The background of the page features a large, light blue watermark of the official seal of the U.S. Department of Education. The seal is circular and contains the text "DEPARTMENT OF EDUCATION" at the top and "UNITED STATES OF AMERICA" at the bottom. In the center of the seal is a stylized tree with a globe as its trunk and branches, symbolizing growth and global education. Two stars are positioned on either side of the tree's base.

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 2008–10*

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

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**School Years 2008–10**

**U.S. DEPARTMENT OF EDUCATION**

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

**June 2013**

This report was produced under U.S. Department of Education Contract No. ED-04-CO-0074 with the National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs (NCELA). No official endorsement by the U.S. Department of Education of any product, commodity, service, or enterprise mentioned in this publication is intended or should be inferred.

**U.S. Department of Education**

Arne Duncan

*Secretary*

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

Joseph Conaty

*Acting Director of OEELA*

June 2013

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The report is available on the Office of English Language Acquisition website at <http://www2.ed.gov/about/offices/list/oela/index.html>.

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## Abbreviations and Definitions

### Abbreviations

AMAO	Annual measurable achievement objective
CSPR	Consolidated State Performance Report
ESEA	Elementary and Secondary Education Act of 1965
K-12	Kindergarten through high school
LEP	Limited English proficient
LIEP	Language instruction educational program
MFLEP	Monitored former LEP
SY	School year

### Definitions Related to LEP Students as Stated in ESEA

#### **Annual Measurable Achievement Objectives—**

- (A) shall include—
  - (i) at a minimum, annual increases in the number or percentage of children making progress in learning English;
  - (ii) 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
  - (iii) making adequate yearly progress for limited English proficient children as described in section 1111(b)(2)(B) (ESEA, §3122(a)(3)).

#### **Limited English Proficient**, when used with respect to an individual, means 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; 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 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);
  - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
  - (iii) the opportunity to participate fully in society (ESEA, §9101(25)).

**Monitored Former Limited English Proficient (MFLEP)—**

describes individuals who have transitioned into classrooms not tailored to limited English proficient children, and have a sufficient level of English proficiency to permit them to achieve in English and transition into classrooms not tailored to limited English proficient children (ESEA, §3121(c)(1)(B)).

**Immigrant Children and Youth.**—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 3 full academic years (ESEA, §3301(6)).

## Executive Summary

This is the fourth biennial report to Congress on the implementation of the Elementary and Secondary Education Act's Title III State Formula Grant Program (also known as the English Language Acquisition State Grants Program). This report provides information reported by States to the U.S. Department of Education regarding services provided for children served under Title III to ensure that all limited English proficient (LEP) students attain English proficiency and are achieving in reading or language arts and in mathematics at the same high level set by the States for all students. Under the State Formula Grant Program, States also are accountable for the education of immigrant children and youth.

This report focuses on how well States are meeting their goals for LEP students' achievement in English language arts and math and in English proficiency for school years (SY) 2008–09 and 2009–10. However, not all States provided all the data requested. Therefore, throughout this document, the number of States providing information is noted.

The U.S. Department of Education distributes Title III funds to States on an annual basis, based on the number of LEP students indicated in the American Community Survey. In SY 2008–09, over \$646 million was distributed to the 50 States, the District of Columbia, and Puerto Rico. In SY 2009–10, over \$673 million was distributed to the 50 States, the District of Columbia, and Puerto Rico.

The following summarizes data submitted by States in the Consolidated State Performance Reports (CSPRs) for SYs 2008–09 and 2009–10.

- Since the first biennial report for SY 2002–03, there has been just over a 7% increase in the number of kindergarten through high school (K–12) LEP students identified in the United States, remaining fairly steady at about 4.65 million in SY 2009–10 (see Figure 1).
- Since the first biennial report for SY 2002–03, there has been a 22% increase in the number of K–12 LEP students served under Title III, with over 4.45 million served in SY 2009–10 (see Figure 1 and Table 2).
- In SY 2008–09, 217,073 immigrant children and youth were in Title III programs provided by 1,071 subgrantees; in SY 2009–10, 164,235 immigrant children and youth were in Title III programs provided by 811 subgrantees (see Table 4).

- In both SY 2008–09 and 2009–10, the native language of about 80% of LEP students was Spanish (see Table 3).
- The CSPR lists 10 broadly defined language instruction educational programs (LIEPs). Most States reported that their subgrantees, taken as a whole, implemented more than one type of LIEP.
- In SY 2008–09 and 2009–10, 43 States and the District of Columbia reported at least one subgrantee that offered LIEPs that used English and another language.
- In SY 2008–09, 49 States and the District of Columbia, and in SY 2009–10, 50 States and the District of Columbia reported at least one subgrantee that offered LIEP(s) that used English only.
- Each year, States must assess LEP students’ English proficiency (see Table 7).
  - In SY 2008–09, 1,940,279 students served under Title III nationwide made progress in learning English, and 908,604 students attained proficiency in English.
  - In SY 2009–10, 2,052,054 students served under Title III made progress in learning English, and 1,144,177 students attained proficiency in English.
  - In terms of the percentage of students making progress in learning English, States ranged from a high of 68.3% to a low of 18.4% in SY 2008–09, and from a high of 97.6% to a low of 19.5% in SY 2009–10.
  - In terms of the percentage of students attaining proficiency in English, States ranged from a high of 64.3% to a low of 3.4% in SY 2008–09, and from a high of 89.9% of students to a low of 5.4% in 2009–10.
- Based on the subgroup of LEP students tested for academic achievement, States must report the percentage scoring “proficient” or above for reading or language arts and mathematics (see Table 8).
  - In SY 2008–09, 817,498 LEP students served under Title III nationwide scored at or above proficient in reading or language arts, and 1,014,891 LEP students scored at or above proficient in mathematics.
  - In SY 2009–10, 839,434 LEP students scored at or above proficient in reading or language arts, and 1,064,628 LEP students scored at or above proficient in mathematics.
  - There was a broad range among States in terms of the percentages of LEP students scoring at or above proficient in reading or language arts and mathematics.
    - In SY 2008–09, States ranged from 5.3% to 84.8% of LEP students scoring at or above proficient in reading or language arts, and from 1.7% to 84.9% of LEP students scoring at or above proficient in mathematics.

- In SY 2009–10, the range for reading or language arts was from a low of 8.6% to a high of 81.9%. In that same year the range for mathematics was from a low of 11.5% to a high of 86%.
- States must track for 2 years the continuing educational progress of students who were formerly classified as LEP (referred to as monitored former LEP students, or MFLEP students) (see Tables 9 and 10). The Commonwealth of Puerto Rico reports the number of limited Spanish proficient students (instead of LEP students) and provides services for limited Spanish proficient students. The funding that the Commonwealth receives and the number of limited Spanish proficient students identified are reported in the State Profiles section of the report.
  - In SY 2008–09, across 49 States and the District of Columbia, the continuing educational progress of 766,852 MFLEP students in the areas of reading or language arts and mathematics was tracked.
  - In SY 2009–10, across 49 States and the District of Columbia, the continuing educational progress of 889,023 MFLEP students in the areas of reading or language arts and mathematics was tracked.
  - In SY 2008–09, the same percentage of MFLEP students as the “all” students group scored proficient or above in reading or language arts in 33 States and the District of Columbia and in mathematics in 35 States and the District of Columbia (with 49 States and the District of Columbia providing data).
  - In SY 2009–10, the same percentage of MFLEP students as the “all” students group scored proficient or above in reading or language arts in 30 States and the District of Columbia and in mathematics in 34 States and the District of Columbia (with 49 States and the District of Columbia, providing data). (See individual State profiles.)
- Each State must report on its subgrantees’ progress in meeting its annual measurable achievement objectives (AMAOs), which focus on (1) increases in the number of students making progress in learning English, (2) increases in the number of students attaining English proficiency, and (3) increases in the number of students scoring at or above proficiency in reading or language arts and mathematics (see text of p. 25). In SY 2008–09 and SY 2009–10, 55% of States’ subgrantees met their targets for all three AMAOs.
- Each State must report whether the State, as a whole, met its targets for all three AMAOs (see text of p. 25). For both SY 2008–09 and 2009–10, 49 States and the District of Columbia provided this information and, in each school year, 9 States met their targets for all three AMAOs.
- States must report the number of Title III-funded programs or activities, if any, that were terminated because they were unable to reach program targets. During the 2 years that are

the focus of this report, one State terminated three programs (SY 2008–09), one State terminated one program (SY 2009–10), and one State terminated five programs across both years (see text on p. 29).

- States must report the number of certified or licensed teachers currently working in Title III programs and the projected need for additional certified or licensed teachers in 5 years (i.e., the number they will need in SY 2012–13 and 2013–14; see Figure 2).
  - In SY 2008–09, there were 344,048 certified or licensed teachers working in Title III programs across all States and the District of Columbia; the projected need in 5 years was for an additional 51,419 teachers.
  - In SY 2009–10, there were 394,111 certified or licensed teachers working in Title III programs across all States and the District of Columbia; the projected need in 5 years was for an additional 47,185 teachers.

## Introduction

An essential goal of the Elementary and Secondary Education Act of 1965, as amended (ESEA), is to ensure that students who are not proficient in English receive a quality education and achieve the same academic success as their English-proficient peers.

In this *Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2008–10*, the U.S. Department of Education provides data reported by the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico<sup>1</sup> related to the education of limited English proficient (LEP) students for school years (SY) 2008–09 and 2009–10.

### Title III, Part A

The overall goals of Title III of the ESEA are to ensure that LEP students, including immigrant children and youth, attain English proficiency while meeting the same challenging State academic content and student academic achievement standards as all children (ESEA, §3102(1)). To accomplish these goals, each State<sup>2</sup> has developed, and many have refined, an integrated system of English language proficiency standards aligned with the achievement of its academic content standards, as well as English proficiency assessment(s) aligned with English language proficiency standards and annual measurable achievement objectives (AMAOs; explained in more detail on the next page) that set objectives and targets for ensuring that LEP students attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards that all children are expected to meet.

#### ***Accountability Requirements***

Title III requires States to establish English proficiency standards that include the recognized language domains of reading, writing, speaking, and listening and, as also required by Title I of ESEA, to develop assessments to measure the English proficiency of LEP students on an annual basis. States also are required to establish standards in reading or language arts and mathematics and to ensure that appropriate assessments are used to measure students’

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<sup>1</sup> The Commonwealth of Puerto Rico reports the number of limited Spanish proficient (LSP) students identified, serves LSP students, and reports these numbers as “Title III-served.”

<sup>2</sup> Henceforth generic use of the term “State” in reference to the actions, obligations, or requirements of the States refers to the 50 States as well as the District of Columbia and the Commonwealth of Puerto Rico. Specific uses (for example, counts of States providing information) will distinguish among States, the District of Columbia, and the Commonwealth of Puerto Rico, as appropriate.

achievement levels. States set AMAO targets in response to the criteria described in ESEA §3122(a) and use these AMAOs to measure the performance of Title III subgrantees<sup>3</sup> and to hold the subgrantees accountable for the achievement of LEP students, just as the States are held accountable through these same AMAOs.

The first two AMAOs pertain to students' acquisition of English proficiency, while the third AMAO focuses on academic performance in reading or language arts and mathematics:

- AMAO 1 measures the extent to which kindergarten through high school (K–12) LEP students make progress in learning English;
- AMAO 2 measures the extent to which K–12 LEP students attain English proficiency; and
- AMAO 3 measures the academic achievement of LEP students in grades 3–8 and once in high school for mathematics and reading or language arts. This is in accordance with the adequate yearly progress measure as it applies to the LEP subgroup, as required under Title I of ESEA.

To ensure the implementation of these requirements, Title III establishes improvement criteria that apply to subgrantees that do not meet the States' annual targets for any of the three AMAOs. After two consecutive years of not meeting the targets, a subgrantee must develop an improvement plan that addresses the reasons it did not meet the targets. If a subgrantee does not meet the AMAOs for four consecutive years, the State shall either:

- (1) require the subgrantee to modify its curriculum, program, and method of instruction, or
- (2) determine whether the subgrantee should continue to receive Title III funds and require the subgrantee to replace educational personnel relevant to the factors that prevented it from meeting the AMAOs (ESEA, §3122(b)(2) and §3122(b)(4)).

In addition, the subgrantee must inform parents of children participating in LIEPs about the failure of the program to meet its AMAOs and must do so within 30 days after the failure occurs. The information must be in an understandable and uniform format that, to the extent possible, is in a language that the parent can understand (ESEA §3302(b) and (c)).

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<sup>3</sup> Title III grants are allocated to States, which then provide funding to local educational agencies (school districts) and consortia of local educational agencies, all known as “subgrantees.”

### ***State Allocations***

Title III formula allocations to States are based on the number of LEP students and immigrant children and youth in the State, using data obtained from the American Community Survey of the U.S. Census Bureau. Each State is allocated a minimum of \$500,000 per school year. States then allocate Title III funds as subgrants to one or more local educational agency, based on the number of LEP students and immigrant children and youth in schools served by the subgrantee. States may use up to 5% of their Title III grant for professional development; planning, evaluation, and interagency coordination related to subgrant activities; technical assistance to subgrantees; and recognition of those subgrantees that have exceeded their Title III AMAOs (ESEA, §3111(b)(2)). Up to 60% of the 5% reservation, or up to \$175,000, whichever is greater, may be used for administrative expenses (ESEA, §3111(b)(3)).

Table 1 lists Title III funds allocated to each State for SY 2008–09 and 2009–10. In SY 2008–09, \$646,366,927 of Title III funds was provided to the States; in SY 2009–10, \$673,900,000 was provided (these amounts are 93.5% of the full appropriation).

## **Report Objectives and Design**

This *Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2008–10* is the fourth ESEA-required analysis of State-submitted data on LEP students and immigrant children and youth served by Title III, as defined by each State and measured by appropriate assessment(s).<sup>4</sup> This report provides the following required reporting elements, as described in ESEA §3123(b)(1–9).

1. A summary of programs and activities carried out to serve LEP children under this part, and an assessment of the effectiveness of such programs and activities in improving the academic achievement and English proficiency of these children;
2. A review of the types of LIEPs used by local educational agencies receiving Title III funding;
3. A critical synthesis of data reported by eligible entities to States under §3121(a);
4. A description of technical assistance and other assistance provided by State educational agencies under ESEA §3111(b)(2)(C);
5. An estimate of the number of certified or licensed teachers working in LIEPs and an estimate of the number who will be needed for the succeeding 5 fiscal years;

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<sup>4</sup> The first report was submitted to Congress in March 2005, the second in June 2008, and the third in May 2012. All reports are available at <http://www2.ed.gov/about/offices/list/oela/index.html>.

**Table 1. Title III funding for LEP students, by State: School years 2008–09 and 2009–10**

State <sup>a</sup>	SY 2008–09 funding	SY 2009–10 funding
Alabama	\$3,662,530	\$4,349,324
Alaska	\$1,068,686	\$1,322,960
Arizona	\$22,008,130	\$24,900,489
Arkansas	\$2,993,001	\$3,331,698
California	\$164,463,306	\$168,456,300
Colorado	\$10,346,532	\$11,214,892
Connecticut	\$5,701,587	\$5,737,252
Delaware	\$1,220,192	\$1,168,946
District of Columbia	\$1,027,423	\$806,780
Florida	\$42,406,254	\$43,560,011
Georgia	\$15,944,963	\$16,478,879
Hawaii	\$2,763,318	\$2,666,218
Idaho	\$1,884,572	\$1,998,276
Illinois	\$27,696,340	\$30,906,506
Indiana	\$6,846,078	\$6,660,567
Iowa	\$3,039,052	\$2,769,974
Kansas	\$3,580,355	\$3,684,318
Kentucky	\$2,901,342	\$3,765,040
Louisiana	\$2,401,383	\$2,951,681
Maine	\$825,861	\$724,271
Maryland	\$8,539,384	\$9,406,499
Massachusetts	\$11,645,852	\$11,839,113
Michigan	\$9,808,235	\$10,927,358
Minnesota	\$8,212,782	\$7,922,699
Mississippi	\$1,387,985	\$1,573,958
Missouri	\$4,153,455	\$5,014,363
Montana	\$500,000	\$501,875
Nebraska	\$2,845,645	\$2,667,560
Nevada	\$7,275,754	\$8,030,369
New Hampshire	\$750,591	\$785,653
New Jersey	\$18,602,562	\$18,324,110
New Mexico	\$5,797,995	\$5,115,590
New York	\$51,902,229	\$49,792,612
North Carolina	\$14,756,567	\$14,334,922
North Dakota	\$516,551	\$540,916
Ohio	\$7,815,268	\$7,937,616
Oklahoma	\$3,490,217	\$3,943,527
Oregon	\$7,609,239	\$7,868,147
Pennsylvania	\$11,325,615	\$12,756,292
Puerto Rico	\$3,231,835	\$3,369,500
Rhode Island	\$1,658,700	\$1,926,672
South Carolina	\$4,112,405	\$4,628,599
South Dakota	\$520,987	\$500,000
Tennessee	\$5,122,035	\$5,998,028
Texas	\$93,022,484	\$98,711,971
Utah	\$4,718,942	\$5,322,574
Vermont	\$500,000	\$500,000
Virginia	\$11,992,523	\$11,448,020
Washington	\$14,234,059	\$16,488,896
West Virginia	\$639,775	\$677,170
Wisconsin	\$6,396,351	\$7,091,009
Wyoming	\$500,000	\$500,000
<b>Total</b>	<b>\$646,366,927</b>	<b>\$673,900,000</b>

<sup>a</sup> Includes the District of Columbia and the Commonwealth of Puerto Rico.

Source: U.S. Department of Education, Budget Service, 2011.

Note: Funding is based on the combination of numbers of students identified as “not speaking English ‘very well’” and numbers of immigrant children and youth identified by the American Community Survey of the U.S. Census (80% and 20%, respectively), not on numbers reported by the States in the Consolidated State Performance Reports.

6. The major findings of scientifically based research carried out under this part;
7. The number of programs or activities, if any, that were terminated because the entities carrying them out were not able to reach program goals;
8. The number of LEP students served by eligible entities receiving Title III funding who were transitioned out of Title III-funded LIEPs into classrooms where instruction is not tailored for LEP students; and
9. Other information gathered from the evaluations from specially qualified agencies and other reports submitted to the Secretary when applicable.

This report focuses on Elements 1, 2, 3, 5, 7, and 8. Appendix A, however, provides synthesized information regarding all nine reporting elements.

## Data Collection

All data in this report are reported by States. States are responsible for submitting complete and timely data and for verifying the accuracy of the information they report. Unless specifically noted otherwise, data reported are from the U.S. Department of Education’s Consolidated State Performance Reports (CSPRs) for SY 2008–09 and 2009–10. States report data through the *EDFacts* system, a secure online data collection instrument into which States enter information for a range of ESEA programs.<sup>5</sup>

It is important to note that there are limitations to using State-reported education data. Many States have changed their systems during the periods covered by this report. States can update their data for the year in *EDFacts*, but those changes will not be reflected in the CSPR. As a result, the CSPR might not always contain the most current information. It should be regarded as a snapshot of State data “as of” a particular date.

Not all States provided data for each of the requested areas. In some cases, States provided explanation(s) for not providing data, and some indicated that they had discussed the issues with the U.S. Department of Education. Sample explanations for the lack of data included an inability to report students’ progress in learning English due to changing the English proficiency assessment, having “received a waiver” from the U.S. Department of Education regarding achievement data, having “not yet calculated” the achievement of monitored former LEP (MFLEP) students, or just stating that data were “unavailable.” Although States were

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<sup>5</sup> The CSPR data collection instruments and State-by-State data can be retrieved from <http://www.ed.gov/admins/lead/account/consolidated/index.html>.

provided an opportunity to modify the data they had reported, most had not done so by the cut-off dates for this report. The number of States providing data for each CSPR element is reported throughout this document. Finally, “no data” is used when a State provided no information, while “0” (zero) is used when a State reported no students in a given category.

This report has been prepared for multiple audiences, including members of Congress, State and national organizations, State and local educational personnel, and researchers. To ensure that the information is clear and useful to these audiences, the data from all sources are clearly identified through citations and in the reference list.

## Language Instruction for Limited English Proficient Students: National Overview of Key Results

This section includes tables and figures providing State-reported data regarding the education of LEP students, immigrant children and youth, and MFLEP students. It also provides some general statements describing overall State progress in meeting the ESEA requirements.

### Issues in Comparing Data Across States

It is important to mention the many variations in key data elements from State to State. Each State has its own standards, assessments, and criteria for “proficiency,” for both English proficiency and academic content proficiency, as well as its own identification and exit criteria for English proficiency. Thus, the same child could be designated “proficient” in English or in mathematics in one State, but not in another.

### A Description of Limited English Proficient Students

The sections that follow describe the number of LEP students identified for and receiving services, the languages most commonly spoken by LEP students, and issues related to immigrant children and youth.

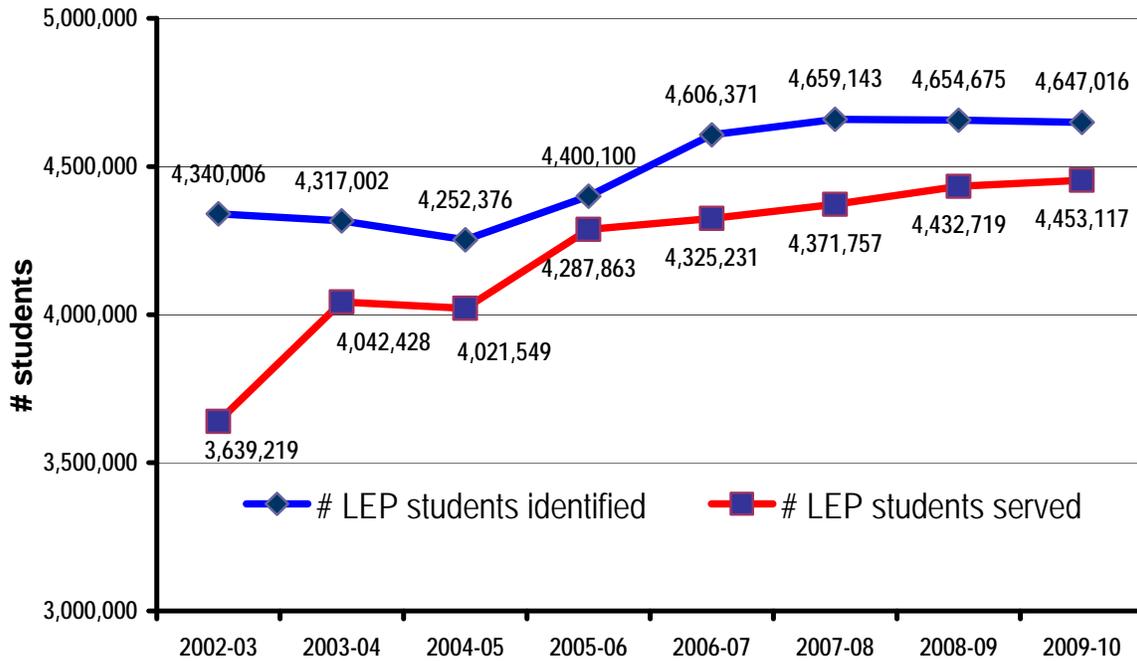
#### *Number of Students*

The data submitted by States in SY 2009–10 indicate that over 4.6 million students have been identified as LEP based on an assessment of their English proficiency, indicating the overall growth of this population over the past 7 years. According to the National Center for Education Statistics (2012), the number of K–12 students identified as LEP grew from SY 2002–03 to SY 2009–10 by about 7.1% (increasing from 4,340,006 to 4,649,316), while the number served in programs funded by Title III increased by 22.4% (increasing from 3,639,219 to 4,453,117). (*It is important to note, however, that the count of LEP students submitted by the States has declined each year since 2007–08.*) During that same time period, the total student enrollment in elementary and secondary schools in the United States grew by approximately 2.4% (increasing from 48,183,086 in SY 2002–03 to 49,360,982 in SY 2009–10).<sup>6</sup> Figure 1 shows the LEP student data for SY 2002–03 through 2009–10.

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<sup>6</sup> These years were selected for comparison because they are the years for which data have been collected for the three *Biennial Reports to Congress*. Data for total student enrollment were retrieved from the NCES Build-Your-Own-Table application: <http://nces.ed.gov/ccd/bat/>.

**Figure 1. Number of K–12 LEP students identified and number participating in Title III-funded language instruction educational programs, by school year: School years 2002–03 through 2009–10**



Note: The CSPR did not ask for the number of LEP students identified in SY 2006–07, but the number has been estimated based on the fact that from SY 2004–05 to 2005–06, and SY 2007–08 to 2009–10, an average of just above 95% of identified LEP students were served in Title III programs. Not all States submitted complete information.

Source: U.S. Department of Education CSPR.

In SY 2008–09, a total of 4,654,675 students in K–12 were identified as LEP; during that same year, 4,432,719 K–12 LEP students were served through Title III-funded programs. In SY 2009–10, a total of 4,647,016 students in K–12 were identified as LEP; during that same year, 4,453,117 K–12 LEP students were served in programs funded by Title III.

The numbers of K–12 LEP students who were identified as LEP and the number who were served in Title III-funded programs in SY 2008–09 and 2009–10 are listed in Table 2. One State (Iowa, SY 2009–10) reported that all of its identified LEP students were served in Title III-funded K–12 programs; another State (Maryland, both school years) reported that the number of LEP students served and the number identified were almost identical (a difference of less than five students each year).

**Table 2. Number of LEP students identified, and number served by programs funded by Title III monies, by State: School years 2008–09 and 2009–10**

State <sup>a</sup>	SY 2008–09		SY 2009–10	
	Identified	Served	Identified	Served
Alabama	21,068	20,481	20,674	18,633
Alaska	17,029	15,433	16,759	15,375
Arizona	149,320	144,865	116,506	111,318
Arkansas	27,715	27,166	29,751	26,715
California	1,512,122	1,460,408	1,467,989	1,441,637
Colorado	97,132	96,994	106,566	106,381
Connecticut	31,423	29,573	31,615	29,994
Delaware	6,646	6,531	7,028	6,912
Dist. of Columbia	5,459	5,269	7,069	4,725
Florida	257,776	238,349	260,202	247,015
Georgia	80,825	68,716	85,410	73,814
Hawaii	20,435	19,409	18,734	17,918
Idaho	18,145	16,697	17,125	15,555
Illinois	208,839	179,092	176,262	153,328
Indiana	45,449	44,773	48,932	47,772
Iowa	19,155	18,744	20,934	20,934
Kansas	33,755	26,979	40,447	32,346
Kentucky	14,589	13,481	15,895	22,410
Louisiana	12,527	11,715	13,093	12,513
Maine	4,562	3,885	5,112	4,271
Maryland	41,529	41,525	49,574	49,575
Massachusetts	58,266	44,578	58,174	44,166
Michigan	74,995	47,941	63,211	63,917
Minnesota	68,287	64,490	69,095	64,454
Mississippi	7,505	5,636	6,084	4,718
Missouri	20,532	16,751	21,076	16,659
Montana	5,274	2,145	3,804	1,343
Nebraska	19,981	19,769	20,632	20,386
Nevada	78,234	77,951	73,498	86,131
New Hampshire	4,076	3,520	4,840	3,662
New Jersey	54,150	52,513	55,656	54,004
New Mexico	57,209	58,840	64,024	57,268
New York	229,260	222,493	237,634	231,361
North Carolina	106,085	104,619	119,973	110,248
North Dakota	3,901	3,461	4,291	3,411
Ohio	39,361	38,059	40,933	39,581
Oklahoma	35,555	32,588	37,122	33,622
Oregon	66,341	56,406	65,395	52,560
Pennsylvania	47,726	27,935	50,738	29,520
Rhode Island	9,397	9,190	6,739	6,542
South Carolina	no data	30,081	31,511	31,267
South Dakota	4,137	3,265	4,406	3,525
Tennessee	31,284	30,691	30,537	30,211
Texas	713,218	712,320	726,823	725,531
Utah	47,666	47,160	46,908	46,194
Vermont	1,636	1,198	1,763	1,341
Virginia	97,139	96,890	97,763	97,505
Washington	92,673	87,714	93,069	92,547
West Virginia	1,770	1,718	1,560	1,521
Wisconsin	51,182	40,939	51,837	39,491
Wyoming	2,335	1,773	2,243	1,290
<b>Total</b>	<b>4,654,675</b>	<b>4,432,719</b>	<b>4,647,016</b>	<b>4,453,117</b>

<sup>a</sup> Includes the District of Columbia.

Source: Consolidated State Performance Reports, 2008–09, 2009–10.

In both Figure 1 and Table 2, the number of students served by Title III-funded programs usually differed from the number of students identified as LEP, and in several cases (New Mexico in SY 2008–09; Kentucky, Michigan, and Nevada in SY 2009–10), more students were reported as served than as identified. Typical reasons for this, as reported by States, include the following:

- Students usually are identified at the beginning of the school year but reported as “served” later in the year—often at the time of spring testing for English language proficiency or academic achievement; and
- Numbers of students fluctuate across the school year; unless “identified” and “served” students are reported the same day, there are likely to be some differences.

### *Languages Most Commonly Spoken by LEP Students*

Within the CSPR, States report the five most commonly spoken languages, other than English, for all K–12 LEP students, not just those who received Title III services. In SY 2008–09, 51 different languages were reported as among the five most frequently spoken languages in the States; in SY 2009–10, 48 languages were reported.

States vary in terms of the linguistic diversity of their populations. For SY 2008–09, Spanish was listed as the “most frequently spoken language” among LEP students in 42 States<sup>7</sup> and the District of Columbia; there were 15 States in which 80% or more of the LEP students were Spanish speakers. For SY 2009–10, Spanish was listed as the “most frequently spoken language” among LEP students in 42 States and the District of Columbia<sup>8</sup>; there were 13 States in which 80% or more of the LEP students were Spanish speakers.

