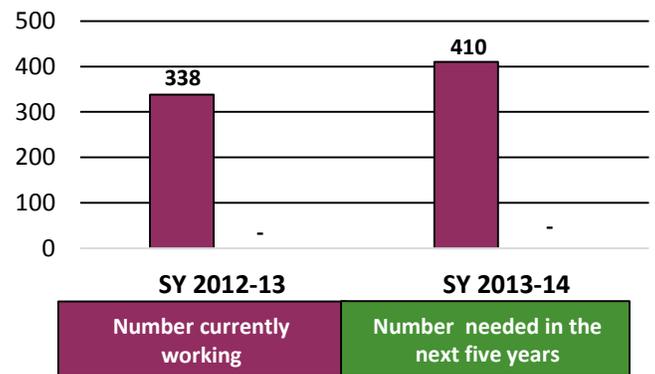
## Monitored Former ELs



## Immigrant Children and Youth



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



## Top Five Languages Spoken by ELs

SY 2012-13	
German	274
Spanish; Castilian	122
North American Indian	120
Uncoded Languages	52
Russian	36
SY 2013-14	
German	293
Spanish; Castilian	154
North American Indian	91
Uncoded Languages	39
Russian	31

## Language Instruction Educational Programs

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

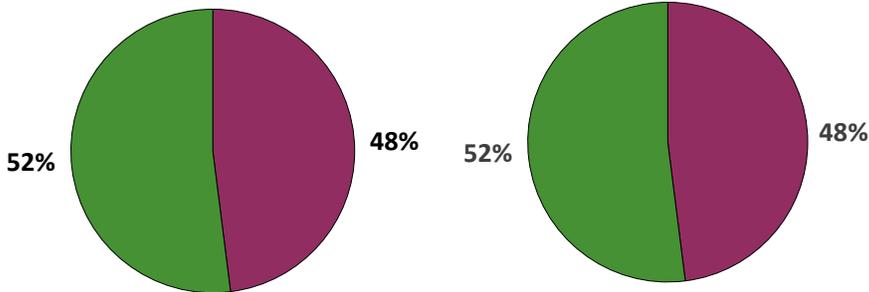
	LIEPs that use English and another language:		LIEPs that use English only:	
	SY 2012-13	SY 2013-14	SY 2012-13	SY 2013-14
Two-way immersion			Structured English immersion	●
Transitional bilingual			Sheltered English instruction	●
Dual language			Specially designed academic instruction in English	●
Developmental bilingual			Content-based ESL	●
Heritage language	●	●	Pull-out ESL	●
Other LIEPs (either English-only or English and another language)				●

# Montana

## AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

**SY 2012-13**  
Target = 39%

**SY 2013-14**  
Target = NR%



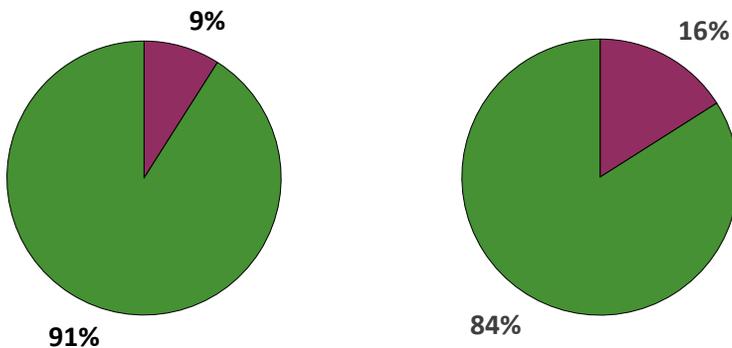
Made progress

Did not make progress

## AMAO 2: Percentage of ELs Attaining English Language Proficiency

**SY 2012-13**  
Target = 6%

**SY 2013-14**  
Target = NR



Attained ELP

Did not attain ELP

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

### Reading/Language Arts

	SY 2012-13	SY 2013-14
ELs	39.9%	82.6%
MFELs	65%	NR
All students	84.6%	80.5%

### Mathematics

	SY 2012-13	SY 2013-14
ELs	22.9%	78.3%
MFELs	47%	NR
All students	66.4%	69.3%

## AMAO Subgrantee Status

### SY 2012-13

<b>Total subgrantees</b>	<b>58</b>
Met AMAO 1	26
Met AMAO 2	18
Met AMAO 3	4

**Total meeting all three 0**

### SY 2013-14

<b>Total subgrantees</b>	<b>57</b>
Met AMAO 1	35
Met AMAO 2	42
Met AMAO 3	4

**Total meeting all three 0**

## Additional State Information

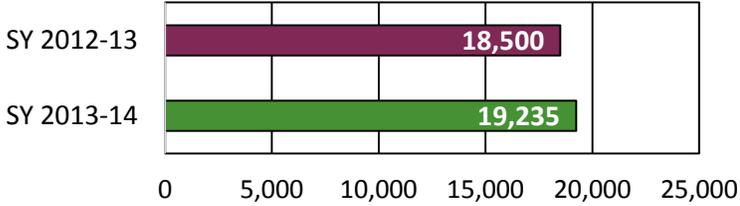
Title III funding for the state in SY 2012-13:	<b>\$510,659</b>
Title III funding for the state in SY 2013-14:	<b>\$529,153</b>

Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2012-14* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

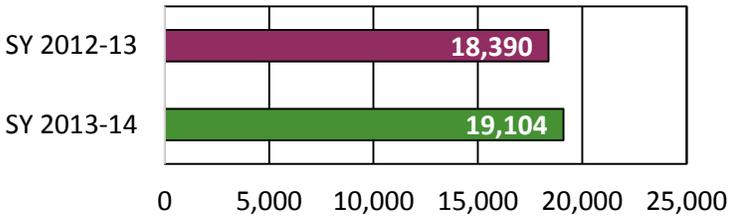
Source: EDFacts/Consolidated State Performance Report, 2012-13 and 2013-14

# Nebraska

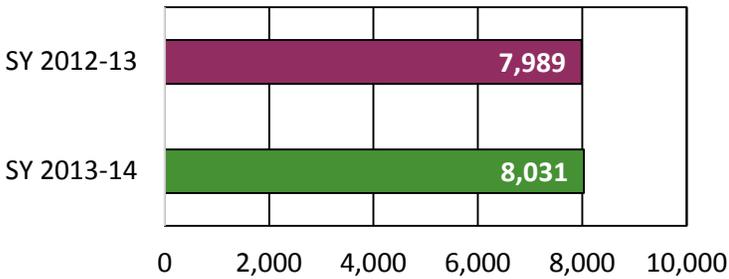
## ELs Identified



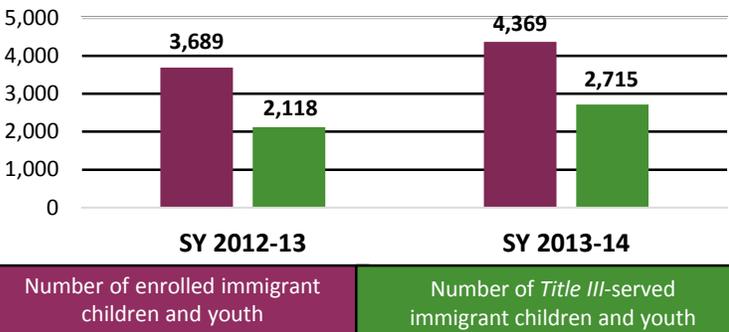
## ELs Served With *Title III* Funds



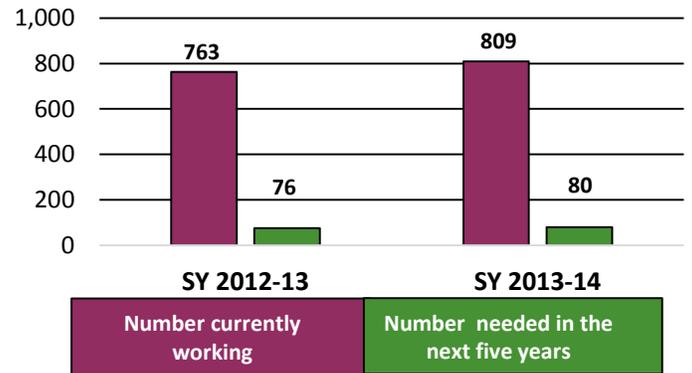
## Monitored Former ELs



## Immigrant Children and Youth



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



## Top Five Languages Spoken by ELs

SY 2012-13	
Spanish; Castilian	13,693
Karen Languages	1,053
Arabic	613
Vietnamese	516
Somali	350
SY 2013-14	
Spanish; Castilian	14,112
Karen Languages	1,181
Arabic	639
Vietnamese	444
Somali	347

## Language Instruction Educational Programs

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

	LIEPs that use English and another language:		LIEPs that use English only:	
	SY 2012-13	SY 2013-14	SY 2012-13	SY 2013-14
Two-way immersion	●	●	Structured English immersion	● ●
Transitional bilingual			Sheltered English instruction	● ●
Dual language	●	●	Specially designed academic instruction in English	
Developmental bilingual			Content-based ESL	● ●
Heritage language		●	Pull-out ESL	● ●
Other LIEPs (either English-only or English and another language)				

# Nebraska

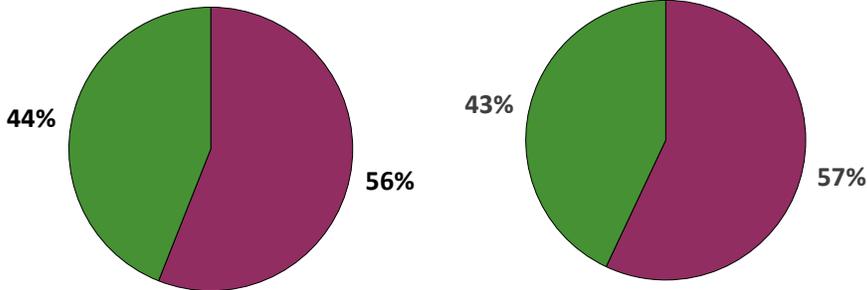
## AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

**SY 2012-13**

Target = NR

**SY 2013-14**

Target = NR



Made progress

Did not make progress

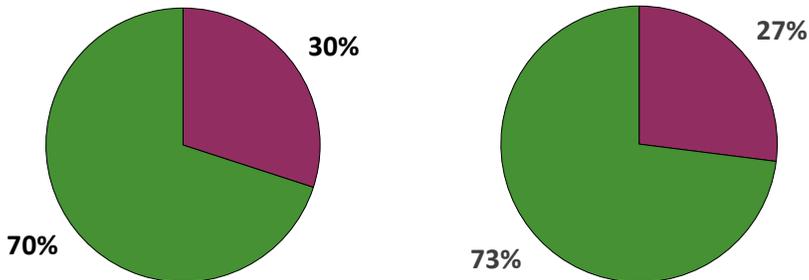
## AMAO 2: Percentage of ELs Attaining English Language Proficiency

**SY 2012-13**

Target = 23%

**SY 2013-14**

Target = 24%



Attained ELP

Did not attain ELP

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

### Reading/Language Arts

	SY 2012-13	SY 2013-14
ELs	53.6%	54%
MFELs	68.6%	68.1%
All students	76.8%	77.5%

### Mathematics

	SY 2012-13	SY 2013-14
ELs	44.9%	48.7%
MFELs	55.4%	60.2%
All students	69.2%	71.6%

## AMAO Subgrantee Status

### SY 2012-13

<b>Total subgrantees</b>	21
Met AMAO 1	18
Met AMAO 2	21
Met AMAO 3	8

**Total meeting all three** 6

### SY 2013-14

<b>Total subgrantees</b>	21
Met AMAO 1	19
Met AMAO 2	19
Met AMAO 3	8

**Total meeting all three** 7

## Additional State Information

Title III funding for the state in SY 2012-13:	\$2,667,028
Title III funding for the state in SY 2013-14:	\$2,694,994

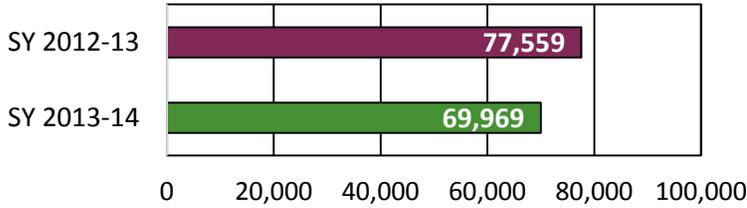
Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2012-14* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

Source: EDFacts/Consolidated State Performance Report, 2012-13 and 2013-14

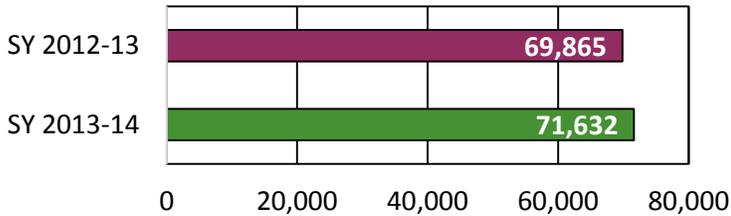
# Nevada



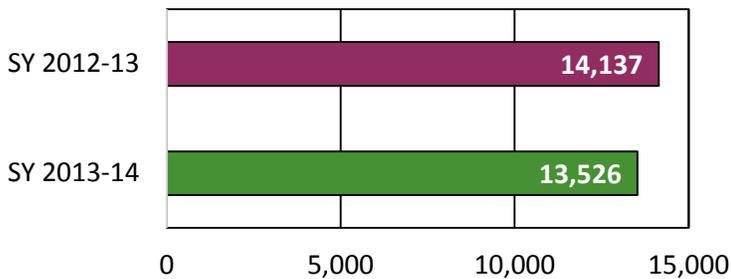
## ELs Identified



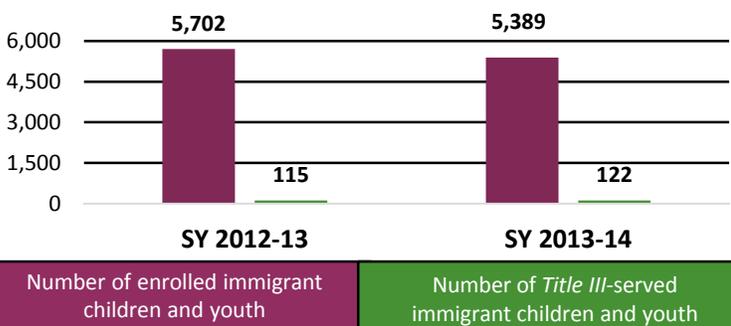
## ELs Served With Title III Funds



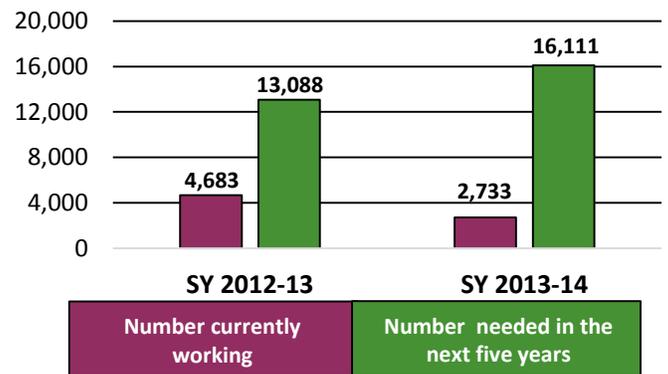
## Monitored Former ELs



## Immigrant Children and Youth



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



## Top Five Languages Spoken by ELs

SY 2012-13	
Spanish; Castilian	61,678
Tagalog	3,124
Chinese	844
Vietnamese	554
Amharic	354
SY 2013-14	
Spanish; Castilian	47,480
Tagalog	937
Filipino; Pilipino	310
Chinese	265
Amharic	245

## Language Instruction Educational Programs

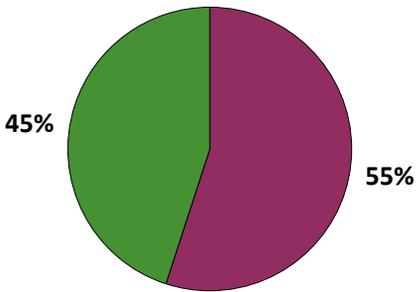
(The symbol ● indicates an LIEP was in place during the school year.)

	LIEPs that use English and another language:		LIEPs that use English only:		
	SY 2012-13	SY 2013-14	SY 2012-13	SY 2013-14	
Two-way immersion	●	●	Structured English immersion	●	●
Transitional bilingual		●	Sheltered English instruction	●	●
Dual language	●	●	Specially designed academic instruction in English	●	●
Developmental bilingual			Content-based ESL	●	●
Heritage language			Pull-out ESL	●	●
Other LIEPs (either English-only or English and another language)					

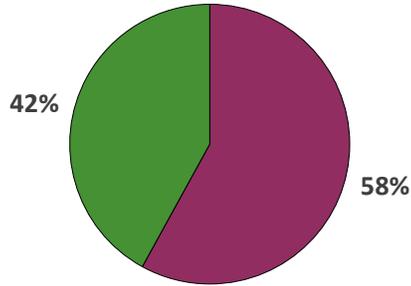
# Nevada

## AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

**SY 2012-13**  
Target = 54%



**SY 2013-14**  
Target = 50%

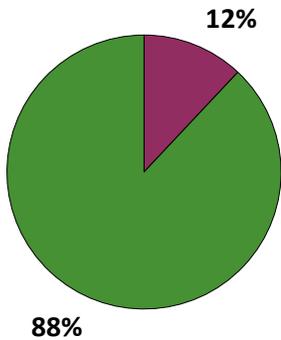


Made progress

Did not make progress

## AMAO 2: Percentage of ELs Attaining English Language Proficiency

**SY 2012-13**  
Target = 15%



**SY 2013-14**  
Target = 12%



Attained ELP

Did not attain ELP

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

### Reading/Language Arts

	SY 2012-13	SY 2013-14
ELs	30.2%	26.8%
MFELs	64.9%	71.6%
All students	64.2%	66%

### Mathematics

	SY 2012-13	SY 2013-14
ELs	39.8%	34.9%
MFELs	59%	63.8%
All students	61%	62.6%

## AMAO Subgrantee Status

### SY 2012-13

<b>Total subgrantees</b>	10
Met AMAO 1	7
Met AMAO 2	5
Met AMAO 3	0

**Total meeting all three** 0

### SY 2013-14

<b>Total subgrantees</b>	11
Met AMAO 1	6
Met AMAO 2	4
Met AMAO 3	2

**Total meeting all three** 2

## Additional State Information

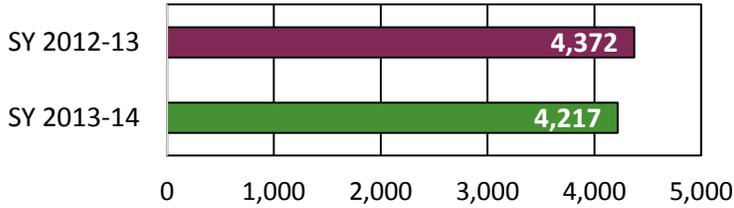
Title III funding for the state in SY 2012-13:	\$8,798,885
Title III funding for the state in SY 2013-14:	\$8,049,344

Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2012-14* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

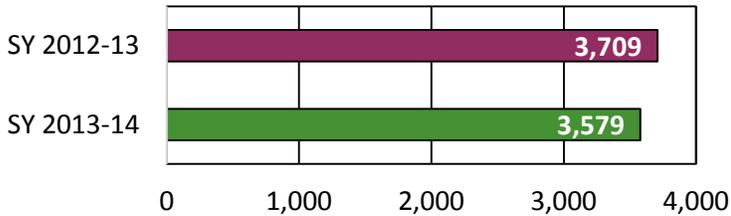
Source: EDFacts/Consolidated State Performance Report, 2012-13 and 2013-14

# New Hampshire

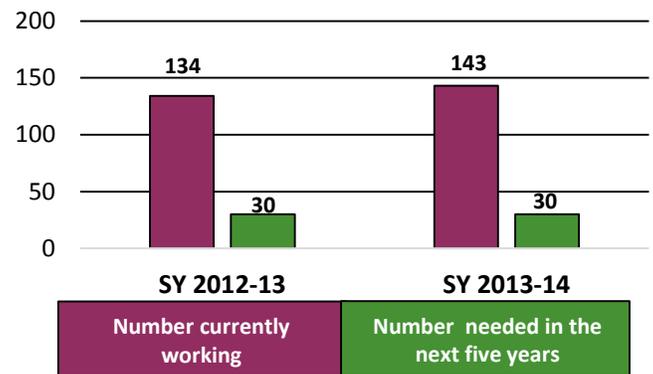
## ELs Identified



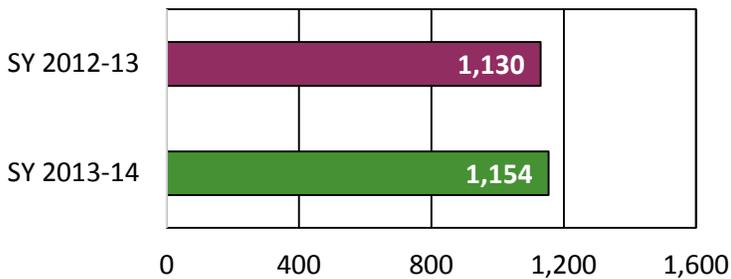
## ELs Served With *Title III* Funds



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



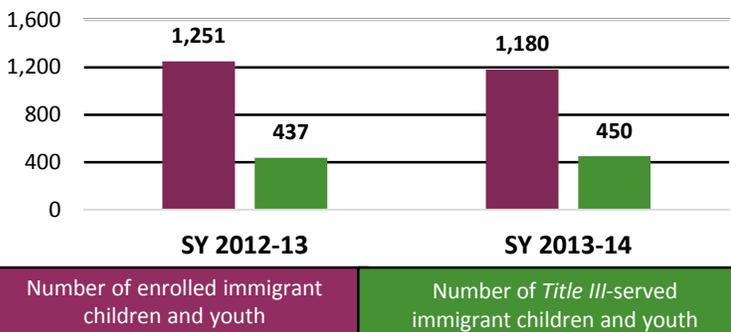
## Monitored Former ELs



## Top Five Languages Spoken by ELs

SY 2012-13	
Spanish; Castilian	1,689
Nepali	371
Arabic	259
Chinese	185
Vietnamese	183
SY 2013-14	
Spanish; Castilian	1,664
Nepali	346
Arabic	258
Chinese	190
Vietnamese	170