In SY 2008–09 and 2009–10, 10 States reported no language spoken by a majority of LEP students.<sup>9</sup> Further, in both of these school years, Native American, Alaska Native, and Pacific Island languages were listed among the five most commonly spoken languages by 12 States,<sup>10</sup> accounting for a total of more than 39,000 K–12 LEP students in SY 2008–09 and more than 35,000 K–12 LEP students in SY 2009–10. Table 3 lists the five most commonly spoken native

<sup>7</sup> The seven States in which Spanish was *not* the most frequently spoken in SY 2008–09: Alaska, Hawaii, Maine, Montana, North Dakota, South Dakota, and Vermont; South Carolina did not provide any information.

<sup>8</sup> The same seven States reported that Spanish was *not* the most frequently spoken in both SY 2008–09 and 2009–10.

<sup>9</sup> The 10 States in which there was no linguistic majority in either SY 2008–09 or SY 2009–10: Alaska, Hawaii, Maine, Michigan, Minnesota, New Hampshire, North Dakota, Ohio, South Dakota, and Vermont.

<sup>10</sup> The 12 States reporting Native American, Alaska Native, and/or Pacific Island languages in both SY 2008–09 and 2009–10: Alaska, Arizona, Arkansas, Hawaii, Idaho, Montana, New Mexico, North Dakota, Oklahoma, South Dakota, Utah, and Wyoming.

languages, or language groups, of LEP students for SY 2008–09 and 2009–10, as reported within the CSPR.

**Table 3. Five native languages most commonly spoken by K–12 LEP students and number of speakers: School years 2008–09 and 2009–10<sup>a</sup>**

SY 2008–09		SY 2009–10	
Language	Number of speakers	Language	Number of speakers
Spanish	3,593,058	Spanish	3,544,713
Vietnamese	82,233	Vietnamese	85,252
Chinese	65,337	Chinese	68,743
Hmong	49,451	Arabic	51,585
Arabic	47,322	Hmong	46,311

<sup>a</sup> In SY 2008–09, 49 States and the District of Columbia provided information; in SY 2009–10, all States and the District of Columbia provided information.

Note: As indicated in the CSPR, “Arabic” includes varieties identified as Standard Arabic, Egyptian Arabic, Lebanese Arabic, and Sudanese Arabic. “Chinese” includes Mandarin, Cantonese, and “Chinese.”

Source: Consolidated State Performance Reports, 2008–09, 2009–10.

### ***Immigrant Children and Youth***

Within Title III, “immigrant children and youth” are defined as individuals who

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

Title III legislation further states that a “State educational agency receiving a grant under [Title III] shall reserve not more than 15% 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 two 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 [the law]” (ESEA, §3114(d)).

Each State determines the definition of “significant increase” within its own jurisdiction. The number and percentage of immigrant children and youth served within a State may vary from year to year, based on demographic changes in the State and the State’s definition of significant

increase. There are two issues to consider in reviewing the data on immigrant children and youth: (1) the law does not require that immigrant children be LEP in order to receive services under Title III and (2) a local educational agency may have large numbers of immigrant children and youth but, unless there has been a “significant increase” in the percentage or number, as defined by the State, that particular local educational agency will not receive Title III funds for immigrant children and youth.

Table 4 provides national data for the number of K–12 immigrant children and youth served in Title III programs, pursuant to ESEA, §3114(d)(1), for SY 2008–09 and 2009–10. These local programs must meet specific requirements, such as improving the academic achievement and, if needed, the English proficiency, of students and promoting parent and community participation (see ESEA, §(3115)(e)).

**Table 4. Number of K–12 immigrant children and youth enrolled, and number and percentage served, in Title III programs: School years 2008–09 and 2009–10**

SY 2008–09				SY 2009–10			
Number of students enrolled	Number of States reporting	Students served with Title III immigrant funds		Number of students enrolled	Number of States reporting	Students served with Title III immigrant funds	
		Number served	Percentage served			Number served	Percentage served
629,423*	46 + DC	217,073	34.5%	618,637**	46 + DC	164,235	26.7%

\* Although the total enrollment reported by the States was 769,284, four States (California, Louisiana, Massachusetts, and New Mexico) did not report the number of students served with Title III immigrant funds. The percentage is calculated without the data from these four States.

\*\* In SY 2009–10, the total enrollment was 862,896 but three States (California, Massachusetts, and Minnesota) provided the number enrolled and not the number served; Oregon provided no data in SY 2009–10. The percentage is calculated without the data from these four States.

Source: Consolidated State Performance Reports, 2008–09, 2009–10.

Table 5 lists the number of K–12 immigrant children and youth reported by each State, as well as the number of K–12 immigrant children and youth served in Title III-funded programs for immigrant children and youth. In SY 2008–09, the following data were reported:

- 1,071 Title III subgrantees served immigrant children and youth (based on information from 50 States and the District of Columbia);
- 769,284 immigrant children and youth were enrolled in the schools of 50 States and the District of Columbia; and
- 217,073 immigrant children and youth in 46 States and the District of Columbia were served in programs funded by Title III, §3114(d)(1).

**Table 5. Number of K-12 immigrant children and youth enrolled in schools and number served by Title III-funded programs,<sup>a</sup> by State: School years 2008–09 and 2009–10**

State <sup>b</sup>	SY 2008–09		SY 2009–10	
	Number enrolled	Number served by Title III programs	Number enrolled	Number served by Title III programs
Alabama	4,607	1,430	3,647	1,053
Alaska	1,248	47	1,438	158
Arizona	17,328	1,905	16,308	3,360
Arkansas	4,073	319	2,663	223
California	115,267	no data	217,005	no data
Colorado	10,350	3,959	10,719	4,132
Connecticut	11,746	2,116	11,150	2,119
Delaware	1,560	1,560	1,882	1,671
Dist. Of Columbia	871	0	1,101	141
Florida	124,694	6,991	81,995	8,868
Georgia	31,102	9,042	25,109	6,462
Hawaii	3,806	2,043	4,181	2,027
Idaho	2,801	662	2,590	2,486
Illinois	31,330	10,041	18,257	4,690
Indiana	10,505	2,094	19,053	3,798
Iowa	3,962	2,337	4,102	2,043
Kansas	4,617	1,264	4,180	1,330
Kentucky	5,616	5,599	5,943	200
Louisiana	3,049	no data	3,200	946
Maine	352	345	294	10
Maryland	12,509	257	17,952	4,959
Massachusetts	20,698	no data	18,951	no data
Michigan	14,442	14,442	6,991	5,045
Minnesota	15,683	2,346	11,303	no data
Mississippi	1,141	8	1,023	347
Missouri	4,616	909	4,341	709
Montana	189	120	168	135
Nebraska	3,654	440	2,366	2,318
Nevada	9,776	22	8,105	145
New Hampshire	1,769	156	1,096	91
New Jersey	39,784	13,410	41,279	11,593
New Mexico	847	no data	618	231
New York	25,265	25,265	18,936	18,936
North Carolina	16,345	16,345	18,454	18,136
North Dakota	697	362	589	562
Ohio	11,624	5,286	13,753	6,165
Oklahoma	4,515	616	4,499	616
Oregon	18,704	18,129	no data	no data
Pennsylvania	13,290	7,284	13,964	6,545
Rhode Island	4,297	0	3,468	0
South Carolina	5,321	849	4,693	95
South Dakota	1,053	1,002	1,163	6
Tennessee	6,940	4,771	6,311	322
Texas	86,319	16,386	169,287	11,256
Utah	7,477	7,434	6,589	612
Vermont	631	315	707	189
Virginia	26,969	22,389	26,106	17,452
Washington	14,539	2,412	16,891	7,936
West Virginia	1,665	1,665	1,796	1,796
Wisconsin	9,194	2,252	6,274	1,915
Wyoming	447	447	406	406
<b>Total</b>	<b>769,284</b>	<b>217,073</b>	<b>862,896</b>	<b>164,235</b>

<sup>a</sup> Title III, §3114(d) provides funding for subgrantees that have experienced a “significant increase” in immigrant children and youth.

<sup>b</sup> Includes the District of Columbia

Source: Consolidated State Performance Reports, 2008–09, 2009–10.

In SY 2009–10, States reported the following figures:

- 811 Title III subgrantees served immigrant children and youth (based on information from 49 States and the District of Columbia);
- 862,896 immigrant children and youth were enrolled in the schools of 49 States and the District of Columbia; and
- 164,235 immigrant children and youth in 46 States and the District of Columbia were served in programs funded by Title III, §3114(d)(1).

In SY 2008–09, the States reporting the largest number of immigrant children and youth enrolled (more than 80,000) were California (115,267 immigrant children and youth—an unknown percentage of whom were served in a Title III-funded program for immigrant children and youth), Florida (124,694; only 6% were served), and Texas (86,319; only 19% were served). The States reporting the fewest immigrant children and youth (fewer than 500) were Maine (352; 98% were served), Montana (189; 63.5% were served), and Wyoming (447; 100% were served). Six States<sup>11</sup> reported that they served all immigrant children and youth in Title III-funded programs for immigrant children and youth.

In SY 2009–10, the States reporting the largest number of immigrant children and youth (more than 80,000) were California (217,005 immigrant children and youth—an unknown percentage of whom were served in a Title III-funded program for immigrant children and youth), Florida (81,995; only 11% were served), and Texas (169,287; only 7% were served). The States reporting the fewest immigrant children and youth (fewer than 500) were Maine (294; only 3.4% were served), Montana (168; 80.4% were served), and Wyoming (406; 100% were served). Three<sup>12</sup> States reported that they served all immigrant children and youth in Title III-funded programs for immigrant children and youth.

## Language Instruction Educational Programs for K–12 LEP Students

The CSPR lists 10 broadly defined language instruction educational programs (LIEPs), categorized as either LIEPs that use English and another language or LIEPs that use English only. For a general description of each LIEP, see Table 6. States are instructed to report the type(s) of LIEPs offered by subgrantees. Most States' subgrantees offered a variety of LIEPs. The amount of time students spend in the program, the classroom setting, the language(s) of

<sup>11</sup> The six States serving all immigrant children and youth during SY 2008–09 were Delaware, Michigan, New York, North Carolina, West Virginia, and Wyoming.

<sup>12</sup> The three States serving all immigrant children and youth during SY 2009–10 were New York, West Virginia, and Wyoming.

instruction, and the names used to describe LIEPs with similar features may not be consistent—the same name may be used in different geographic areas to describe LIEPs that have different characteristics.

**Table 6. Definitions of language instruction educational programs\***

Type	Program(s)	Description
Programs that use English and another language	<ul style="list-style-type: none"> <li>• <i>Two-way immersion or two-way bilingual</i></li> </ul>	<ul style="list-style-type: none"> <li>— The goal is to develop strong skills and proficiency in both L1 (native language) and L2 (English).</li> <li>— Includes students with an English background and students from one other language background.</li> <li>— Instruction is in both languages, typically starting with smaller proportions of instruction in English and gradually moving to half in each language.</li> <li>— Students typically stay in the program throughout elementary school.</li> </ul>
	<ul style="list-style-type: none"> <li>• <i>Dual language</i></li> </ul>	<ul style="list-style-type: none"> <li>— When called “dual language immersion,” usually the same as two-way immersion or two-way bilingual.</li> <li>— When called “dual language,” may refer to students from one language group developing full literacy skills in two languages—L1 and L2.</li> </ul>
	<ul style="list-style-type: none"> <li>• <i>Transitional</i></li> </ul>	<ul style="list-style-type: none"> <li>— The goal is to develop English skills as quickly as possible, without delaying learning of academic core content.</li> <li>— Instruction begins in L1 but rapidly moves to L2. Students typically are transitioned into mainstream classrooms with their English-speaking peers as soon as possible.</li> </ul>
	<ul style="list-style-type: none"> <li>• <i>Developmental bilingual, late exit transitional, or maintenance education</i></li> </ul>	<ul style="list-style-type: none"> <li>— The goal is to develop some skills and proficiency in L1 and strong skills and proficiency in L2.</li> <li>— Instruction at lower grades is in L1, gradually transitioning to English. Students typically transition into mainstream classrooms with their English-speaking peers.</li> <li>— Differences among the three programs focus on the degree of literacy students develop in the native language.</li> </ul>
	<ul style="list-style-type: none"> <li>• <i>Heritage language or indigenous language program</i></li> </ul>	<ul style="list-style-type: none"> <li>— The goal is literacy in two languages.</li> <li>— Content is taught in both languages, with teachers fluent in both languages.</li> <li>— Differences between the two programs: heritage language programs typically target students who are non-English speakers or who have weak literacy skills in L1; indigenous language programs support endangered minority languages in which students may have weak receptive and no productive skills. Both programs often serve American Indian students.</li> </ul>
Programs that use English only:	<ul style="list-style-type: none"> <li>• <i>Sheltered English or sheltered instruction observational protocol (SIOP),</i></li> <li>• <i>Specially designed academic instruction in English (SDAIE), or</i></li> <li>• <i>Content-based English as a second language (ESL)</i></li> </ul>	<ul style="list-style-type: none"> <li>— While there are some minor differences across these programs, the overall goal is proficiency in English while learning content in an all-English setting.</li> <li>— Students from various linguistic and cultural backgrounds can be in the same class.</li> <li>— Instruction is adapted to students’ proficiency level and supplemented by gestures and visual aids.</li> <li>— May be used with other methods (e.g., early exit may use L1 for some classes and SDAIE for others).</li> </ul>
	<ul style="list-style-type: none"> <li>• <i>Structured English immersion (SEI)</i></li> </ul>	<ul style="list-style-type: none"> <li>— The goal is fluency in English with only LEP students in the class.</li> <li>— All instruction is in English and adjusted to the proficiency level of students so subject matter is comprehensible.</li> <li>— Teachers need receptive skills in students’ L1 and sheltered instructional techniques.</li> </ul>
	<ul style="list-style-type: none"> <li>• <i>English language development (ELD) or ESL pull-out</i></li> </ul>	<ul style="list-style-type: none"> <li>— The goal is fluency in English.</li> <li>— Students leave their mainstream classroom to spend part of the day receiving ESL instruction, often focused on grammar, vocabulary, and communication skills, not academic content.</li> <li>— There is typically no support for students’ native languages.</li> </ul>
Other	<p>An approach often mentioned by States among the “other” types of English-only instruction is <i>ESL Push-In</i>. The goal of this approach is fluency in English; students are served in a mainstream classroom, receiving instruction in English with some native language support if needed. The ESL teacher or an instructional aide provides clarification and translation if needed, using ESL strategies.</p>	

\* Modified from Linquanti, 1999, and National Clearinghouse for English Language Acquisition, 2000.

For SY 2008–09, 50 States and the District of Columbia reported on the types of LIEPs offered by subgrantees. A State is reported as offering a particular LIEP if at least one subgrantee offers that program.

- LIEPs that provided instruction in English *and* another language were offered in 43 States and the District of Columbia. Wisconsin, for example, reported that subgrantee(s) offered dual language, two-way immersion, developmental bilingual, transitional bilingual, and heritage language LIEPs, while South Dakota reported that subgrantee(s) offered only heritage language LIEPs;
- LIEPs that provided instruction in English only were offered by subgrantees in 49 States and the District of Columbia. Massachusetts, for example, reported that subgrantee(s) used sheltered English instruction and content-based ESL.

Further analysis of these numbers showed that:

- In seven States,<sup>13</sup> *all* subgrantees offered LIEP(s) that provided instruction in English only;
- In one State,<sup>14</sup> *all* subgrantees offered LIEPs that provided instruction in both English and another language; and
- In 42 States and the District of Columbia, subgrantees offered both English-only LIEPs and LIEPs that provided instruction in both English and another language.

For SY 2009–10, 50 States and the District of Columbia reported on the types of LIEPs offered by at least one subgrantee in their State. Most States continued to report that subgrantees offered LIEPs that used English only *and* LIEPs that used English and another language. For example, nine States, including Colorado and Ohio, reported that at least one subgrantee offered each of the 10 types of LIEPs.

- LIEPs that used English *and* another language were offered by at least one subgrantee in 43 States and the District of Columbia;
- LIEP(s) that used English only were offered by subgrantees in 50 States and the District of Columbia.

Further analysis of these numbers yielded the following data:

- In six States, *all* subgrantees offered LIEP(s) that used English only;<sup>15</sup> and

<sup>13</sup> Alabama, Arkansas, Kentucky, Maryland, New Hampshire, Vermont, and West Virginia.

<sup>14</sup> In Minnesota, all subgrantees used LIEPs that provided instruction in English and another language.

<sup>15</sup> Alabama, Arkansas, Kentucky, New Hampshire, Vermont, and West Virginia.

- No State reported that *any* subgrantee offered only LIEP(s) that used English and another language.

## Accountability: Testing K–12 LEP Students for English Proficiency and Content Achievement

This section reports on States’ progress toward meeting the goals of Title III: proficiency in English for K–12 LEP students and achievement in academic subjects for the LEP subgroup (grades 3–8 and one high school grade). This is the core purpose of Title III for which States are held accountable. AMAO data reported by States for SY 2008–09 and 2009–10 are presented here.

States set targets for AMAOs 1 and 2 for the number and percentage of LEP students who make progress in learning English and the number and percentage that attain English proficiency, respectively.

### *Progress and Attainment of English Proficiency—AMAOs 1 and 2*

In both SY 2008–09 and 2009–10, the CSPR data collection instrument prompted States to report Title III-served students making progress toward and attaining English proficiency. In addition, States reported whether they had achieved targets set for AMAO 1 and/or AMAO 2. Table 7 illustrates the percentages of Title III-served LEP students making progress toward and attaining English proficiency, by State, for SY 2008–09 and 2009–10.

As indicated in Table 7, for SY 2008–09:

- 45 States and the District of Columbia reported the number and percentage of students making progress toward English proficiency<sup>16</sup>; and
- 46 States and the District of Columbia reported the number and percentage of students attaining English proficiency.<sup>17</sup>

<sup>16</sup> Of the entities that did not provide data, one (Rhode Island) indicated that the “State did not define ‘progress’ for individual students [but only for] ... subgrantees”; three (Mississippi, Missouri, and South Carolina) indicated that they were using a new English language proficiency assessment and did not yet have two data points from which to determine progress; and one (Virginia) indicated that it had permission to use “attainment” only to determine both language proficiency AMAOs. Several States commented that the auto-calculation of percentage of students making progress did not match their State definition of “progress,” and others commented that their targets were based on percentages of students rather than numbers of students.

<sup>17</sup> South Carolina reported that it was using a new English language proficiency assessment and could not yet provide data on students “attaining” English proficiency.

**Table 7. Percentages of Title III-served LEP students making progress toward and attaining English language proficiency, by State: School years 2008–09 and 2009–10**

State <sup>a</sup>	SY 2008–09		SY 2009–10	
	Making progress	Attaining proficiency	Making progress	Attaining proficiency
Alabama	59.8%	26.9%	80.5%	48.0%
Alaska	34.2%	10.8%	30.7%	10.5%
Arizona	38.9%	29.3%	57.9%	33.7%
Arkansas	31.4%	8.3%	34.1%	7.2%
California	48.0%	17.0%	57.0%	29.9%
Colorado	46.6%	5.3%	48.4%	7.6%
Connecticut	25.5%	43.2%	35.5%	41.0%
Delaware	62.8%	29.0%	49.0%	15.2%
Dist. of Columbia	49.3%	17.0%	29.6%	23.1%
Florida	34.3%	25.0%	30.6%	16.3%
Georgia	55.7%	20.2%	75.7%	16.0%
Hawaii	63.3%	16.1%	no data	8.5%
Idaho	25.7%	34.4%	37.9%	36.1%
Illinois	68.3%	27.7%	93.1%	12.6%
Indiana	46.6%	17.0%	27.1%	18.9%
Iowa	41.1%	23.7%	56.0%	22.8%
Kansas	52.6%	19.2%	68.7%	27.1%
Kentucky	27.6%	11.7%	41.8%	13.7%
Louisiana	38.9%	17.6%	49.3%	12.5%
Maine	62.0%	15.4%	97.6%	23.1%
Maryland	52.7%	13.1%	70.5%	18.6%
Massachusetts	40.9%	37.0%	77.1%	44.0%
Michigan	55.6%	31.2%	70.1%	30.8%
Minnesota	67.6%	7.5%	93.6%	9.0%
Mississippi	no data	no data	55.6%	48.1%
Missouri	no data	no data	50.5%	15.1%
Montana	20.7%	26.4%	20.5%	21.1%
Nebraska	31.4%	30.5%	52.3%	29.4%
Nevada	47.0%	16.1%	64.1%	15.6%
New Hampshire	34.5%	12.3%	69.2%	13.7%
New Jersey	29.5%	64.3%	84.7%	19.2%
New Mexico	27.8%	17.8%	53.8%	89.9%
New York	65.5%	15.3%	66.8%	16.1%
North Carolina	58.3%	8.2%	71.1%	15.6%
North Dakota	61.8%	14.1%	56.9%	14.1%
Ohio	39.5%	5.1%	76.1%	32.3%
Oklahoma	56.9%	22.7%	54.7%	13.8%
Oregon	42.1%	11.7%	91.2%	15.8%
Pennsylvania	18.4%	28.4%	67.7%	32.5%
Rhode Island	no data	no data	28.3%	22.5%
South Carolina	no data	no data	37.2%	8.2%
South Dakota	51.8%	3.4%	45.1%	7.5%
Tennessee	59.8%	28.2%	89.0%	23.6%
Texas	43.4%	31.0%	59.6%	35.2%
Utah	27.6%	34.7%	27.4%	37.0%
Vermont	39.1%	22.2%	52.4%	18.7%
Virginia	no data	14.0%	63.8%	17.6%
Washington	63.3%	19.7%	63.6%	12.9%
West Virginia	36.5%	48.8%	19.5%	51.8%
Wisconsin	48.0%	4.2%	58.3%	5.4%
Wyoming	29.7%	30.4%	26.1%	5.9%

<sup>a</sup> Includes the District of Columbia.

Source: Consolidated State Performance Reports, 2008–09, 2009–10.

For SY 2009–10:

- 49 States and the District of Columbia reported the number and percentage of students making progress toward English proficiency<sup>18</sup>; and
- All States and the District of Columbia reported the percentage of students attaining English proficiency.

### ***Content Area Achievement—AMAO 3***

For both SY 2008–09 and SY 2009–10, 49 States and the District of Columbia reported data for both mathematics and reading or language arts.<sup>19</sup> Table 8 provides the percentage of students in each State’s LEP subgroup scoring at or above the proficient level on the reading or language arts and mathematics achievement assessments.<sup>20</sup>

For SY 2008–09,

- 8 States reported that 50% or more of their LEP subgroup students scored at or above the proficient level in reading or language arts; and
- 14 States reported that 50% or more of their LEP subgroup students scored at or above the proficient level in mathematics.

For SY 2009–10,

- 13 States reported that 50% or more of their LEP subgroup students scored at or above the proficient level in reading or language arts; and
- 19 States reported that 50% or more of their LEP subgroup students scored at or above the proficient level in mathematics.

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<sup>18</sup> Hawaii reported that it was using a new English language proficiency assessment and could not yet provide data on “making progress.”

<sup>19</sup> In SY 2008–09, South Carolina did not provide data; in SY 2009–10, Wyoming did not provide data.

<sup>20</sup> The calculation is based on the total number of students, across all grade levels, who scored proficient or above, divided by the total number of students for whom there was a valid test score. These percentages should be reviewed carefully given that “proficiency” is defined and tested differently in each State. Percentage scoring above 50% actually is calculated as the percentage scoring above 49.7%, since this percentage would be rounded to 50%.

**Table 8. Percentages of students in the LEP subgroup scoring proficient or above in reading or language arts and mathematics, by State: School years 2008–09 and 2009–10**

State*	SY 2008–09		SY 2009–10	
	Reading/ language arts	Mathematics	Reading/ language arts	Mathematics
Alabama	46.8%	70.7%	59.4%	61.5%
Alaska	36.6%	25.0%	38.3%	32.8%
Arizona	16.3%	20.0%	24.4%	19.9%
Arkansas	15.4%	43.1%	55.0%	56.9%
California	11.0%	21.8%	20.7%	35.1%
Colorado	58.8%	20.3%	64.2%	62.3%
Connecticut	34.1%	34.4%	26.1%	47.6%
Delaware	62.6%	59.2%	39.5%	45.1%
Dist. of Columbia	28.0%	31.3%	23.9%	29.9%
Florida	5.3%	38.9%	28.5%	36.5%
Georgia	66.8%	57.0%	81.9%	71.3%
Hawaii	31.6%	10.0%	33.1%	23.1%
Idaho	50.4%	44.2%	51.5%	40.5%
Illinois	9.2%	18.6%	35.0%	61.4%
Indiana	37.9%	45.7%	47.7%	58.5%
Iowa	33.3%	39.6%	42.1%	48.8%
Kansas	39.7%	50.9%	65.9%	69.7%
Kentucky	27.2%	20.5%	47.2%	45.3%
Louisiana	28.1%	53.3%	43.4%	49.9%
Maine	10.5%	15.0%	37.3%	29.2%
Maryland	48.6%	62.3%	64.9%	66.8%
Massachusetts	19.9%	31.6%	19.9%	24.3%
Michigan	13.3%	20.8%	64.2%	71.2%
Minnesota	27.9%	10.6%	33.4%	36.4%
Mississippi	22.7%	72.9%	31.9%	51.7%
Missouri	46.6%	32.5%	25.0%	31.1%
Montana	17.0%	7.9%	35.0%	19.6%
Nebraska	66.8%	77.4%	32.2%	86.0%
Nevada	29.1%	37.8%	31.9%	40.9%
New Hampshire	10.7%	10.7%	41.4%	34.9%
New Jersey	24.6%	26.5%	22.8%	37.3%
New Mexico	16.4%	7.9%	21.9%	19.4%
New York	62.8%	70.4%	34.2%	66.2%
North Carolina	28.6%	53.3%	35.6%	67.4%
North Dakota	23.8%	19.1%	36.0%	39.7%
Ohio	56.9%	58.7%	61.4%	55.9%
Oklahoma	37.5%	56.0%	32.6%	43.1%
Oregon	11.9%	16.4%	42.1%	48.5%
Pennsylvania	14.5%	24.1%	25.5%	42.9%
Rhode Island	7.2%	1.7%	23.6%	15.7%
South Carolina	no data	no data	74.3%	73.6%
South Dakota	8.2%	11.1%	25.9%	27.8%
Tennessee	80.8%	64.3%	8.6%	11.5%
Texas	44.8%	32.0%	72.7%	72.7%
Utah	31.1%	16.5%	37.6%	32.3%
Vermont	26.1%	7.4%	40.4%	33.2%
Virginia	84.8%	84.9%	79.3%	76.6%
Washington	34.8%	7.8%	19.6%	17.4%
West Virginia	41.4%	55.2%	32.7%	40.3%
Wisconsin	32.8%	32.6%	57.3%	57.6%
Wyoming	13.2%	14.9%	no data	no data

\* Includes the District of Columbia.

Source: Consolidated State Performance Reports, 2008–09, 2009–10;

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

For SY 2008–09, States reported on the number and percentage of subgrantees that had met all three AMAO State targets. Of the 48 States<sup>21</sup> and the District of Columbia that provided subgrantee data, 4,990 subgrantees (55%) had met the targets for all three AMAOs. Of the 49 States<sup>22</sup> and the District of Columbia that reported State-level data, 9 of these States (18%) indicated that they had met all three AMAO targets.<sup>23</sup>

For SY 2009–10, States reported on the number and percentage of subgrantees that had met all three of the State AMAO targets. Of the 5,314 subgrantees reported on by 50 States and the District of Columbia, 55% of the subgrantees had met the targets for all three AMAOs. Of the 49 States and the District of Columbia that reported the information, 9 States (18%) reported that they had met all three AMAO targets.<sup>24</sup>

Aggregate student performance on the annual English language proficiency assessment is used to determine whether individual subgrantees and the State have met the targets. The number of subgrantees that have met or not met all three AMAOs is not a determinant of whether the State has met the targets for AMAOs.

### ***Monitored Former LEP Students***

States are required to report the number of LEP students who had been served by Title III-funded programs, had met the criteria for exiting the LEP subgroup (as defined by the State), and had transitioned into classrooms with age peers—classrooms in which instruction is not tailored for LEP students. Title III requires that States monitor these students for each of the following 2 years to ensure that they maintain grade-appropriate English language skills and content area achievement. States are required to report the number of MFLEP students who are in their first or second year of monitoring. For both SY 2008–09 and 2009–10, 49 States<sup>25</sup> and the District of Columbia provided data on the number of MFLEP students for both school years, including the numbers of students in each of their first and second years of monitoring (Table 9). The numbers of reported MFLEP students have increased over the past 8 years—the years for which CSPR data have been collected from the States—from 378,903 MFLEP

<sup>21</sup> States *not* reporting subgrantee data for SY 2008–09: South Carolina and Virginia.

<sup>22</sup> State *not* reporting State data for SY 2008–09: South Carolina.

<sup>23</sup> States meeting all three AMAOs in 2008–09: Alabama, Delaware, Maine, Mississippi, Nebraska, New Jersey, Tennessee, Texas, and Wisconsin.

<sup>24</sup> State *not* reporting State data for SY 2009–10: Mississippi; States meeting all three AMAOs in that year: Alabama, Arkansas, Connecticut, Nevada, Pennsylvania, South Carolina, Texas, Virginia, and Wisconsin .

<sup>25</sup> State *not* reporting data for SY 2008–09: South Carolina; State *not* reporting for SY 2009–10: Wyoming.