## Immigrant Children and Youth



## Language Instruction Educational Programs

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

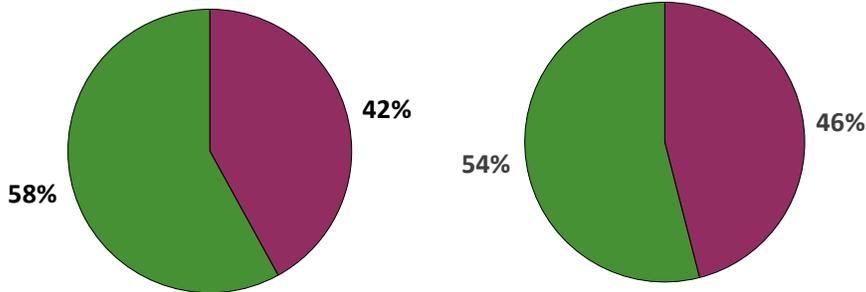
LIEPs that use English and another language:			LIEPs that use English only:		
	SY 2012-13	SY 2013-14		SY 2012-13	SY 2013-14
Two-way immersion			Structured English immersion	●	●
Transitional bilingual			Sheltered English instruction	●	●
Dual language			Specially designed academic instruction in English		●
Developmental bilingual			Content-based ESL	●	●
Heritage language			Pull-out ESL	●	●
Other LIEPs (either English-only or English and another language)					

# New Hampshire

## AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

**SY 2012-13**  
Target = 61%

**SY 2013-14**  
Target = 63%



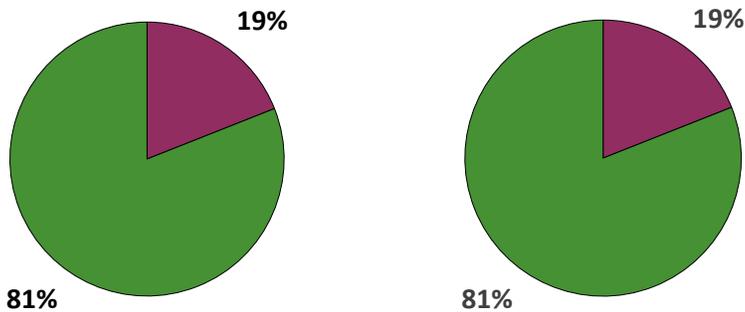
Made progress

Did not make progress

## AMAO 2: Percentage of ELs Attaining English Language Proficiency

**SY 2012-13**  
Target = 20%

**SY 2013-14**  
Target = 24%



Attained ELP

Did not attain ELP

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

### Reading/Language Arts

	SY 2012-13	SY 2013-14
ELs	44.7%	42%
MFELs	67%	62%
All students	78.1%	76.6%

### Mathematics

	SY 2012-13	SY 2013-14
ELs	38%	34.7%
MFELs	57%	51%
All students	67.1%	64.8%

## AMAO Subgrantee Status

### SY 2012-13

<b>Total subgrantees</b>	12
Met AMAO 1	12
Met AMAO 2	9
Met AMAO 3	9

**Total meeting all three 8**

### SY 2013-14

<b>Total subgrantees</b>	12
Met AMAO 1	12
Met AMAO 2	4
Met AMAO 3	12

**Total meeting all three 4**

## Additional State Information

Title III funding for the state in SY 2012-13:	<b>\$930,829</b>
Title III funding for the state in SY 2013-14:	<b>\$962,685</b>

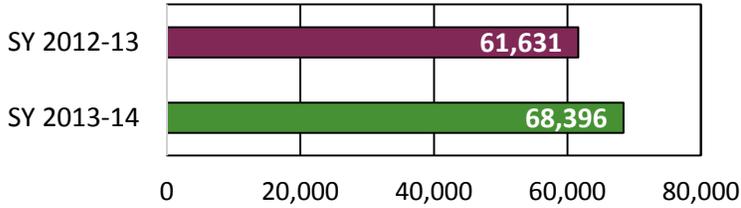
Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2012-14* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

Source: EDFacts/Consolidated State Performance Report, 2012-13 and 2013-14

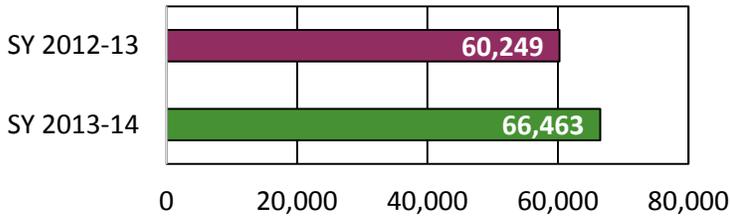
# New Jersey



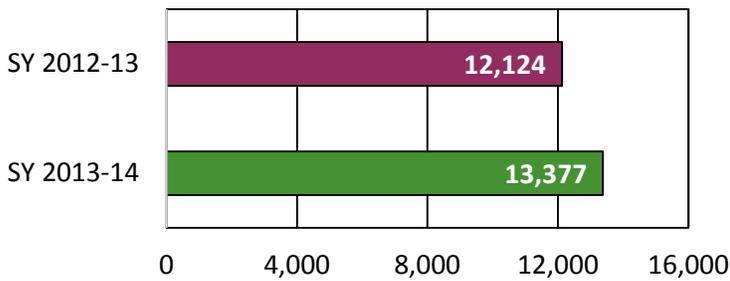
## ELs Identified



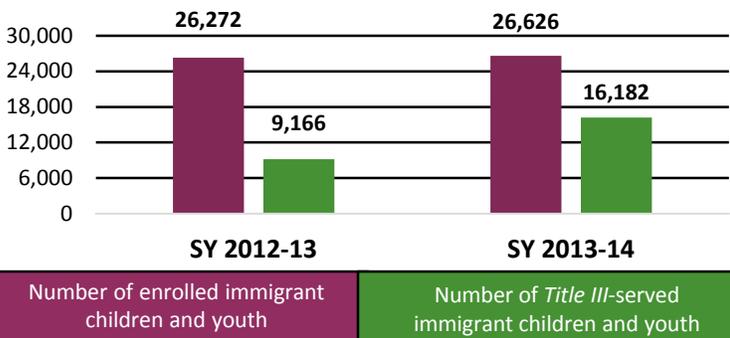
## ELs Served With *Title III* Funds



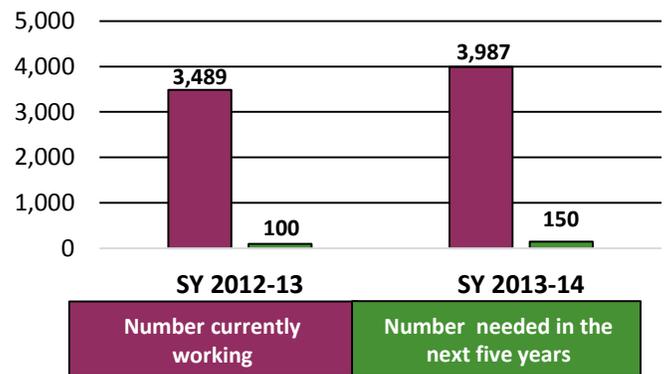
## Monitored Former ELs



## Immigrant Children and Youth



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



## Top Five Languages Spoken by ELs

SY 2012-13	
Spanish; Castilian	41,943
Arabic	2,137
Chinese	1,368
Haitian; Haitian Creole	1,262
Korean	1,155
SY 2013-14	
Spanish; Castilian	46,879
Arabic	2,374
Chinese	1,468
Haitian; Haitian Creole	1,376
Korean	1,160

## Language Instruction Educational Programs

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

	LIEPs that use English and another language:		LIEPs that use English only:	
	SY 2012-13	SY 2013-14	SY 2012-13	SY 2013-14
Two-way immersion	●		Structured English immersion	
Transitional bilingual	●	●	Sheltered English instruction	● ●
Dual language	●	●	Specially designed academic instruction in English	●
Developmental bilingual	●	●	Content-based ESL	● ●
Heritage language	●	●	Pull-out ESL	● ●
Other LIEPs (either English-only or English and another language)				

# New Jersey

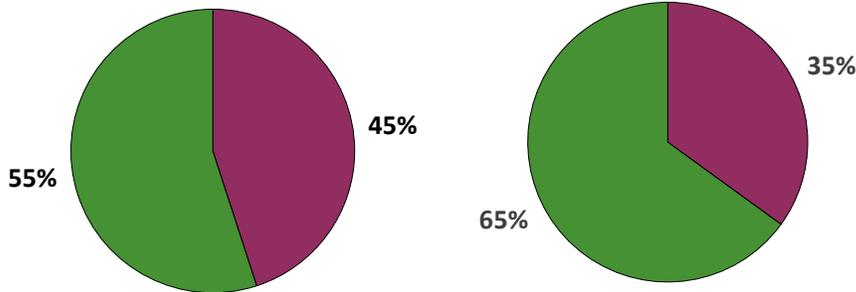
## AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

**SY 2012-13**

Target = 79%

**SY 2013-14**

Target = 59%



Made progress

Did not make progress

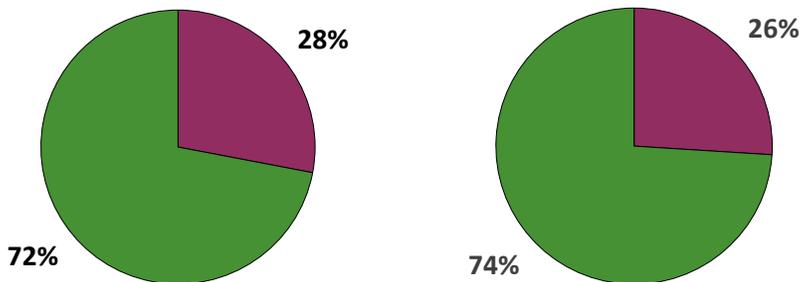
## AMAO 2: Percentage of ELs Attaining English Language Proficiency

**SY 2012-13**

Target = NR

**SY 2013-14**

Target = NR



Attained ELP

Did not attain ELP

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

### Reading/Language Arts

	SY 2012-13	SY 2013-14
ELs	25.7%	25.5%
MFELs	46.8%	43.7%
All students	69.9%	69.9%

### Mathematics

	SY 2012-13	SY 2013-14
ELS	39.7%	41%
MFELs	67.8%	65.6%
All students	74.9%	74.9%

## AMAO Subgrantee Status

### SY 2012-13

<b>Total subgrantees</b>	<b>214</b>
Met AMAO 1	159
Met AMAO 2	207
Met AMAO 3	184

**Total meeting all three 132**

### SY 2013-14

<b>Total subgrantees</b>	<b>349</b>
Met AMAO 1	149
Met AMAO 2	206
Met AMAO 3	169

**Total meeting all three 125**

## Additional State Information

Title III funding for the state in SY 2012-13:	<b>\$20,018,081</b>
Title III funding for the state in SY 2013-14:	<b>\$20,523,604</b>

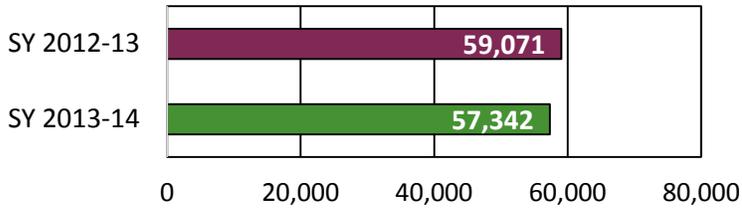
Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2012-14* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

Source: EDFacts/Consolidated State Performance Report, 2012-13 and 2013-14

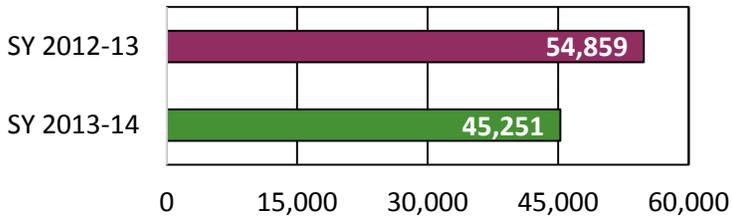
# New Mexico



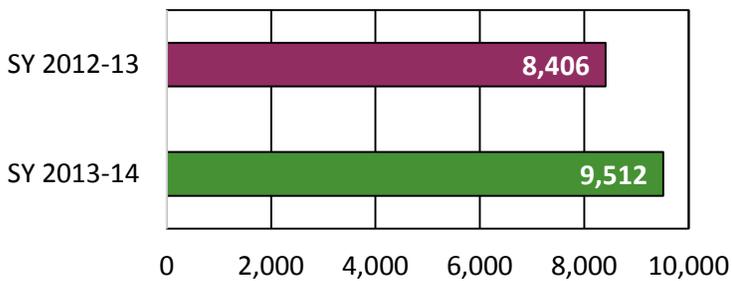
## ELs Identified



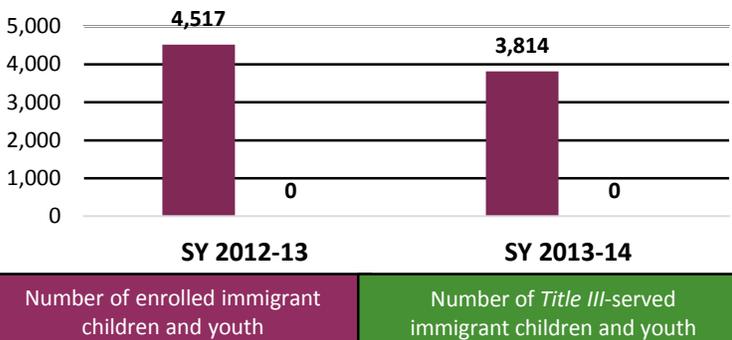
## ELs Served With Title III Funds



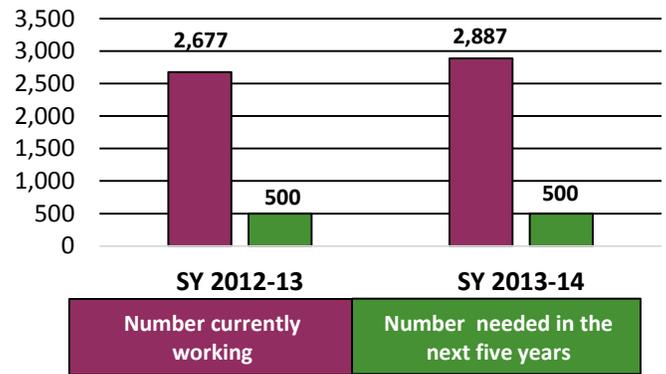
## Monitored Former ELs



## Immigrant Children and Youth



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



## Top Five Languages Spoken by ELs

SY 2012-13	
Spanish; Castilian	42,351
Navajo; Navaho	7,488
Nias	1,194
Caucasian (Other)	828
Vietnamese	311
SY 2013-14	
Spanish; Castilian	40,951
Navajo; Navaho	7,274
Nias	1,196
Caucasian (Other)	839
Zuni	497

## Language Instruction Educational Programs

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

LIEPs that use English and another language:	SY 2012-13		SY 2013-14		LIEPs that use English only:	SY 2012-13		SY 2013-14	
	SY 2012-13	SY 2013-14	SY 2012-13	SY 2013-14		SY 2012-13	SY 2013-14	SY 2012-13	SY 2013-14
Two-way immersion	●	●	●	●	Structured English immersion	●	●	●	●
Transitional bilingual	●	●	●	●	Sheltered English instruction	●	●	●	●
Dual language	●	●	●	●	Specially designed academic instruction in English	●	●	●	●
Developmental bilingual	●	●	●	●	Content-based ESL	●	●	●	●
Heritage language	●	●	●	●	Pull-out ESL	●	●	●	●
Other LIEPs (either English-only or English and another language)									

# New Mexico

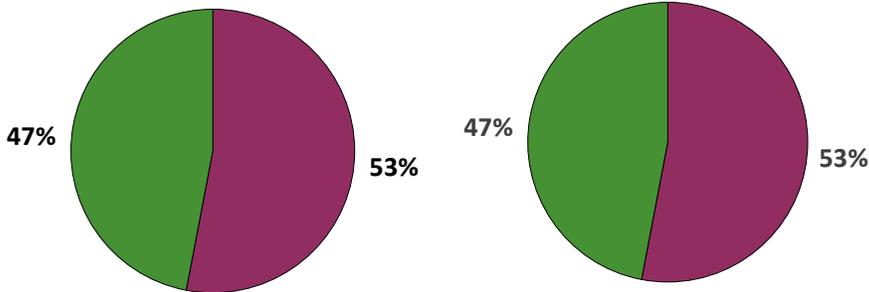
## AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

**SY 2012-13**

Target = 47%

**SY 2013-14**

Target = 49%



Made progress

Did not make progress

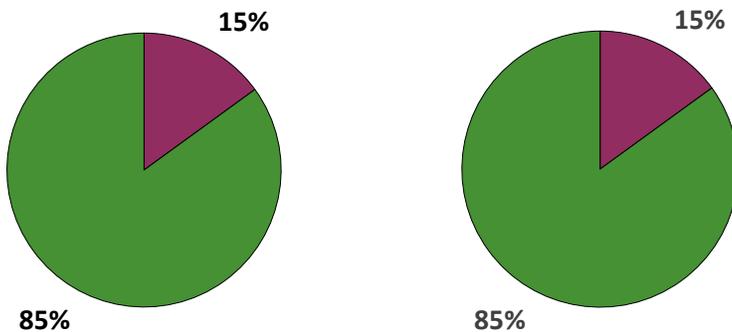
## AMAO 2: Percentage of ELs Attaining English Language Proficiency

**SY 2012-13**

Target = 10%

**SY 2013-14**

Target = 11%



Attained ELP

Did not attain ELP

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

### Reading/Language Arts

	SY 2012-13	SY 2013-14
ELs	20.4%	19.3%
MFELs	43.6%	39.3%
All students	50.7%	49%

### Mathematics

	SY 2012-13	SY 2013-14
ELs	18.6%	17.2%
MFELs	39.2%	35.9%
All students	42%	40.8%

## AMAO Subgrantee Status

### SY 2012-13

<b>Total subgrantees</b>	50
Met AMAO 1	32
Met AMAO 2	49
Met AMAO 3	1

**Total meeting all three** 1

### SY 2013-14

<b>Total subgrantees</b>	50
Met AMAO 1	27
Met AMAO 2	38
Met AMAO 3	0

**Total meeting all three** 0

## Additional State Information

Title III funding for the state in SY 2012-13:	\$4,047,474
Title III funding for the state in SY 2013-14:	\$4,008,702

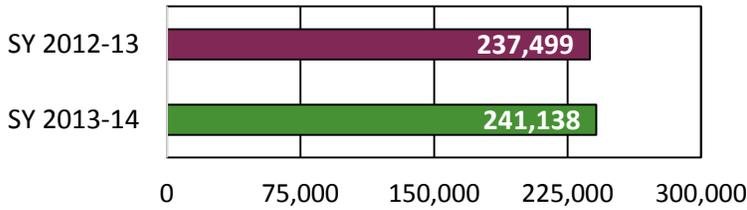
Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2012-14* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

Source: EDFacts/Consolidated State Performance Report, 2012-13 and 2013-14

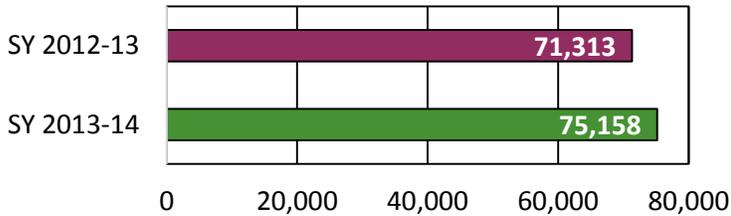
# New York



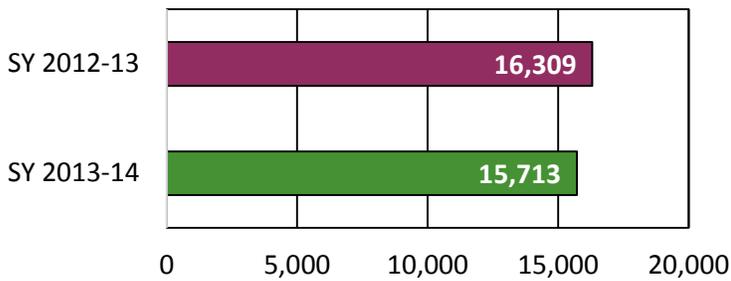
## ELs Identified



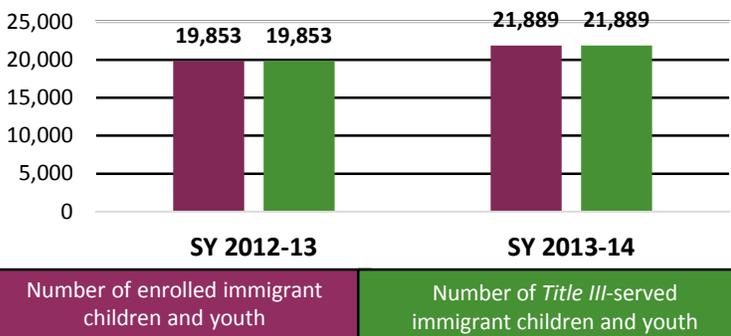
## ELs Served With Title III Funds



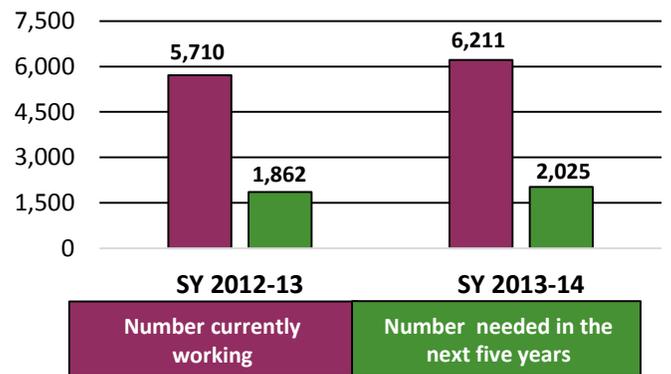
## Monitored Former ELs



## Immigrant Children and Youth



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



## Top Five Languages Spoken by ELs

SY 2012-13	
Spanish; Castilian	146,014
Chinese	24,231
Arabic	8,762
Bengali	6,740
Haitian; Haitian Creole	4,329
SY 2013-14	
Spanish; Castilian	147,928
Chinese	24,631
Arabic	9,492
Bengali	6,971
Haitian; Haitian Creole	4,135

## Language Instruction Educational Programs

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

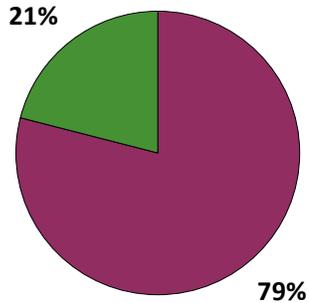
	LIEPs that use English and another language:		LIEPs that use English only:	
	SY 2012-13	SY 2013-14	SY 2012-13	SY 2013-14
Two-way immersion	●	●	Structured English immersion	
Transitional bilingual	●	●	Sheltered English instruction	
Dual language	●	●	Specially designed academic instruction in English	
Developmental bilingual			Content-based ESL	●
Heritage language	●	●	Pull-out ESL	●
Other LIEPs (either English-only or English and another language)				●