**Table 9. Number of MFLEP students reported, by State: School years 2008–09 and 2009–10**

State <sup>a</sup>	Number of students monitored	
	SY 2008–09	SY 2009–10
Alabama	4,197	5,003
Alaska	5,428	2,726
Arizona	51,575	64,438
Arkansas	2,081	1,981
California	196,384	263,827
Colorado	17,837	11,524
Connecticut	15,837	10,175
Delaware	3,381	276
Dist. of Columbia	1,556	1,179
Florida	68,806	53,570
Georgia	19,423	21,311
Hawaii	3,185	3,887
Idaho	3,494	4,345
Illinois	25,852	30,575
Indiana	6,682	8,663
Iowa	1,039	2,025
Kansas	1,973	1,445
Kentucky	687	2,833
Louisiana	4,555	7,392
Maine	79	252
Maryland	10,588	11,721
Massachusetts	9,857	9,175
Michigan	2,385	2,484
Minnesota	13,248	13,407
Mississippi	503	489
Missouri	662	4,123
Montana	259	84
Nebraska	4,138	3,390
Nevada	2,563	14,485
New Hampshire	645	421
New Jersey	10,591	10,326
New Mexico	21,837	14,769
New York	38,021	43,347
North Carolina	11,613	17,955
North Dakota	354	503
Ohio	361	2,381
Oklahoma	11,144	6,829
Oregon	10,835	11,706
Pennsylvania	3,525	6,405
Rhode Island	1,501	3,452
South Carolina	no data	1,592
South Dakota	1,286	534
Tennessee	4,690	5,367
Texas	112,756	144,235
Utah	16,622	12,297
Vermont	269	267
Virginia	13,637	17,921
Washington	24,426	28,457
West Virginia	1,715	1,184
Wisconsin	1,790	2,290
Wyoming	980	no data
<b>Total</b>	<b>766,852</b>	<b>889,023</b>

<sup>a</sup> Includes the District of Columbia.

Source: Consolidated State Performance Reports, 2008–09, 2009–10.

students reported by 35 States and the District of Columbia in SY 2002–03 to 889,023 MFLEP students reported by 49 States and the District of Columbia in SY 2009–10. The data may reflect States’ abilities to both track these students in their State data systems and report on these students.

States also must provide achievement data for MFLEP students: reading or language arts and mathematics in grades 3 through 8 and once in high school (AMAO 3). These data are presented in Table 10. For the reasons stated above, these data should be viewed cautiously, particularly for States reporting few students.<sup>26</sup>

For SY 2008–09,

- 49 States and the District of Columbia reported that they monitored 766,852 MFLEP students;
- 44 States and the District of Columbia reported that 50%<sup>27</sup> or more of their MFLEP students scored proficient or above in mathematics, and 35 States and the District of Columbia reported that the percentage of MFLEP students scoring proficient or above in mathematics was greater than or equal to the percentage of “all students” scoring at these levels;
- 46 States and the District of Columbia reported that 50% or more of their MFLEP students scored proficient or above in reading or language arts, and 33 States and the District of Columbia reported that the percentage of MFLEP students scoring proficient or above in reading or language arts was greater than, or matched, the percentage of “all students” scoring at these levels.

For SY 2009–10,

- 49 States and the District of Columbia reported that they monitored 889,023 MFLEP students;
- 45 States and the District of Columbia reported that 50% or more of their MFLEP students scored proficient or above in mathematics, and 34 States and the District of Columbia reported that the percentage of MFLEP students scoring in the proficient level or above in mathematics was greater than, or matched, the percentage of “all students” scoring at these levels;

44 States and the District of Columbia reported that 50% or more of their MFLEP students scored proficient or above in reading or language arts, and 30 States and

<sup>26</sup> For further information, please see the section “Issues in comparing data” on p. 11.

<sup>27</sup> For both SY 2008–09 and 2009–10, a score of 49.7% or more was included as “50% or more” since this number would round to 50%.

**Table 10. Percentage of MFLEP students scoring proficient or above in reading or language arts and mathematics by State: School years 2008–09 and 2009–10**

State <sup>a</sup>	SY 2008–09		SY 2009–10	
	Math	Reading// language arts	Math	Reading// language arts
Alabama	89.3%	94.9%	90.6%	95.4%
Alaska	76.8%	86.8%	78.9%	88.3%
Arizona	71.8%	70.0%	56.3%	72.8%
Arkansas	83.7%	79.6%	90.3%	90.1%
California	62.2%	62.4%	60.9%	60.9%
Colorado	82.7%	93.8%	84.8%	95.4%
Connecticut	84.5%	72.5%	85.4%	73.1%
Delaware	84.5%	83.2%	72.5%	79.8%
Dist. of Columbia	76.0%	76.0%	71.0%	67.8%
Florida	64.9%	58.7%	68.1%	64.1%
Georgia	86.7%	93.6%	90.2%	96.3%
Hawaii	61.3%	80.2%	65.2%	82.6%
Idaho	84.2%	90.8%	88.9%	89.9%
Illinois	84.9%	74.3%	86.1%	72.2%
Indiana	89.3%	87.3%	90.3%	89.3%
Iowa	72.5%	69.4%	79.1%	76.2%
Kansas	86.7%	87.7%	84.9%	86.8%
Kentucky	80.5%	84.9%	74.1%	83.0%
Louisiana	86.7%	87.7%	87.0%	88.4%
Maine	77.2%	89.9%	78.3%	85.1%
Maryland	76.6%	81.4%	84.3%	89.6%
Massachusetts	42.5%	50.5%	46.7%	53.2%
Michigan	86.3%	86.7%	87.2%	62.1%
Minnesota	55.5%	65.2%	57.5%	65.1%
Mississippi	73.8%	56.3%	80.6%	62.7%
Missouri	49.8%	49.8%	50.3%	44.6%
Montana	32.9%	59.9%	50.0%	67.7%
Nebraska	92.1%	93.0%	90.6%	47.6%
Nevada	72.5%	71.6%	68.0%	69.5%
New Hampshire	60.2%	68.2%	69.2%	81.2%
New Jersey	62.5%	48.8%	65.4%	45.4%
New Mexico	42.0%	56.2%	39.1%	49.8%
New York	89.1%	83.7%	66.5%	52.4%
North Carolina	95.6%	86.9%	93.9%	82.9%
North Dakota	79.7%	77.2%	76.4%	72.9%
Ohio	89.7%	90.9%	94.5%	97.1%
Oklahoma	69.7%	66.5%	70.4%	65.6%
Oregon	68.5%	72.8%	71.5%	74.0%
Pennsylvania	77.7%	68.4%	84.5%	76.1%
Rhode Island	32.6%	42.0%	31.1%	46.3%
South Carolina	no data	no data	95.4%	96.3%
South Dakota	54.2%	57.7%	58.5%	59.5%
Tennessee	94.9%	95.3%	34.9%	37.8%
Texas	87.9%	92.4%	90.2%	92.4%
Utah	64.8%	84.6%	67.3%	84.3%
Vermont	68.8%	85.5%	70.6%	84.7%
Virginia	89.7%	93.3%	91.7%	93.0%
Washington	48.7%	73.2%	50.5%	65.4%
West Virginia	87.1%	86.7%	78.1%	79.5%
Wisconsin	91.6%	93.8%	93.9%	95.8%
Wyoming	62.8%	41.7%	no data	no data

<sup>a</sup> Includes the District of Columbia.

**Note:** The States reported the total number of MFLEP students, the number tested, and the number who scored at the proficient level or above; percentages were calculated using the number who scored at the proficient level or above divided by the number tested.

**Source:** Consolidated State Performance Reports, 2008–09, 2009–10.

District of Columbia reported that the percentage of MFLEP students scoring in the proficient level or above in reading or language arts was greater than, or matched, the percentage of “all students” scoring at these levels.

### ***Programs or Activities Terminated***

States may terminate a Title III program or activity if the entity carrying out the program or activity is not able to reach program targets. During the 2 years that are the focus of this report, one State terminated three programs in SY 2008–09; one State terminated one program in SY 2009–10; and one State terminated a total of five programs across both years.

## **Educational Staff Working with LEP Students**

States provided the number of certified or licensed teachers currently teaching in Title III programs and the additional number that they projected needing in 5 years.<sup>28</sup> In SY 2008–09, 50 States and the District of Columbia reported that they had 344,048 certified or licensed teachers in Title III programs. Of these, 49 States<sup>29</sup> and the District of Columbia projected they would need an additional 51,419 teachers in 5 years; the District of Columbia and Rhode Island each indicated that they did not anticipate further growth in the number of LEP students and thus did not plan to hire more teachers. In SY 2009–10, 50 States and the District of Columbia reported that they had 394,111 certified or licensed teachers in Title III programs and that they projected needing another 47,185 teachers in 5 years.<sup>30</sup> See Figure 2 for a graphic representation of these data.

The data for individual States show a great deal of variance. As indicated in the State profiles, some States report an increasing need for certified or licensed teachers; some report a decreasing need. This number has been, and continues to be, difficult for States to estimate. Several States provided specific information on how they derived the numbers; their comments are included in Appendix B.

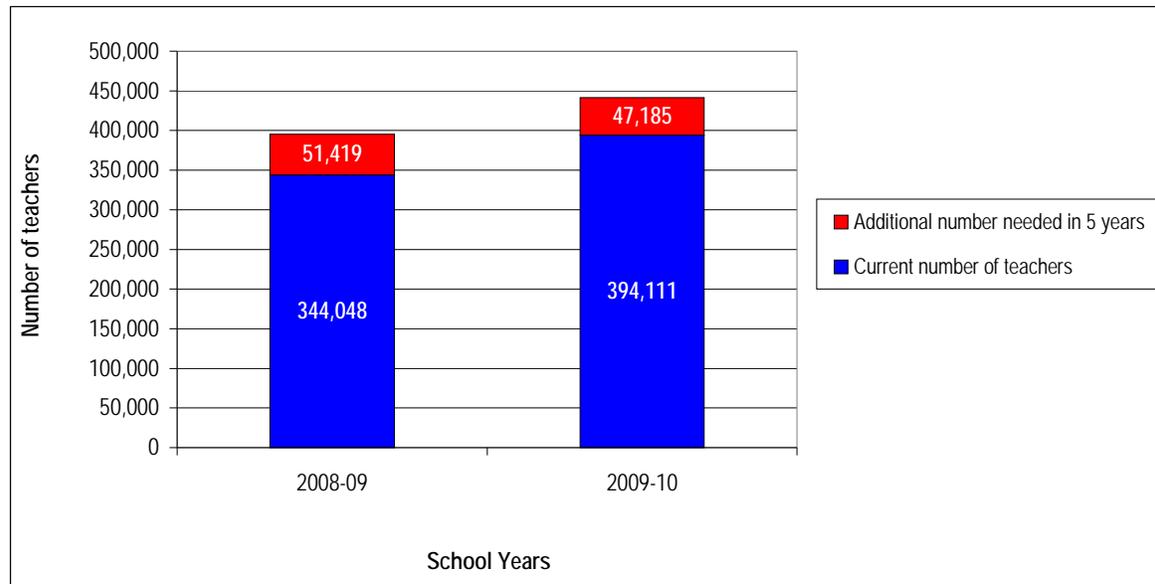
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<sup>28</sup> As defined within the CSPR, “This number should be the total additional teachers needed for the next 5 years, not the number needed for each year. Do not include the number of teachers currently working in Title III English language instruction educational programs.”

<sup>29</sup> The State *not* able to provide a projection of need in 5 years: Arizona.

<sup>30</sup> One State, Florida, reported having no Title III-funded teachers currently, noting that it would not need additional Title III teachers in 5 years. Florida stated that its “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.”

**Figure 2. Number of certified/licensed teachers working in Title III language instruction educational programs and the projected additional number needed in 5 years: School years 2008–09 and 2009–10**



Source: Consolidated State Performance Reports, 2008–09, 2009–10.

## Conclusions

As noted previously, each State has developed its own accountability system, each State can determine which LIEPs its subgrantees may use, and each State has its own requirements for teacher certification and endorsement. Even two States using the same assessment for English proficiency may have different criteria for and different definitions of “proficient.” Such differences make generalization difficult.

Most States, however, are reporting the data requested in the annual Consolidated State Performance Reports. States that do not provide data generally provide an explanation—these explanations sometimes are related to continuing modifications to State data collection systems, accountability systems, and/or assessments. The U.S. Department of Education also recognizes that States have room to improve the quality of their data.

The U.S. Department of Education takes the following steps to improve the quality of State-reported data:

1. Staff of the Office of Elementary and Secondary Education review the data submitted in the CSPR for discrepancies, missing values, and incorrect values. Staff report any

identified data issues to States for explanation or resubmission. Technical assistance is provided as needed to clarify data requests and help States improve their data systems.

2. Staff of the Office of Elementary and Secondary Education have recently begun reviewing local educational agency–level data in select *EDFacts* data files for data quality.
3. *EDFacts* staff have presented information on improving the *EDFacts* data submissions that are used to populate the CSPR during a Title III State Director’s meeting and through webinars.
4. As part of Title III onsite monitoring, the Office of Elementary and Secondary Education reviews States’ Title III data collection procedures, which impact the quality of State education agency and local educational agency data.

## 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 (all referred to throughout as “States”) on demographics and programs for K–12 LEP, MFLEP, and immigrant students, as well as on achievement for K–12 LEP, MFLEP, and all students.

Terminology used in the State profiles:

LEP	Limited English proficient
MFLEP	Monitored former LEP students. As defined by ESEA, MFLEP are students who no longer receive Title III services and have been in regular classrooms, not specifically designed for LEP students, for 2 years or less.
AMAOs	Annual measureable achievement objectives
LIEP	Language instruction educational program. These programs for LEP children have the purpose of developing and attaining English proficiency while meeting challenging academic content standards and may use both English and a child’s native language. (See Table 6 above for definitions of types of programs.)
All students	The group of “all students,” used when reporting results of content achievement testing, refers to all tested students, including LEP and MFLEP students.

In addition, when the number “0” is listed, the State reported no students in the category; if the State provided no information, this is so indicated.

Each State provided information that includes the following:

- The number of LEP students, number of LEP students served in Title III-funded programs, and number of MFLEP students;
- The percentage of LEP students making progress in English language proficiency (AMAO 1) and the percentage of students attaining English language proficiency (AMAO 2);
- The percentage of LEP, MFLEP, and all students scoring “proficient” or “advanced” on assessments in the subject areas English language arts/reading and math (AMAO 3);

- The number of immigrant students identified and served through §3114(d)(1) programs;
- The most commonly used LIEPs and the five most commonly spoken languages of LEP students (note that language names are presented as they were reported by the States);
- The number of certified/licensed teachers working in Title III programs and the number the State anticipated would be needed in 5 years; and
- The number of subgrantees within the State that met all three AMAOs and whether the State met all three AMAOs.

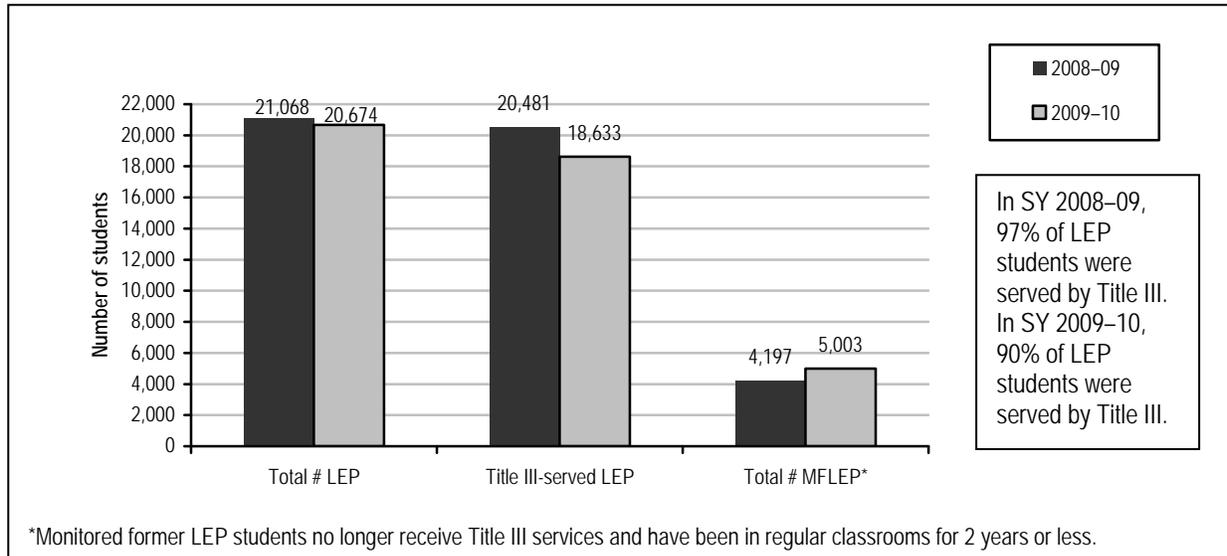
Most information is provided for the State as a whole (e.g., numbers of students, results for AMAOs 1, 2, and 3); some information is provided based on the State’s subgrantees (e.g., LIEPs used, number of subgrantees meeting all three AMAOs). In addition, the total Title III allocation provided to each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

Comparisons across States are discouraged for the reasons stated earlier in this report: Each state creates its own English language proficiency standards and academic achievement standards, identifies or develops its own assessments, and has its own criteria for language proficiency and academic achievement as well as teacher certification. Comparisons within States (i.e., comparing SY 2008–09 with SY 2009–10) may be problematic since some States are reviewing and modifying their standards, their assessments, and/or their AMAOs, which could make comparisons between the 2 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 MFLEP students and “all students” scoring at least “proficient” on the two content area assessments (English language arts/reading and mathematics).

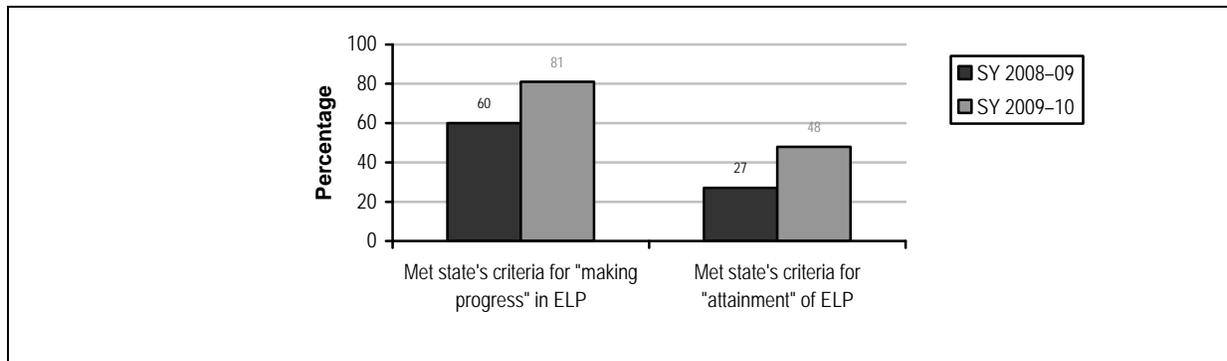
## Alabama

### Information on Limited English Proficient Students

Number and percentage of limited English proficient students and monitored former limited English proficient students in the State: School years 2008–09 and 2009–10



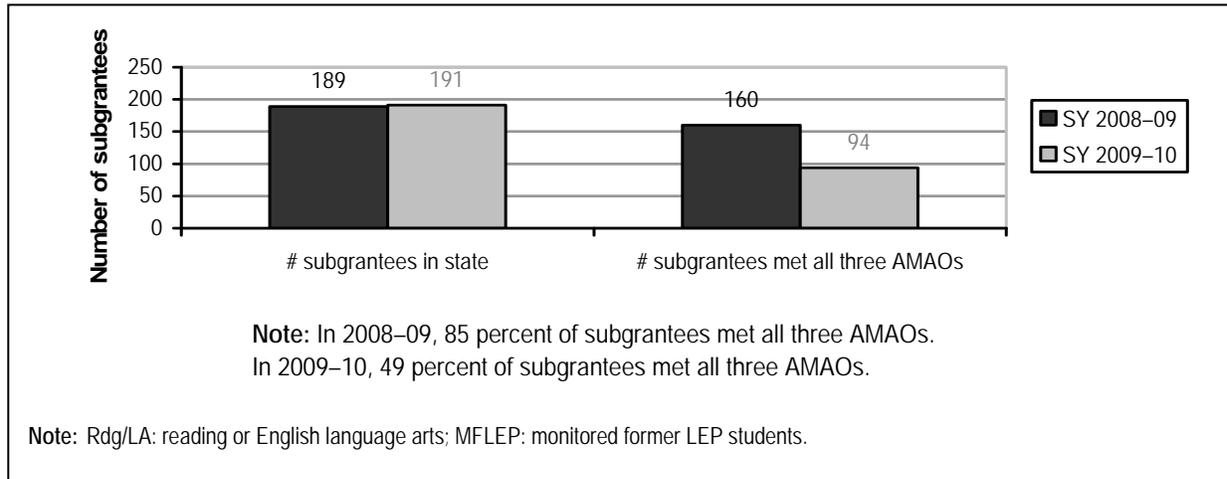
### Percentage of Title III-served students who made progress in English language proficiency and who attained English language proficiency: School years 2008–09 and 2009–10



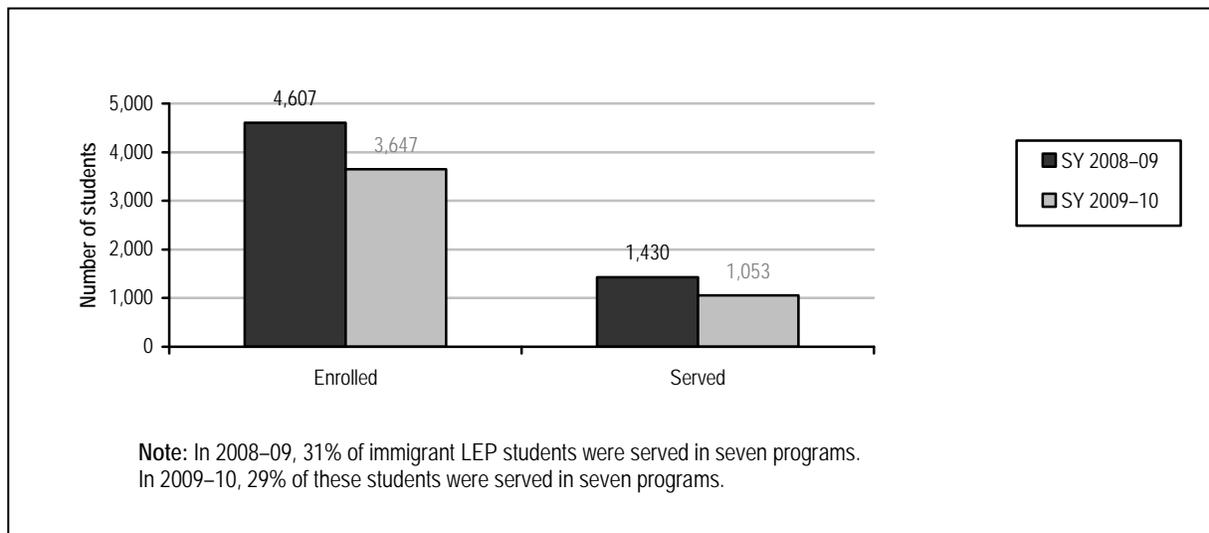
### Five native languages most commonly spoken by limited English proficient students, by number of students: School years 2008–09 and 2009–10

Year	Spanish	Korean	Vietnamese	Arabic	Chinese
SY 2008–09	17,626	576	443	373	202
SY 2009–10	17,179	520	426	384	289

**Percentage of LEP, MFLEP, and all students proficient or above in academic content areas, by group: School years 2008–09 and 2009–10**



**Number of immigrant students enrolled and number served in §3114(d)(1) programs: School years 2008–09 and 2009–10**



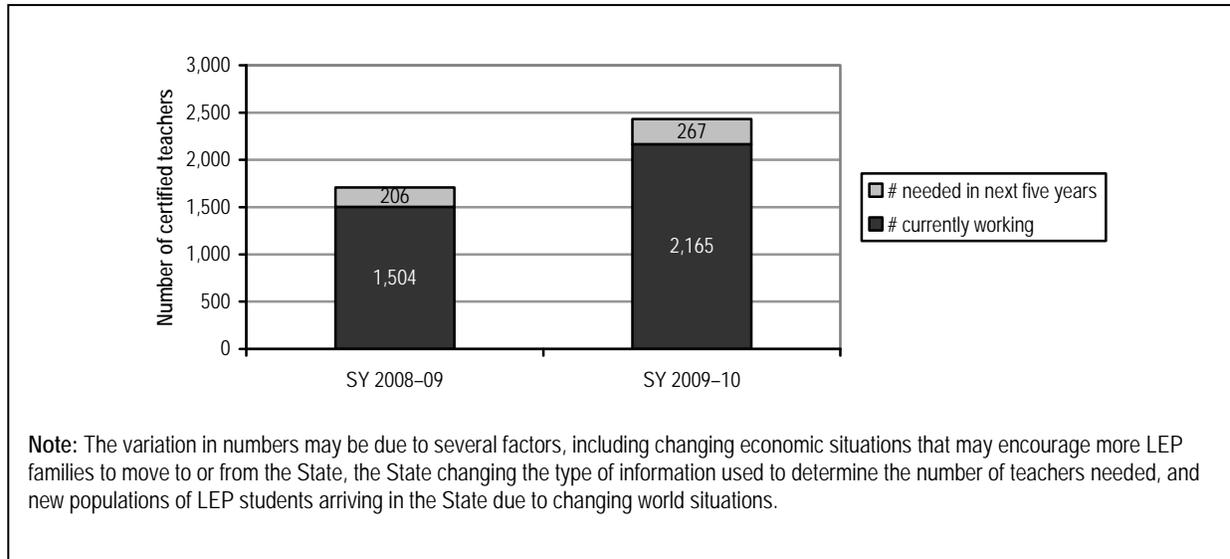
**Language instruction educational programs (LIEPs) implemented in the State: School years 2008–09 and 2009–10**

LIEPs that use English and another language		LIEPs that use only English	
	Two-way immersion	✓	Structured English immersion
	Transitional bilingual	✓	Sheltered English instruction
	Dual language	✓	Specially designed academic instruction in English (SDAIE)
	Developmental bilingual	✓	Content-based ESL
	Heritage language	✓	Pull-out ESL

**Note:** The State's subgrantees used the same English-based LIEPs for both years of this report.

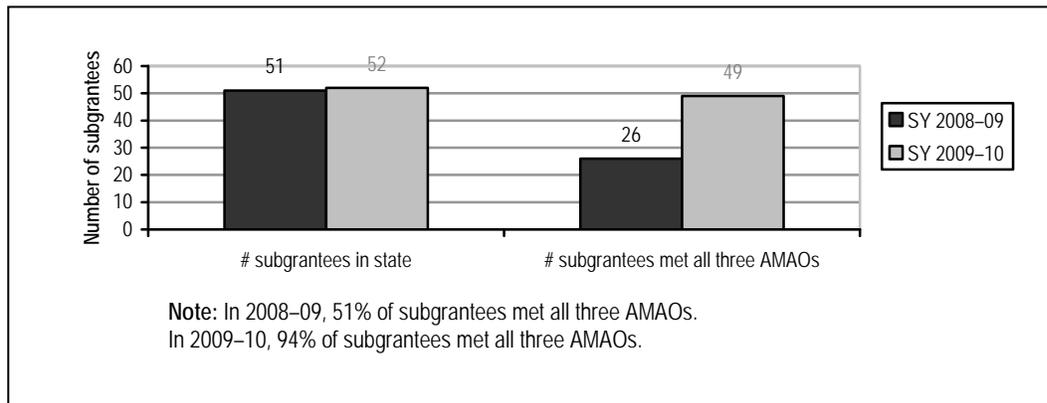
### Education Staff Information

**Number of certified/licensed teachers working in Title III language instruction educational programs and additional number needed in 5 years: School years 2008–09 and 2009–10**



### State and Subgrantee Information

**Number of subgrantees in the State and number/percentage that met all three annual measurable achievement objectives (AMAOs): School years 2008–09 and 2009–10**



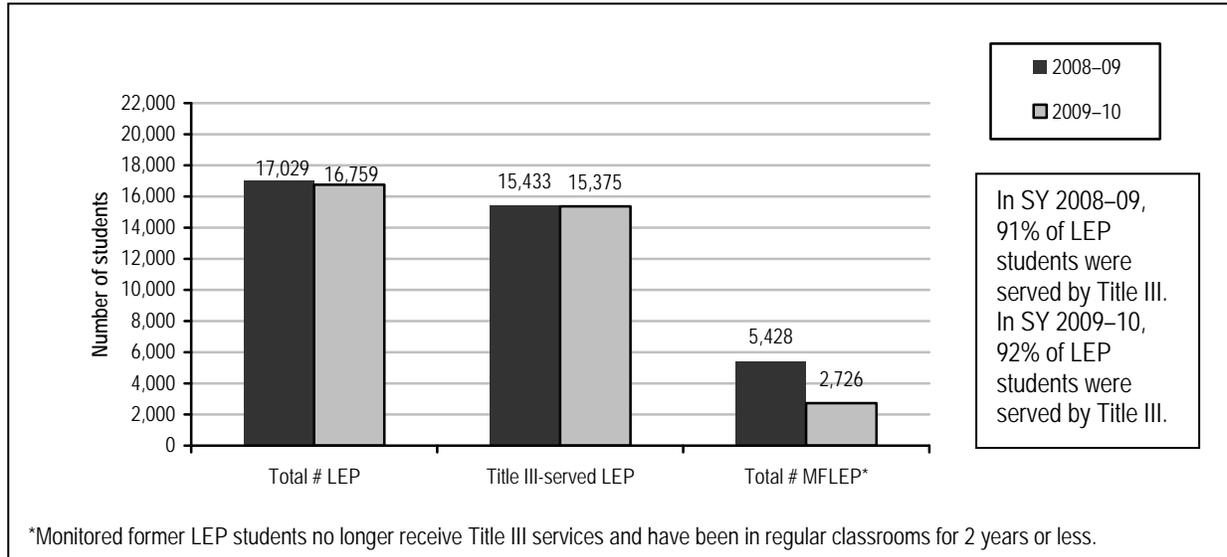
Additional State information:

- Title III funding for the State in SY 2008–09 was **\$3,662,530**; in SY 2009–10, funding was **\$4,349,324**.
- No Title III programs or activities were terminated by the State for failure to reach program goals during the report years.
- The State reported that it met all three AMAOs for SYs 2008–09 and 2009–10.