# New York

## AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

**SY 2012-13**  
Target = 64%

**SY 2013-14**  
Target = NR



NR

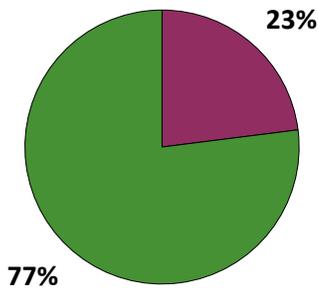
Made progress

Did not make progress

## AMAO 2: Percentage of ELs Attaining English Language Proficiency

**SY 2012-13**  
Target = 13%

**SY 2013-14**  
Target = NR



NR

Attained ELP

Did not attain ELP

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

### Reading/Language Arts

	SY 2012-13	SY 2013-14
ELs	10.3%	10.5%
MFELs	20.7%	20.3%
All students	40.2%	39.6%

### Mathematics

	SY 2012-13	SY 2013-14
ELs	17.6%	19.3%
MFELs	26.3%	30.4%
All students	40.2%	46.4%

## AMAO Subgrantee Status

### SY 2012-13

<b>Total subgrantees</b>	<b>187</b>
Met AMAO 1	105
Met AMAO 2	152
Met AMAO 3	83

**Total meeting all three 77**

### SY 2013-14

<b>Total subgrantees</b>	<b>186</b>
Met AMAO 1	93
Met AMAO 2	146
Met AMAO 3	77

**Total meeting all three 84**

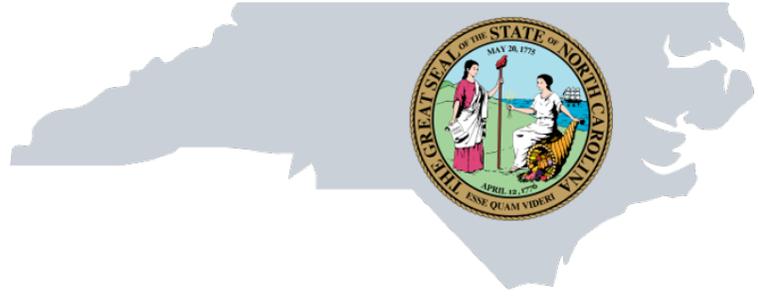
## Additional State Information

Title III funding for the state in SY 2012-13:	\$55,532,684
Title III funding for the state in SY 2013-14:	\$55,430,243

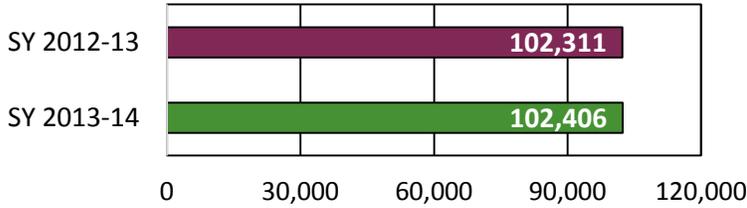
Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2012-14* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

Source: EDFacts/Consolidated State Performance Report, 2012-13 and 2013-14

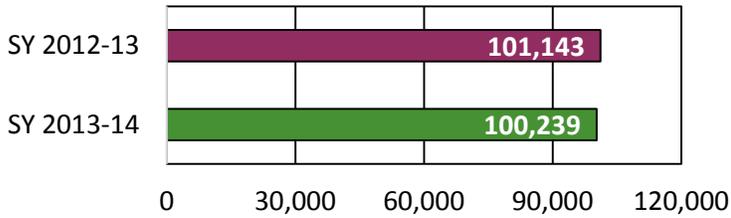
# North Carolina



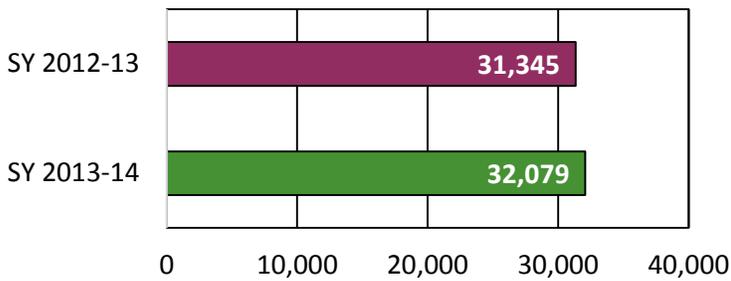
## ELs Identified



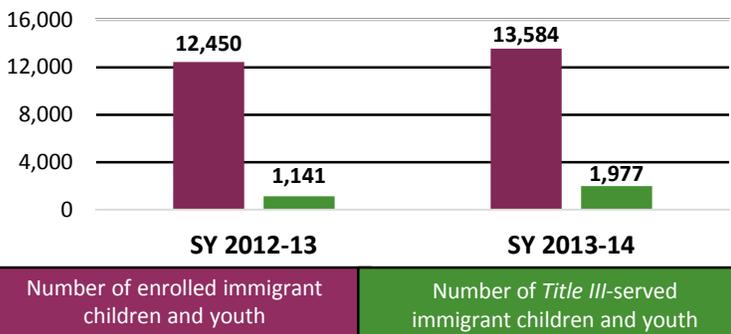
## ELs Served With Title III Funds



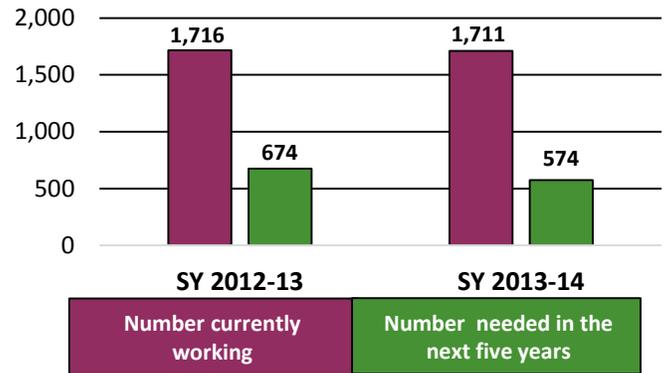
## Monitored Former ELs



## Immigrant Children and Youth



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



## Top Five Languages Spoken by ELs

SY 2012-13	
Spanish; Castilian	85,572
Arabic	1,911
Vietnamese	1,406
Chinese	1,403
Hmong	1,201
SY 2013-14	
Spanish; Castilian	85,759
Arabic	2,104
Vietnamese	1,507
Chinese	1,250
Hmong	1,044

## Language Instruction Educational Programs

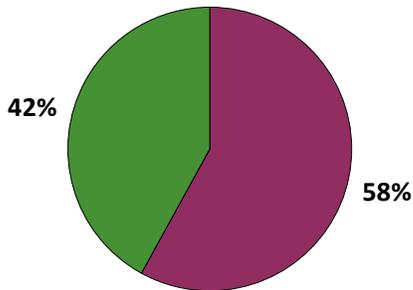
(The symbol ● indicates an LIEP was in place during the school year.)

	LIEPs that use English and another language:		LIEPs that use English only:	
	SY 2012-13	SY 2013-14	SY 2012-13	SY 2013-14
Two-way immersion			Structured English immersion	
Transitional bilingual	●	●	Sheltered English instruction	● ●
Dual language	●	●	Specially designed academic instruction in English	
Developmental bilingual	●	●	Content-based ESL	● ●
Heritage language	●	●	Pull-out ESL	● ●
Other LIEPs (either English-only or English and another language)				● ●

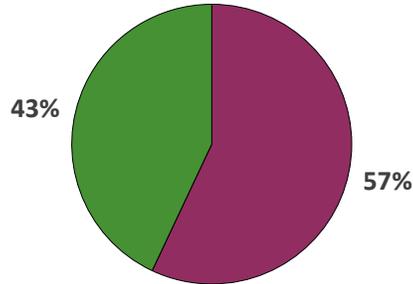
# North Carolina

## AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

**SY 2012-13**  
Target = 57%



**SY 2013-14**  
Target = 58%

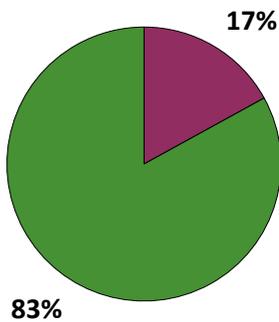


Made progress

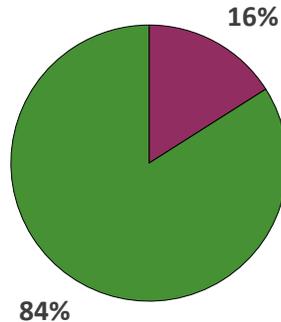
Did not make progress

## AMAO 2: Percentage of ELs Attaining English Language Proficiency

**SY 2012-13**  
Target = 14%



**SY 2013-14**  
Target = 14%



Attained ELP

Did not attain ELP

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

### Reading/Language Arts

	SY 2012-13	SY 2013-14
ELs	9.1%	9.9%
MFELs	30.7%	26%
All students	45.1%	45.9%

### Mathematics

	SY 2012-13	SY 2013-14
ELs	16.7%	17%
MFELs	42.3%	38.2%
All students	41.8%	42.4%

## AMAO Subgrantee Status

### SY 2012-13

<b>Total subgrantees</b>	<b>92</b>
Met AMAO 1	62
Met AMAO 2	86
Met AMAO 3	74

**Total meeting all three 48**

### SY 2013-14

<b>Total subgrantees</b>	<b>91</b>
Met AMAO 1	39
Met AMAO 2	65
Met AMAO 3	40

**Total meeting all three 21**

## Additional State Information

Title III funding for the state in SY 2012-13:	<b>\$15,381,023</b>
Title III funding for the state in SY 2013-14:	<b>\$13,579,978</b>

Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2012-14* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

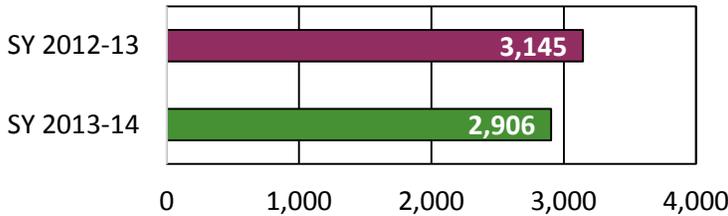
Source: EDFacts/Consolidated State Performance Report, 2012-13 and 2013-14

# North Dakota

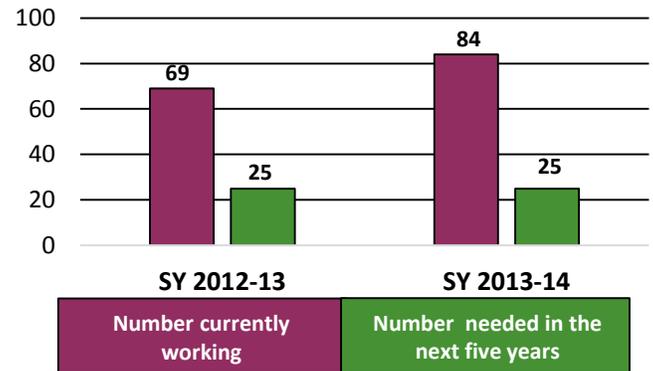
## ELs Identified



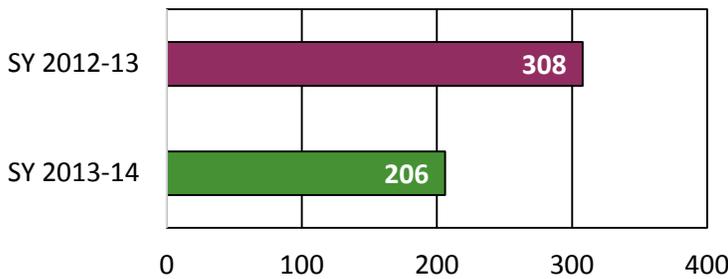
## ELs Served With Title III Funds



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



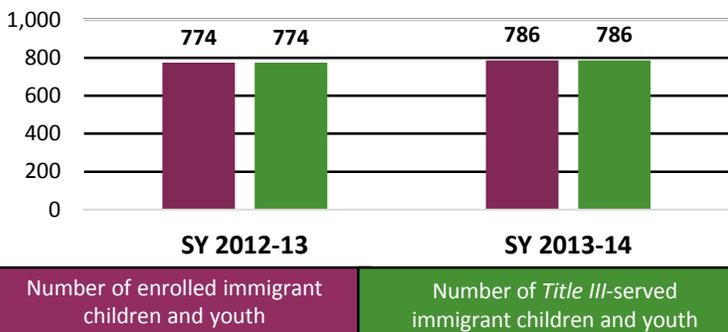
## Monitored Former ELs



## Top Five Languages Spoken by ELs

SY 2012-13	
Spanish; Castilian	826
Nepali	383
Somali	382
Ojibwa	189
Arabic	176
SY 2013-14	
Spanish; Castilian	934
Nepali	414
Somali	401
Ojibwa	152
Arabic	139

## Immigrant Children and Youth



## Language Instruction Educational Programs

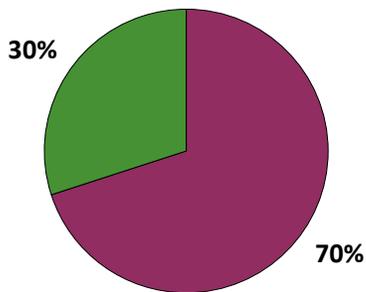
(The symbol ● indicates an LIEP was in place during the school year.)

LIEPs that use English and another language:		LIEPs that use English only:		
	SY 2012-13	SY 2013-14	SY 2012-13	SY 2013-14
Two-way immersion			●	●
Transitional bilingual			●	●
Dual language			●	●
Developmental bilingual			●	●
Heritage language			●	●
Other LIEPs (either English-only or English and another language)			●	●

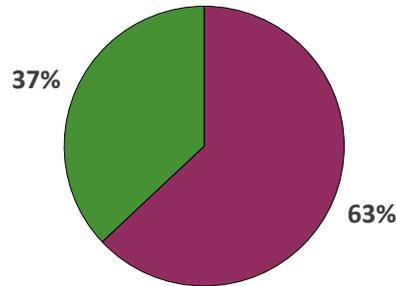
# North Dakota

## AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

**SY 2012-13**  
Target = 56%



**SY 2013-14**  
Target = 56%

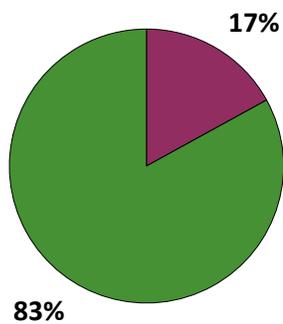


Made progress

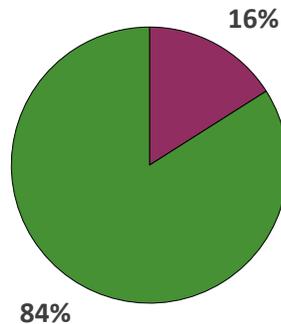
Did not make progress

## AMAO 2: Percentage of ELs Attaining English Language Proficiency

**SY 2012-13**  
Target = 13%



**SY 2013-14**  
Target = 14%



Attained ELP

Did not attain ELP

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

### Reading/Language Arts

	SY 2012-13	SY 2013-14
ELs	28.4%	23.1%
MFELs	62%	50%
All students	73.7%	72.8%

### Mathematics

	SY 2012-13	SY 2013-14
ELs	33.5%	30.9%
MFELs	66%	63%
All students	75.7%	74.4%

## AMAO Subgrantee Status

### SY 2012-13

<b>Total subgrantees</b>	10
Met AMAO 1	8
Met AMAO 2	3
Met AMAO 3	1

**Total meeting all three** 0

### SY 2013-14

<b>Total subgrantees</b>	9
Met AMAO 1	7
Met AMAO 2	7
Met AMAO 3	2

**Total meeting all three** 0

## Additional State Information

Title III funding for the state in SY 2012-13:	\$507,000
Title III funding for the state in SY 2013-14:	\$571,329

Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2012-14* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

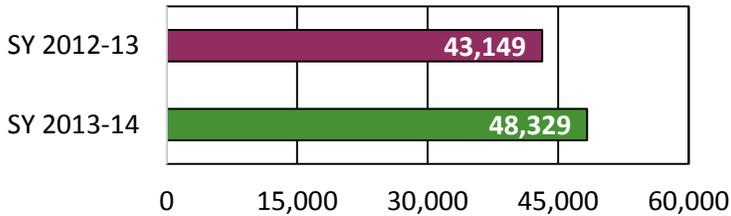
Source: EDFacts/Consolidated State Performance Report, 2012-13 and 2013-14

# Ohio

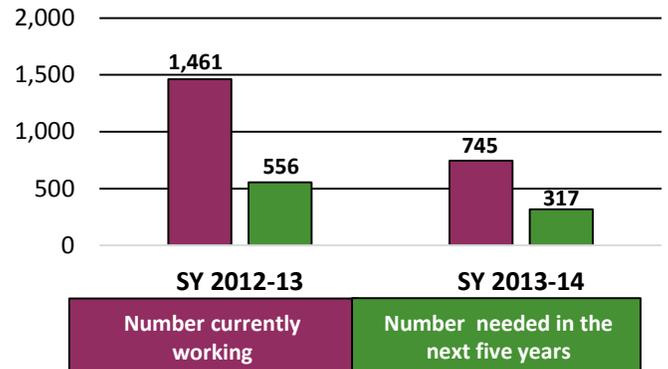
## ELs Identified



## ELs Served With *Title III* Funds



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



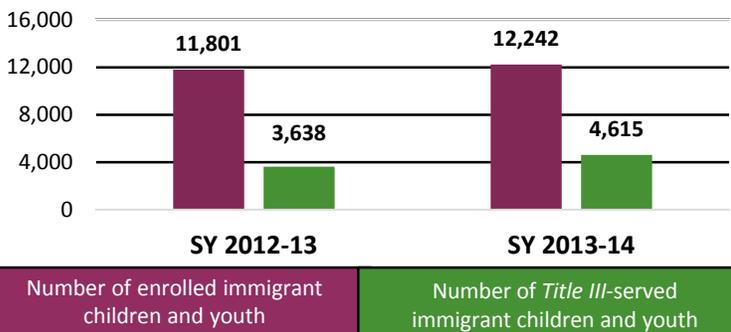
## Monitored Former ELs



## Top Five Languages Spoken by ELs

SY 2012-13	
Spanish; Castilian	11,541
Somali	2,721
Arabic	2,291
Chinese	864
Japanese	778
SY 2013-14	
Spanish; Castilian	14,386
Somali	3,414
Arabic	2,974
Chinese	1,006
Japanese	857

## Immigrant Children and Youth



## Language Instruction Educational Programs (The symbol ● indicates an LIEP was in place during the school year.)

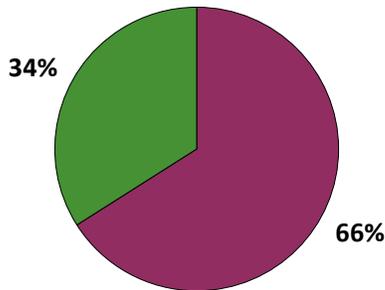
	LIEPs that use English and another language:		LIEPs that use English only:		
	SY 2012-13	SY 2013-14	SY 2012-13	SY 2013-14	
Two-way immersion	●	●	Structured English immersion	●	●
Transitional bilingual	●	●	Sheltered English instruction	●	●
Dual language	●	●	Specially designed academic instruction in English	●	●
Developmental bilingual	●	●	Content-based ESL	●	●
Heritage language	●	●	Pull-out ESL	●	●
Other LIEPs (either English-only or English and another language)				●	●

# Ohio

## AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

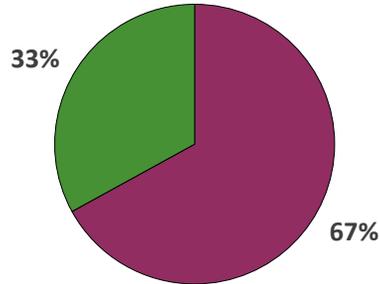
**SY 2012-13**

Target = 84%



**SY 2013-14**

Target = 87%



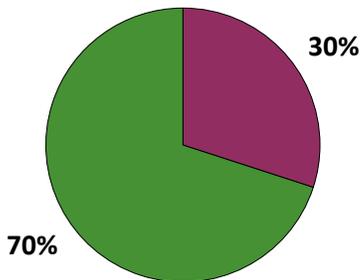
Made progress

Did not make progress

## AMAO 2: Percentage of ELs Attaining English Language Proficiency

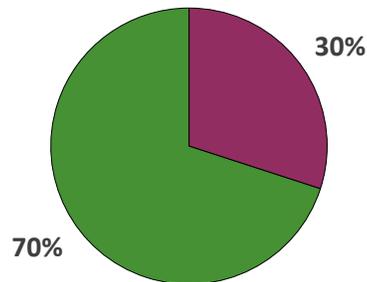
**SY 2012-13**

Target = 30%



**SY 2013-14**

Target = 30%



Attained ELP

Did not attain ELP

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

### Reading/Language Arts

	SY 2012-13	SY 2013-14
ELs	59.2%	58.4%
MFELs	95%	94.7%
All students	83.4%	83.6%

### Mathematics

	SY 2012-13	SY 2013-14
ELs	53.7%	54.1%
MFELs	90.2%	90.4%
All students	76.7%	77.1%

## AMAO Subgrantee Status

### SY 2012-13

<b>Total subgrantees</b>	<b>307</b>
Met AMAO 1	78
Met AMAO 2	185
Met AMAO 3	219

**Total meeting all three 49**

### SY 2013-14

<b>Total subgrantees</b>	<b>321</b>
Met AMAO 1	124
Met AMAO 2	96
Met AMAO 3	218

**Total meeting all three 49**

## Additional State Information

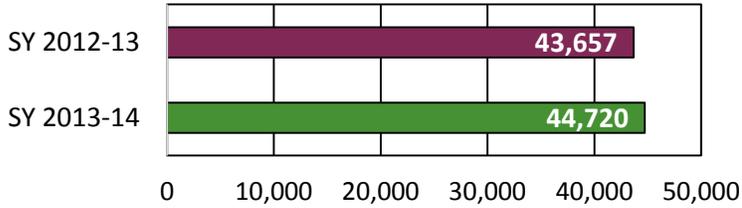
Title III funding for the state in SY 2012-13:	<b>\$9,599,078</b>
Title III funding for the state in SY 2013-14:	<b>\$9,419,188</b>

Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2012-14* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

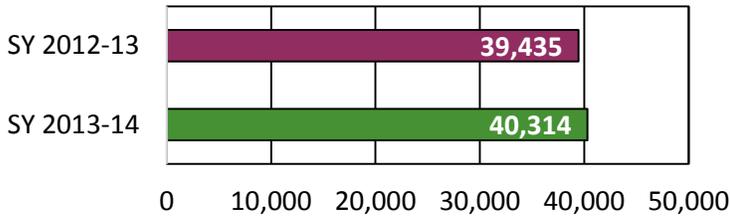
Source: EDFacts/Consolidated State Performance Report, 2012-13 and 2013-14

# Oklahoma

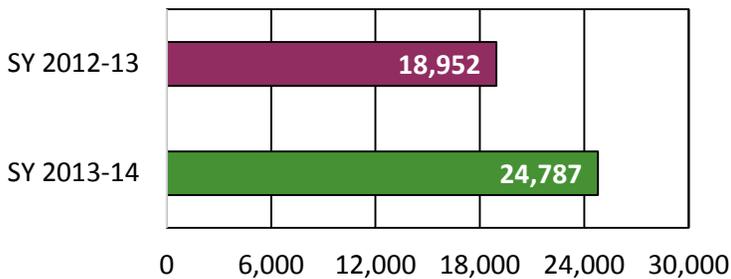
## ELs Identified



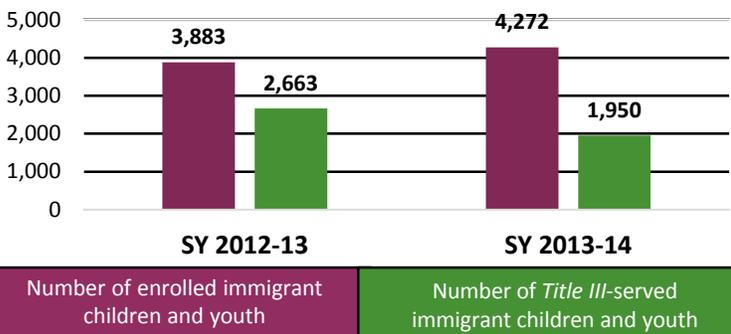
## ELs Served With *Title III* Funds



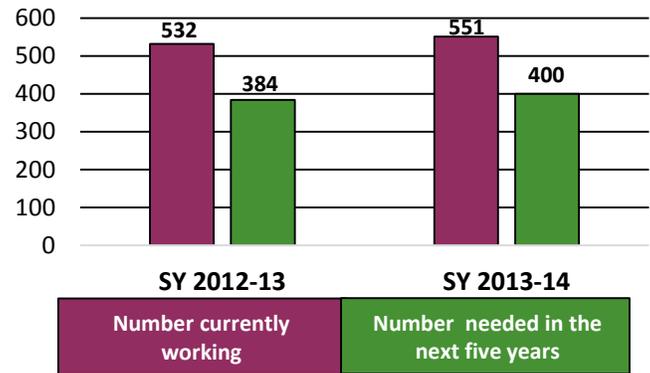
## Monitored Former ELs



## Immigrant Children and Youth



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



## Top Five Languages Spoken by ELs

SY 2012-13	
Spanish; Castilian	37,018
Cherokee	1,005
Vietnamese	962
Hmong	554
Chinese	467
SY 2013-14	
Spanish; Castilian	38,033
Cherokee	911
Vietnamese	898
Hmong	544
Marshallese	477

## Language Instruction Educational Programs

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

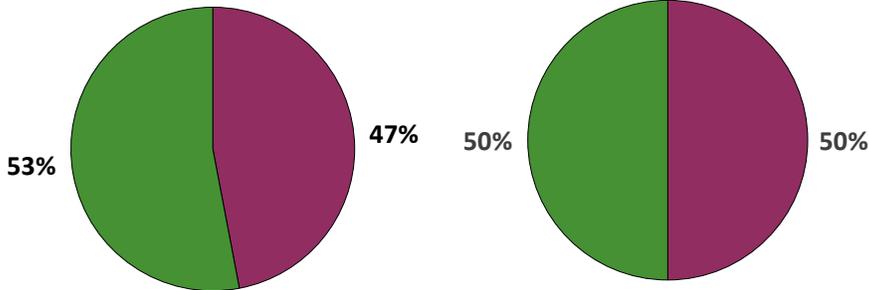
	LIEPs that use English and another language:		LIEPs that use English only:		
	SY 2012-13	SY 2013-14	SY 2012-13	SY 2013-14	
Two-way immersion	●	●	Structured English immersion	●	●
Transitional bilingual	●	●	Sheltered English instruction	●	●
Dual language	●	●	Specially designed academic instruction in English		●
Developmental bilingual	●	●	Content-based ESL	●	●
Heritage language	●		Pull-out ESL	●	●
Other LIEPs (either English-only or English and another language)					

# Oklahoma

## AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

**SY 2012-13**  
Target = 64%

**SY 2013-14**  
Target = 66%



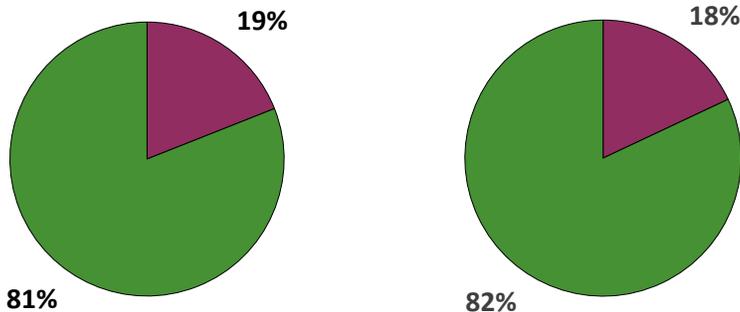
Made progress

Did not make progress

## AMAO 2: Percentage of ELs Attaining English Language Proficiency

**SY 2012-13**  
Target = 22%

**SY 2013-14**  
Target = 25%



Attained ELP

Did not attain ELP

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

### Reading/Language Arts

	SY 2012-13	SY 2013-14
ELs	35.3%	32.1%
MFELs	67.8%	64.9%
All students	70.2%	69.2%

### Mathematics

	SY 2012-13	SY 2013-14
ELs	45.5%	40.3%
MFELs	73.3%	69%
All students	69.7%	65.6%

## AMAO Subgrantee Status

### SY 2012-13

<b>Total subgrantees</b>	94
Met AMAO 1	43
Met AMAO 2	35
Met AMAO 3	8

**Total meeting all three** 4

### SY 2013-14

<b>Total subgrantees</b>	95
Met AMAO 1	18
Met AMAO 2	15
Met AMAO 3	1

**Total meeting all three** 0

## Additional State Information

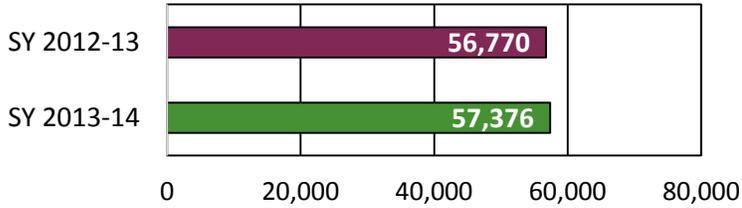
Title III funding for the state in SY 2012-13:	\$4,499,197
Title III funding for the state in SY 2013-14:	\$4,585,264

Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2012-14* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

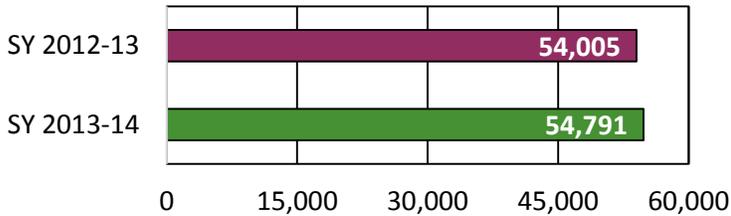
Source: EDFacts/Consolidated State Performance Report, 2012-13 and 2013-14

# Oregon

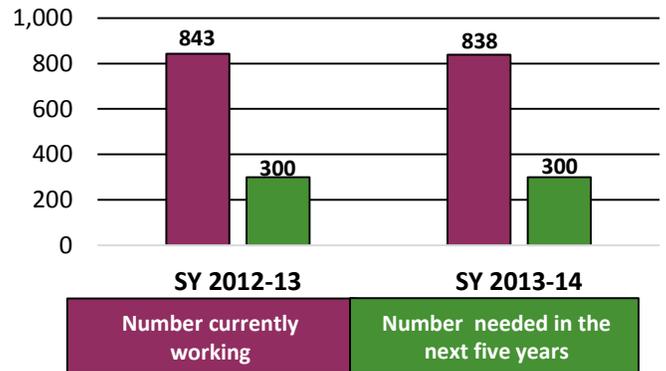
## ELs Identified



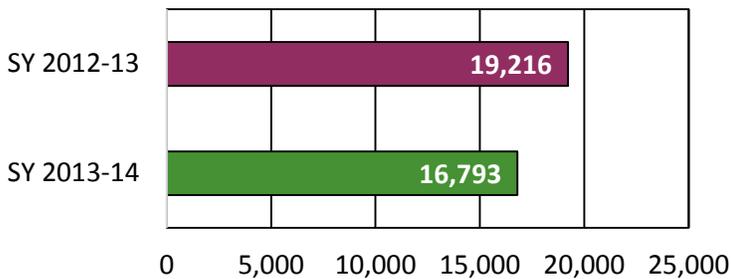
## ELs Served With Title III Funds



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



## Monitored Former ELs



## Top Five Languages Spoken by ELs

SY 2012-13	
Spanish; Castilian	43,504
Russian	2,003
Vietnamese	1,676
Chinese	949
Somali	703
SY 2013-14	
Spanish; Castilian	44,341
Russian	1,995
Vietnamese	1,594
Chinese	995
Arabic	822

## Immigrant Children and Youth



## Language Instruction Educational Programs (The symbol ● indicates an LIEP was in place during the school year.)

LIEPs that use English and another language:		LIEPs that use English only:			
	SY 2012-13	SY 2013-14		SY 2012-13	SY 2013-14
Two-way immersion		●	Structured English immersion		●
Transitional bilingual		●	Sheltered English instruction		●
Dual language		●	Specially designed academic instruction in English		
Developmental bilingual			Content-based ESL		●
Heritage language		●	Pull-out ESL		●
Other LIEPs (either English-only or English and another language)					

# Oregon

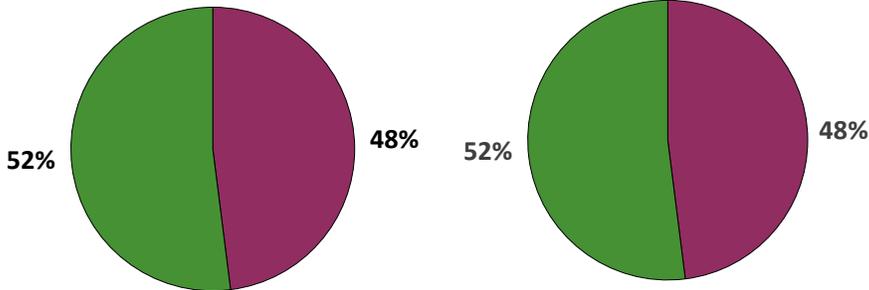
## AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

**SY 2012-13**

Target = NR

**SY 2013-14**

Target = 47%



Made progress

Did not make progress

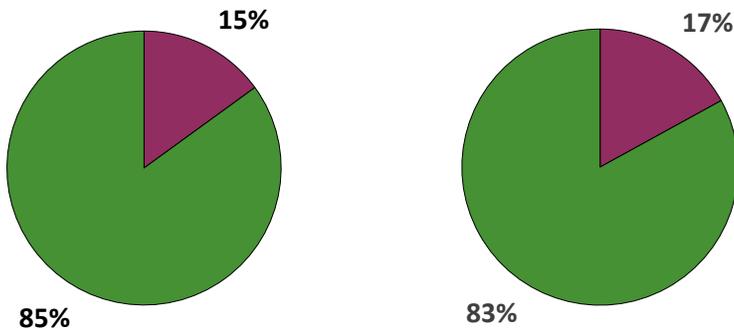
## AMAO 2: Percentage of ELs Attaining English Language Proficiency

**SY 2012-13**

Target = NR

**SY 2013-14**

Target = 36%



Attained ELP

Did not attain ELP

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

### Reading/Language Arts

	SY 2012-13	SY 2013-14
ELs	27.1%	26.2%
MFELs	53.2%	53.8%
All students	71.9%	71.7%

### Mathematics

	SY 2012-13	SY 2013-14
ELs	28.3%	27.2%
MFELs	48.5%	49.4%
All students	62.4%	62.2%

## AMAO Subgrantee Status

### SY 2012-13

<b>Total subgrantees</b>	65
Met AMAO 1	5
Met AMAO 2	22
Met AMAO 3	3

**Total meeting all three** 2

### SY 2013-14

<b>Total subgrantees</b>	65
Met AMAO 1	35
Met AMAO 2	36
Met AMAO 3	17

**Total meeting all three** 7

## Additional State Information

Title III funding for the state in SY 2012-13:

\$7,668,179

Title III funding for the state in SY 2013-14:

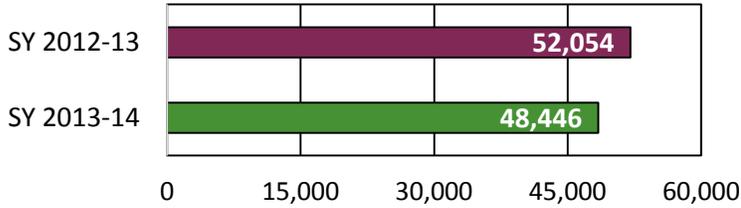
\$7,379,132

Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2012-14* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

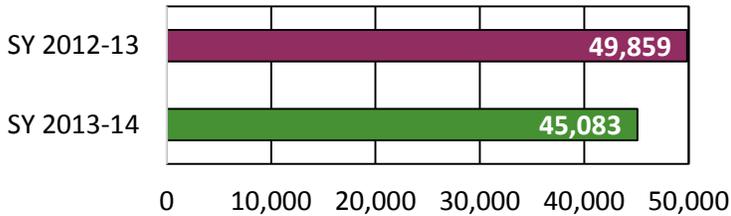
Source: EDFacts/Consolidated State Performance Report, 2012-13 and 2013-14

# Pennsylvania

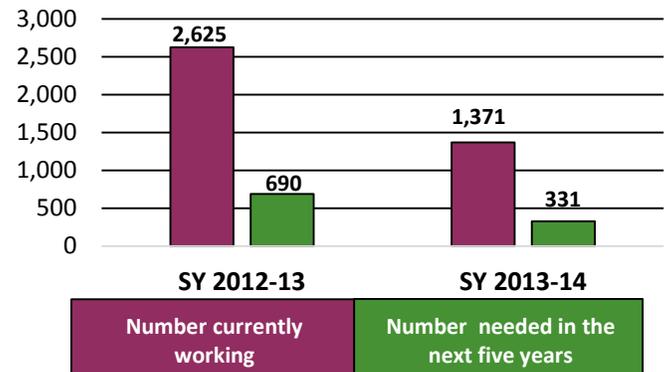
## ELs Identified



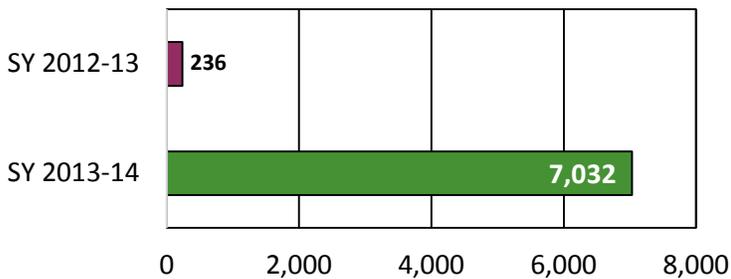
## ELs Served With Title III Funds



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



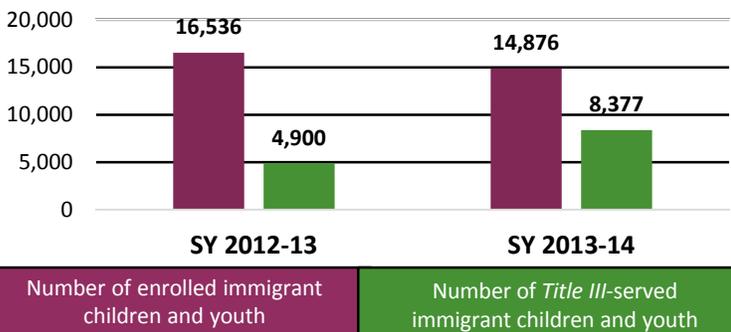
## Monitored Former ELs



## Top Five Languages Spoken by ELs

SY 2012-13	
Spanish; Castilian	29,663
Uncoded Languages	3,205
Chinese	2,173
Arabic	1,919
Nepali	1,865
SY 2013-14	
Spanish; Castilian	28,925
Chinese	2,647
Nepali	2,137
Nepali	2,130
Vietnamese	1,213

## Immigrant Children and Youth



## Language Instruction Educational Programs

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

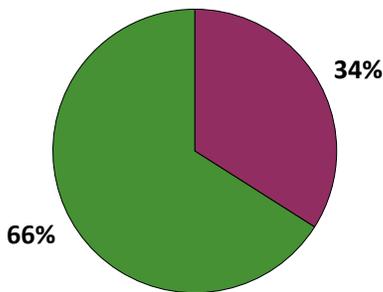
	LIEPs that use English and another language:		LIEPs that use English only:		
	SY 2012-13	SY 2013-14	SY 2012-13	SY 2013-14	
Two-way immersion	●	●	Structured English immersion	●	●
Transitional bilingual	●	●	Sheltered English instruction	●	●
Dual language	●	●	Specially designed academic instruction in English	●	●
Developmental bilingual			Content-based ESL	●	●
Heritage language			Pull-out ESL	●	●
Other LIEPs (either English-only or English and another language)				●	

# Pennsylvania

## AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

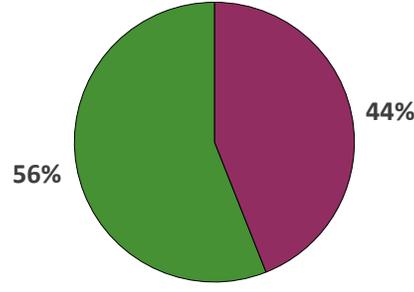
**SY 2012-13**

Target = 59%



**SY 2013-14**

Target = 61%



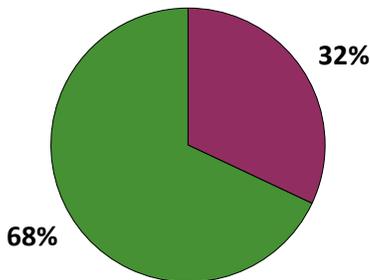
Made progress

Did not make progress

## AMAO 2: Percentage of ELs Attaining English Language Proficiency

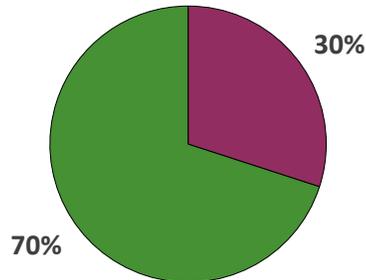
**SY 2012-13**

Target = 24%



**SY 2013-14**

Target = 26%



Attained ELP

Did not attain ELP

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

### Reading/Language Arts

	SY 2012-13	SY 2013-14
ELs	17.6%	18.1%
MFELs	66%	61.6%
All students	69.4%	69.6%

### Mathematics

	SY 2012-13	SY 2013-14
ELs	29.3%	29.4%
MFELs	78%	72%
All students	72.5%	71.2%

## AMAO Subgrantee Status

### SY 2012-13

<b>Total subgrantees</b>	<b>321</b>
Met AMAO 1	318
Met AMAO 2	318
Met AMAO 3	297

**Total meeting all three 296**

### SY 2013-14

<b>Total subgrantees</b>	<b>305</b>
Met AMAO 1	278
Met AMAO 2	295
Met AMAO 3	229

**Total meeting all three 203**

## Additional State Information

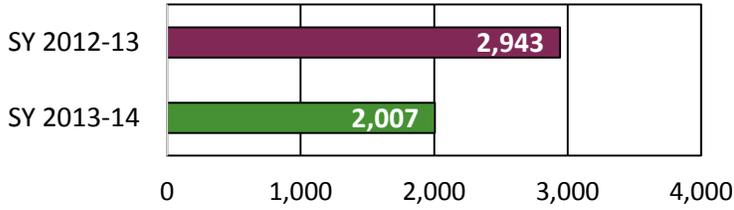
Title III funding for the state in SY 2012-13:	<b>\$14,209,092</b>
Title III funding for the state in SY 2013-14:	<b>\$13,714,946</b>

Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2012-14* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

Source: EDFacts/Consolidated State Performance Report, 2012-13 and 2013-14

# Puerto Rico\*

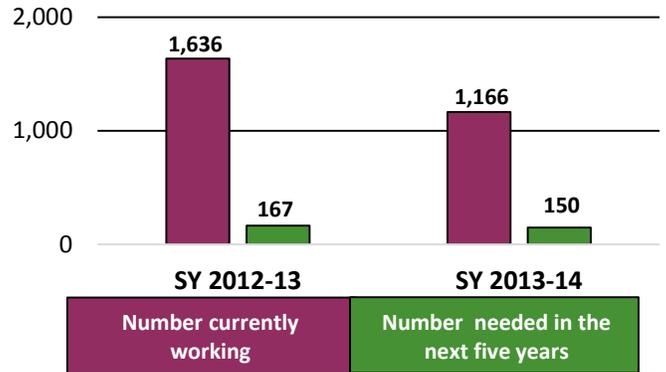
## ELs Identified



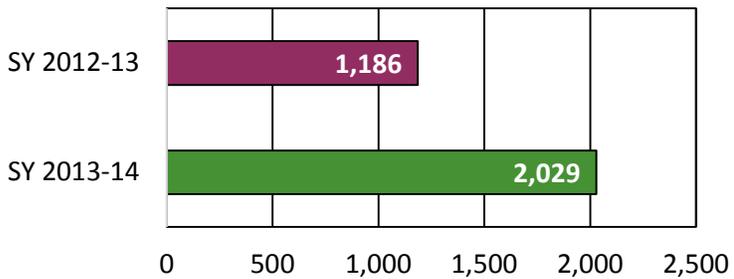
## ELs Served With Title III Funds



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



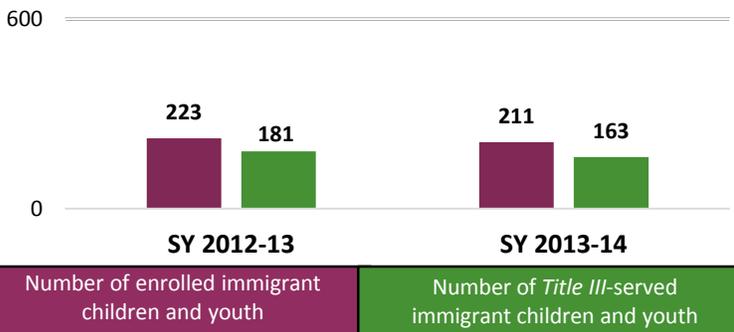
## Monitored Former ELs



## Top Five Languages Spoken by ELs

SY 2012-13	
Spanish; Castilian	573
Haitian; Haitian Creole	47
Chinese	26
Arabic	23
Hawaiian	4
SY 2013-14	
Chinese	22
Arabic	19
Haitian; Haitian Creole	19
German	4
Albanian	3