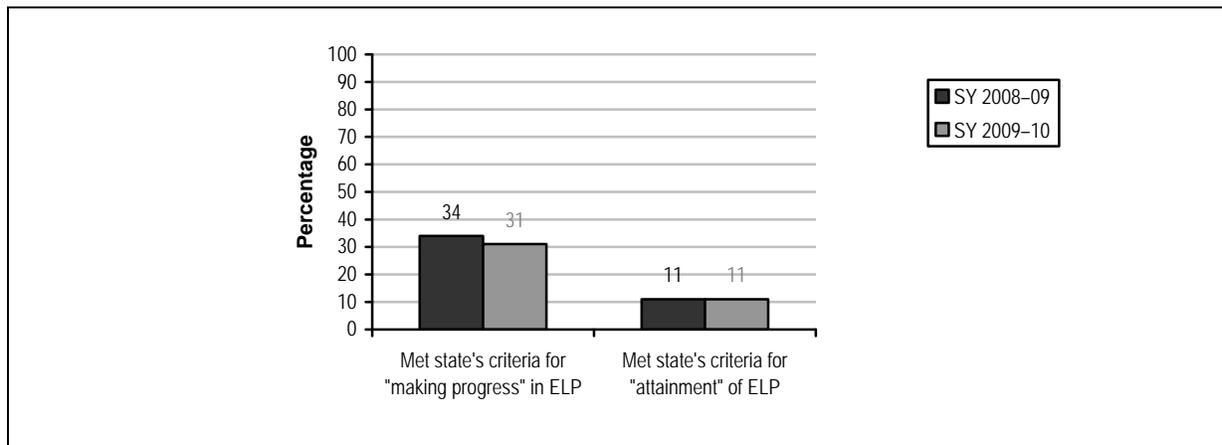
## Alaska

### Information on Limited English Proficient Students

**Number and percentage of limited English proficient students and monitored former limited English proficient students in the State: School years 2008–09 and 2009–10**



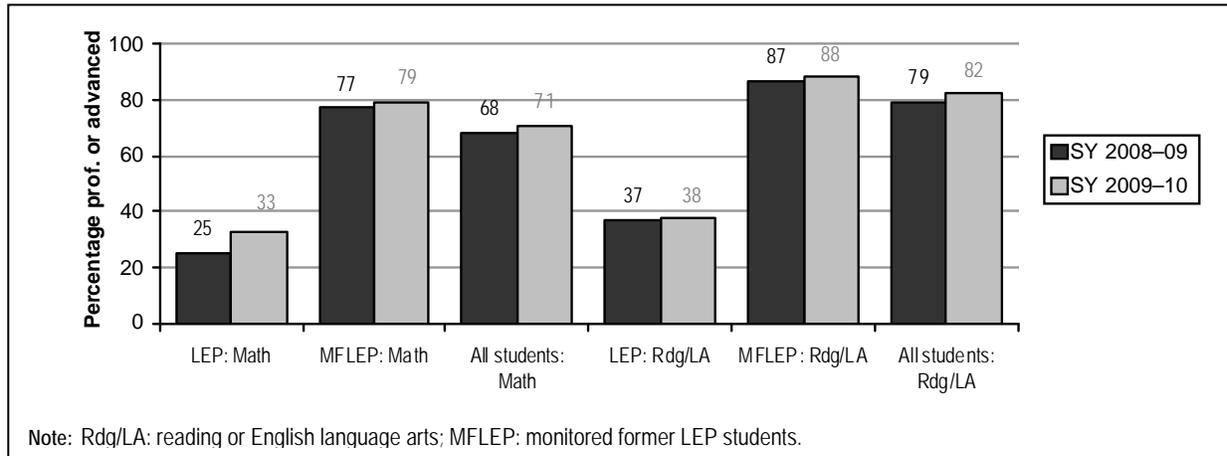
**Percentage of Title III-served students who made progress in English language proficiency and who attained English language proficiency: School years 2008–09 and 2009–10**



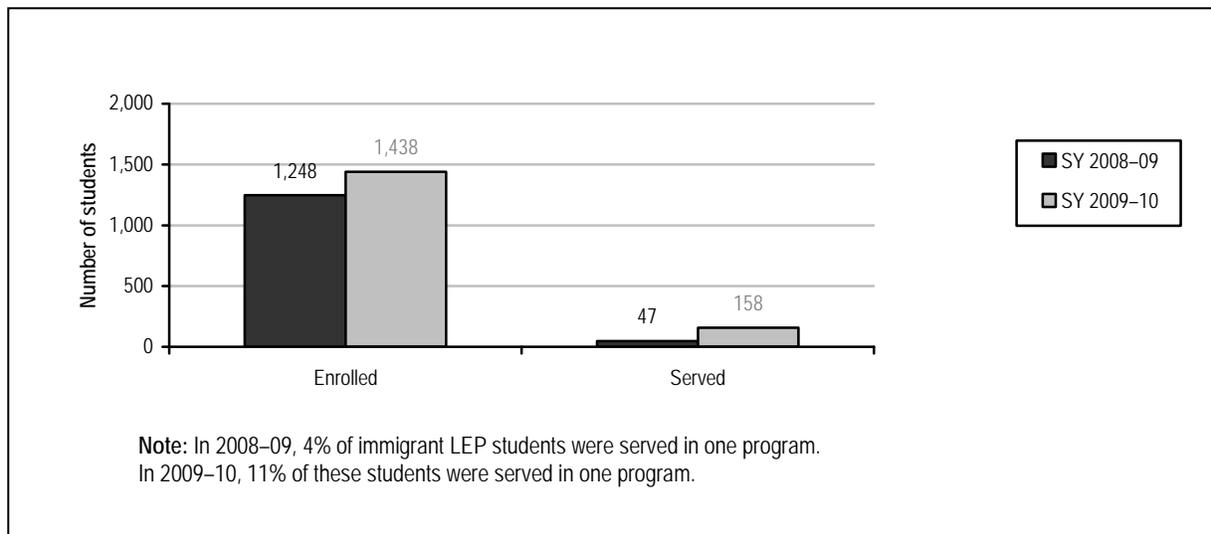
**Five native languages most commonly spoken by limited English proficient students, by number of students: School years 2008–09 and 2009–10**

SY 2008–09	Yup'ik	Inupiaq	Spanish	Filipino	Hmong
	6,362	2,010	1,858	1,156	1,138
SY 2009–10	Yup'ik	Spanish	Inupiaq	Filipino	Hmong
	6,177	1,900	1,712	1,265	1,215

**Percentage of LEP, MFLEP, and all students proficient or above in academic content areas, by group: School years 2008–09 and 2009–10**



**Number of immigrant students enrolled and number served in §3114(d)(1) programs: School years 2008–09 and 2009–10**

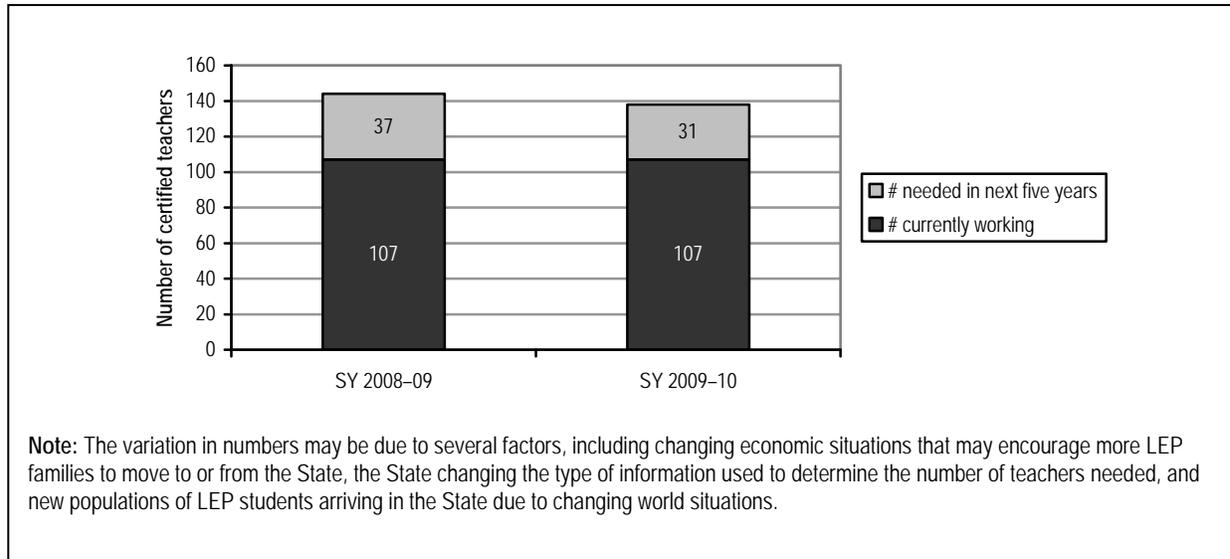


**Language instruction educational programs (LIEPs) implemented in the State: School years 2008–09 and 2009–10**

SY 08–09	SY 09–10	LIEPs that use English and another language	SY 08–09	SY 09–10	LIEPs that use only English
		Two-way immersion	✓	✓	Structured English immersion
✓	✓	Transitional bilingual	✓	✓	Sheltered English instruction
✓	✓	Dual language			Specially designed academic instruction in English (SDAIE)
✓	✓	Developmental bilingual	✓	✓	Content-based ESL
✓	✓	Heritage language	✓	✓	Pull-out ESL

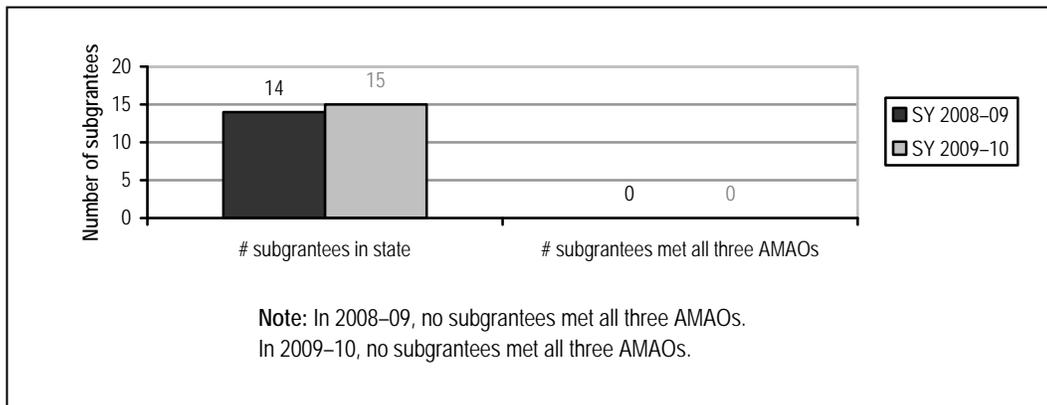
### Education Staff Information

#### Number of certified/licensed teachers working in Title III language instruction educational programs and additional number needed in 5 years: School years 2008–09 and 2009–10



### State and Subgrantee Information

#### Number of subgrantees in the State and number/percentage that met all three annual measurable achievement objectives (AMAOs): School years 2008–09 and 2009–10



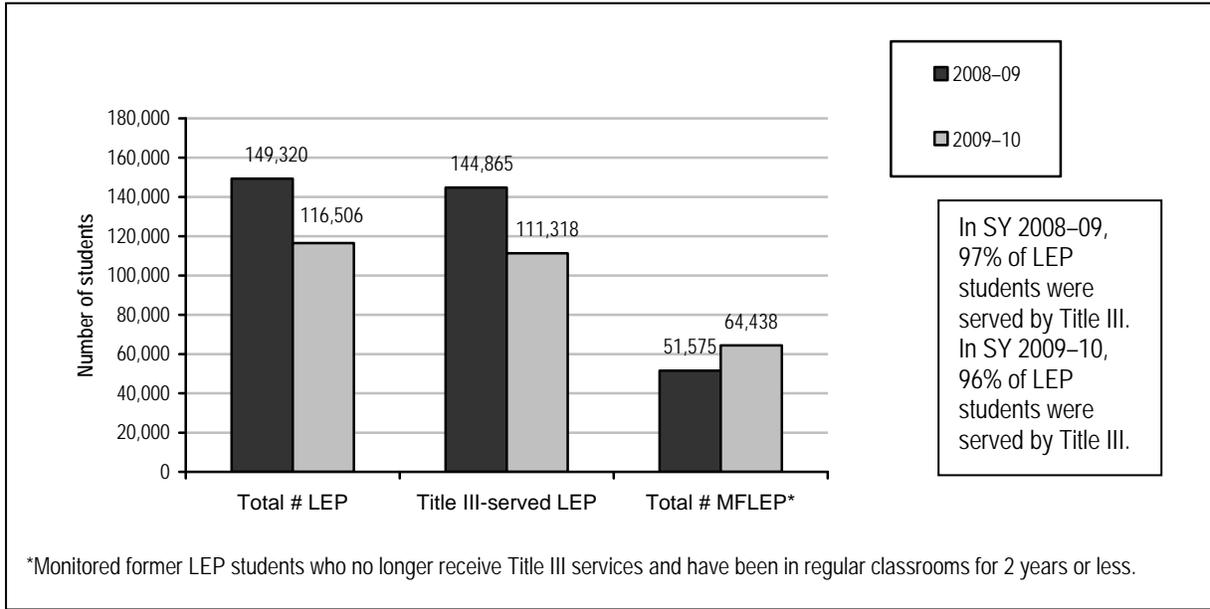
#### Additional State information:

- Title III funding for the State in SY 2008–09 was **\$1,068,686**; in SY 2009–10, funding was **\$1,322,960**.
- No Title III programs or activities were terminated by the State for failure to reach program goals during the report years.
- The State reported that it did not meet all three AMAOs in either 2008–09 or 2009–10.

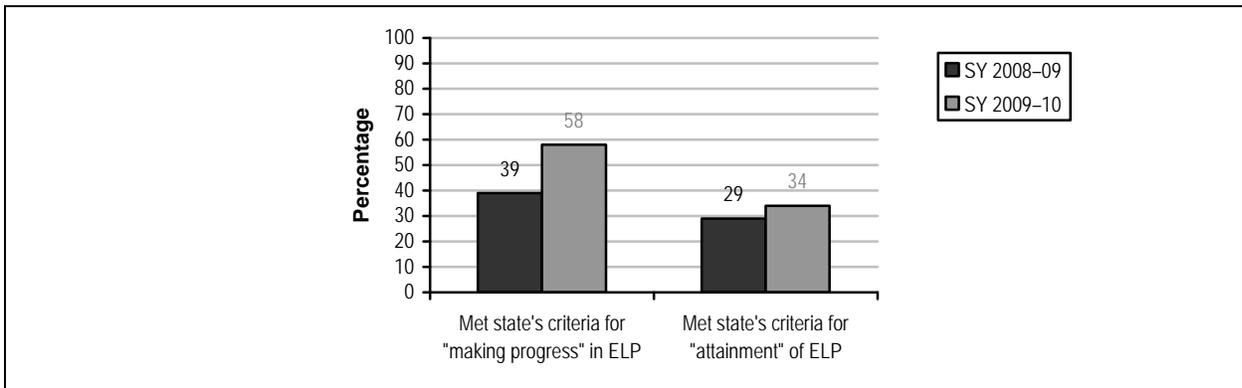
## Arizona

### Information on Limited English Proficient Students

**Number and percentage of limited English proficient students and monitored former limited English proficient students in the State: School years 2008–09 and 2009–10**



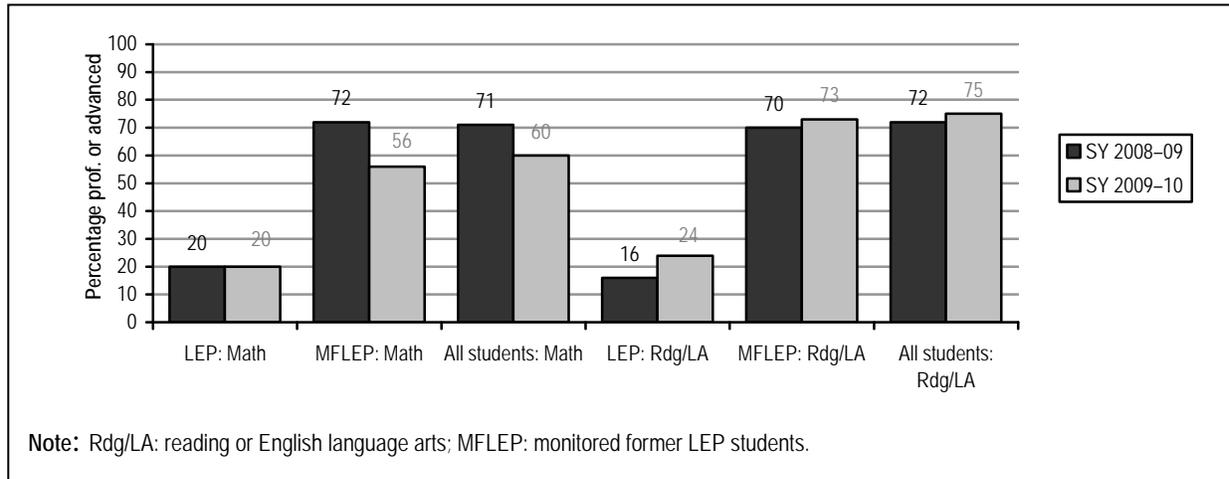
**Percentage of Title III-served students who made progress in English language proficiency and who attained English language proficiency: School years 2008–09 and 2009–10**



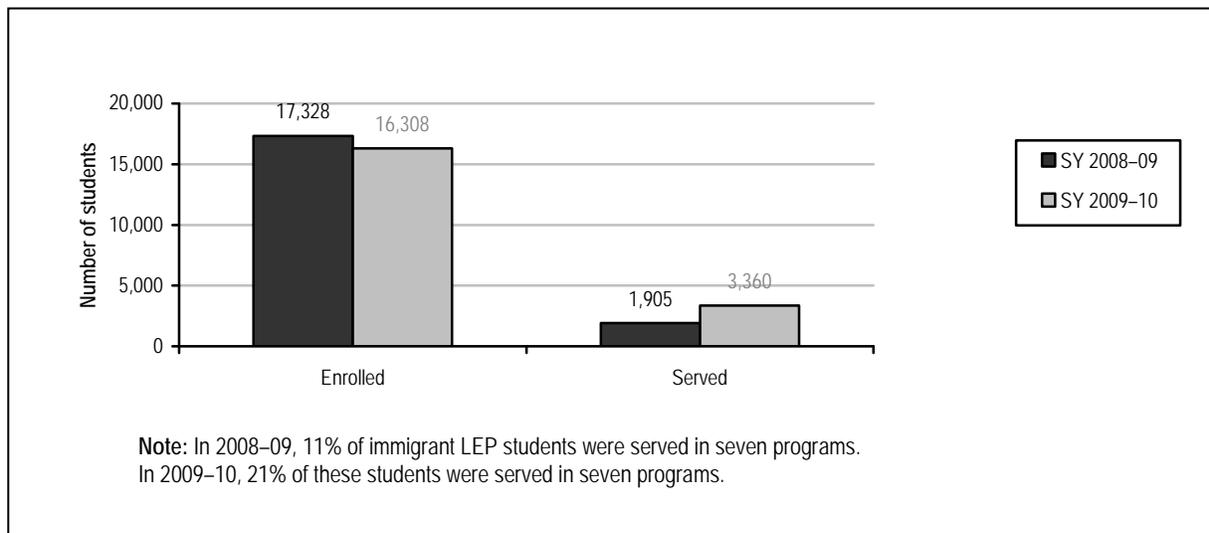
**Five native languages most commonly spoken by limited English proficient students, by number of students: School years 2008–09 and 2009–10**

SY 2008–09	Spanish	Navajo	Vietnamese	Arabic	Somali
	119,488	2,666	1,238	1,155	554
SY 2009–10	Spanish	Navajo	Arabic	Vietnamese	Somali
	91,468	1,599	1,170	954	535

**Percentage of LEP, MFLEP, and all students proficient or above in academic content areas, by group: School years 2008–09 and 2009–10**



**Number of immigrant students enrolled and number served in §3114(d)(1) programs: School years 2008–09 and 2009–10**



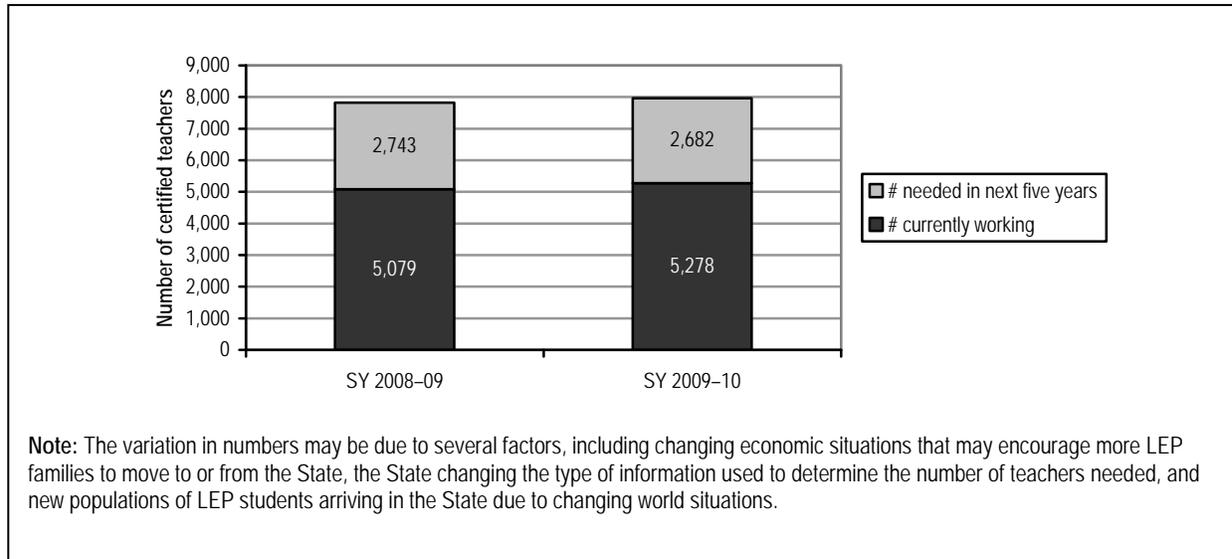
**Language instruction educational programs (LIEPs) implemented in the State: School years 2008–09 and 2009–10**

LIEPs that use English and another language		LIEPs that use only English	
	Two-way immersion	✓	Structured English immersion
	Transitional bilingual		Sheltered English instruction
✓	Dual language		Specially designed academic instruction in English (SDAIE)
	Developmental bilingual		Content-based ESL
✓	Heritage language		Pull-out ESL

Note: The State’s subgrantees used the same LIEPs for both years of this report.

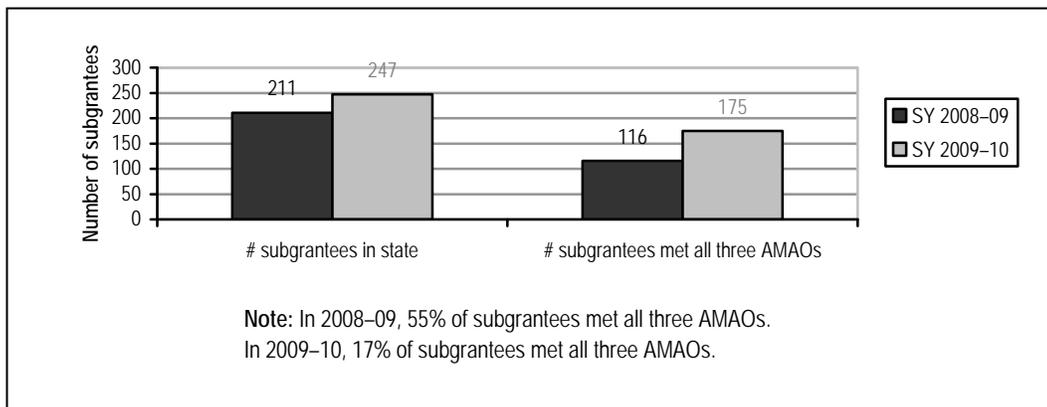
### Education Staff Information

**Number of certified/licensed teachers working in Title III language instruction educational programs and additional number needed in 5 years: School years 2008–09 and 2009–10**



### State and Subgrantee Information

**Number of subgrantees in the State and number/percentage that met all three annual measurable achievement objectives (AMAOs): School years 2008–09 and 2009–10**



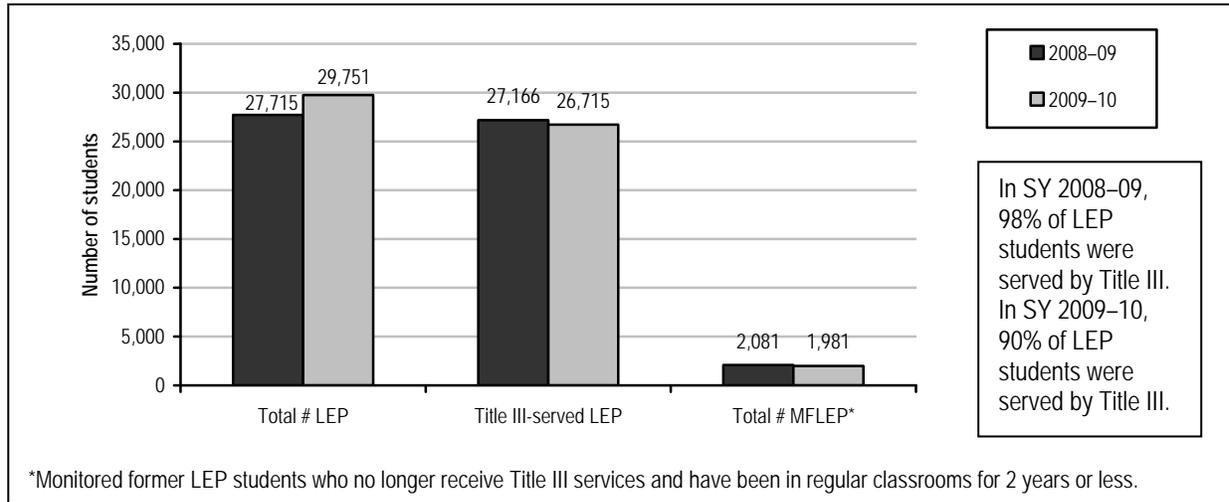
Additional State information:

- Title III funding for the State in SY 2008–09 was **\$22,008,130**; in SY 2009–10, funding was **\$24,900,489**.
- No Title III programs or activities were terminated by the State for failure to reach program goals during the report years.
- The State reported that it did not meet all three AMAOs in either 2008–09 or 2009–10.