## Immigrant Children and Youth



## Language Instruction Educational Programs

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

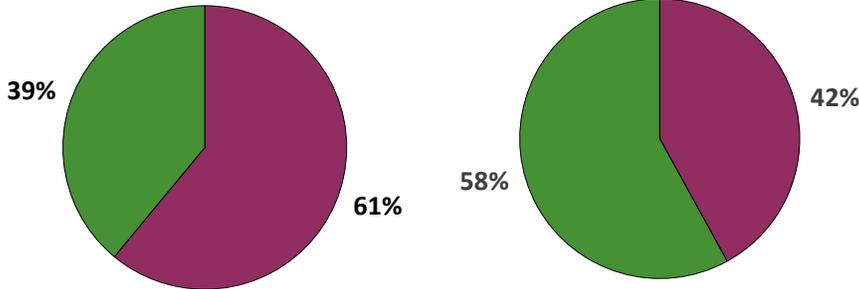
LIEPs that use English and another language:	SY 2012-13		SY 2013-14		LIEPs that use English only:	SY 2012-13		SY 2013-14	
	SY 2012-13	SY 2013-14	SY 2012-13	SY 2013-14		SY 2012-13	SY 2013-14	SY 2012-13	SY 2013-14
Two-way immersion					Structured English immersion				
Transitional bilingual					Sheltered English instruction				
Dual language					Specially designed academic instruction in English				
Developmental bilingual					Content-based ESL				
Heritage language					Pull-out ESL				
Other LIEPs (either English-only or English and another language)						●			●

# Puerto Rico\*

## AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

**SY 2012-13**  
Target = 22%

**SY 2013-14**  
Target = 24%



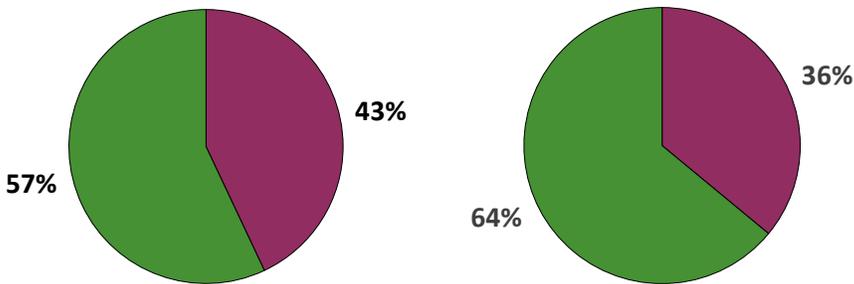
Made progress

Did not make progress

## AMAO 2: Percentage of ELs Attaining English Language Proficiency

**SY 2012-13**  
Target = 11%

**SY 2013-14**  
Target = 12%



Attained ELP

Did not attain ELP

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

### Reading/Language Arts

	SY 2012-13	SY 2013-14
ELs	38.8%	38.3%
MFELs	44%	42%
All students	47.9%	45.7%

### Mathematics

	SY 2012-13	SY 2013-14
ELs	32.8%	30.2%
MFELs	26%	35%
All students	28.8%	30%

## AMAO Subgrantee Status

### SY 2012-13

<b>Total subgrantees</b>	1
Met AMAO 1	1
Met AMAO 2	1
Met AMAO 3	0

**Total meeting all three** 0

### SY 2013-14

<b>Total subgrantees</b>	1
Met AMAO 1	1
Met AMAO 2	1
Met AMAO 3	0

**Total meeting all three** 0

## Additional State Information

Title III funding for the state in SY 2012-13:	\$3,379,468
Title III funding for the state in SY 2013-14:	\$3,201,394

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

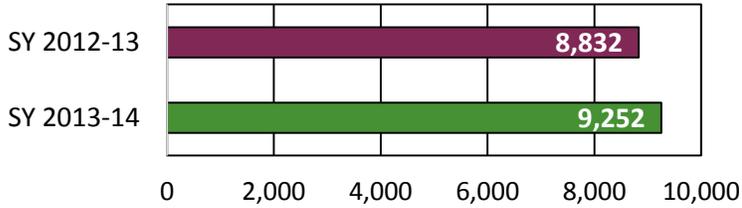
Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2012-14* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

Source: EDFacts/Consolidated State Performance Report, 2012-13 and 2013-14

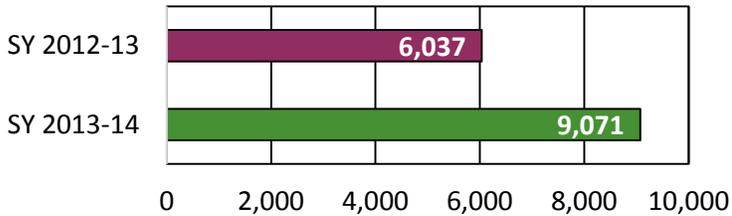
# Rhode Island



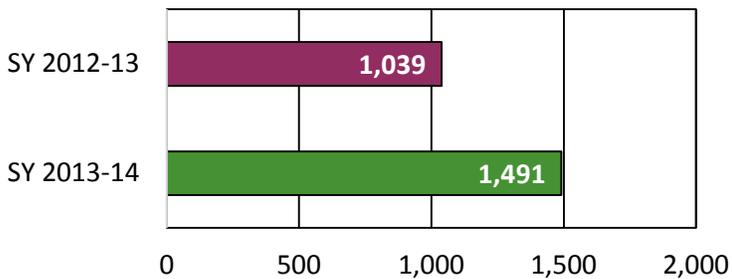
## ELs Identified



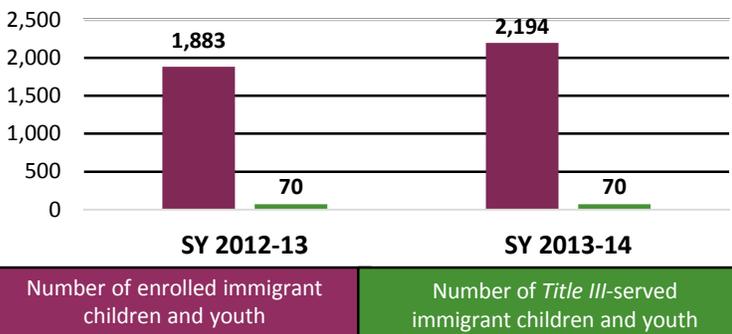
## ELs Served With *Title III* Funds



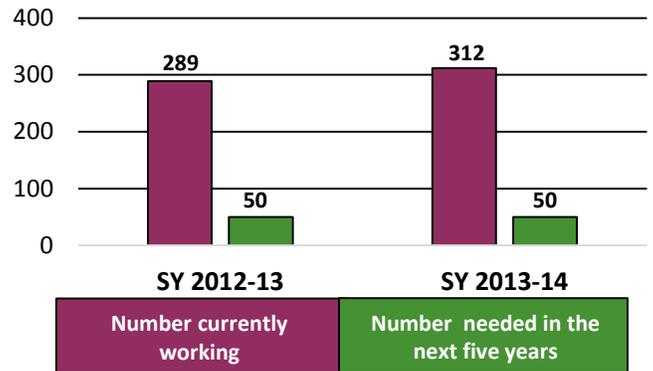
## Monitored Former ELs



## Immigrant Children and Youth



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



## Top Five Languages Spoken by ELs

SY 2012-13	
Spanish; Castilian	6,744
Creoles and pidgins, Portuguese-based (Other)	477
Portuguese	272
Central Khmer	164
Chinese	141
SY 2013-14	
Spanish; Castilian	7,128
Creoles and pidgins, Portuguese-based (Other)	487
Portuguese	276
Arabic	150
Chinese	146

## Language Instruction Educational Programs

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

	LIEPs that use English and another language:		LIEPs that use English only:		
	SY 2012-13	SY 2013-14	SY 2012-13	SY 2013-14	
Two-way immersion			Structured English immersion	●	●
Transitional bilingual	●	●	Sheltered English instruction	●	●
Dual language	●	●	Specially designed academic instruction in English	●	●
Developmental bilingual	●	●	Content-based ESL	●	●
Heritage language			Pull-out ESL	●	●
Other LIEPs (either English-only or English and another language)					

# Rhode Island

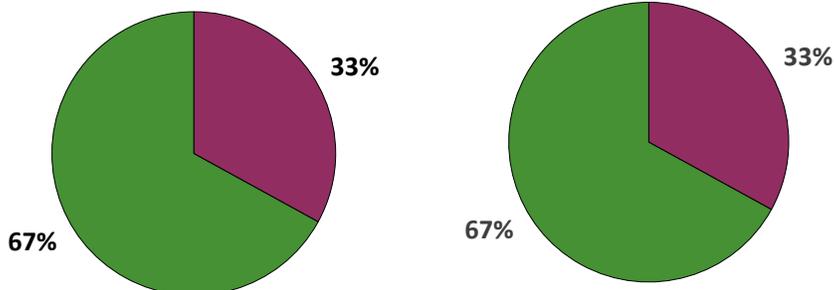
## AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

**SY 2012-13**

Target = 36%

**SY 2013-14**

Target = 40%



Made progress

Did not make progress

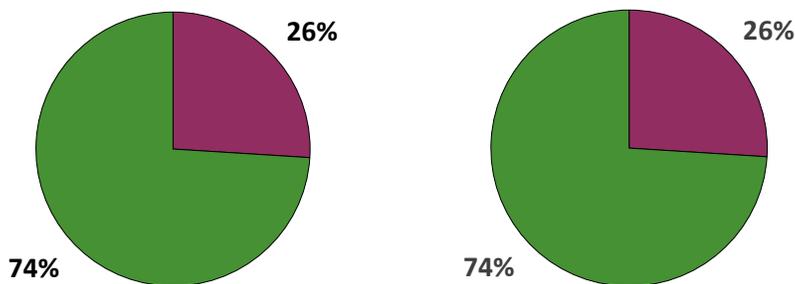
## AMAO 2: Percentage of ELs Attaining English Language Proficiency

**SY 2012-13**

Target = 21%

**SY 2013-14**

Target = 23%



Attained ELP

Did not attain ELP

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

### Reading/Language Arts

	SY 2012-13	SY 2013-14
ELs	25.3%	21.4%
MFELs	61%	65%
All students	73.1%	72.8%

### Mathematics

	SY 2012-13	SY 2013-14
ELs	19.1%	13.7%
MFELs	47%	44%
All students	57.5%	56.2%

## AMAO Subgrantee Status

### SY 2012-13

<b>Total subgrantees</b>	<b>20</b>
Met AMAO 1	20
Met AMAO 2	18
Met AMAO 3	12

**Total meeting all three 12**

### SY 2013-14

<b>Total subgrantees</b>	<b>22</b>
Met AMAO 1	22
Met AMAO 2	21
Met AMAO 3	14

**Total meeting all three 14**

## Additional State Information

Title III funding for the state in SY 2012-13:	<b>\$2,437,015</b>
Title III funding for the state in SY 2013-14:	<b>\$2,296,048</b>

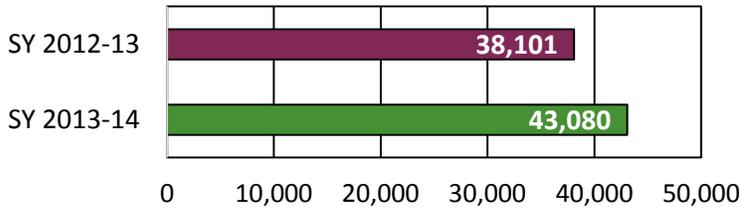
Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2012-14* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

Source: EDFacts/Consolidated State Performance Report, 2012-13 and 2013-14

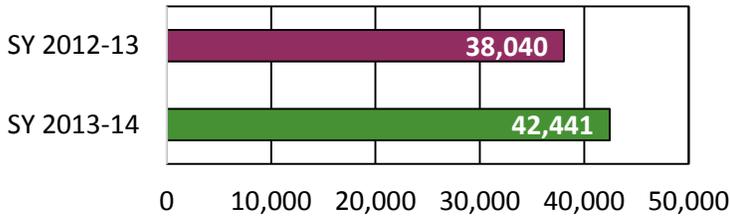
# South Carolina



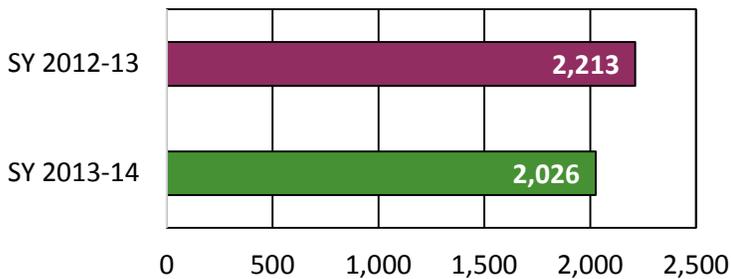
## ELs Identified



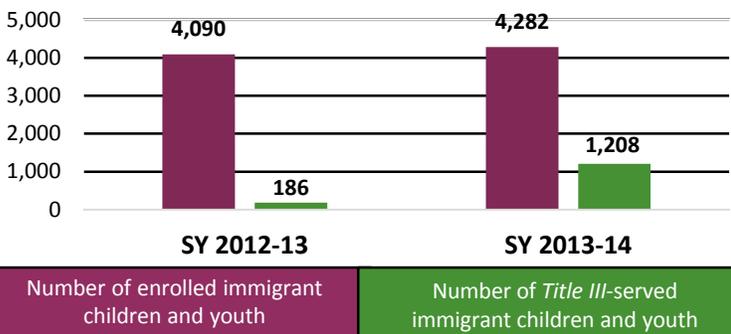
## ELs Served With Title III Funds



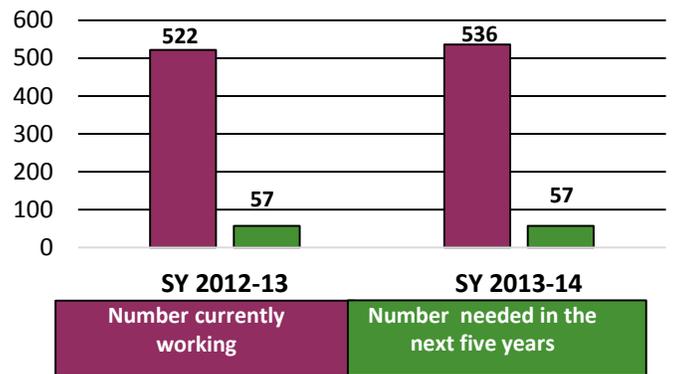
## Monitored Former ELs



## Immigrant Children and Youth



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



## Top Five Languages Spoken by ELs

SY 2012-13	
Spanish; Castilian	30,924
Russian	912
Vietnamese	767
Chinese	598
Arabic	558
SY 2013-14	
Spanish; Castilian	35,055
Russian	944
Vietnamese	818
Arabic	683
Chinese	662

## Language Instruction Educational Programs

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

LIEPs that use English and another language:			LIEPs that use English only:		
	SY 2012-13	SY 2013-14		SY 2012-13	SY 2013-14
Two-way immersion			Structured English immersion		●
Transitional bilingual			Sheltered English instruction	●	●
Dual language			Specially designed academic instruction in English		
Developmental bilingual			Content-based ESL	●	●
Heritage language			Pull-out ESL	●	●
Other LIEPs (either English-only or English and another language)				●	●

# South Carolina

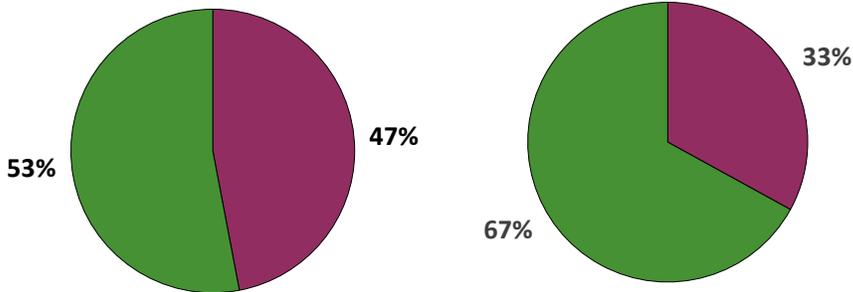
## AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

**SY 2012-13**

Target = 23%

**SY 2013-14**

Target = 23%



Made progress

Did not make progress

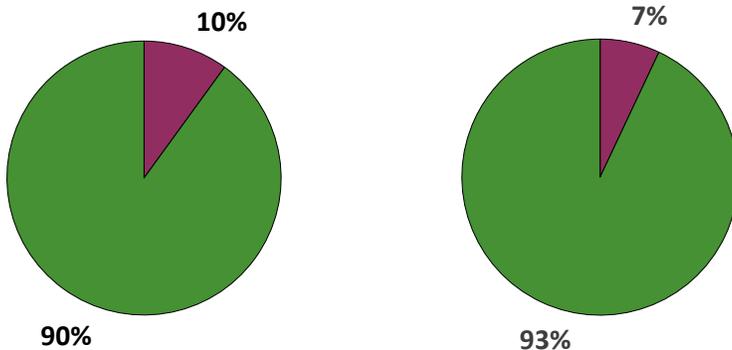
## AMAO 2: Percentage of ELs Attaining English Language Proficiency

**SY 2012-13**

Target = 3%

**SY 2013-14**

Target = 3%



Attained ELP

Did not attain ELP

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

### Reading/Language Arts

	SY 2012-13	SY 2013-14
ELs	65.1%	63.9%
MFELs	98%	93%
All students	74.4%	72.1%

### Mathematics

	SY 2012-13	SY 2013-14
ELs	65%	65.2%
MFELs	97%	89%
All students	70%	68.4%

## AMAO Subgrantee Status

### SY 2012-13

<b>Total subgrantees</b>	<b>76</b>
Met AMAO 1	76
Met AMAO 2	71
Met AMAO 3	56

**Total meeting all three 54**

### SY 2013-14

<b>Total subgrantees</b>	<b>76</b>
Met AMAO 1	76
Met AMAO 2	71
Met AMAO 3	56

**Total meeting all three 54**

## Additional State Information

<i>Title III</i> funding for the state in SY 2012-13:	<b>\$4,468,526</b>
<i>Title III</i> funding for the state in SY 2013-14:	<b>\$3,885,831</b>

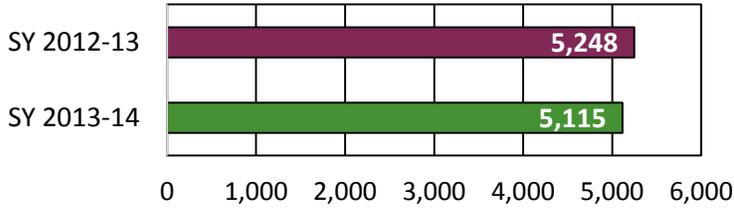
Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2012-14* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

Source: EDFacts/Consolidated State Performance Report, 2012-13 and 2013-14

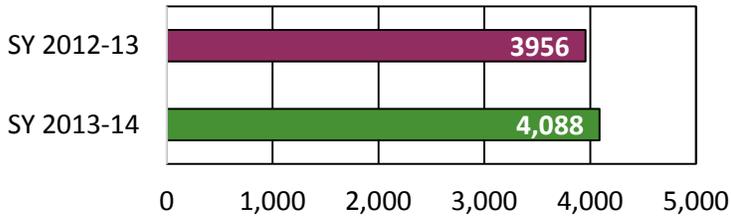
# South Dakota



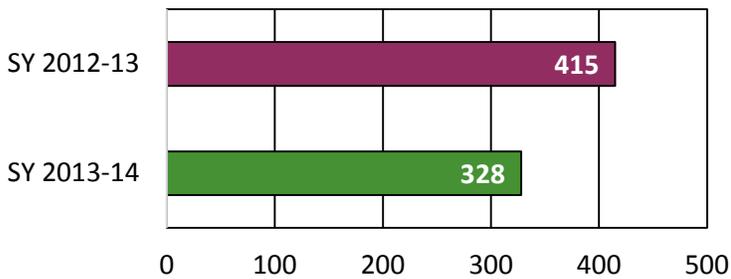
## ELs Identified



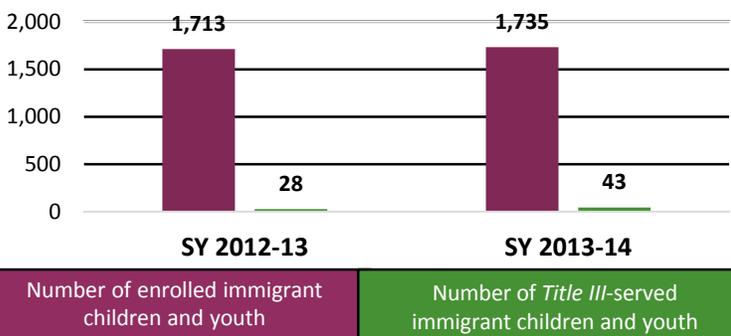
## ELs Served With Title III Funds



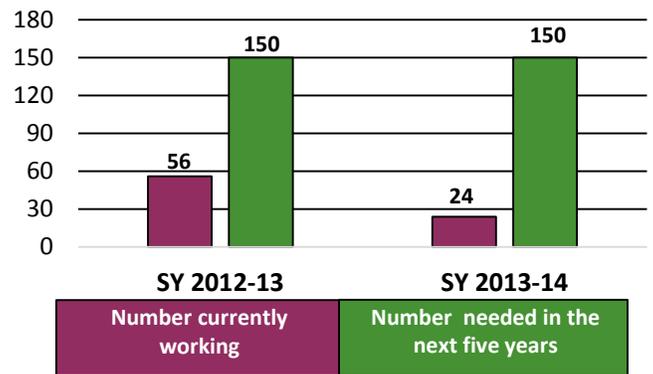
## Monitored Former ELs



## Immigrant Children and Youth



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



## Top Five Languages Spoken by ELs

SY 2012-13	
Spanish; Castilian	1,293
German	749
Karen Languages	592
Siouan Languages	589
Nepali	279
SY 2013-14	
Spanish; Castilian	1,333
German	737
Karen Languages	545
Siouan Languages	368
Nepali	298

## Language Instruction Educational Programs

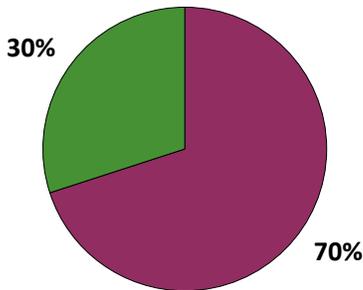
(The symbol ● indicates an LIEP was in place during the school year.)

	LIEPs that use English and another language:		LIEPs that use English only:	
	SY 2012-13	SY 2013-14	SY 2012-13	SY 2013-14
Two-way immersion			Structured English immersion	● ●
Transitional bilingual			Sheltered English instruction	● ●
Dual language			Specially designed academic instruction in English	
Developmental bilingual			Content-based ESL	● ●
Heritage language			Pull-out ESL	● ●
Other LIEPs (either English-only or English and another language)				● ●

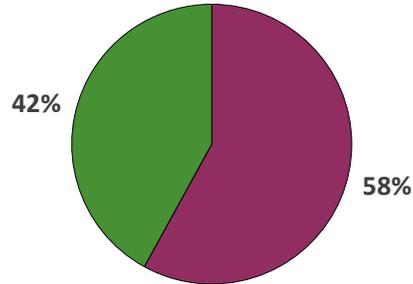
# South Dakota

## AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

**SY 2012-13**  
Target = 48%



**SY 2013-14**  
Target = 50%

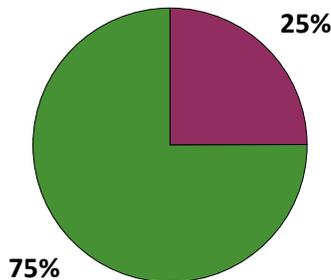


Made progress

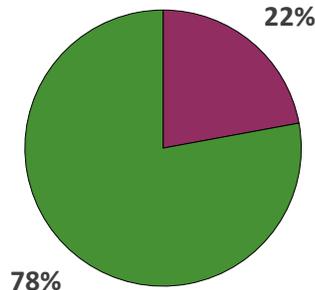
Did not make progress

## AMAO 2: Percentage of ELs Attaining English Language Proficiency

**SY 2012-13**  
Target = 16%



**SY 2013-14**  
Target = 17%



Attained ELP

Did not attain ELP

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

### Reading/Language Arts

	SY 2012-13	SY 2013-14
ELs	30.7%	45.9%
MFELs	70%	65%
All students	73.8%	68.4%

### Mathematics

	SY 2012-13	SY 2013-14
ELs	28.4%	44.3%
MFELs	61%	69%
All students	73.2%	65.2%

## AMAO Subgrantee Status

### SY 2012-13

<b>Total subgrantees</b>	6
Met AMAO 1	0
Met AMAO 2	5
Met AMAO 3	0

**Total meeting all three 0**

### SY 2013-14

<b>Total subgrantees</b>	7
Met AMAO 1	3
Met AMAO 2	6
Met AMAO 3	0

**Total meeting all three 3**

## Additional State Information

Title III funding for the state in SY 2012-13:	\$738,386
Title III funding for the state in SY 2013-14:	\$853,290

Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2012-14* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

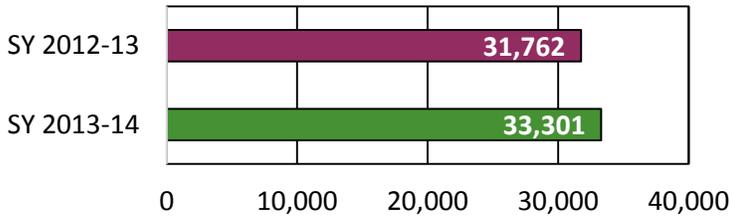
Source: EDFacts/Consolidated State Performance Report, 2012-13 and 2013-14

# Tennessee

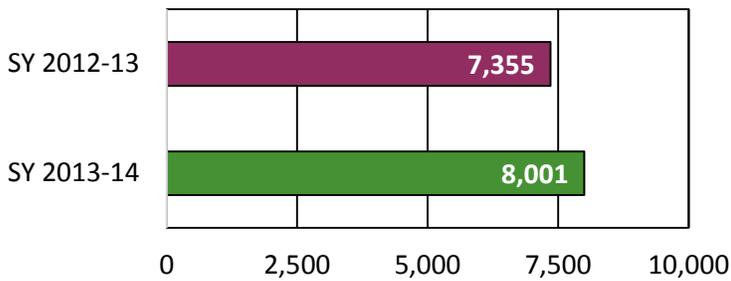
## ELs Identified



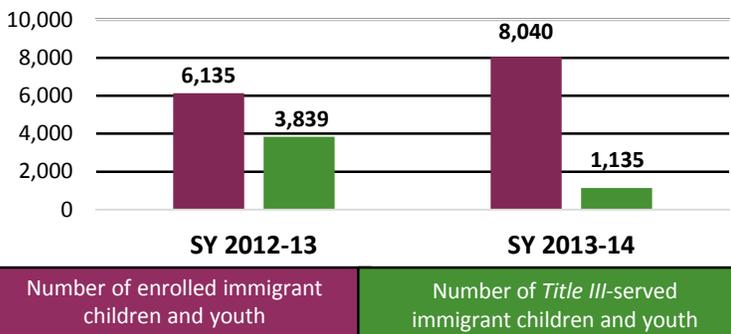
## ELs Served With *Title III* Funds



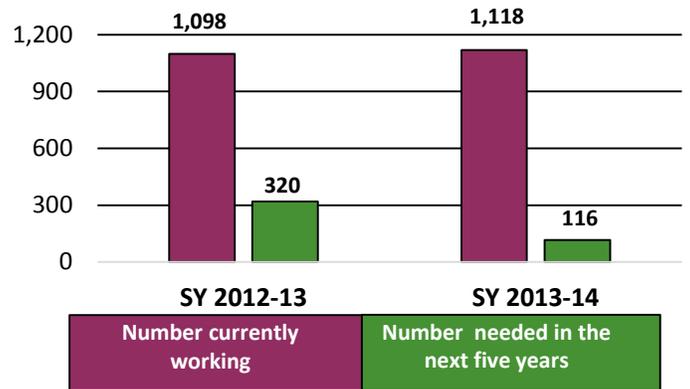
## Monitored Former ELs



## Immigrant Children and Youth



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



## Top Five Languages Spoken by ELs

SY 2012-13	
Spanish; Castilian	24,521
Arabic	2,002
Vietnamese	471
Somali	409
Kurdish	350
SY 2013-14	
Spanish; Castilian	25,970
Arabic	2,294
Somali	470
Vietnamese	465
Kurdish	396

## Language Instruction Educational Programs

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

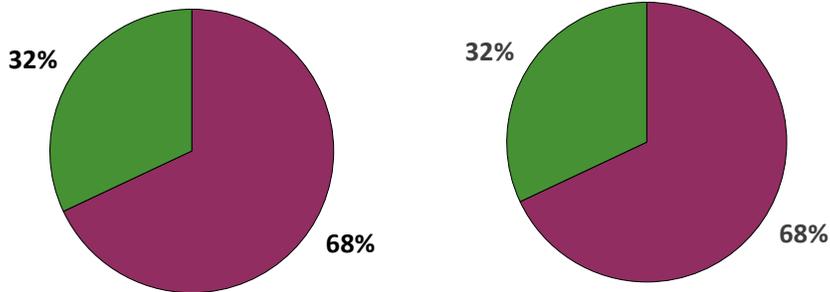
	LIEPs that use English and another language:		LIEPs that use English only:	
	SY 2012-13	SY 2013-14	SY 2012-13	SY 2013-14
Two-way immersion			●	●
Transitional bilingual			●	●
Dual language			●	●
Developmental bilingual			●	●
Heritage language	●	●	●	●
Other LIEPs (either English-only or English and another language)			●	●

# Tennessee

## AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

**SY 2012-13**  
Target = 68%

**SY 2013-14**  
Target 69%



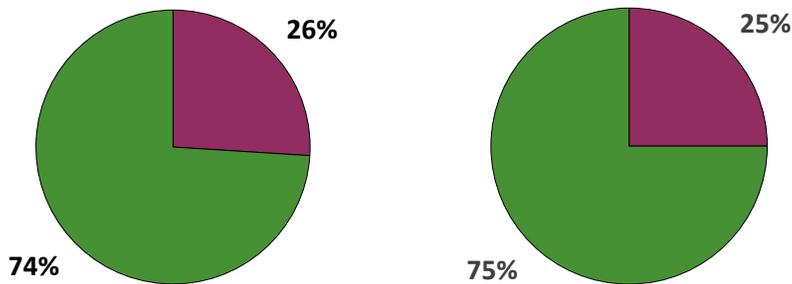
Made progress

Did not make progress

## AMAO 2: Percentage of ELs Attaining English Language Proficiency

**SY 2012-13**  
Target = 19%

**SY 2013-14**  
Target = 20%



Attained ELP

Did not attain ELP

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

### Reading/Language Arts

	SY 2012-13	SY 2013-14
ELs	11.4%	10.8%
MFELs	37%	37%
All students	51.8%	51.7%

### Mathematics

	SY 2012-13	SY 2013-14
ELs	25%	25%
MFELs	50.4%	51.8%
All students	52.2%	52.2%

## AMAO Subgrantee Status

### SY 2012-13

<b>Total subgrantees</b>	92
Met AMAO 1	51
Met AMAO 2	84
Met AMAO 3	83

**Total meeting all three 44**

### SY 2013-14

<b>Total subgrantees</b>	88
Met AMAO 1	52
Met AMAO 2	64
Met AMAO 3	1

**Total meeting all three 41**

## Additional State Information

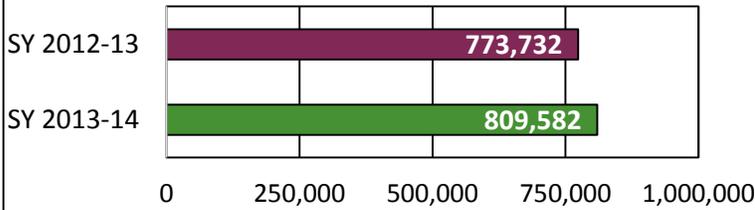
Title III funding for the state in SY 2012-13:	\$5,669,671
Title III funding for the state in SY 2013-14:	\$5,051,144

Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2012-14* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

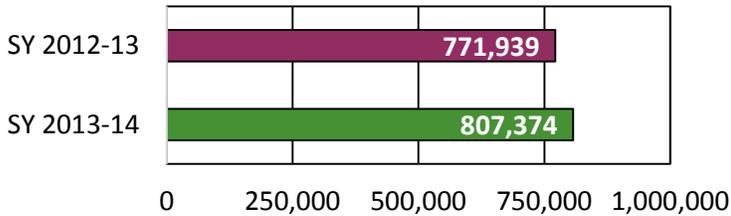
Source: EDFacts/Consolidated State Performance Report, 2012-13 and 2013-14

# Texas

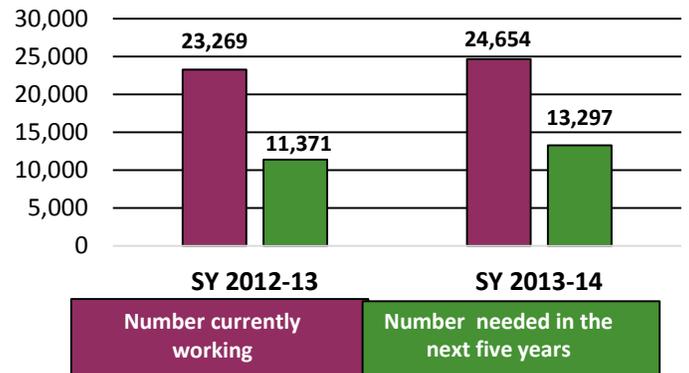
## ELs Identified



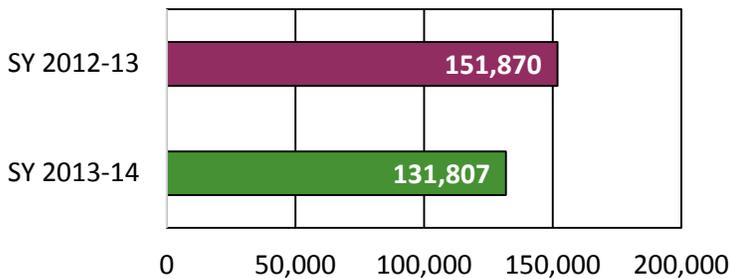
## ELs Served With Title III Funds



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



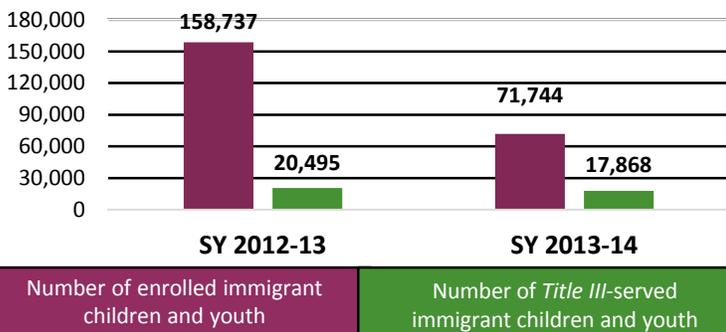
## Monitored Former ELs



## Top Five Languages Spoken by ELs

SY 2012-13	
Spanish; Castilian	699,939
Vietnamese	13,818
Arabic	5,805
Chinese	4,439
Urdu	3,472
SY 2013-14	
Spanish; Castilian	730,965
Arabic	14,023
Vietnamese	6,793
Chinese	4,737
Urdu	3,511

## Immigrant Children and Youth



## Language Instruction Educational Programs

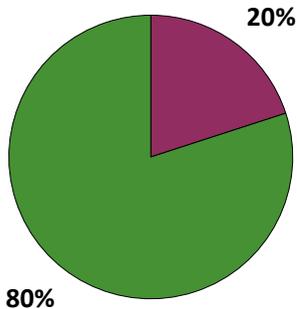
(The symbol ● indicates an LIEP was in place during the school year.)

LIEPs that use English and another language:	SY 2012-13		SY 2013-14		LIEPs that use English only:	SY 2012-13		SY 2013-14	
	SY 2012-13	SY 2013-14	SY 2012-13	SY 2013-14		SY 2012-13	SY 2013-14	SY 2012-13	SY 2013-14
Two-way immersion	●	●	●	●	Structured English immersion				
Transitional bilingual	●	●	●	●	Sheltered English instruction				
Dual language	●	●	●	●	Specially designed academic instruction in English				
Developmental bilingual	●	●	●	●	Content-based ESL	●		●	●
Heritage language					Pull-out ESL	●		●	●
Other LIEPs (either English-only or English and another language)									

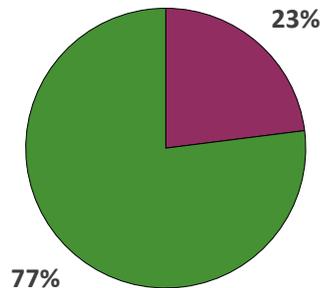
# Texas

## AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

**SY 2012-13**  
Target = 50%



**SY 2013-14**  
Target = NR

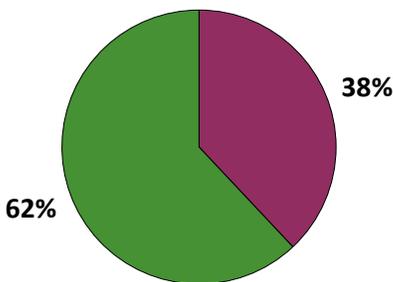


Made progress

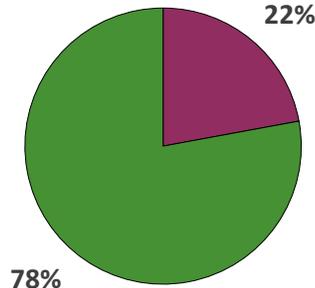
Did not make progress

## AMAO 2: Percentage of ELs Attaining English Language Proficiency

**SY 2012-13**  
Target = NR



**SY 2013-14**  
Target = NR



Attained ELP

Did not attain ELP

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

### Reading/Language Arts

	SY 2012-13	SY 2013-14
ELs	53.6%	52.6%
MFELs	80.6%	84.7%
All students	78.3%	75.2%

### Mathematics

	SY 2012-13	SY 2013-14
ELs	60.9%	62.4%
MFELs	83.2%	86.3%
All students	77.7%	76.2%

## AMAO Subgrantee Status

### SY 2012-13

<b>Total subgrantees</b>	<b>1,051</b>
Met AMAO 1	989
Met AMAO 2	954
Met AMAO 3	94

**Total meeting all three**      **737**

### SY 2013-14

<b>Total subgrantees</b>	<b>NR</b>
Met AMAO 1	NR
Met AMAO 2	NR
Met AMAO 3	NR

**Total meeting all three**      **NR**

## Additional State Information

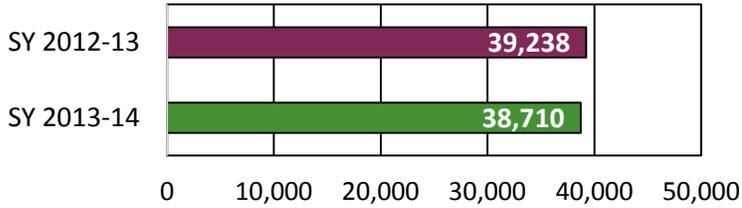
Title III funding for the state in SY 2012-13:	<b>\$101,415,375</b>
Title III funding for the state in SY 2013-14:	<b>\$98,363,705</b>

Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2012-14* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

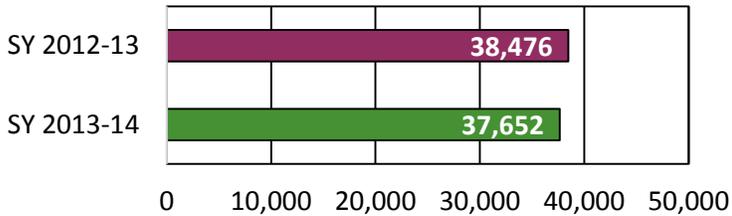
Source: EDFacts/Consolidated State Performance Report, 2012-13 and 2013-14

# Utah

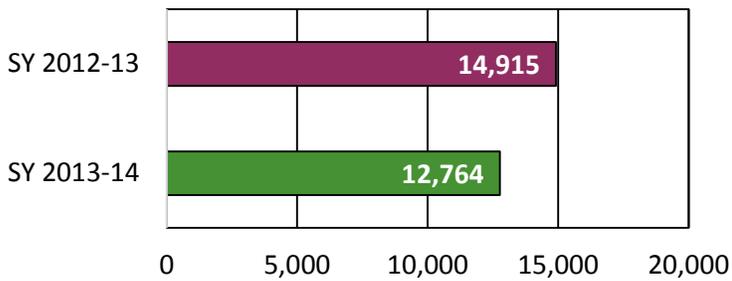
## ELs Identified



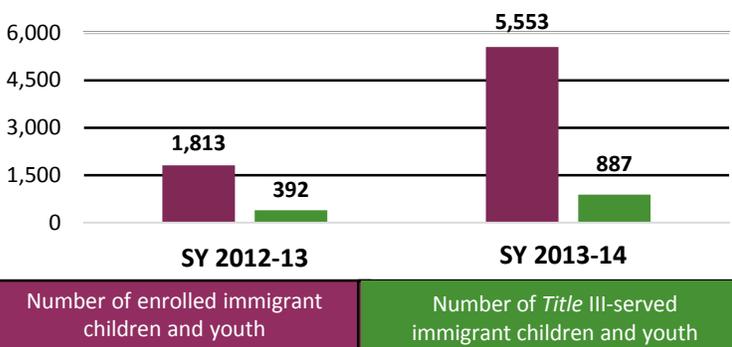
## ELs Served With Title III Funds



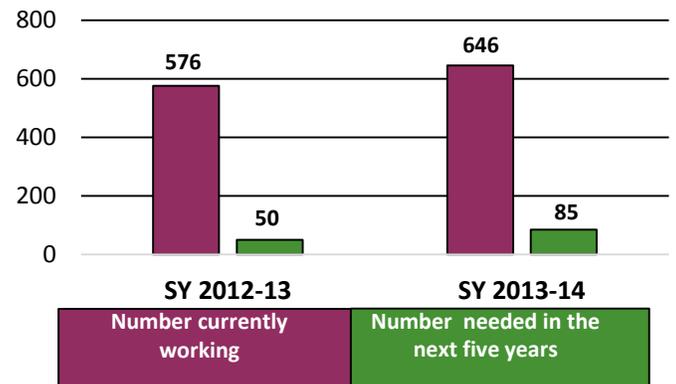
## Monitored Former ELs



## Immigrant Children and Youth



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



## Top Five Languages Spoken by ELs

SY 2012-13	
Spanish; Castilian	30,950
Navajo; Navaho	913
Somali	615
Arabic	491
Chinese	490
SY 2013-14	
Spanish; Castilian	30,417
Navajo; Navaho	817
Arabic	572
Somali	548
Vietnamese	443

## Language Instruction Educational Programs

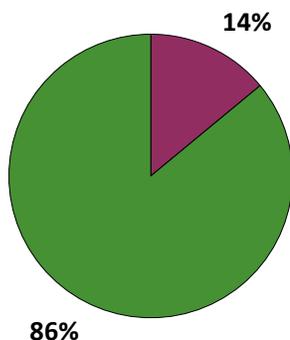
(The symbol ● indicates an LIEP was in place during the school year.)