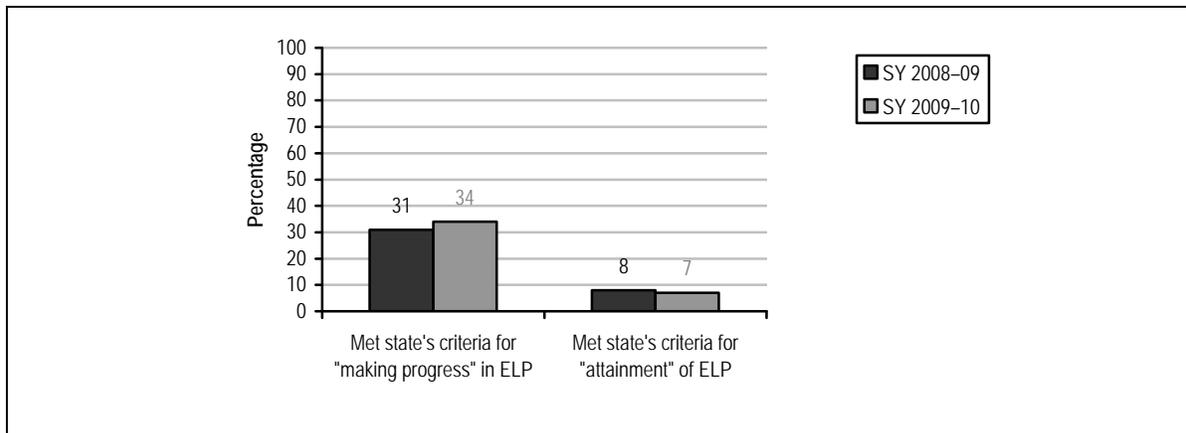
## Arkansas

### Information on Limited English Proficient Students

**Number and percentage of limited English proficient students and monitored former limited English proficient students in the State: School years 2008–09 and 2009–10**



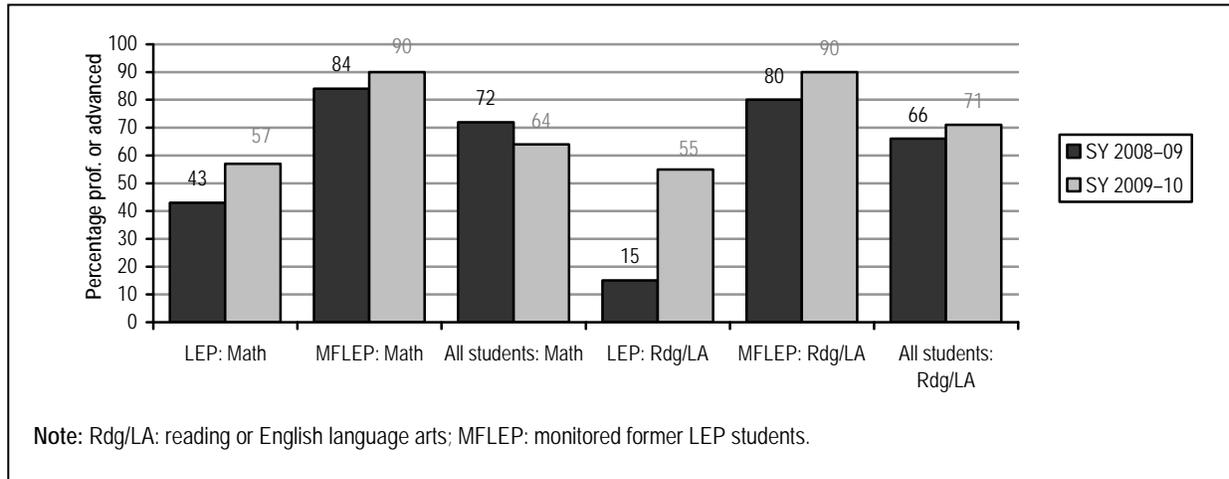
**Percentage of Title III-served students who made progress in English language proficiency and who attained English language proficiency: School years 2008–09 and 2009–10**



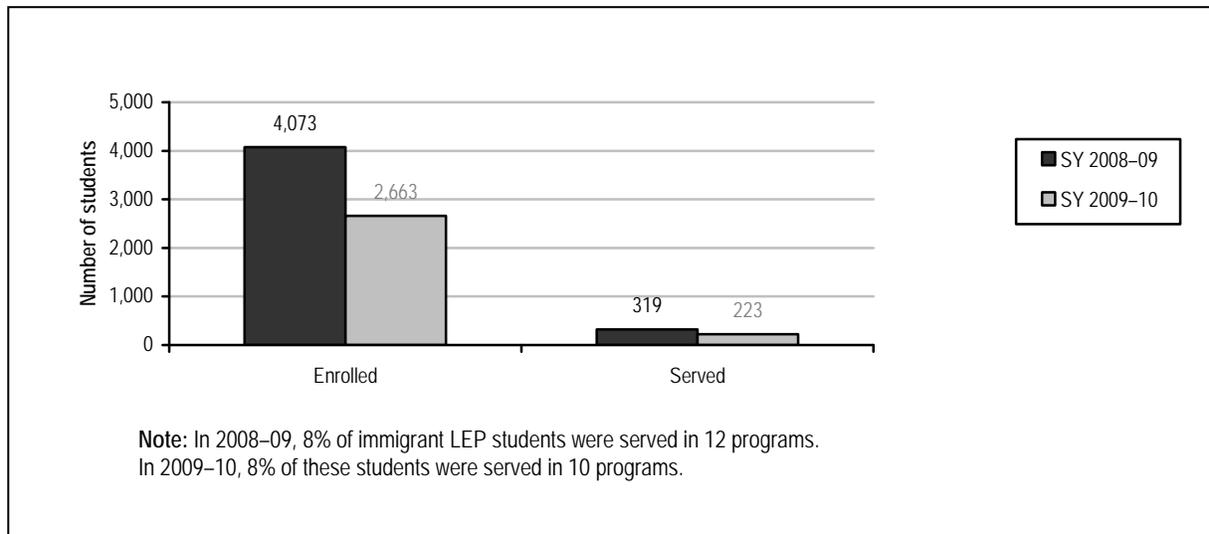
**Five native languages most commonly spoken by limited English proficient students, by number of students: School years 2008–09 and 2009–10**

SY 2008–09	Spanish	Marshallese	Hmong	Vietnamese	Lao
	24,318	1,038	397	389	379
SY 2009–10	Spanish	Marshallese	Vietnamese	Lao	Hmong
	25,935	1,290	429	406	392

**Percentage of LEP, MFLEP, and all students proficient or above in academic content areas, by group: School years 2008–09 and 2009–10**



**Number of immigrant students enrolled and number served in §3114(d)(1) programs: School years 2008–09 and 2009–10**

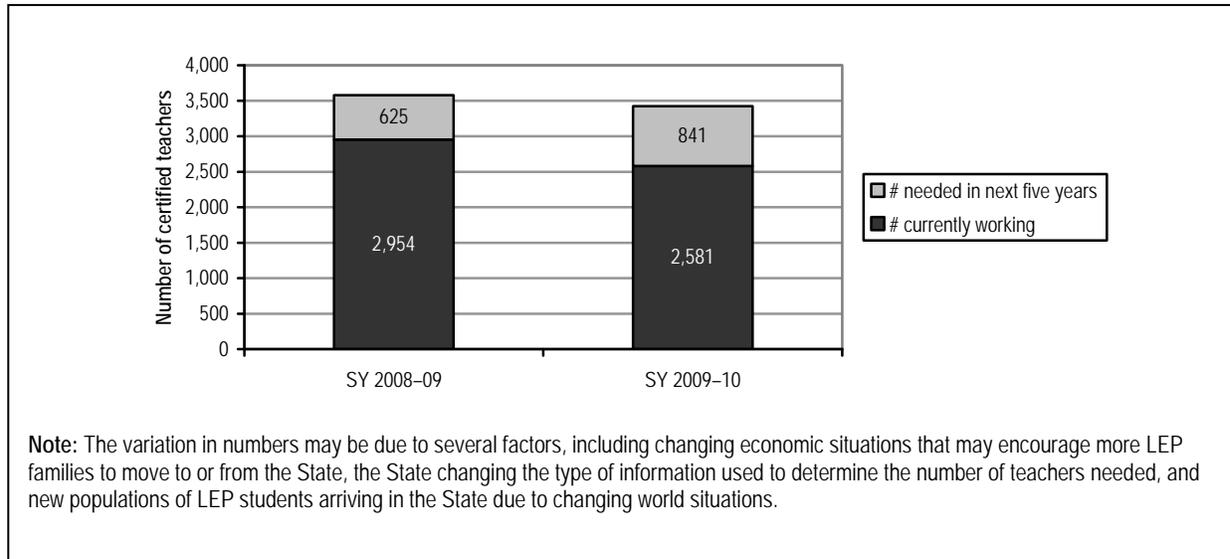


**Language instruction educational programs (LIEPs) implemented in the State: School years 2008–09 and 2009–10**

SY 08–09	SY 09–10	LIEPs that use English and another language	SY 08–09	SY 09–10	LIEPs that use only English
		Two-way immersion	✓		Structured English immersion
		Transitional bilingual	✓	✓	Sheltered English instruction
		Dual language	✓	✓	Specially designed academic instruction in English (SDAIE)
		Developmental bilingual	✓	✓	Content-based ESL
		Heritage language	✓	✓	Pull-out ESL

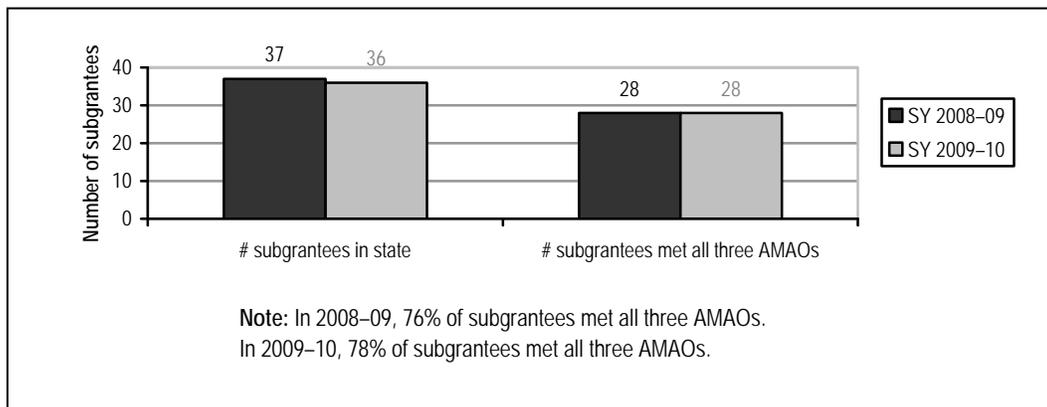
### Education Staff Information

**Number of certified/licensed teachers working in Title III language instruction educational programs and additional number needed in 5 years: School years 2008–09 and 2009–10**



### State and Subgrantee Information

**Number of subgrantees in the State and number/percentage that met all three annual measurable achievement objectives (AMAOs): School years 2008–09 and 2009–10**



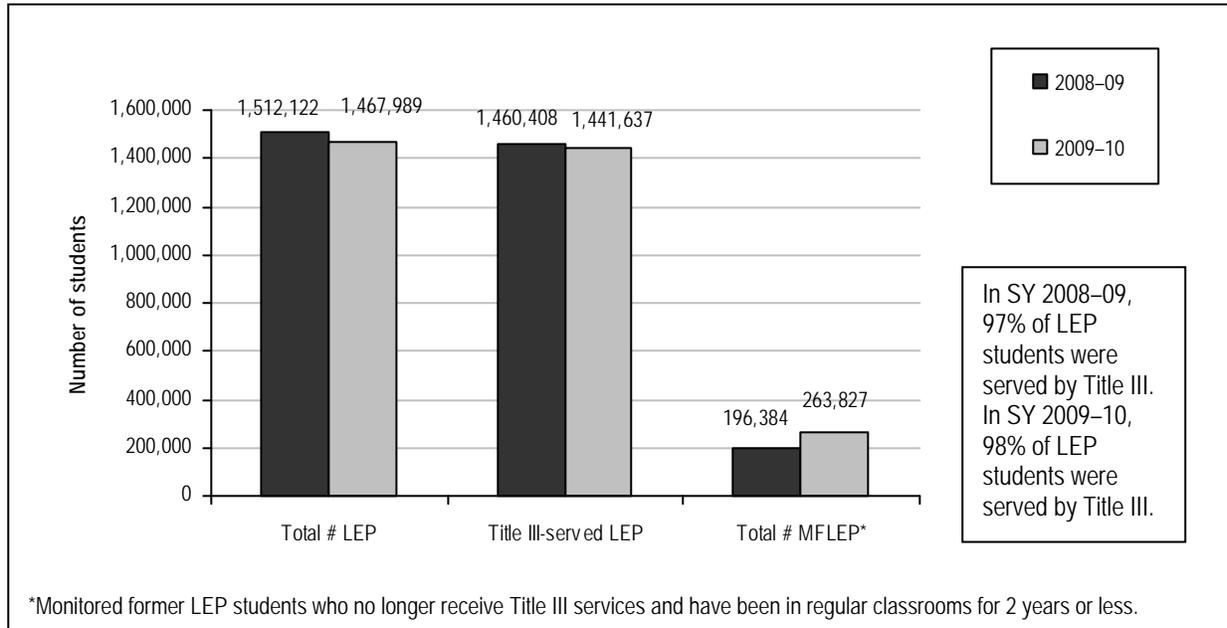
Additional State information:

- Title III funding for the State in SY 2008–09 was **\$2,993,001**; in SY 2009–10, funding was **\$3,331,698**.
- No Title III programs or activities were terminated by the State for failure to reach program goals during the report years.
- The State reported that it did not meet all three AMAOs for SY 2008–09, but that it did for 2009–10.

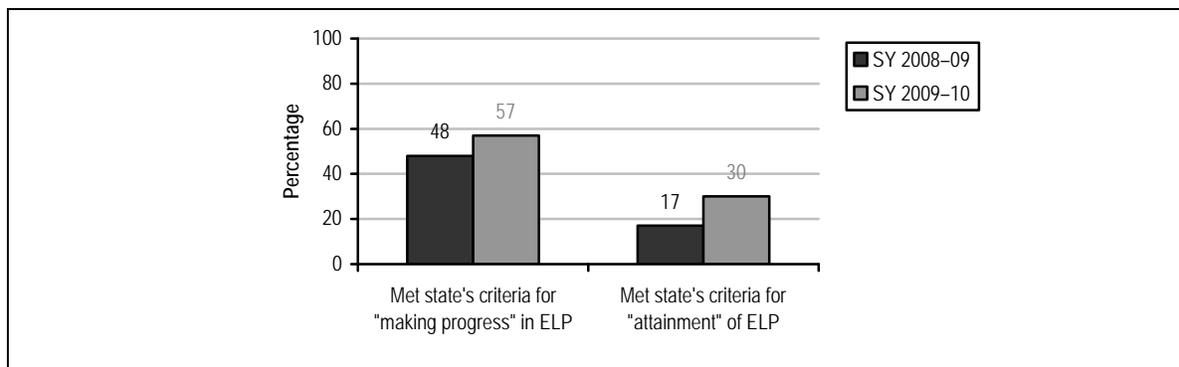
## California

### Information on Limited English Proficient Students

**Number and percentage of limited English proficient students and monitored former limited English proficient students in the State: School years 2008–09 and 2009–10**



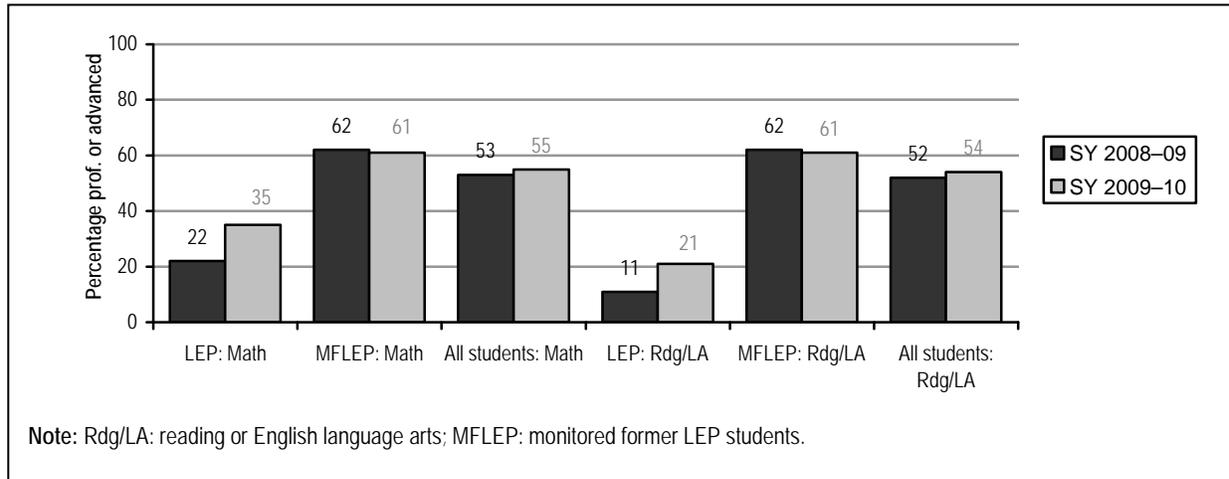
**Percentage of Title III-served students who made progress in English language proficiency and who attained English language proficiency: School years 2008–09 and 2009–10**



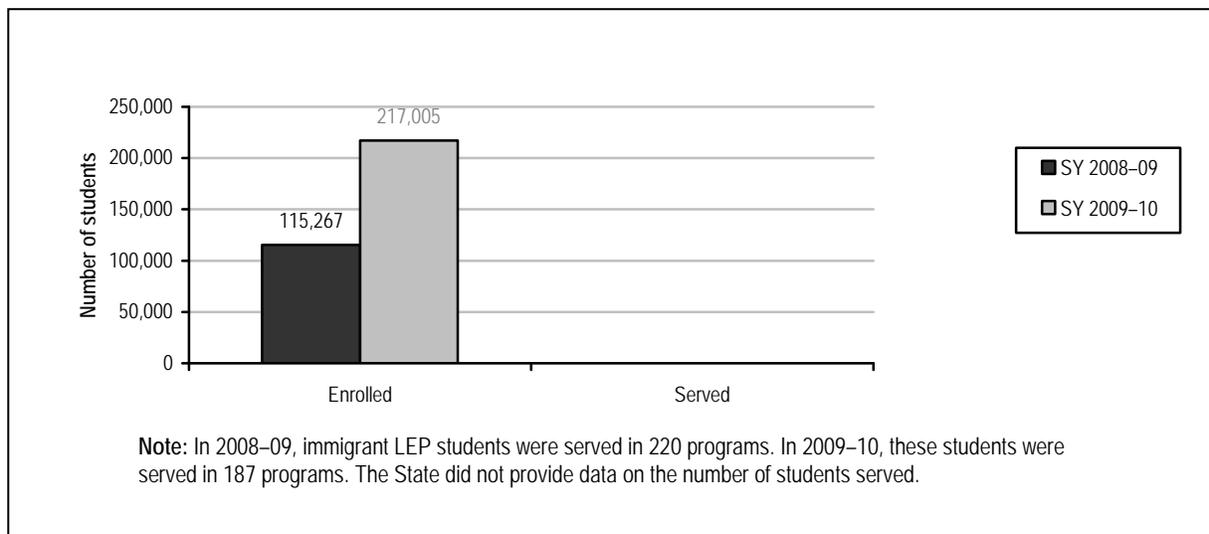
**Five native languages most commonly spoken by limited English proficient students, by number of students: School years 2008–09 and 2009–10**

SY 2008–09	Spanish	Vietnamese	Chinese	Tagalog	Hmong
	1,282,871	35,587	34,878	22,538	17,606
SY 2009–10	Spanish	Vietnamese	Chinese	Tagalog	Hmong
	1,242,285	36,540	33,660	21,211	16,437

**Percentage of LEP, MFLEP, and all students proficient or above in academic content areas, by group: School years 2008–09 and 2009–10**



**Number of immigrant students enrolled and number served in §3114(d)(1) programs: School years 2008–09 and 2009–10**



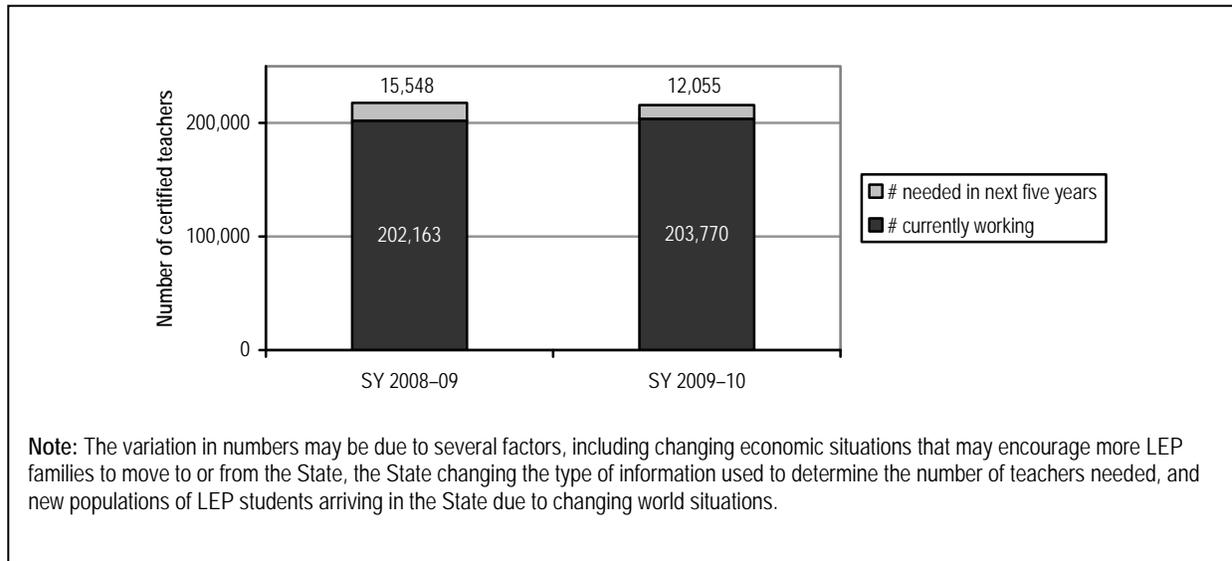
**Language instruction educational programs (LIEPs) implemented in the State: School years 2008–09 and 2009–10**

LIEPs that use English and another language		LIEPs that use only English	
✓	Two-way immersion	✓	Structured English immersion
✓	Transitional bilingual	✓	Sheltered English instruction
✓	Dual language	✓	Specially designed academic instruction in English (SDAIE)
✓	Developmental bilingual	✓	Content-based ESL
✓	Heritage language	✓	Pull-out ESL

Note: The State's subgrantees used the same LIEPs for both years of this report.

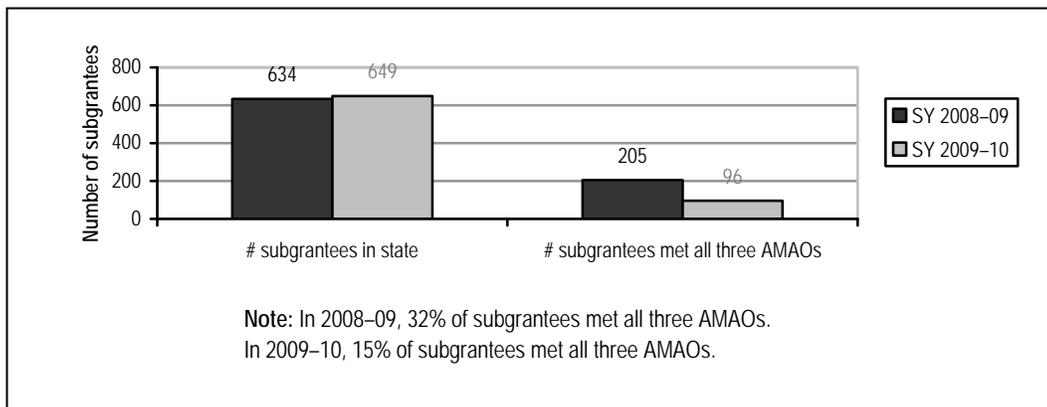
### Education Staff Information

**Number of certified/licensed teachers working in Title III language instruction educational programs and additional number needed in 5 years: School years 2008–09 and 2009–10**



### State and Subgrantee Information

**Number of subgrantees in the State and number/percentage that met all three annual measurable achievement objectives (AMAOs): School years 2008–09 and 2009–10**



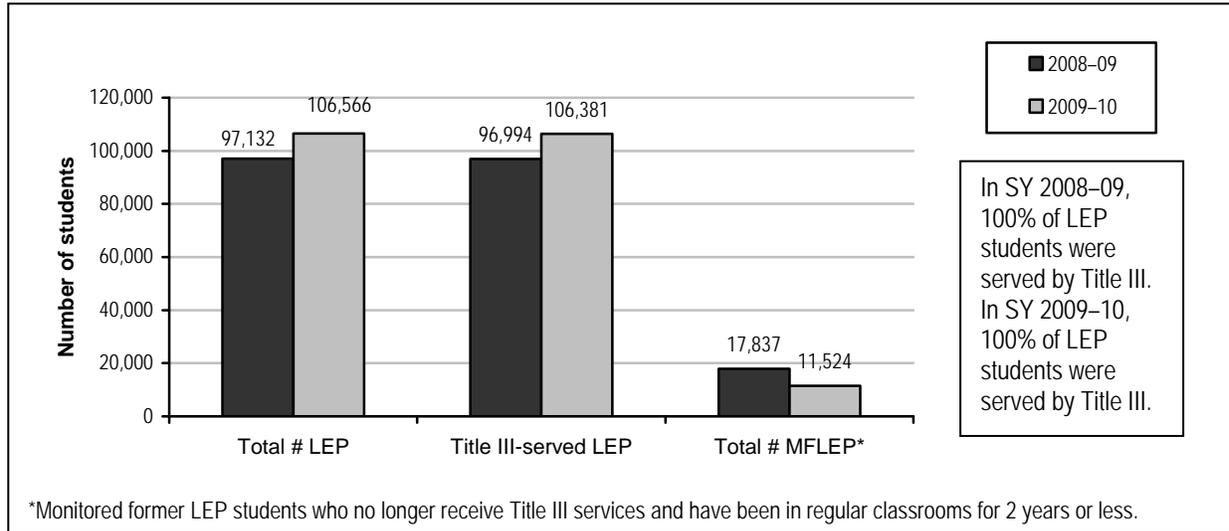
Additional State information:

- Title III funding for the State in SY 2008–09 was **\$164,463,306**; in SY 2009–10, funding was **\$168,456,300**.
- No Title III programs or activities were terminated by the State for failure to reach program goals during the report years.
- The State reported that it did not meet all three AMAOs in either 2008–09 or 2009–10.

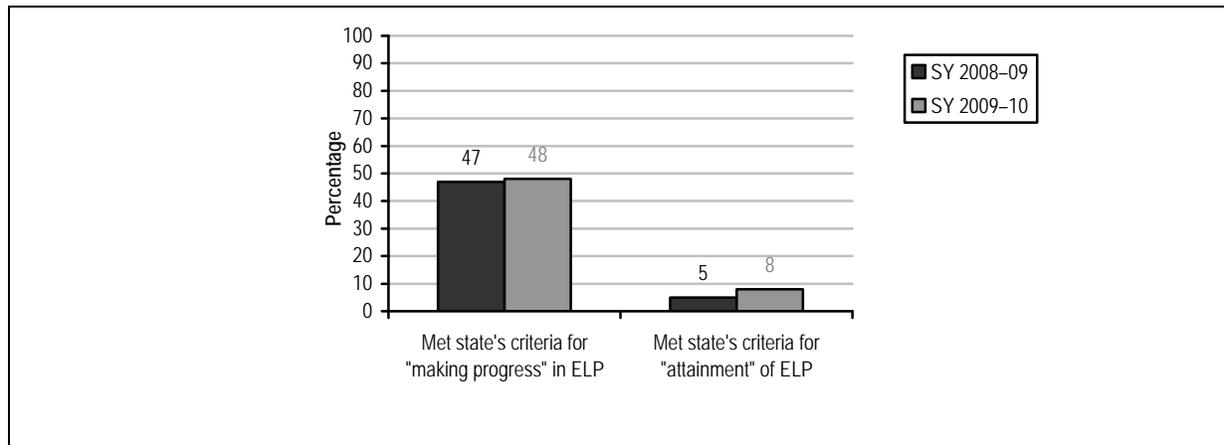
## Colorado

### Information on Limited English Proficient Students

**Number and percentage of limited English proficient students and monitored former limited English proficient students in the State: School years 2008–09 and 2009–10**



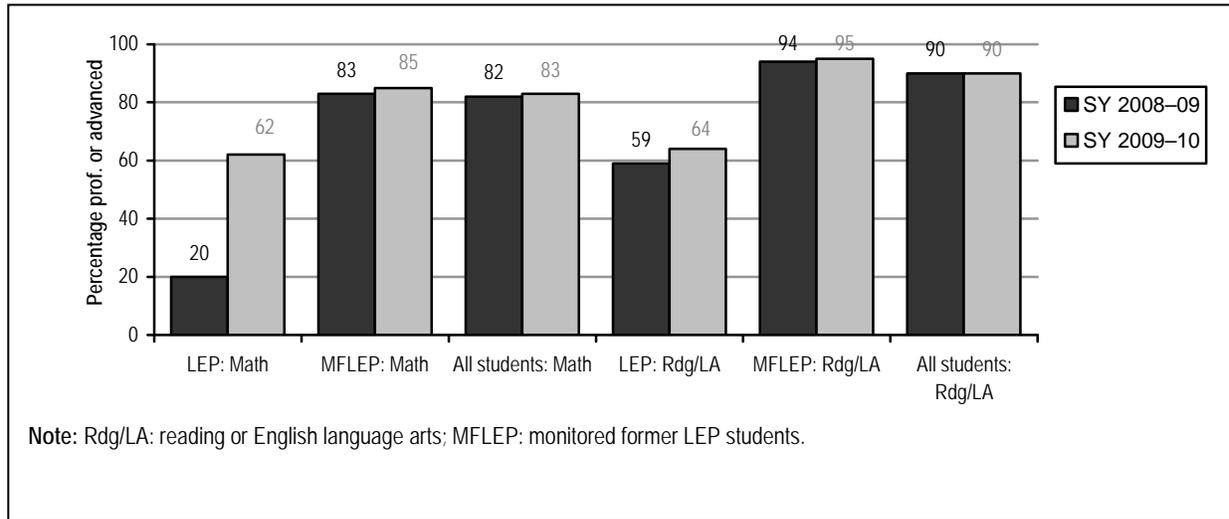
**Percentage of Title III-served students who made progress in English language proficiency and who attained English language proficiency: School years 2008–09 and 2009–10**



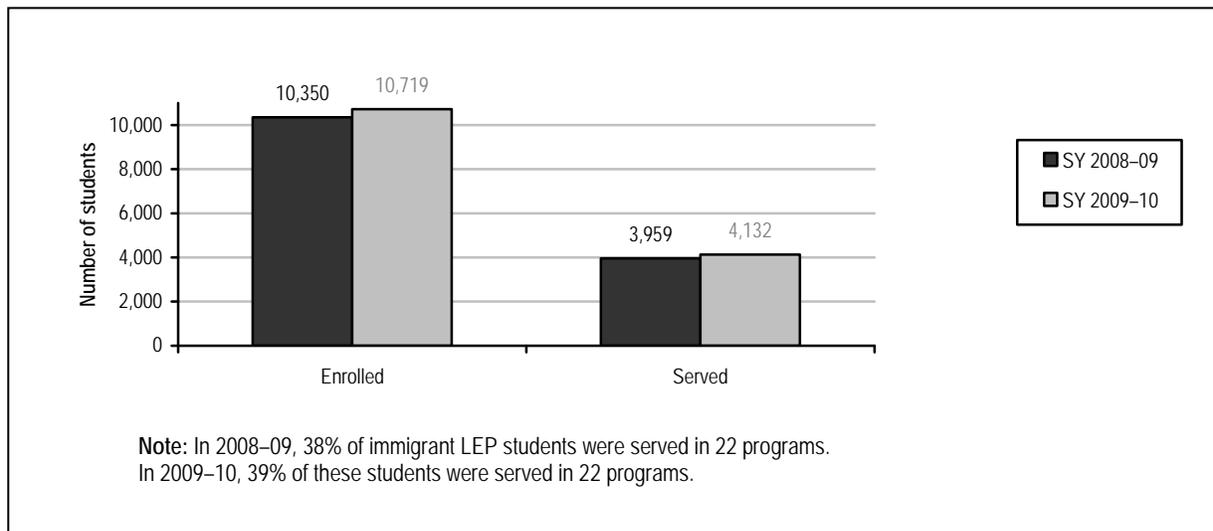
**Five native languages most commonly spoken by limited English proficient students, by number of students: School years 2008–09 and 2009–10**

<b>SY 2008–09</b>	Spanish	Vietnamese	Arabic	Chinese	Russian
	84,260	1,630	1,058	992	929
<b>SY 2009–10</b>	Spanish	Vietnamese	Arabic	Chinese	Russian
	91,405	1,834	1,216	1,160	1,014

**Percentage of LEP, MFLEP, and all students proficient or above in academic content areas, by group: School years 2008–09 and 2009–10**



**Number of immigrant students enrolled and number served in §3114(d)(1) programs: School years 2008–09 and 2009–10**



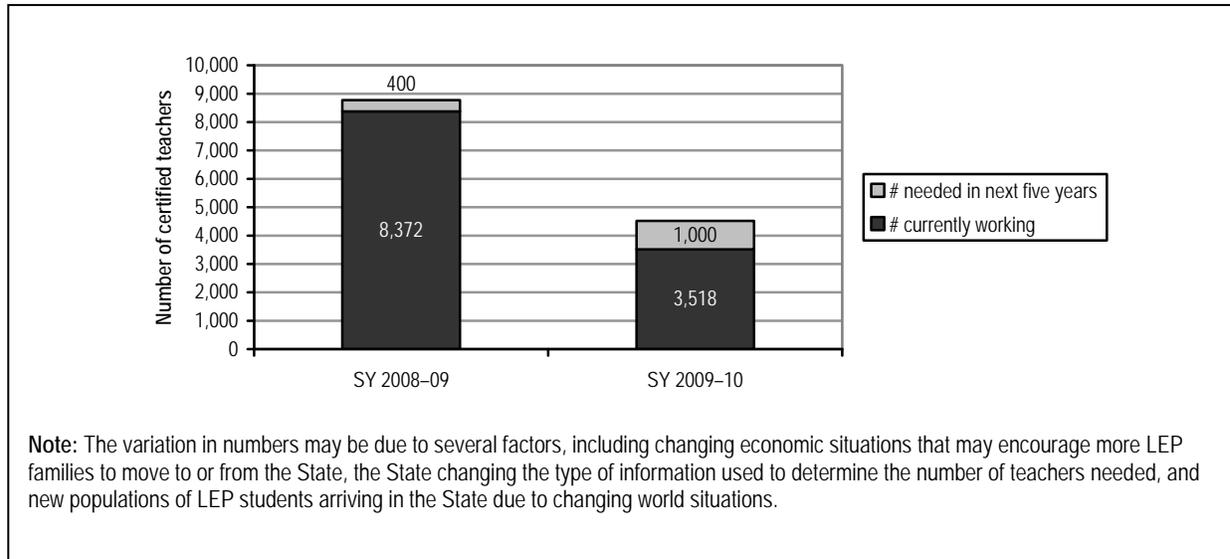
**Language instruction educational programs (LIEPs) implemented in the State: School years 2008–09 and 2009–10**

LIEPs that use English and another language		LIEPs that use only English	
✓	Two-way immersion	✓	Structured English immersion
✓	Transitional bilingual	✓	Sheltered English instruction
✓	Dual language	✓	Specially designed academic instruction in English (SDAIE)
✓	Developmental bilingual	✓	Content-based ESL
✓	Heritage language	✓	Pull-out ESL

Note: The State’s subgrantees used the same LIEPs for both years of this report.