	LIEPs that use English and another language:		LIEPs that use English only:		
	SY 2012-13	SY 2013-14	SY 2012-13	SY 2013-14	
Two-way immersion	●	●	Structured English immersion	●	●
Transitional bilingual	●	●	Sheltered English instruction	●	●
Dual language	●	●	Specially designed academic instruction in English	●	●
Developmental bilingual	●	●	Content-based ESL	●	●
Heritage language	●	●	Pull-out ESL	●	●
Other LIEPs (either English-only or English and another language)					

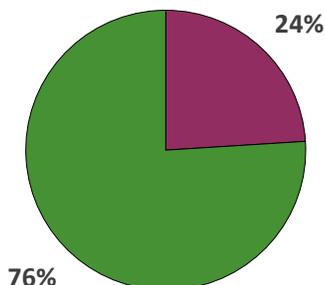
# Utah

## AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

**SY 2012-13**  
Target = 43%



**SY 2013-14**  
Target = 45%

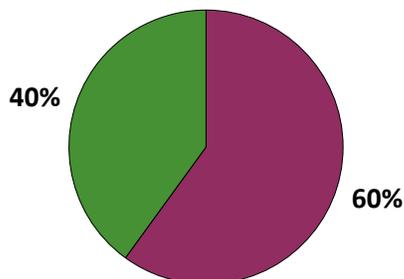


Made progress

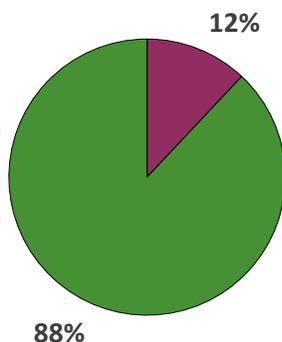
Did not make progress

## AMAO 2: Percentage of ELs Attaining English Language Proficiency

**SY 2012-13**  
Target = 30%



**SY 2013-14**  
Target = 10%



Attained ELP

Did not attain ELP

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

### Reading/Language Arts

	SY 2012-13	SY 2013-14
ELs	34.9%	5.1%
MFELs	78.6%	17.8%
All students	82.9%	42.3%

### Mathematics

	SY 2012-13	SY 2013-14
ELs	33%	7.3%
MFELs	71.4%	22.6%
All students	77.1%	44.1%

## AMAO Subgrantee Status

### SY 2012-13

<b>Total subgrantees</b>	<b>48</b>
Met AMAO 1	48
Met AMAO 2	48
Met AMAO 3	25

**Total meeting all three 29**

### SY 2013-14

<b>Total subgrantees</b>	<b>64</b>
Met AMAO 1	59
Met AMAO 2	62
Met AMAO 3	64

**Total meeting all three 64**

## Additional State Information

Title III funding for the state in SY 2012-13:	<b>\$4,813,381</b>
Title III funding for the state in SY 2013-14:	<b>\$4,203,597</b>

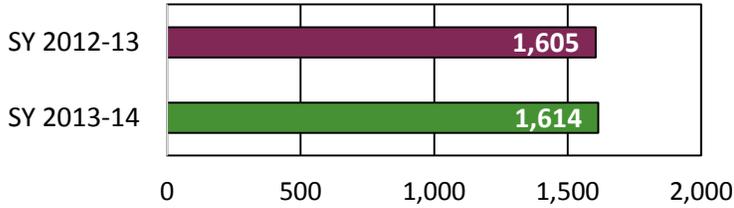
Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2012-14* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

Source: EDFacts/Consolidated State Performance Report, 2012-13 and 2013-14

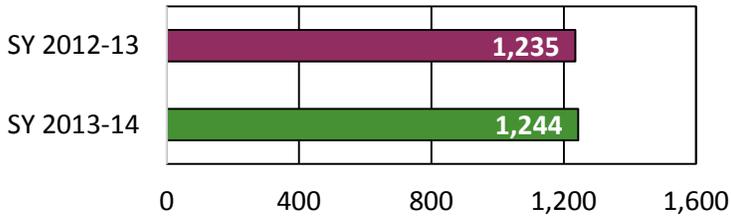
# Vermont



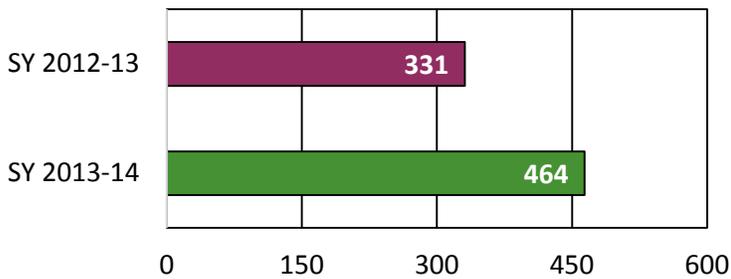
## ELs Identified



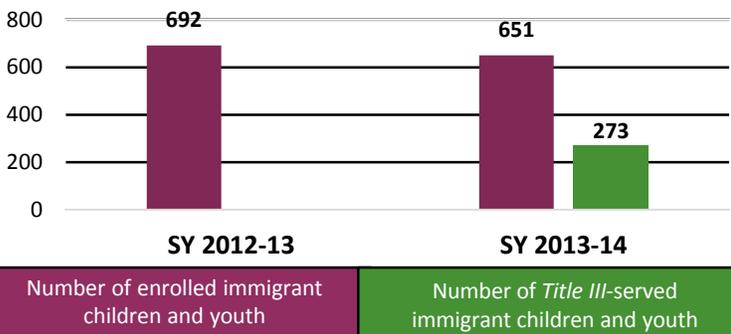
## ELs Served With Title III Funds



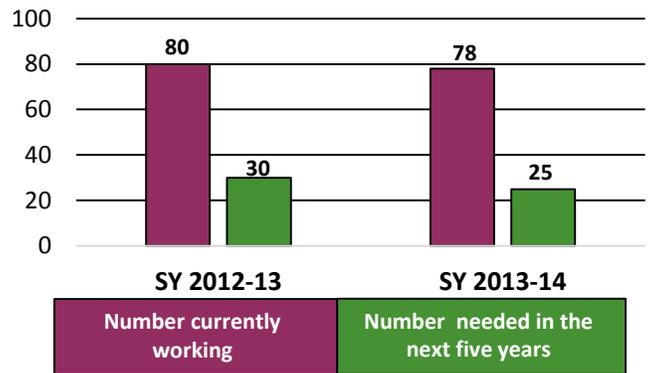
## Monitored Former ELs



## Immigrant Children and Youth



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



## Top Five Languages Spoken by ELs

SY 2012-13	
Nepali	265
Cushitic (Other)	153
Spanish; Castilian	150
Chinese	120
Somali	89
SY 2013-14	
Nepali	304
Cushitic (Other)	148
Spanish; Castilian	148
Chinese	111
Somali	101

## Language Instruction Educational Programs

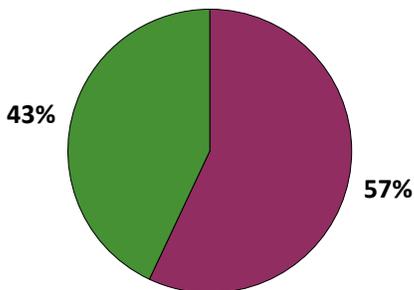
(The symbol ● indicates an LIEP was in place during the school year.)

LIEPs that use English and another language:			LIEPs that use English only:		
	SY 2012-13	SY 2013-14		SY 2012-13	SY 2013-14
Two-way immersion			Structured English immersion		
Transitional bilingual			Sheltered English instruction	●	●
Dual language			Specially designed academic instruction in English		
Developmental bilingual			Content-based ESL	●	●
Heritage language			Pull-out ESL	●	●
Other LIEPs (either English-only or English and another language)				●	●

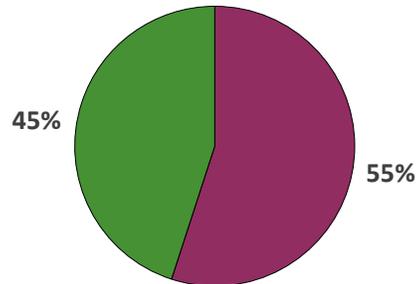
# Vermont

## AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

**SY 2012-13**  
Target = 56%



**SY 2013-14**  
Target = 58%

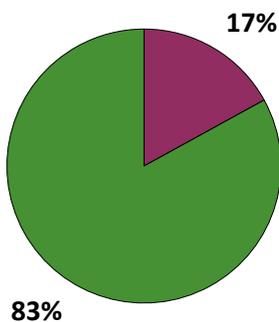


Made progress

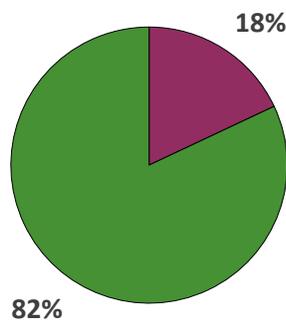
Did not make progress

## AMAO 2: Percentage of ELs Attaining English Language Proficiency

**SY 2012-13**  
Target = 9%



**SY 2013-14**  
Target = 10%



Attained ELP

Did not attain ELP

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

### Reading/Language Arts

	SY 2012-13	SY 2013-14
ELs	38%	45.1%
MFELs	76.8%	74.5%
All students	72.8%	70.8%

### Mathematics

	SY 2012-13	SY 2013-14
ELs	33.3%	40.8%
MFELs	77.1%	78.5%
All students	61%	58.2%

## AMAO Subgrantee Status

### SY 2012-13

<b>Total subgrantees</b>	<b>10</b>
Met AMAO 1	9
Met AMAO 2	10
Met AMAO 3	6

**Total meeting all three 6**

### SY 2013-14

<b>Total subgrantees</b>	<b>9</b>
Met AMAO 1	7
Met AMAO 2	8
Met AMAO 3	6

**Total meeting all three 5**

## Additional State Information

Title III funding for the state in SY 2012-13:	\$504,288
Title III funding for the state in SY 2013-14:	\$500,000

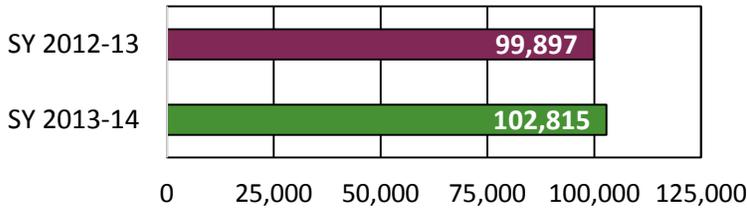
Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2012-14* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

Source: EDFacts/Consolidated State Performance Report, 2012-13 and 2013-14

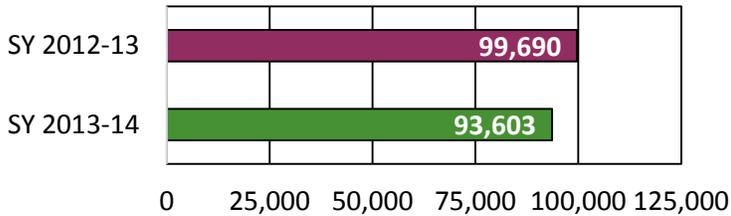
# Virginia



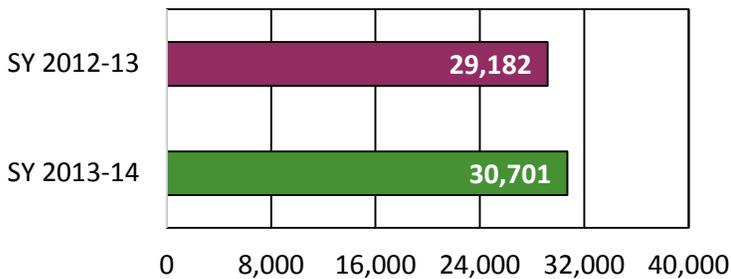
## ELs Identified



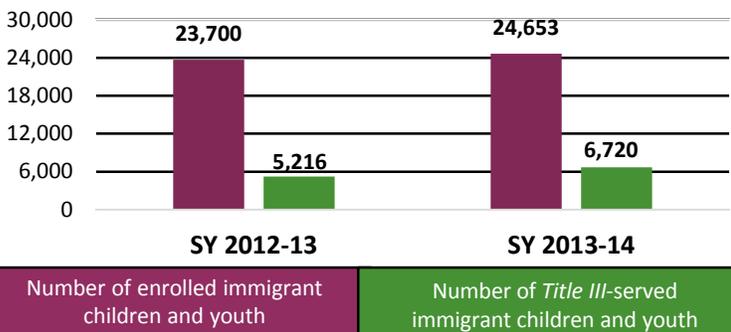
## ELs Served With *Title III* Funds



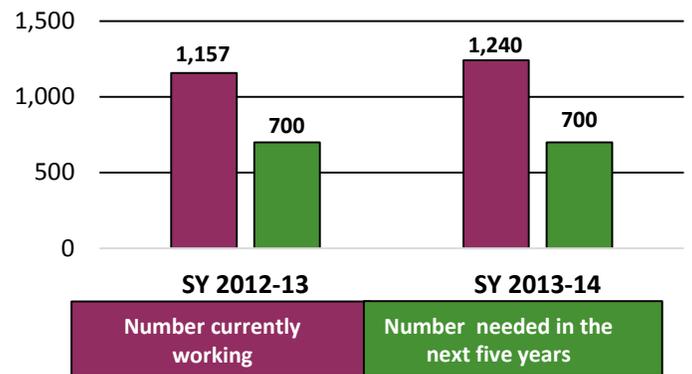
## Monitored Former ELs



## Immigrant Children and Youth



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



## Top Five Languages Spoken by ELs

SY 2012-13	
Spanish; Castilian	64,903
Arabic	5,387
Vietnamese	3,074
Urdu	2,591
Korean	2,188
SY 2013-14	
Spanish; Castilian	68,142
Arabic	5,746
Vietnamese	2,879
Urdu	2,464
Korean	1,987

## Language Instruction Educational Programs

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

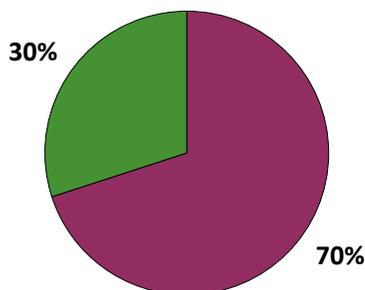
LIEPs that use English and another language:	LIEPs that use English only:				
	SY 2012-13	SY 2013-14	SY 2012-13	SY 2013-14	
Two-way immersion	●	●	Structured English immersion	●	●
Transitional bilingual	●	●	Sheltered English instruction	●	●
Dual language	●	●	Specially designed academic instruction in English	●	●
Developmental bilingual			Content-based ESL	●	●
Heritage language	●	●	Pull-out ESL	●	●
Other LIEPs (either English-only or English and another language)				●	●

# Virginia

## AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

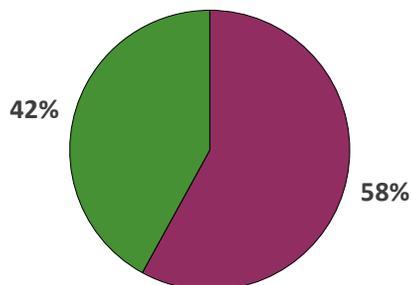
**SY 2012-13**

Target = 48%



**SY 2013-14**

Target = 50%



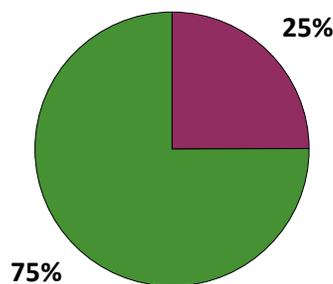
Made progress

Did not make progress

## AMAO 2: Percentage of ELs Attaining English Language Proficiency

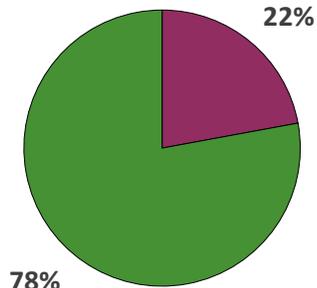
**SY 2012-13**

Target = 16%



**SY 2013-14**

Target = 17%



Attained ELP

Did not attain ELP

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

### Reading/Language Arts

	SY 2012-13	SY 2013-14
ELs	41.9%	40.5%
MFELs	71%	65%
All students	74.5%	74.3%

### Mathematics

	SY 2012-13	SY 2013-14
ELs	47.6%	49.2%
MFELs	60%	58%
All students	70.7%	73.9%

## AMAO Subgrantee Status

### SY 2012-13

<b>Total subgrantees</b>	56
Met AMAO 1	56
Met AMAO 2	36
Met AMAO 3	106

**Total meeting all three 30**

### SY 2013-14

<b>Total subgrantees</b>	58
Met AMAO 1	58
Met AMAO 2	42
Met AMAO 3	102

**Total meeting all three 21**

## Additional State Information

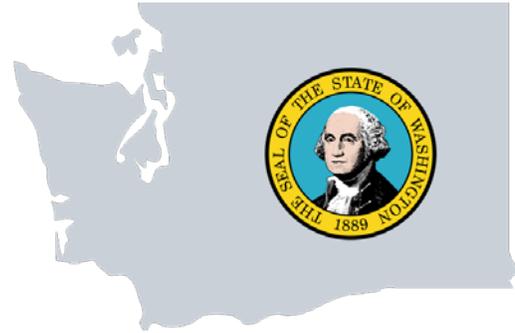
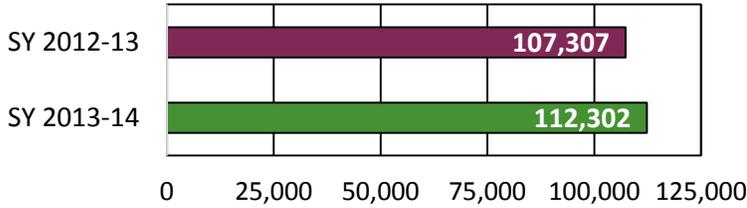
Title III funding for the state in SY 2012-13:	\$11,624,874
Title III funding for the state in SY 2013-14:	\$11,431,525

Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2012-14* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

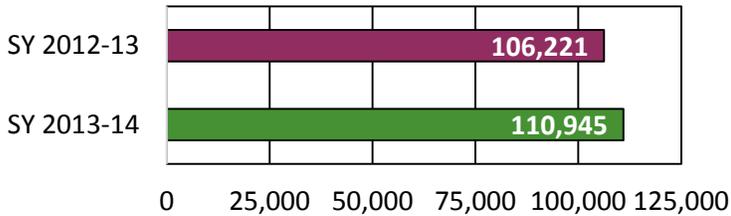
Source: EDFacts/Consolidated State Performance Report, 2012-13 and 2013-14

# Washington

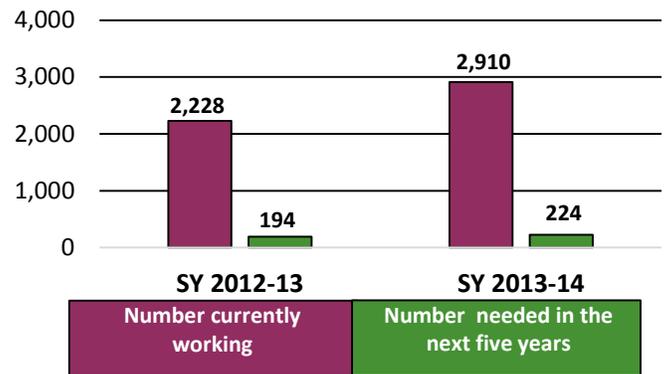
## ELs Identified



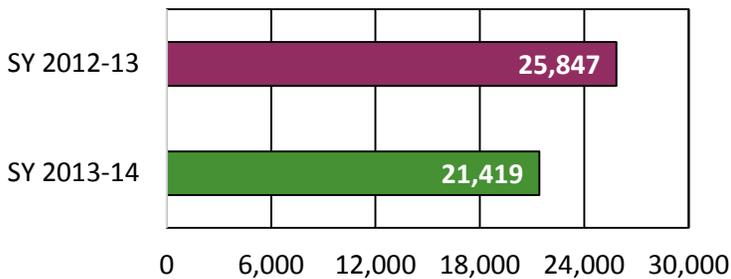
## ELs Served With *Title III* Funds



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



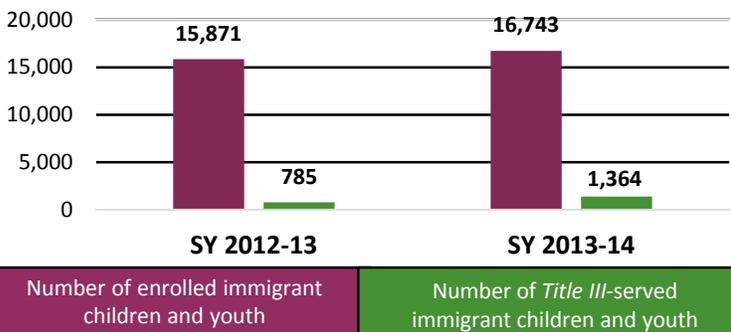
## Monitored Former ELs



## Top Five Languages Spoken by ELs

SY 2012-13	
Spanish; Castilian	70,172
Russian	4,527
Vietnamese	4,086
Somali	2,750
Chinese	2,332
SY 2013-14	
Spanish; Castilian	73,948
Russian	4,645
Vietnamese	4,030
Somali	2,926
Chinese	2,474

## Immigrant Children and Youth



## Language Instruction Educational Programs

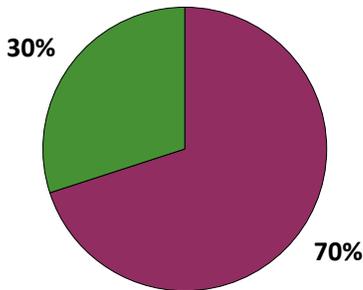
(The symbol ● indicates an LIEP was in place during the school year.)

	LIEPs that use English and another language:		LIEPs that use English only:	
	SY 2012-13	SY 2013-14	SY 2012-13	SY 2013-14
Two-way immersion	●		Structured English immersion	
Transitional bilingual	●		Sheltered English instruction	● ●
Dual language	●		Specially designed academic instruction in English	
Developmental bilingual	●		Content-based ESL	●
Heritage language	●		Pull-out ESL	● ●
Other LIEPs (either English-only or English and another language)				

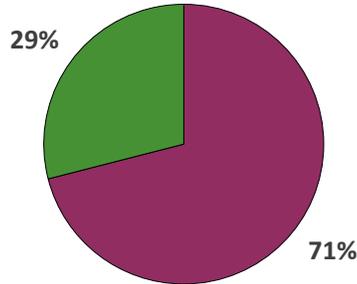
# Washington

## AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

**SY 2012-13**  
Target = 68%



**SY 2013-14**  
Target = 68%

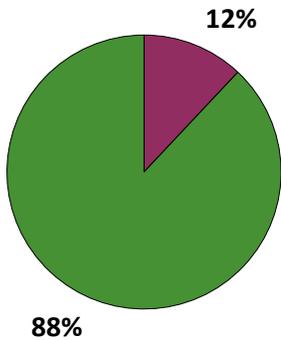


Made progress

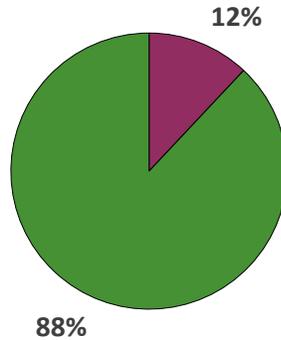
Did not make progress

## AMAO 2: Percentage of ELs Attaining English Language Proficiency

**SY 2012-13**  
Target = 7%



**SY 2013-14**  
Target = 8%



Attained ELP

Did not attain ELP

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

### Reading/Language Arts

	SY 2012-13	SY 2013-14
ELs	28.3%	30.1%
MFELs	72.6%	71.6%
All students	72.6%	74%

### Mathematics

	SY 2012-13	SY 2013-14
ELs	28.3%	29.3%
MFELs	63.7%	58.5%
All students	64.1%	65.4%

## AMAO Subgrantee Status

### SY 2012-13

<b>Total subgrantees</b>	152
Met AMAO 1	106
Met AMAO 2	136
Met AMAO 3	12

**Total meeting all three** **7**

### SY 2013-14

<b>Total subgrantees</b>	149
Met AMAO 1	114
Met AMAO 2	119
Met AMAO 3	57

**Total meeting all three** **38**

## Additional State Information

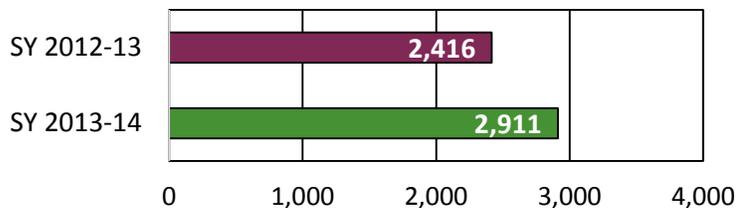
Title III funding for the state in SY 2012-13:	<b>\$17,374,274</b>
Title III funding for the state in SY 2013-14:	<b>\$16,399,053</b>

Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2012-14* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

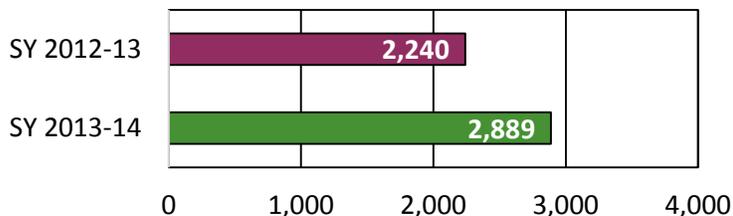
Source: EDFacts/Consolidated State Performance Report, 2012-13 and 2013-14

# West Virginia

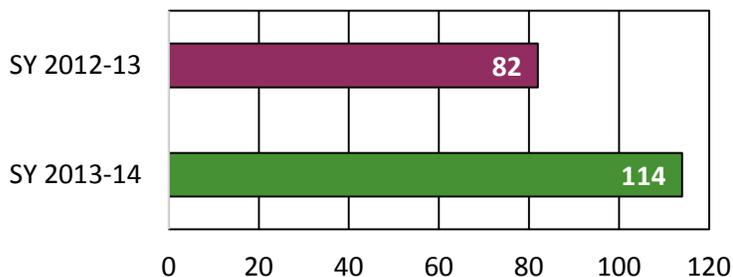
## ELs Identified



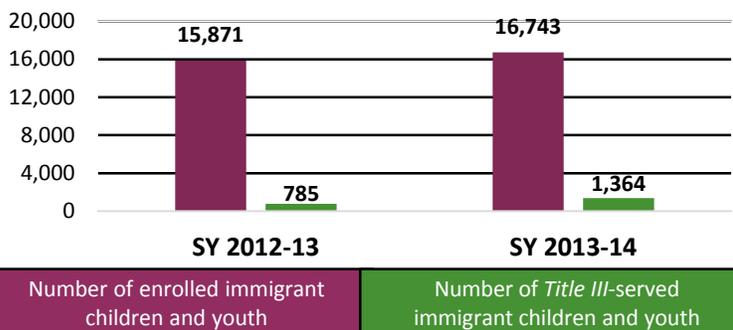
## ELs Served With *Title III* Funds



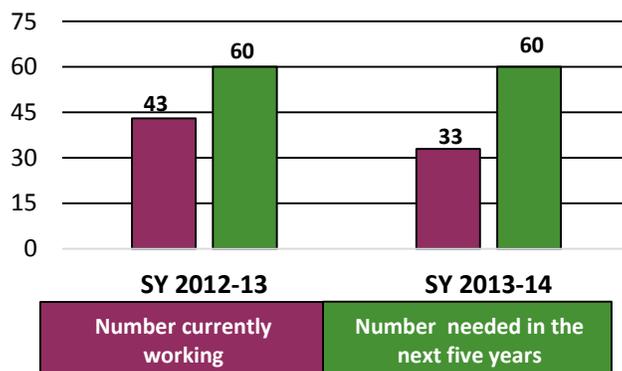
## Monitored Former ELs



## Immigrant Children and Youth



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



## Top Five Languages Spoken by ELs

SY 2012-13	
Spanish; Castilian	1,011
Arabic	255
Chinese	252
Vietnamese	97
Urdu	51
SY 2013-14	
Spanish; Castilian	1,262
Arabic	3,550
Chinese	263
Vietnamese	114
Urdu	54

## Language Instruction Educational Programs

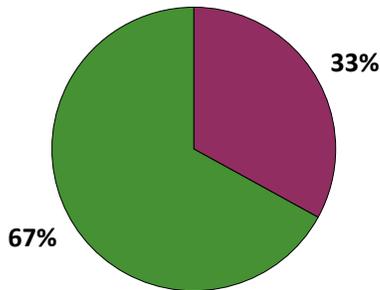
(The symbol ● indicates an LIEP was in place during the school year.)

LIEPs that use English and another language:			LIEPs that use English only:		
	SY 2012-13	SY 2013-14		SY 2012-13	SY 2013-14
Two-way immersion			Structured English immersion		
Transitional bilingual			Sheltered English instruction	●	●
Dual language			Specially designed academic instruction in English		
Developmental bilingual			Content-based ESL	●	●
Heritage language			Pull-out ESL	●	●
Other LIEPs (either English-only or English and another language)					

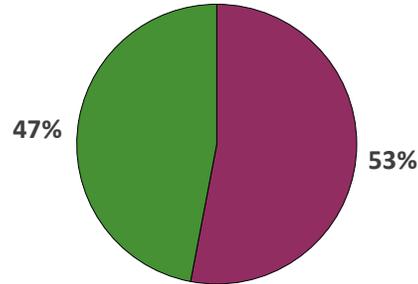
# West Virginia

## AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

**SY 2012-13**  
Target = 32%



**SY 2013-14**  
Target = 35%

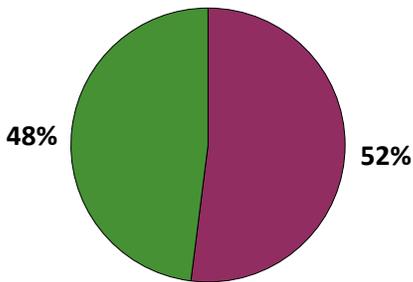


Made progress

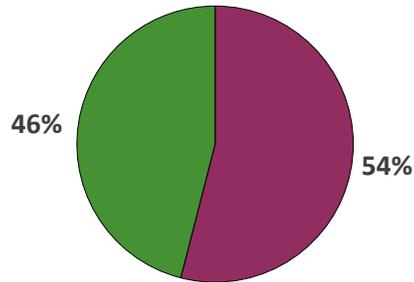
Did not make progress

## AMAO 2: Percentage of ELs Attaining English Language Proficiency

**SY 2012-13**  
Target = 9%



**SY 2013-14**  
Target = 11%



Attained ELP

Did not attain ELP

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

### Reading/Language Arts

	SY 2012-13	SY 2013-14
ELs	42.9%	44.7%
MFELs	38.8%	33.7%
All students	48%	46.6%

### Mathematics

	SY 2012-13	SY 2013-14
ELs	43.6%	47.5%
MFELs	58.4%	52.3%
All students	45.8%	42.4%

## AMAO Subgrantee Status

### SY 2012-13

<b>Total subgrantees</b>	<b>11</b>
Met AMAO 1	11
Met AMAO 2	11
Met AMAO 3	11

**Total meeting all three 50**

### SY 2013-14

<b>Total subgrantees</b>	<b>12</b>
Met AMAO 1	12
Met AMAO 2	12
Met AMAO 3	12

**Total meeting all three 12**

## Additional State Information

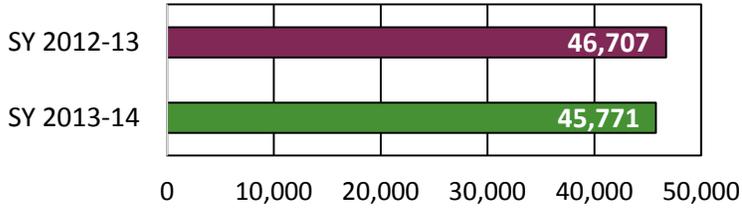
Title III funding for the state in SY 2012-13:	<b>\$610,453</b>
Title III funding for the state in SY 2013-14:	<b>\$653,047</b>

Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2012-14* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

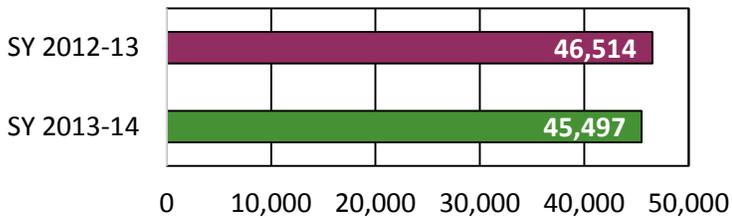
Source: EDFacts/Consolidated State Performance Report, 2012-13 and 2013-14

# Wisconsin

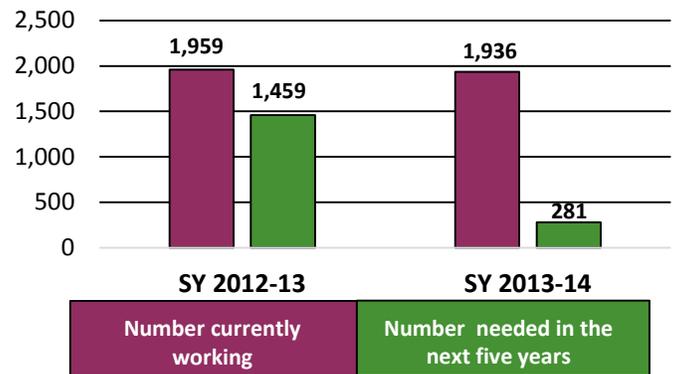
## ELs Identified



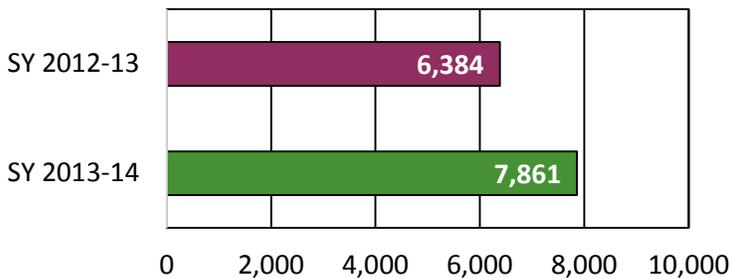
## ELs Served With Title III Funds



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



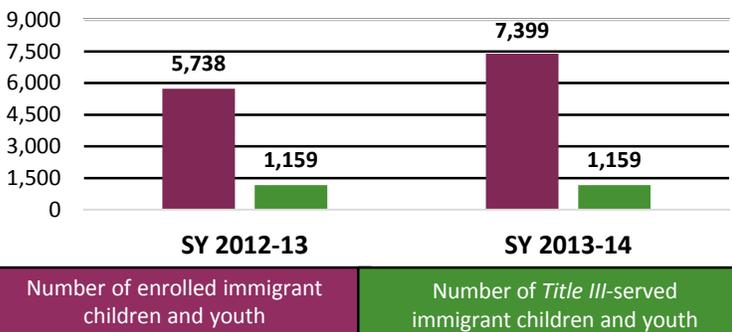
## Monitored Former ELs



## Top Five Languages Spoken by ELs

SY 2012-13	
Spanish; Castilian	30,584
Hmong	8,221
Arabic	598
Chinese	596
Russian	372
SY 2013-14	
Spanish; Castilian	30,378
Hmong	7,447
Arabic	697
Chinese	620
Russian	369

## Immigrant Children and Youth



## Language Instruction Educational Programs

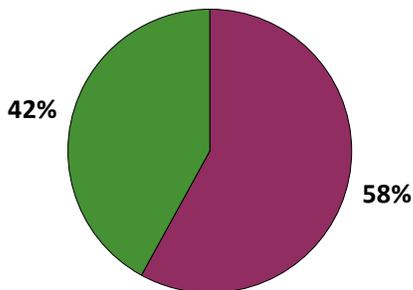
(The symbol ● indicates an LIEP was in place during the school year.)

	LIEPs that use English and another language:		LIEPs that use English only:		
	SY 2012-13	SY 2013-14	SY 2012-13	SY 2013-14	
Two-way immersion	●	●	Structured English immersion	●	●
Transitional bilingual	●	●	Sheltered English instruction	●	●
Dual language	●	●	Specially designed academic instruction in English	●	●
Developmental bilingual	●	●	Content-based ESL	●	●
Heritage language	●	●	Pull-out ESL	●	●
Other LIEPs (either English-only or English and another language)				●	●

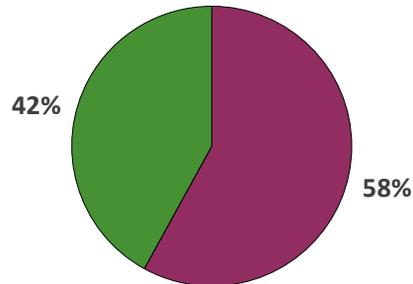
# Wisconsin

## AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

**SY 2012-13**  
Target = 39%



**SY 2013-14**  
Target = 41%

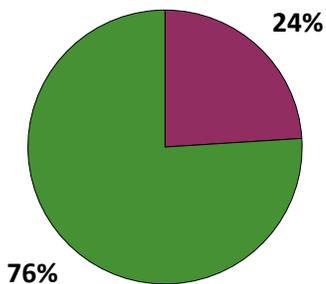


Made progress

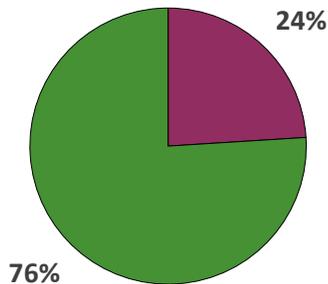
Did not make progress

## AMAO 2: Percentage of ELs Attaining English Language Proficiency

**SY 2012-13**  
Target = 10%



**SY 2013-14**  
Target = 11%



Attained ELP

Did not attain ELP

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

### Reading/Language Arts

	SY 2012-13	SY 2013-14
ELs	5.6%	6.4%
MFELs	90%	33.7%
All students	36.4%	36.7%

### Mathematics

	SY 2012-13	SY 2013-14
ELs	18.3%	17.6%
MFELs	87%	73%
All students	48.2%	48.8%

## AMAO Subgrantee Status

### SY 2012-13

<b>Total subgrantees</b>	306
Met AMAO 1	306
Met AMAO 2	306
Met AMAO 3	110

**Total meeting all three 110**

### SY 2013-14

<b>Total subgrantees</b>	311
Met AMAO 1	311
Met AMAO 2	311
Met AMAO 3	28

**Total meeting all three 28**

## Additional State Information

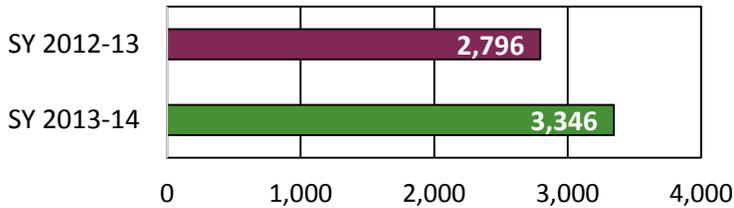
Title III funding for the state in SY 2012-13:	\$6,611,998
Title III funding for the state in SY 2013-14:	\$6,641,507

Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2012-14* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

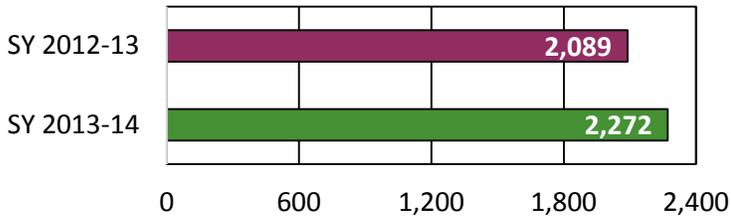
Source: EDFacts/Consolidated State Performance Report, 2012-13 and 2013-14

# Wyoming

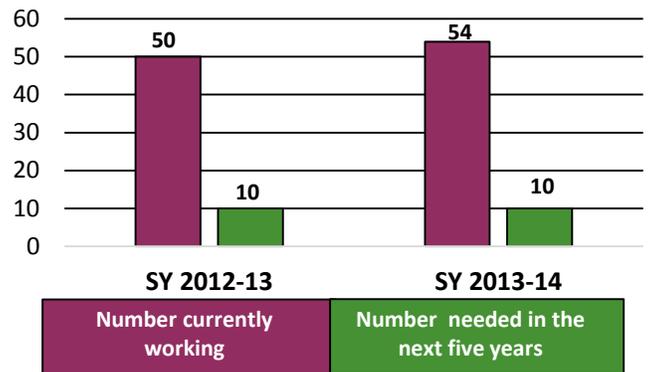
## ELs Identified



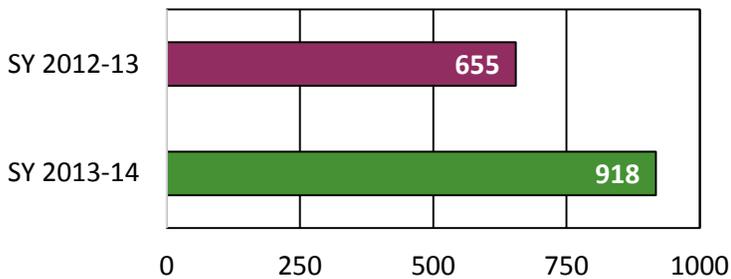
## ELs Served With Title III Funds



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



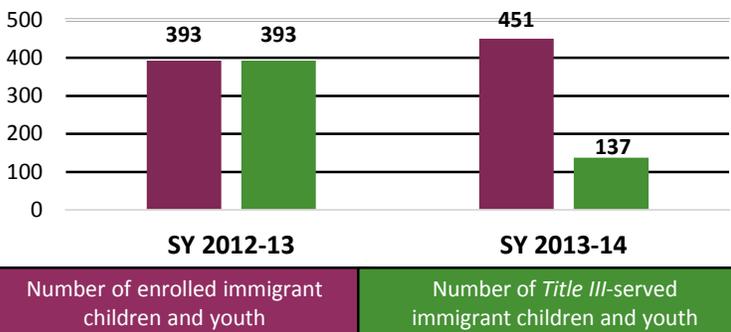
## Monitored Former ELs



## Top Five Languages Spoken by ELs

SY 2012-13	
Spanish; Castilian	2,004
Chinese	24
Arapho	14
Arabic	14
Somali	14
SY 2013-14	
Spanish; Castilian	2,220
Somali	84
Chinese	42
Arabic	20
Vietnamese	16

## Immigrant Children and Youth



## Language Instruction Educational Programs

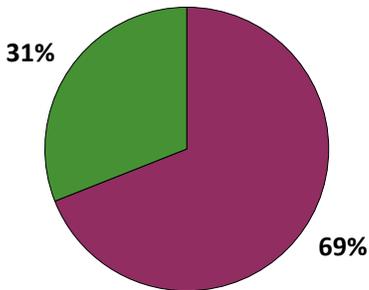
(The symbol ● indicates an LIEP was in place during the school year.)

	LIEPs that use English and another language:		LIEPs that use English only:		
	SY 2012-13	SY 2013-14	SY 2012-13	SY 2013-14	
Two-way immersion			Structured English immersion	●	●
Transitional bilingual			Sheltered English instruction	●	●
Dual language	●	●	Specially designed academic instruction in English	●	●
Developmental bilingual			Content-based ESL	●	●
Heritage language	●	●	Pull-out ESL	●	●
Other LIEPs (either English-only or English and another language)					

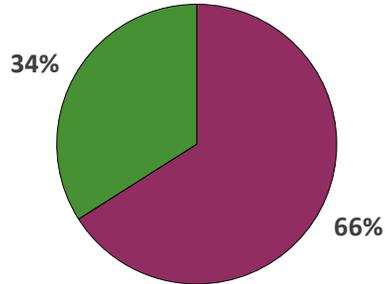
# Wyoming

## AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

**SY 2012-13**  
Target = 79%



**SY 2013-14**  
Target = 60%

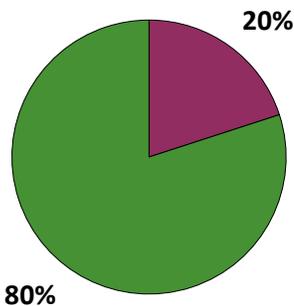


Made progress

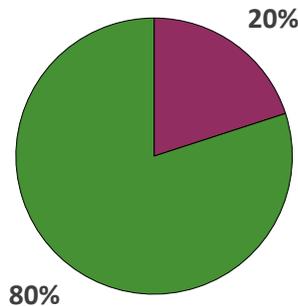
Did not make progress

## AMAO 2: Percentage of ELs Attaining English Language Proficiency

**SY 2012-13**  
Target = 21%



**SY 2013-14**  
Target = 21%



Attained ELP

Did not attain ELP

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

### Reading/Language Arts

	SY 2012-13	SY 2013-14
ELs	30.8%	18%
MFELs	71%	38%
All students	74.8%	56.7%

### Mathematics

	SY 2012-13	SY 2013-14
ELs	46.8%	14.3%
MFELs	73%	32%
All students	77.6%	47.9%

## AMAO Subgrantee Status

### SY 2012-13

<b>Total subgrantees</b>	<b>9</b>
Met AMAO 1	8
Met AMAO 2	7
Met AMAO 3	9

**Total meeting all three 7**

### SY 2013-14

<b>Total subgrantees</b>	<b>9</b>
Met AMAO 1	8
Met AMAO 2	4
Met AMAO 3	9

**Total meeting all three 3**

## Additional State Information

Title III funding for the state in SY 2012-13:	\$500,000
Title III funding for the state in SY 2013-14:	\$500,000

Note: *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2012-14* provides information regarding the U.S. Department of Education's efforts to hold states accountable for ensuring that all English learners (ELs, also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.

Source: EDFacts/Consolidated State Performance Report, 2012-13 and 2013-14

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