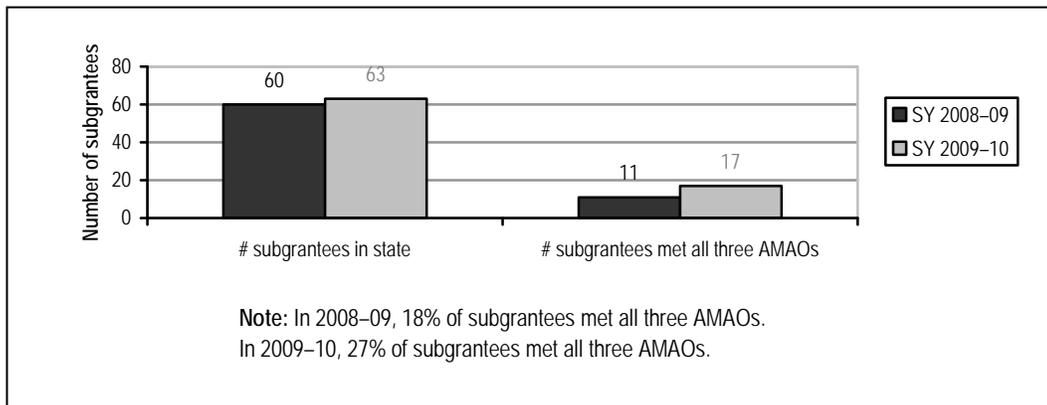
### Education Staff Information

**Number of certified/licensed teachers working in Title III language instruction educational programs and additional number needed in 5 years: School years 2008–09 and 2009–10**



### State and Subgrantee Information

**Number of subgrantees in the State and number/percentage that met all three annual measurable achievement objectives (AMAOs): School years 2008–09 and 2009–10**



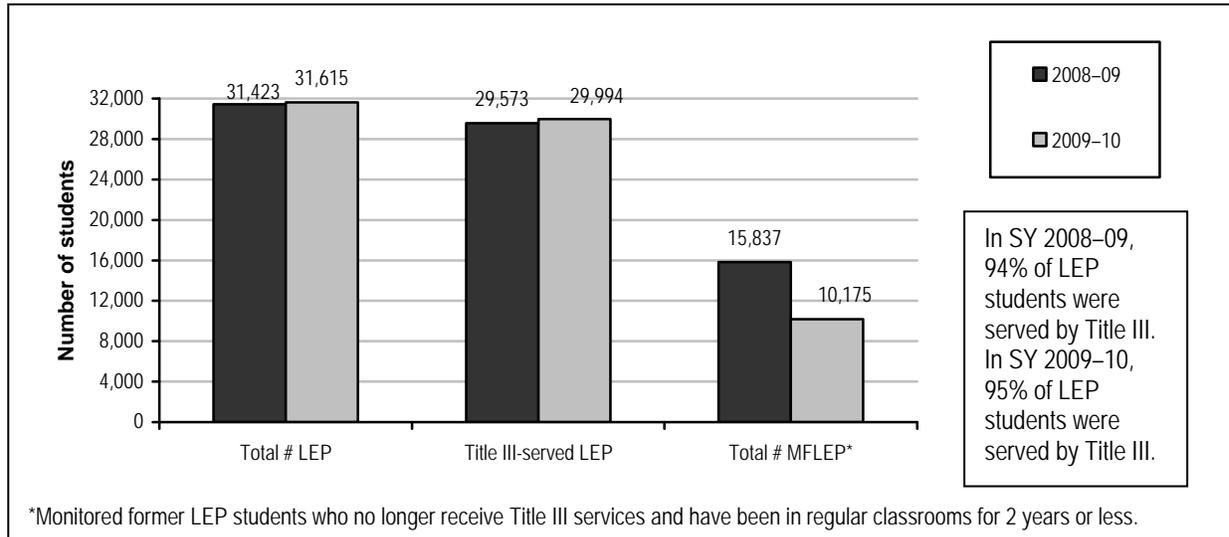
Additional State information:

- Title III funding for the State in SY 2008–09 was **\$10,346,532**; in SY 2009–10, funding was **\$11,214,892**.
- No Title III programs or activities were terminated by the State for failure to reach program goals during the report years.
- The State reported that it did not meet all three AMAOs in either 2008–09 or 2009–10.

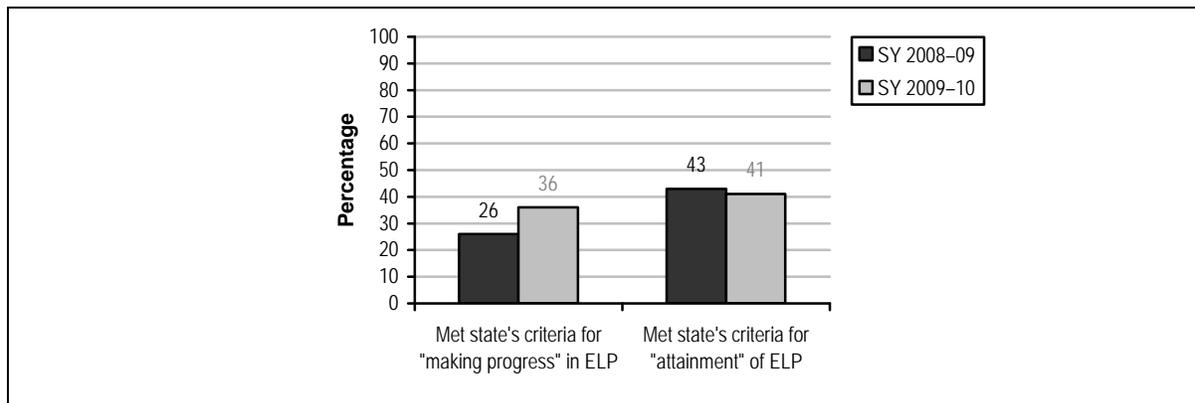
## Connecticut

### Information on Limited English Proficient Students

**Number and percentage of limited English proficient students and monitored former limited English proficient students in the State: School years 2008–09 and 2009–10**



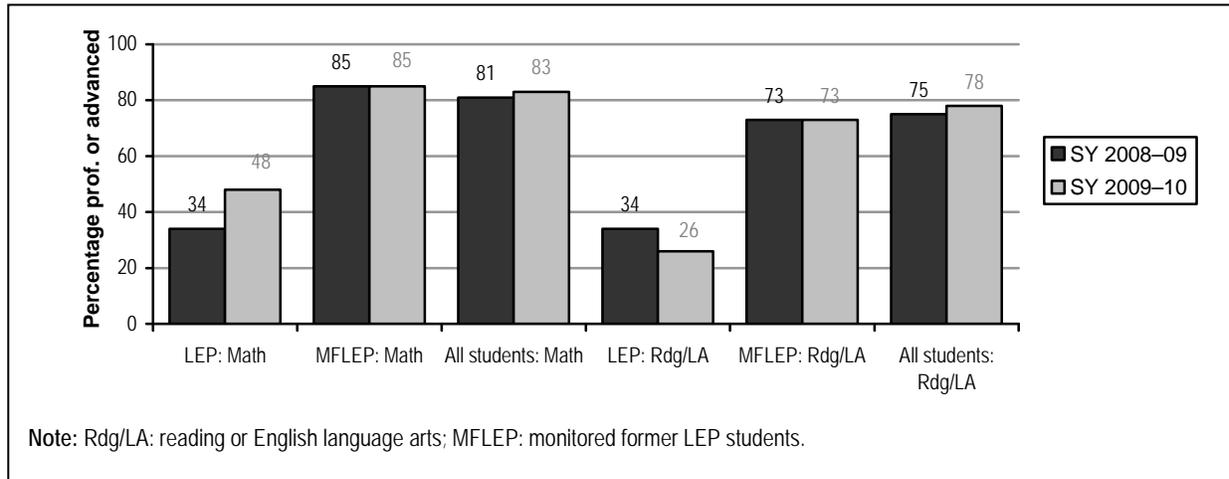
**Percentage of Title III-served students who made progress in English language proficiency and who attained English language proficiency: School years 2008–09 and 2009–10**



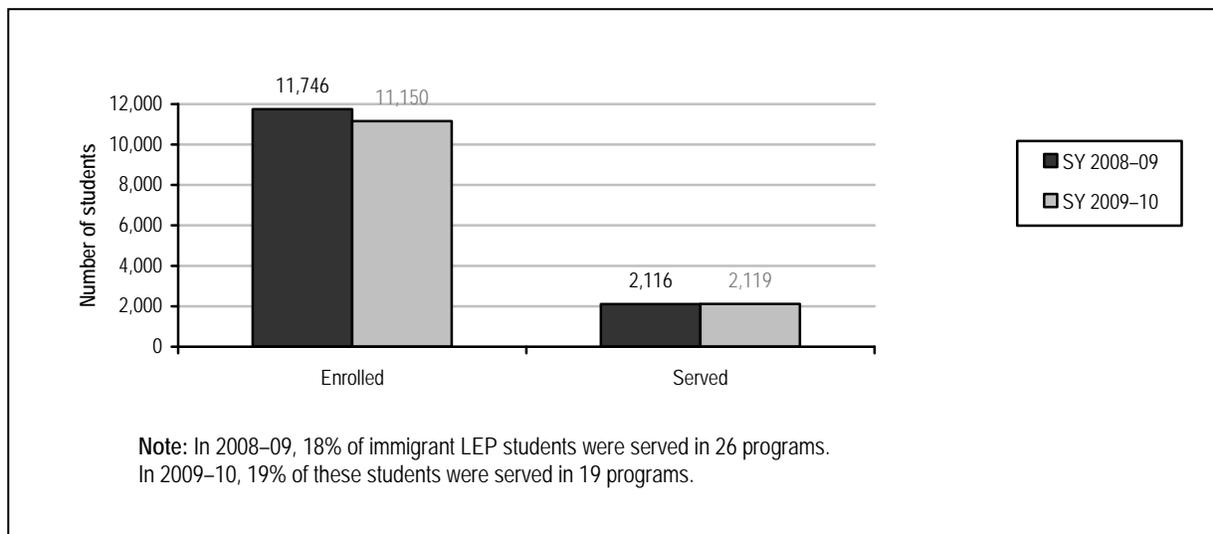
**Five native languages most commonly spoken by limited English proficient students, by number of students: School years 2008–09 and 2009–10**

SY	Spanish	Portuguese	Chinese	Creoles and pidgins–French-based	Polish
	2008–09	22,244	1,116	810	680
SY	Spanish	Portuguese	Chinese	Creoles and pidgins–French-based	Polish
	2009–10	22,641	983	849	732

**Percentage of LEP, MFLEP, and all students proficient or above in academic content areas, by group: School years 2008–09 and 2009–10**



**Number of immigrant students enrolled and number served in §3114(d)(1) programs: School years 2008–09 and 2009–10**

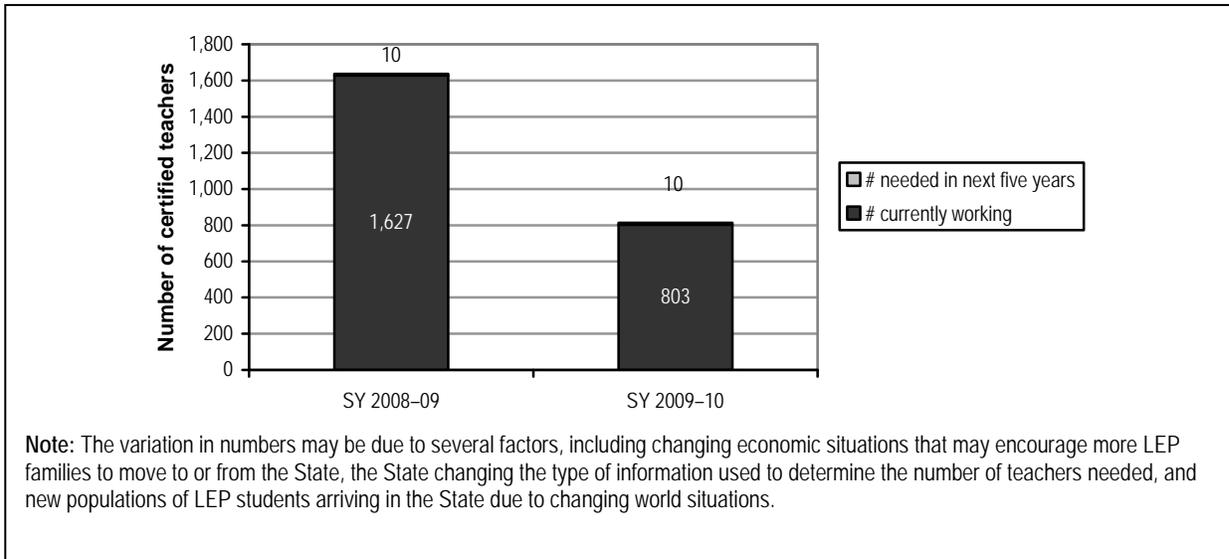


**Language instruction educational programs (LIEPs) implemented in the State: School years 2008–09 and 2009–10**

SY 08–09	SY 09–10	LIEPs that use English and another language	SY 08–09	SY 09–10	LIEPs that use only English
✓	✓	Two-way immersion		✓	Structured English immersion
✓	✓	Transitional bilingual	✓		Sheltered English instruction
✓	✓	Dual language			Specialty designed academic instruction in English (SDAIE)
		Developmental bilingual	✓	✓	Content-based ESL
		Heritage language	✓	✓	Pull-out ESL

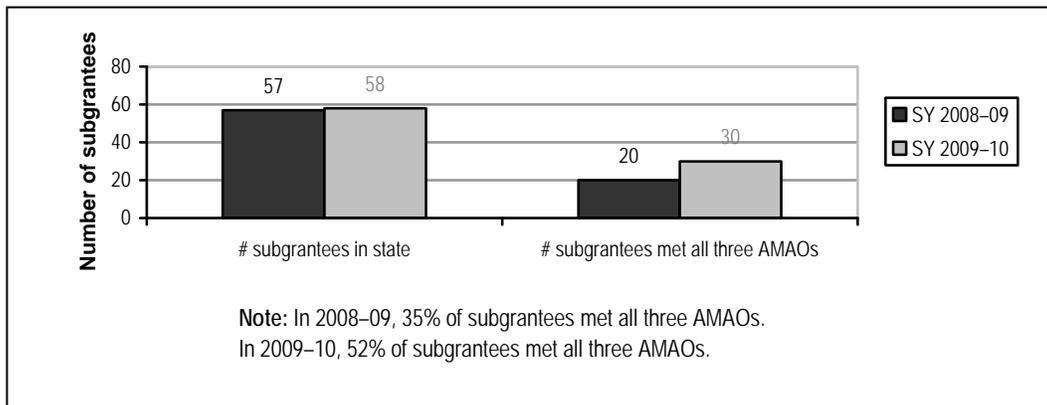
### Education Staff Information

**Number of certified/licensed teachers working in Title III language instruction educational programs and additional number needed in 5 years: School years 2008–09 and 2009–10**



### State and Subgrantee Information

**Number of subgrantees in the State and number/percentage that met all three annual measurable achievement objectives (AMAOs): School years 2008–09 and 2009–10**



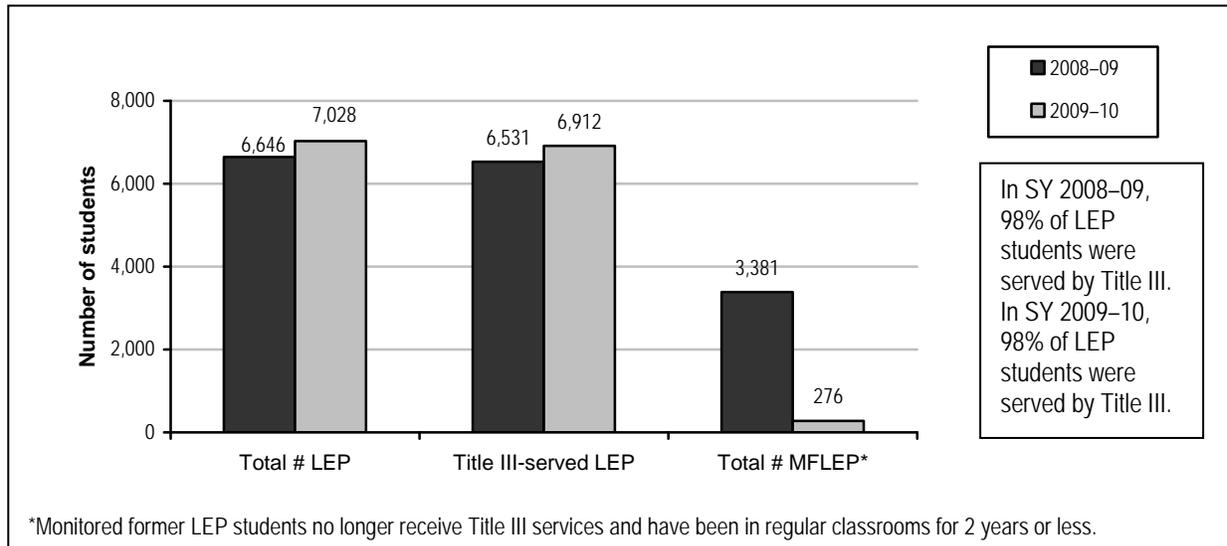
Additional State information:

- Title III funding for the State in SY 2008–09 was **\$5,701,587**; in SY 2009–10, funding was **\$5,737,252**.
- No Title III programs or activities were terminated by the State for failure to reach program goals during the report years.
- The State reported that it did not meet all three AMAOs for SY 2008–09, but that it did for 2009–10.

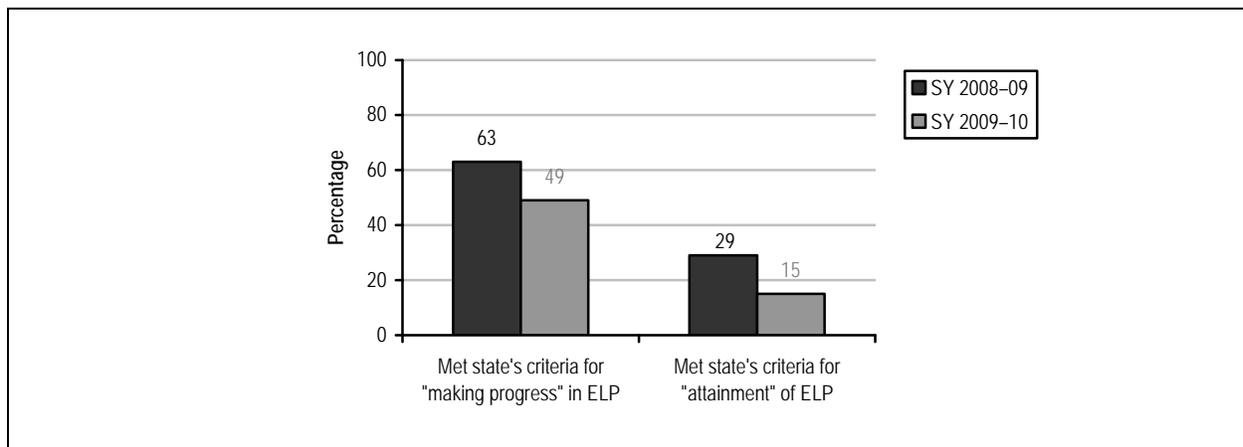
## Delaware

### Information on Limited English Proficient Students

**Number and percentage of limited English proficient students and monitored former limited English proficient students in the State: School years 2008–09 and 2009–10**



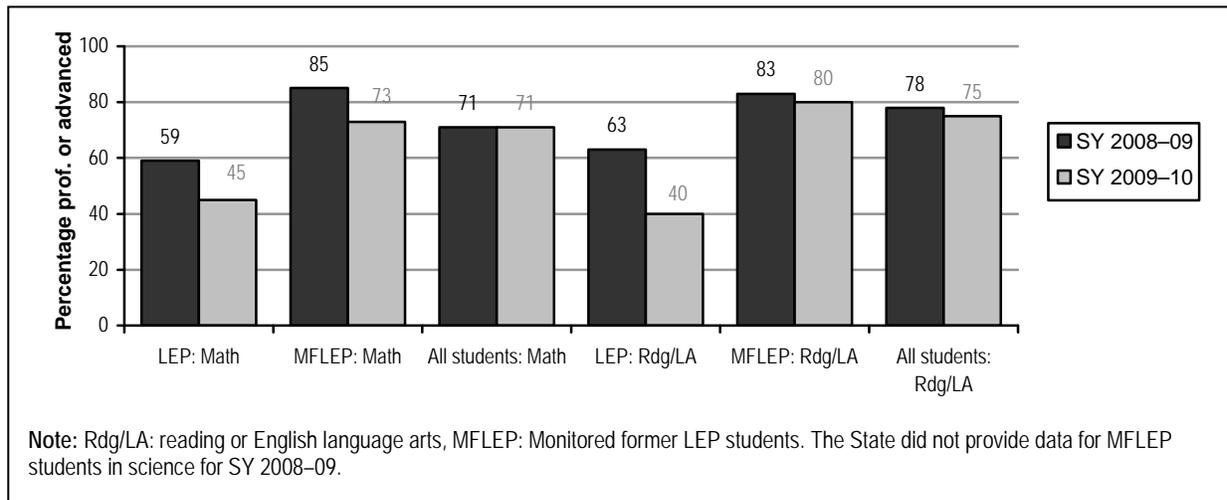
**Percentage of Title III-served students who made progress in English language proficiency and who attained English language proficiency: School years 2008–09 and 2009–10**



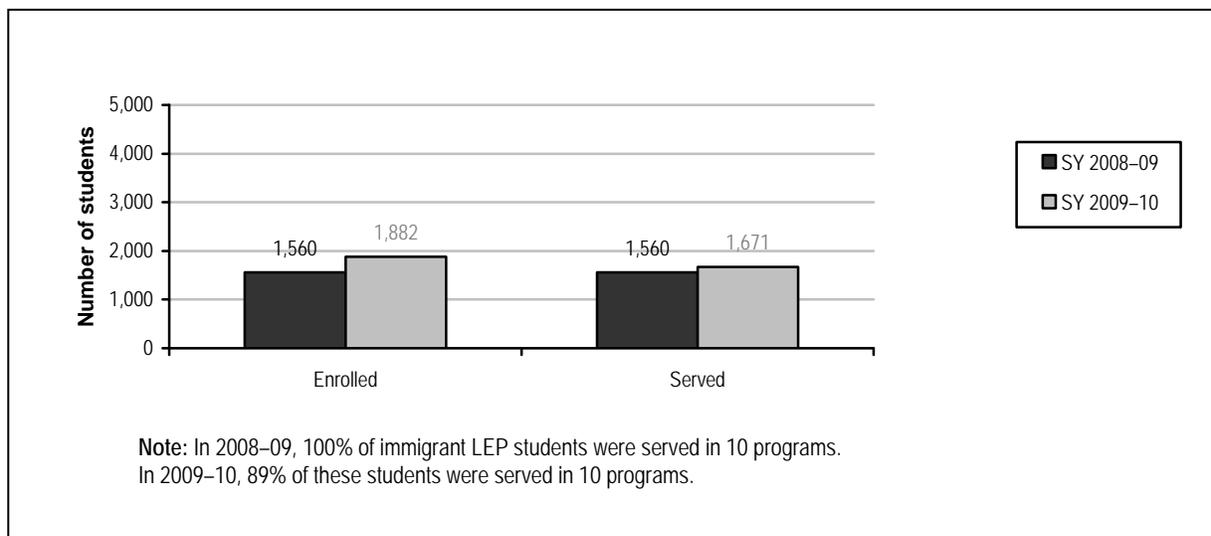
**Five native languages most commonly spoken by limited English proficient students, by number of students: School years 2008–09 and 2009–10**

SY 2008–09	Spanish	Creoles and pidgins	Chinese	Gujarati	Arabic
	4,830	258	119	86	73
SY 2009–10	Spanish	Creoles and pidgins	Chinese	Arabic	Gujarati
	5,444	336	133	94	87

**Percentage of LEP, MFLEP, and all students proficient or above in academic content areas, by group: School years 2008–09 and 2009–10**



**Number of immigrant students enrolled and number served in §3114(d)(1) programs: School years 2008–09 and 2009–10**

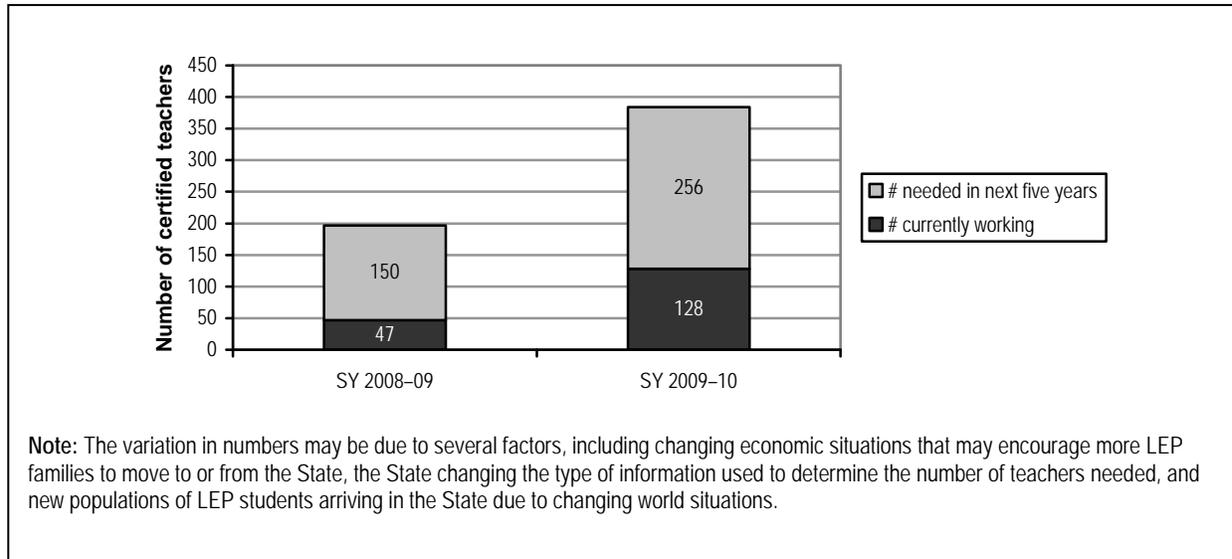


**Language instruction educational programs (LIEPs) implemented in the State: School years 2008–09 and 2009–10**

SY 08–09	SY 09–10	LIEPs that use English and another language	SY 08–09	SY 09–10	LIEPs that use only English
		Two-way immersion		✓	Structured English immersion
✓	✓	Transitional bilingual	✓	✓	Sheltered English instruction
✓	✓	Dual language			Specially designed academic instruction in English (SDAIE)
✓	✓	Developmental bilingual			Content-based ESL
		Heritage language	✓	✓	Pull-out ESL

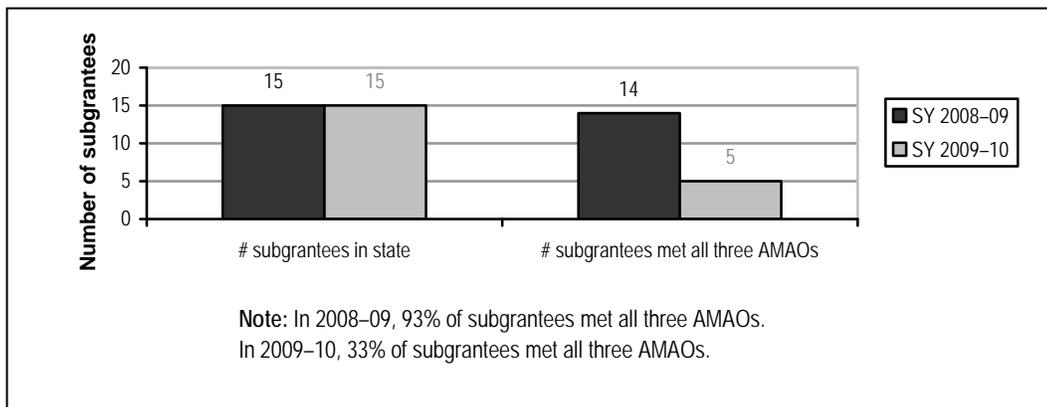
### Education Staff Information

**Number of certified/licensed teachers working in Title III language instruction educational programs and additional number needed in 5 years: School years 2008–09 and 2009–10**



### State and Subgrantee Information

**Number of subgrantees in the State and number/percentage that met all three annual measurable achievement objectives (AMAOs): School years 2008–09 and 2009–10**



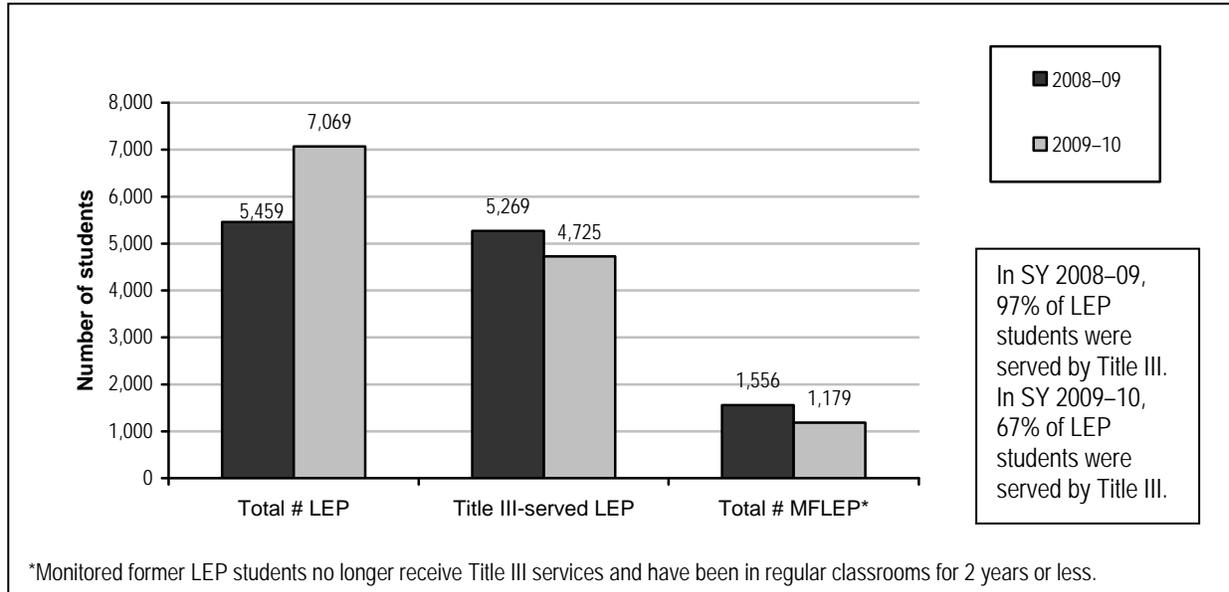
Additional State information:

- Title III funding for the State in SY 2008–09 was **\$1,220,192**; in SY 2009–10, funding was **\$1,168,946**.
- No Title III programs or activities were terminated by the State for failure to reach program goals during the report years.
- The State reported that it met all three AMAOs for SY 2008–09, but not for 2009–10.

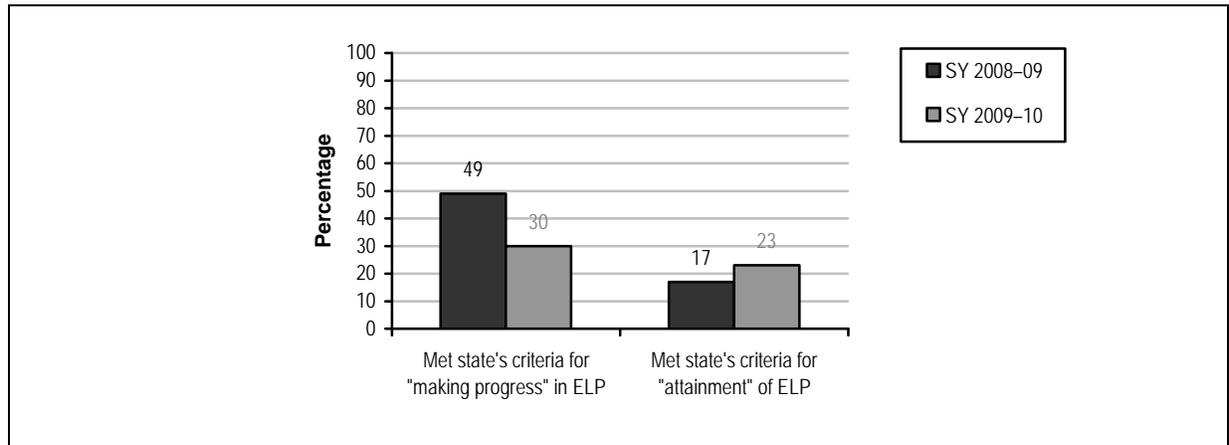
## District of Columbia

### Information on Limited English Proficient Students

**Number and percentage of limited English proficient students and monitored former limited English proficient students in the State: School years 2008–09 and 2009–10**



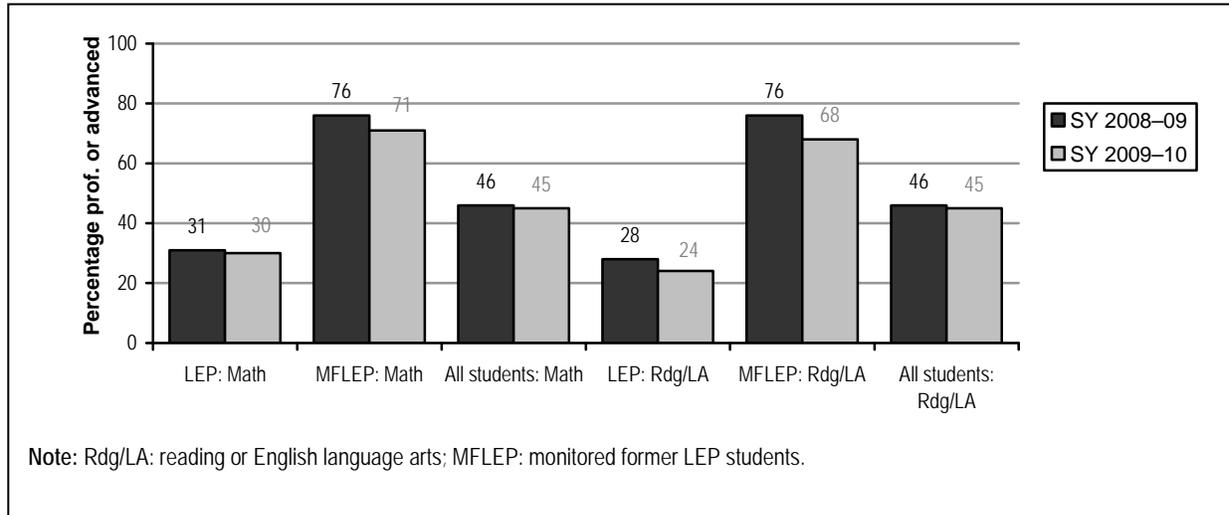
**Percentage of Title III-served students who made progress in English language proficiency and who attained English language proficiency: School years 2008–09 and 2009–10**



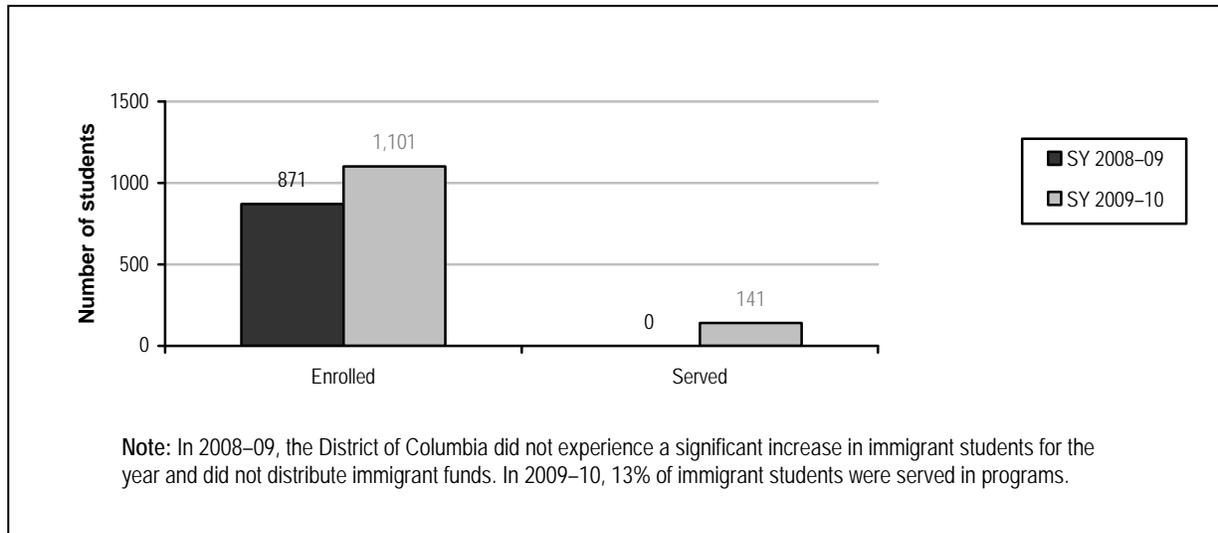
**Five native languages most commonly spoken by limited English proficient students, by number of students: School years 2008–09 and 2009–10**

SY 2008–09	Spanish	Amharic	Chinese	French	Vietnamese
	3,586	142	130	111	101
SY 2009–10	Spanish	Amharic	Chinese	Vietnamese	French
	5,211	279	171	144	141

**Percentage of LEP, MFLEP, and all students proficient or above in academic content areas, by group: School years 2008–09 and 2009–10**



**Number of immigrant students enrolled and number served in §3114(d)(1) programs: School years 2008–09 and 2009–10**



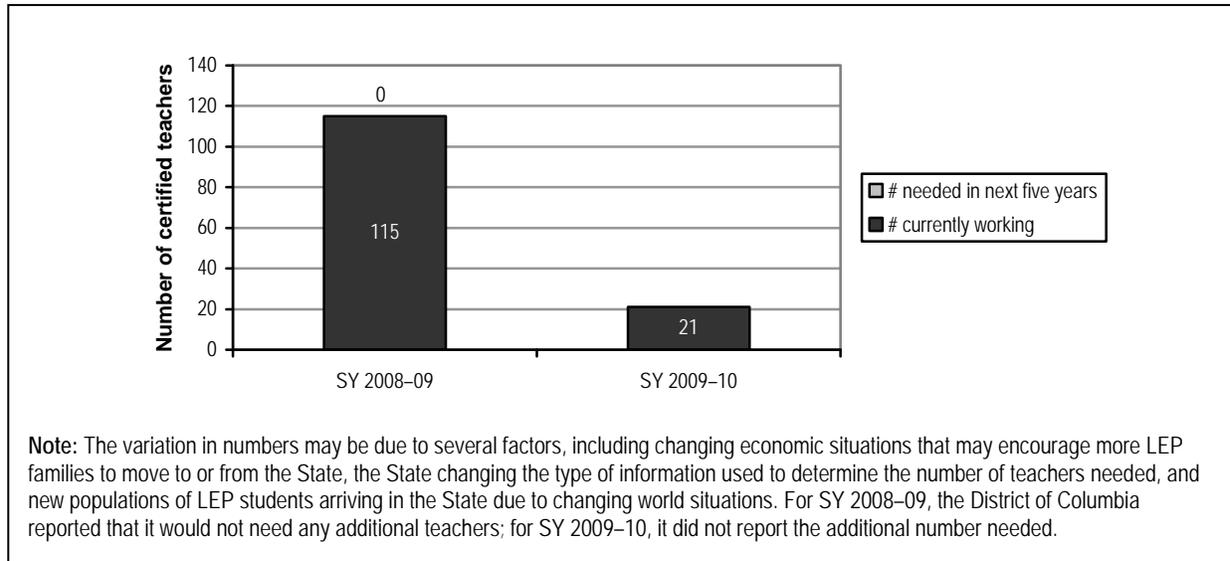
**Language instruction educational programs (LIEPs) implemented in the State: School years 2008–09 and 2009–10**

LIEPs that use English and another language		LIEPs that use only English	
✓	Two-way immersion	✓	Structured English immersion
✓	Transitional bilingual	✓	Sheltered English instruction
✓	Dual language	✓	Specially designed academic instruction in English (SDAIE)
	Developmental bilingual	✓	Content-based ESL
✓	Heritage language	✓	Pull-out ESL

Note: The subgrantees used the same LIEPs for both years of this report.

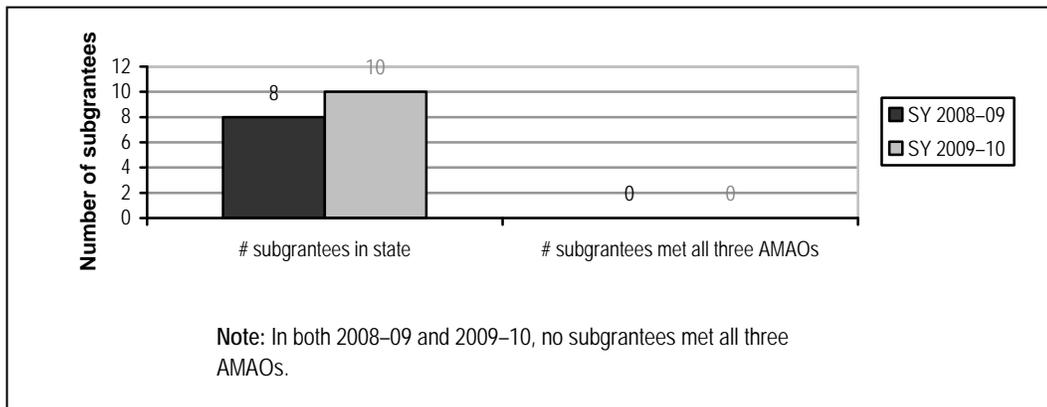
### Education Staff Information

**Number of certified/licensed teachers working in Title III language instruction educational programs and additional number needed in 5 years: School years 2008–09 and 2009–10**



### State and Subgrantee Information

**Number of subgrantees in the State and number/percentage that met all three annual measurable achievement objectives (AMAOs): School years 2008–09 and 2009–10**



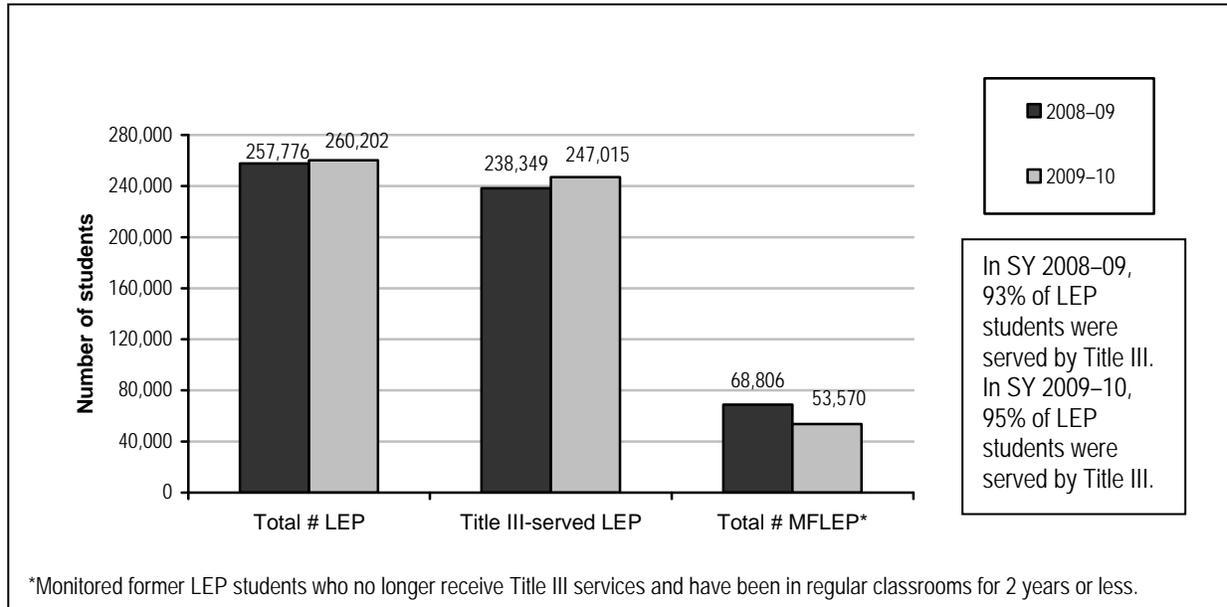
**Additional information:**

- Title III funding for the District in SY 2008–09 was **\$1,027,423**; in SY 2009–10, funding was **\$806,780**.
- No Title III programs or activities were terminated by the District for failure to reach program goals during the report years.
- The District reported that it did not meet all three AMAOs in either 2008–09 or 2009–10.

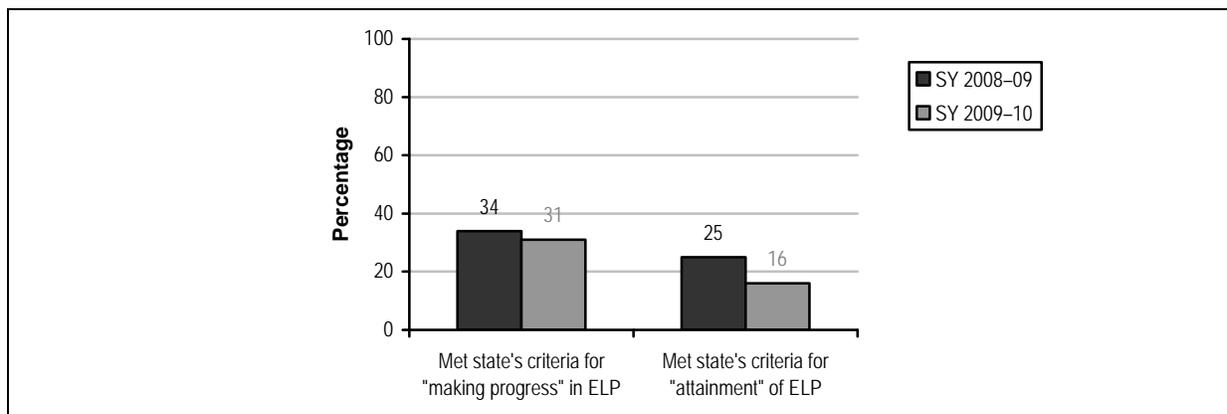
## Florida

### Information on Limited English Proficient Students

**Number and percentage of limited English proficient students and monitored former limited English proficient students in the State: School years 2008–09 and 2009–10**



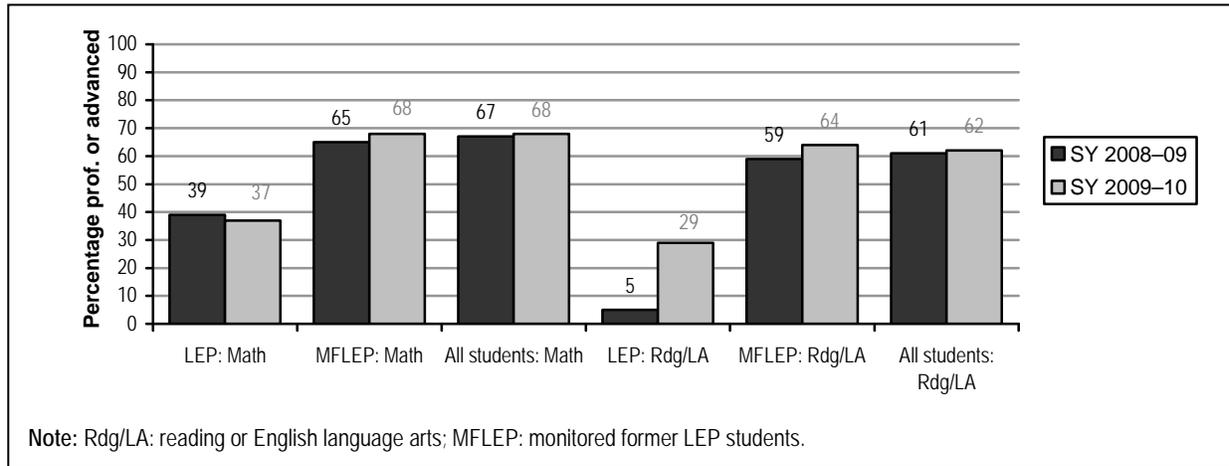
**Percentage of Title III-served students who made progress in English language proficiency and who attained English language proficiency: School years 2008–09 and 2009–10**



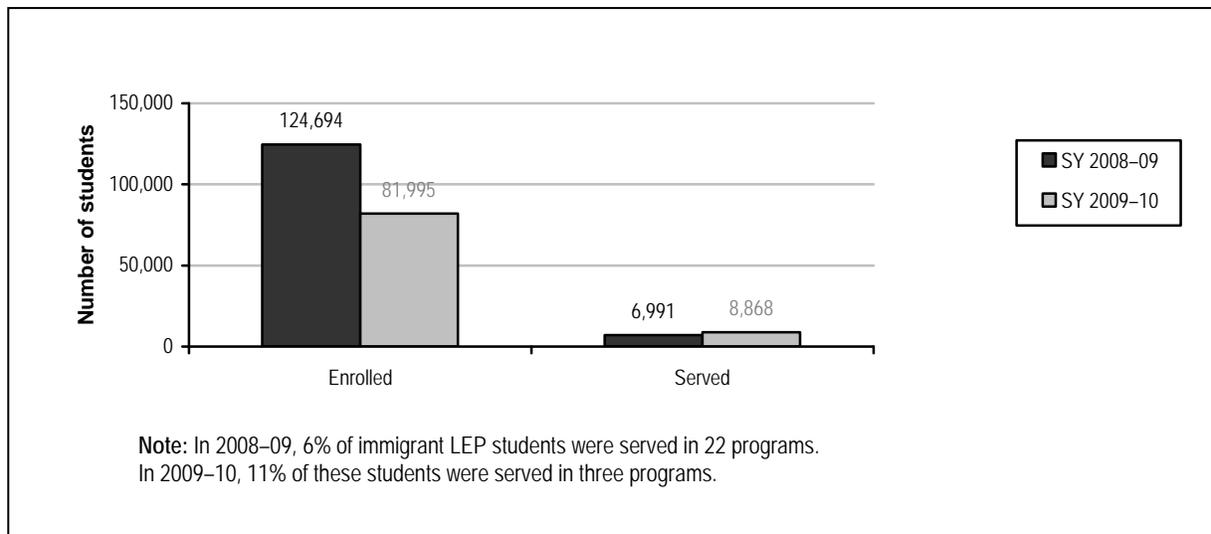
**Five native languages most commonly spoken by limited English proficient students, by number of students: School years 2008–09 and 2009–10**

SY 2008–09	Spanish	Haitian-Creole	Portuguese	Vietnamese	Arabic
	187,339	28,088	3,353	2,965	2,095
SY 2009–10	Spanish	Haitian-Creole	Portuguese	Vietnamese	French
	186,861	30,166	2,913	2,903	2,248

**Percentage of LEP, MFLEP, and all students proficient or above in academic content areas, by group: School years 2008–09 and 2009–10**



**Number of immigrant students enrolled and number served in §3114(d)(1) programs: School years 2008–09 and 2009–10**



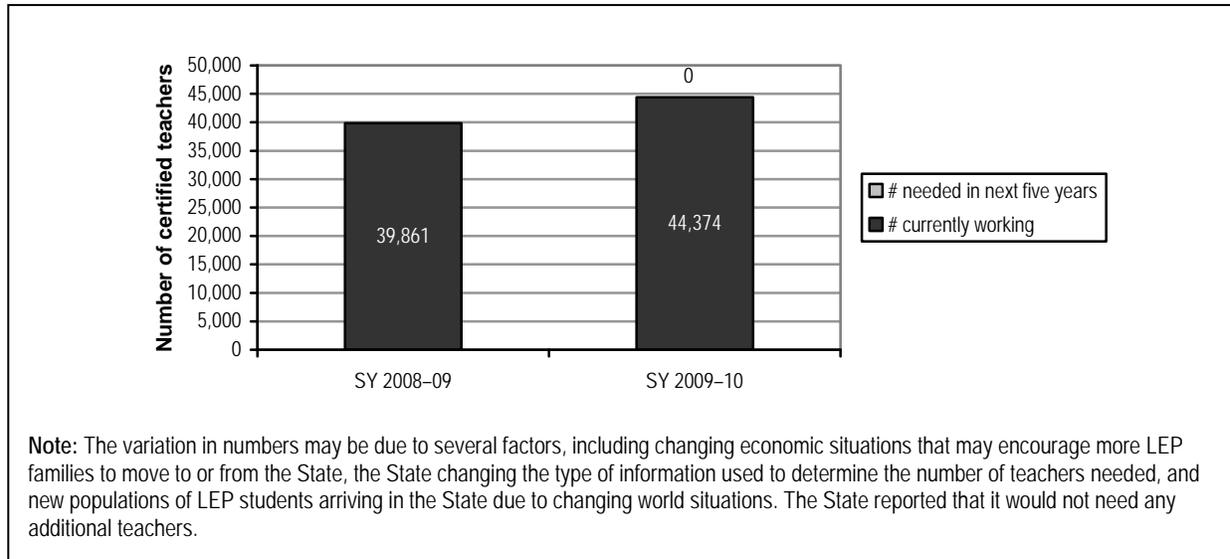
**Language instruction educational programs (LIEPs) implemented in the State: School years 2008–09 and 2009–10**

SY 08–09	SY 09–10	LIEPs that use English and another language	SY 08–09	SY 09–10	LIEPs that use only English
		Two-way immersion			Structured English immersion
		Transitional bilingual			Sheltered English instruction
		Dual language			Specially designed academic instruction in English (SDAIE)
		Developmental bilingual			Content-based ESL
		Heritage language			Pull-out ESL

Note: The State did not provide information for either year of this report.

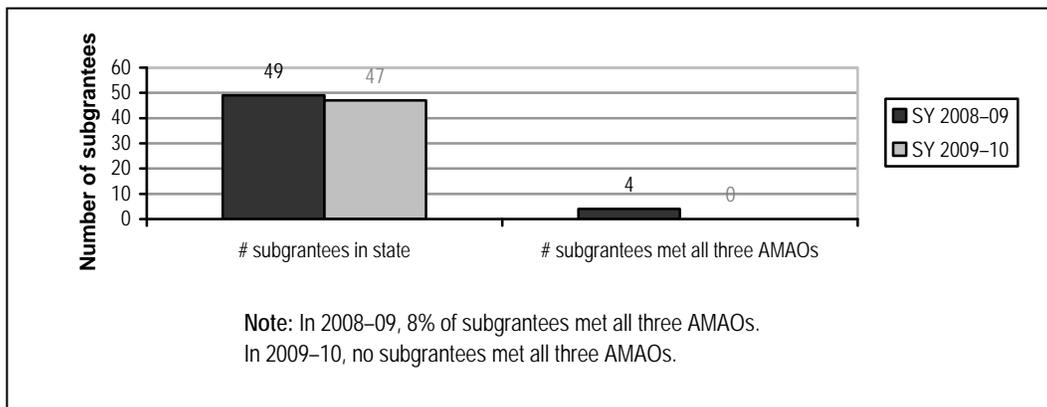
### Education Staff Information

**Number of certified/licensed teachers working in Title III language instruction educational programs and additional number needed in 5 years: School years 2008–09 and 2009–10**



### State and Subgrantee Information

**Number of subgrantees in the State and number/percentage that met all three annual measurable achievement objectives (AMAOs): School years 2008–09 and 2009–10**



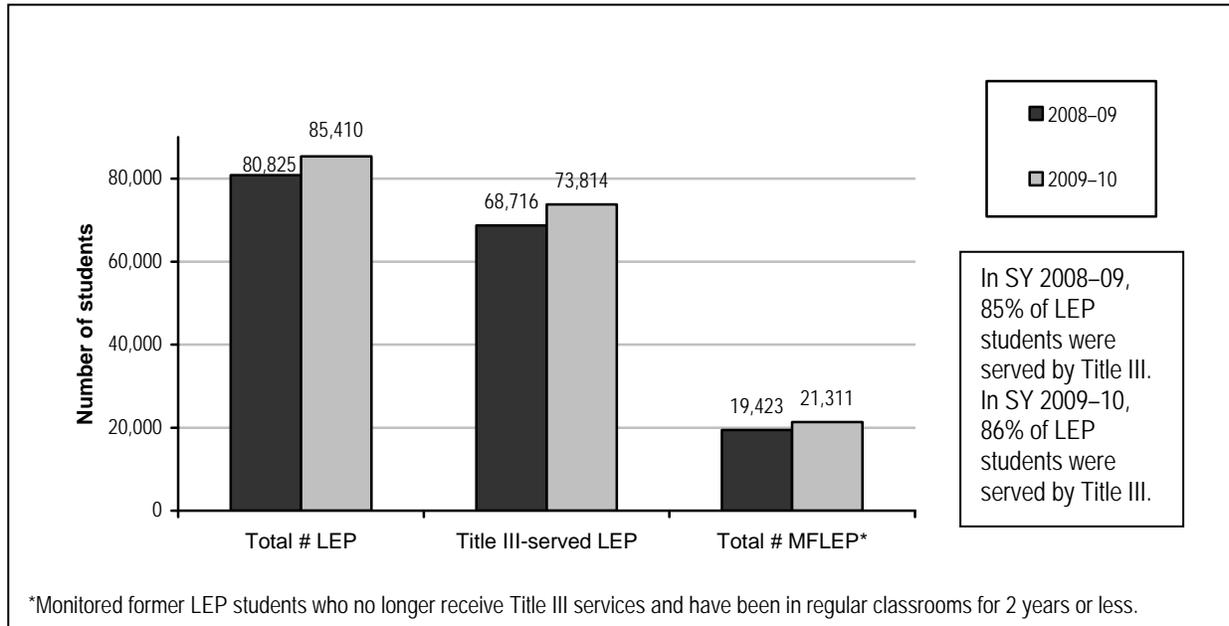
Additional State information:

- Title III funding for the State in SY 2008–09 was **\$42,406,254**; in SY 2009–10, funding was **\$43,560,011**.
- No Title III programs or activities were terminated by the State for failure to reach program goals during the report years.
- The State reported that it did not meet all three AMAOs in either 2008–09 or 2009–10.

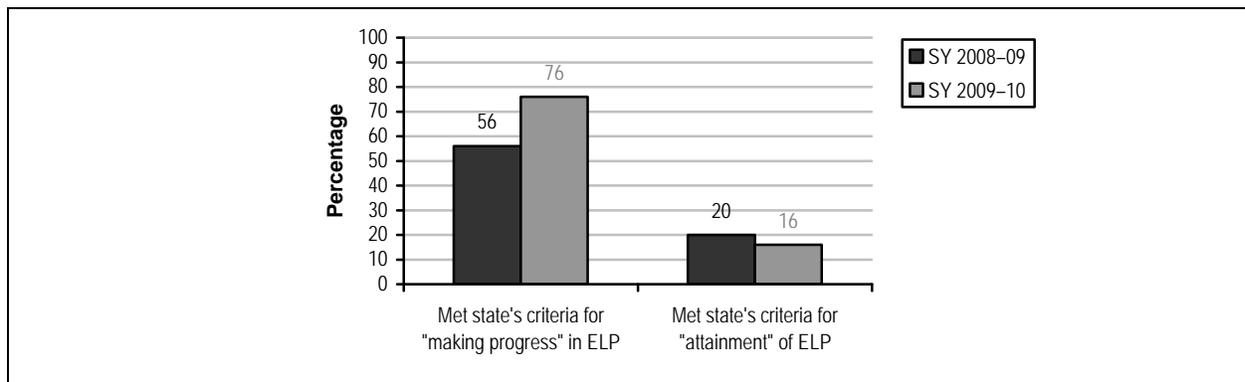
## Georgia

### Information on Limited English Proficient Students

**Number and percentage of limited English proficient students and monitored former limited English proficient students in the State: School years 2008–09 and 2009–10**



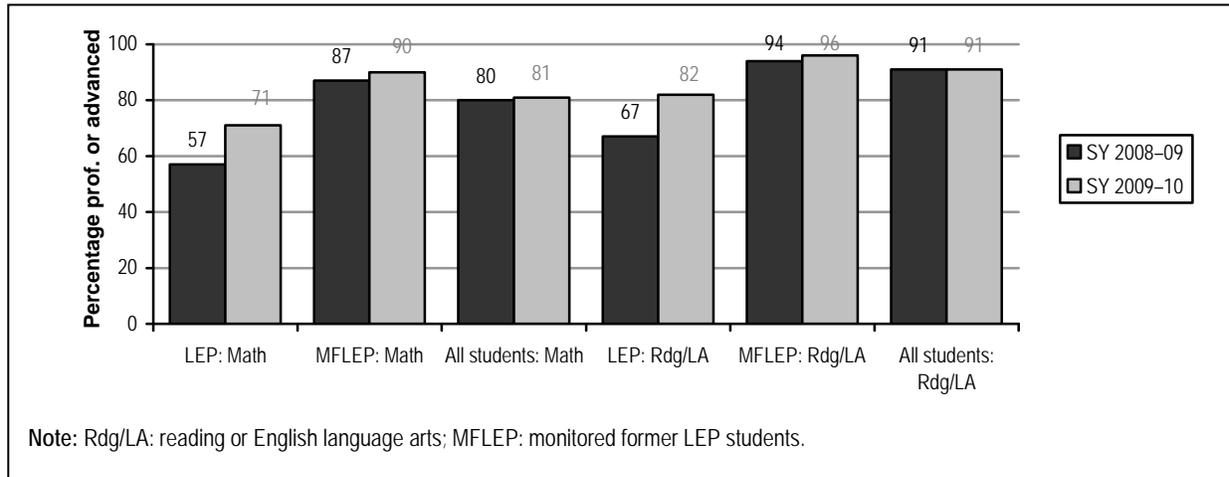
**Percentage of Title III-served students who made progress in English language proficiency and who attained English language proficiency: School years 2008–09 and 2009–10**



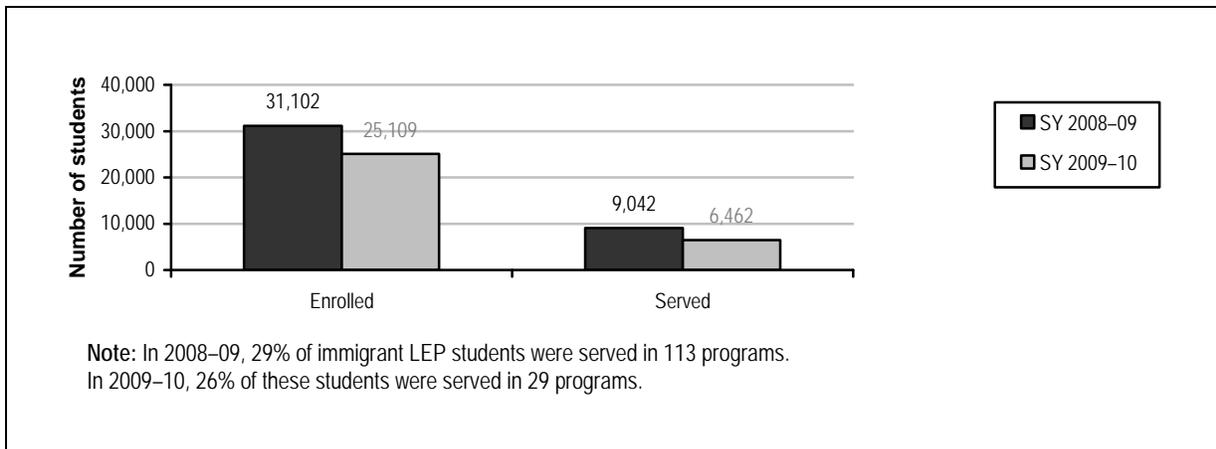
**Five native languages most commonly spoken by limited English proficient students, by number of students: School years 2008–09 and 2009–10**

SY 2008–09	Spanish	"No linguistic content; Not applicable"	Vietnamese	Korean	Chinese
	64,028	3,491	2,223	2,069	1,148
SY 2009–10	Spanish	Vietnamese	Korean	Chinese	French
	66,955	2,412	1,812	1,284	948

**Percentage of LEP, MFLEP, and all students proficient or above in academic content areas, by group: School years 2008–09 and 2009–10**



**Number of immigrant students enrolled and number served in §3114(d)(1) programs: School years 2008–09 and 2009–10**



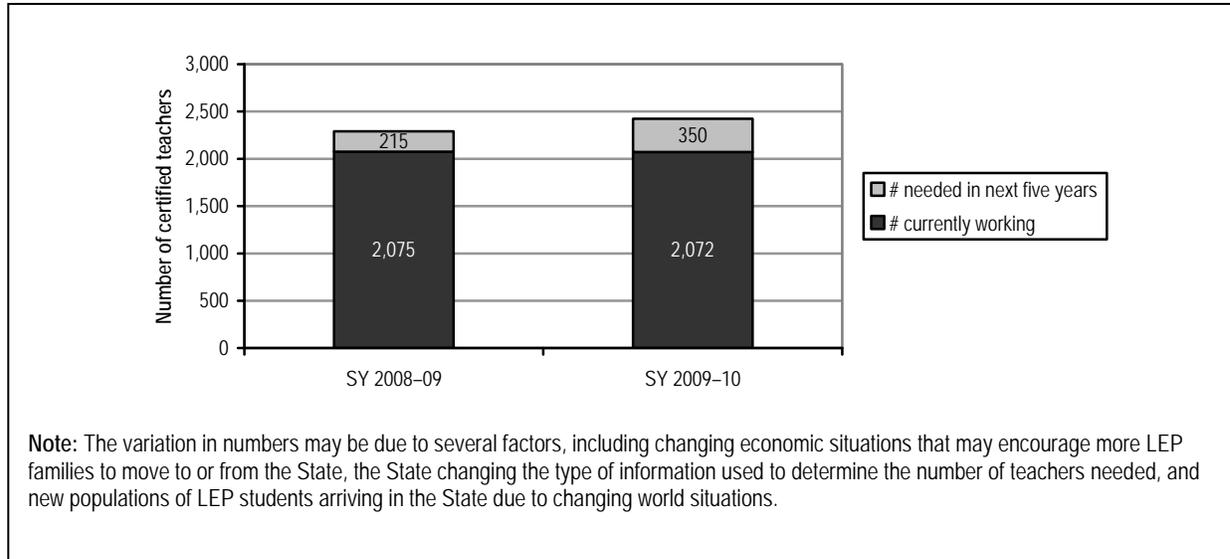
**Language instruction educational programs (LIEPs) implemented in the State: School years 2008–09 and 2009–10**

LIEPs that use English and another language		LIEPs that use only English	
	Two-way immersion	✓	Structured English immersion
	Transitional bilingual	✓	Sheltered English instruction
✓	Dual language	✓	Specially designed academic instruction in English (SDAIE)
	Developmental bilingual	✓	Content-based ESL
✓	Heritage language	✓	Pull-out ESL

Note: The State’s subgrantees used the same LIEPs for both years of this report.

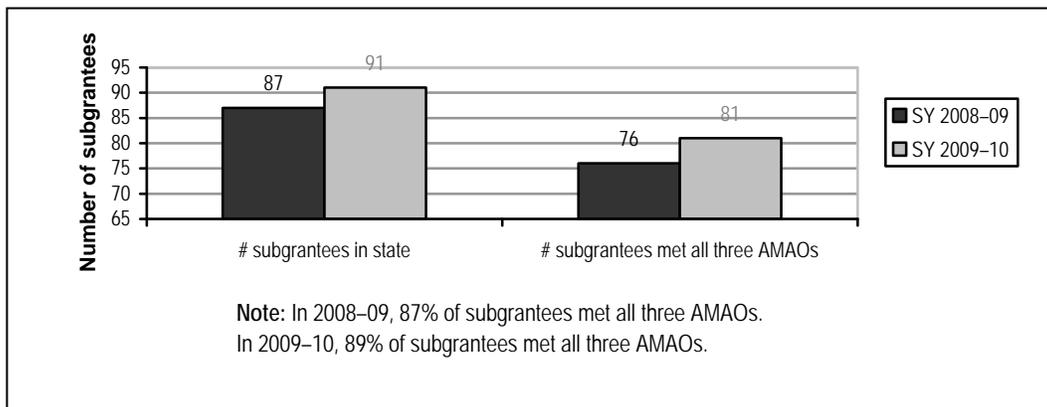
### Education Staff Information

**Number of certified/licensed teachers working in Title III language instruction educational programs and additional number needed in 5 years: School years 2008–09 and 2009–10**



### State and Subgrantee Information

**Number of subgrantees in the State and number/percentage that met all three annual measurable achievement objectives (AMAOs): School years 2008–09 and 2009–10**



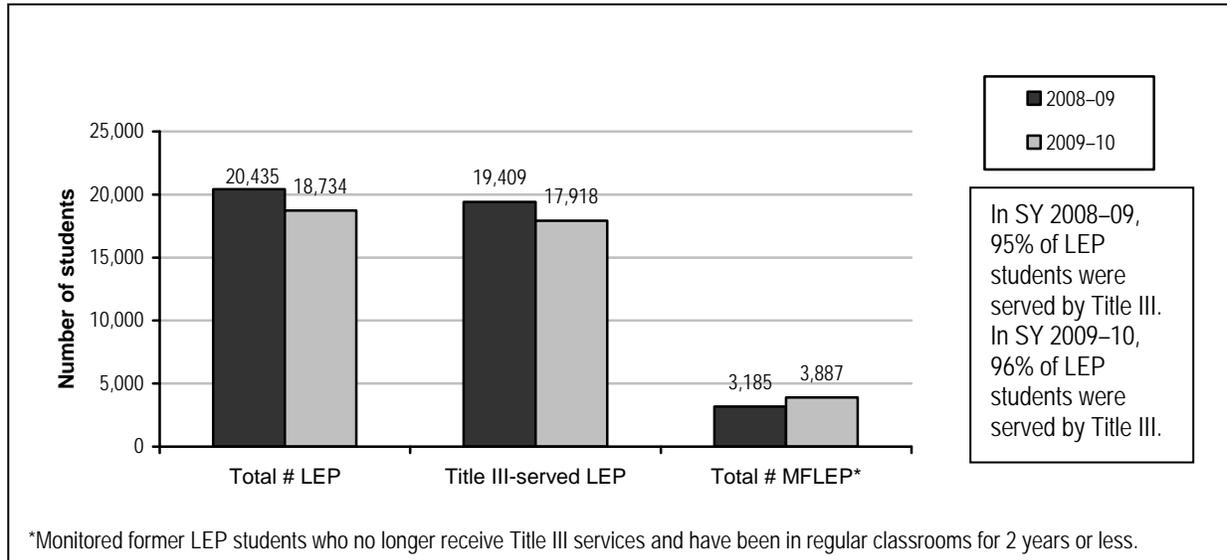
Additional State information:

- Title III funding for the State in SY 2008–09 was **\$15,944,963**; in SY 2009–10, funding was **\$16,478,879**.
- No Title III programs or activities were terminated by the State for failure to reach program goals during the report years.
- The State reported that it did not meet all three AMAOs in either 2008–09 or 2009–10.

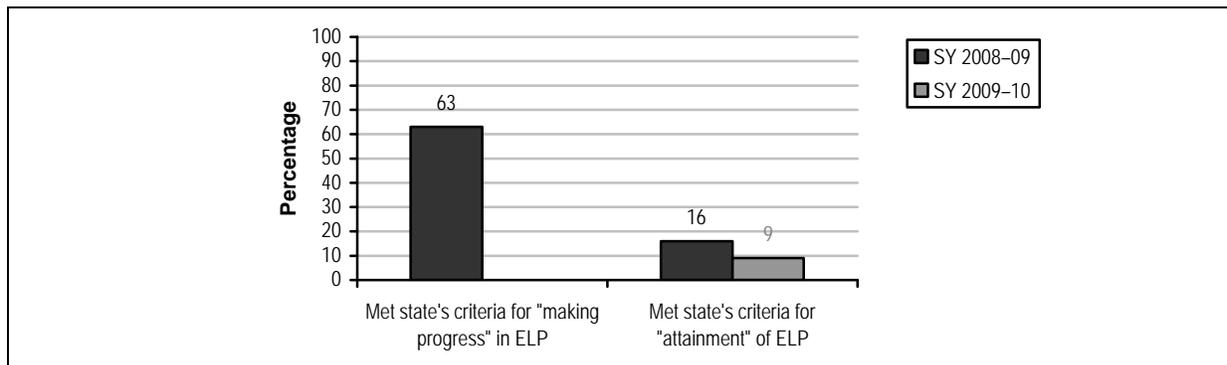
## Hawaii

### Information on Limited English Proficient Students

**Number and percentage of limited English proficient students and monitored former limited English proficient students in the State: School years 2008–09 and 2009–10**



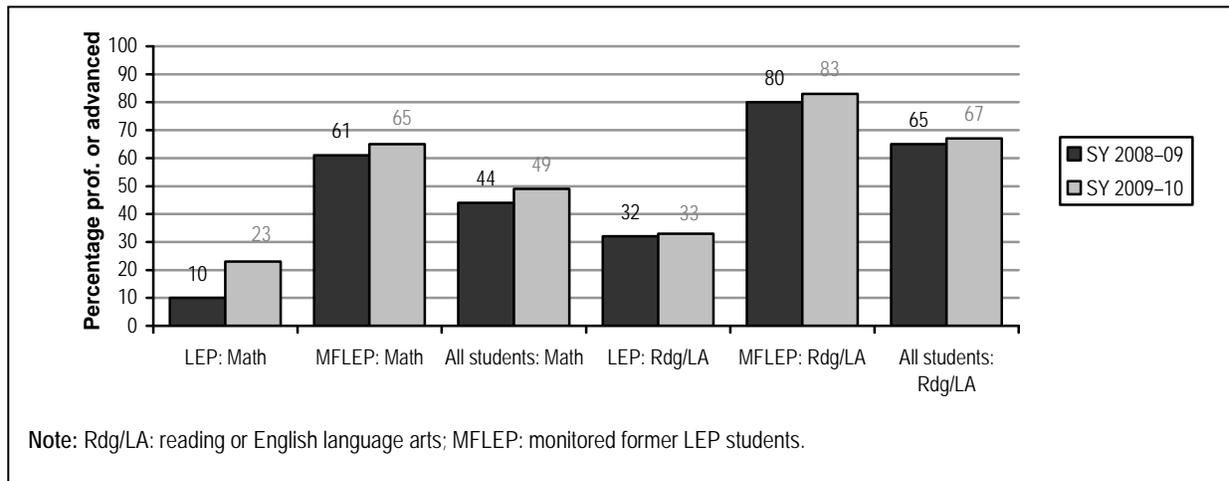
**Percentage of Title III-served students who made progress in English language proficiency and who attained English language proficiency: School years 2008–09 and 2009–10**



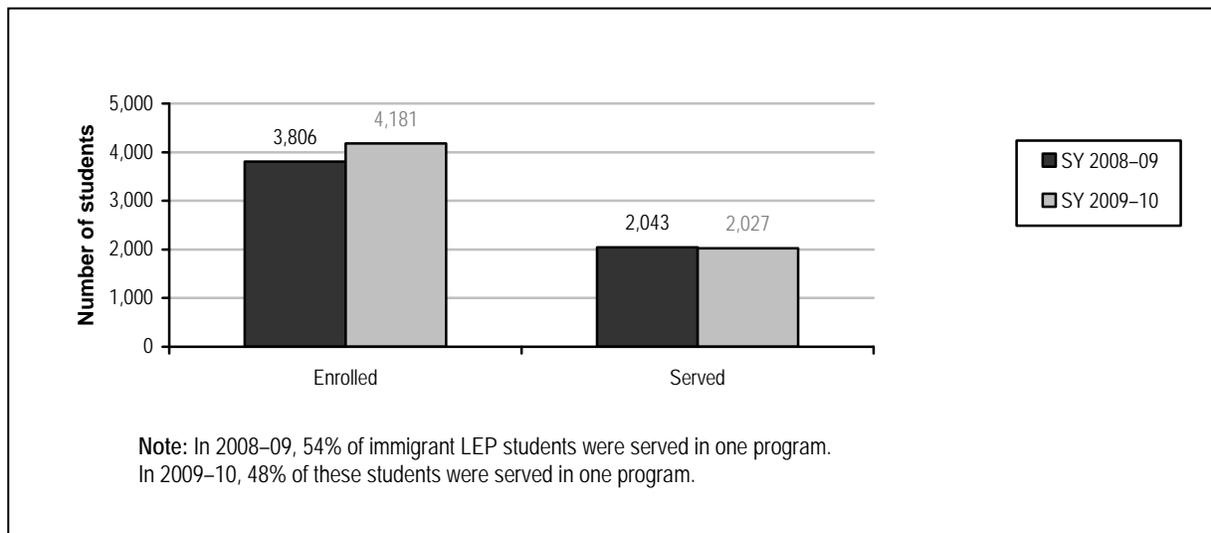
**Five native languages most commonly spoken by limited English proficient students, by number of students: School years 2008–09 and 2009–10**

SY 2008–09	Iloko	Chuukese	Marshallese	Tagalog	Spanish
	4,371	1,866	1,786	1,709	1,200
SY 2009–10	Iloko	Chuukese	Marshallese	Tagalog	Spanish
	3,587	1,693	1,627	1,263	933

**Percentage of LEP, MFLEP, and all students proficient or above in academic content areas, by group: School years 2008–09 and 2009–10**



**Number of immigrant students enrolled and number served in §3114(d)(1) programs: School years 2008–09 and 2009–10**



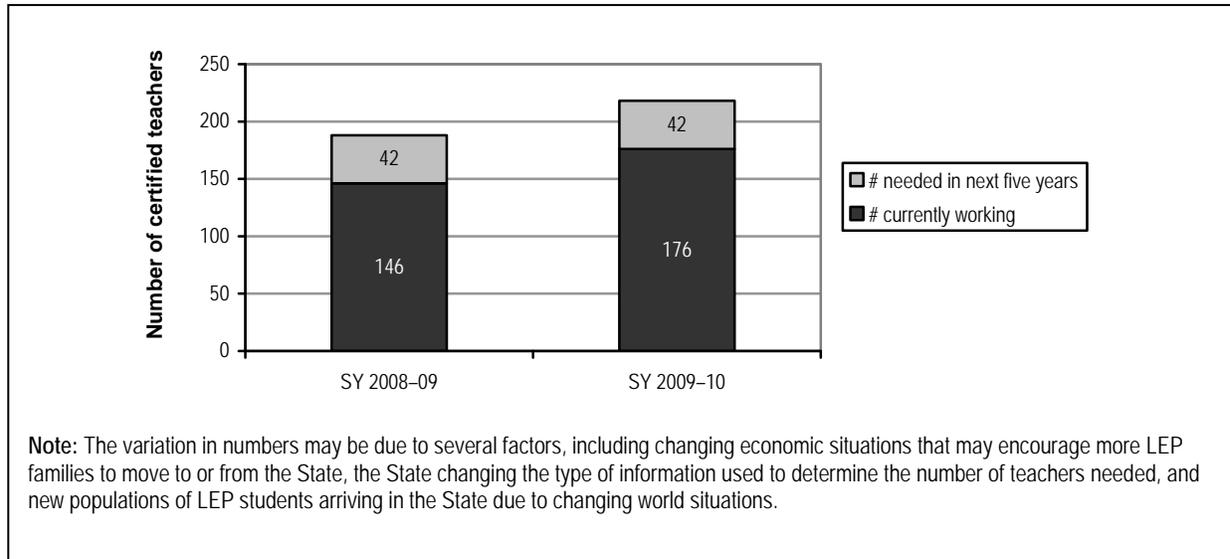
**Language instruction educational programs (LIEPs) implemented in the State: School years 2008–09 and 2009–10**

LIEPs that use English and another language		LIEPs that use only English	
✓	Two-way immersion	✓	Structured English immersion
✓	Transitional bilingual	✓	Sheltered English instruction
✓	Dual language	✓	Specially designed academic instruction in English (SDAIE)
✓	Developmental bilingual	✓	Content-based ESL
	Heritage language	✓	Pull-out ESL

Note: The State’s grantees used the same LIEPs for both years of this report.

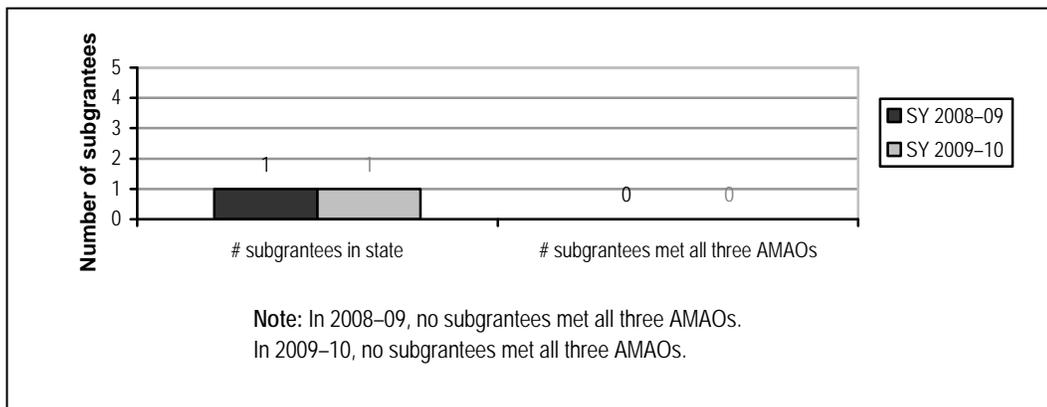
### Education Staff Information

#### Number of certified/licensed teachers working in Title III language instruction educational programs and additional number needed in 5 years: School years 2008–09 and 2009–10



### State and Subgrantee Information

#### Number of subgrantees in the State and number/percentage that met all three annual measurable achievement objectives (AMAOs): School years 2008–09 and 2009–10



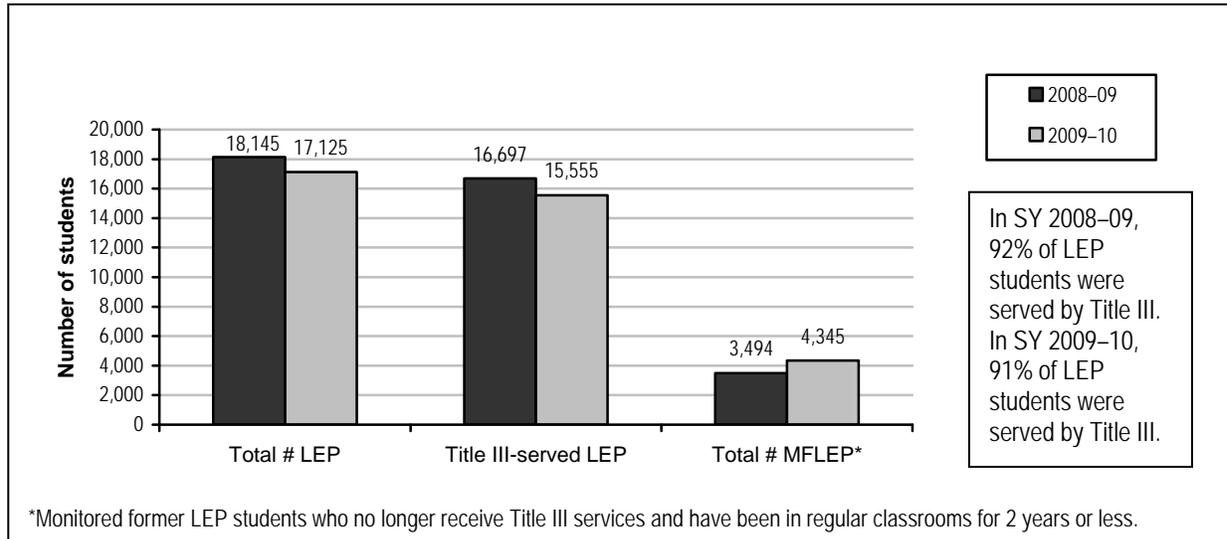
#### Additional State information:

- Title III funding for the State in SY 2008–09 was **\$2,763,318**; in SY 2009–10, funding was **\$2,666,218**.
- No Title III programs or activities were terminated by the State for failure to reach program goals during the report years.
- The State reported that it did not meet all three AMAOs in either 2008–09 or 2009–10.

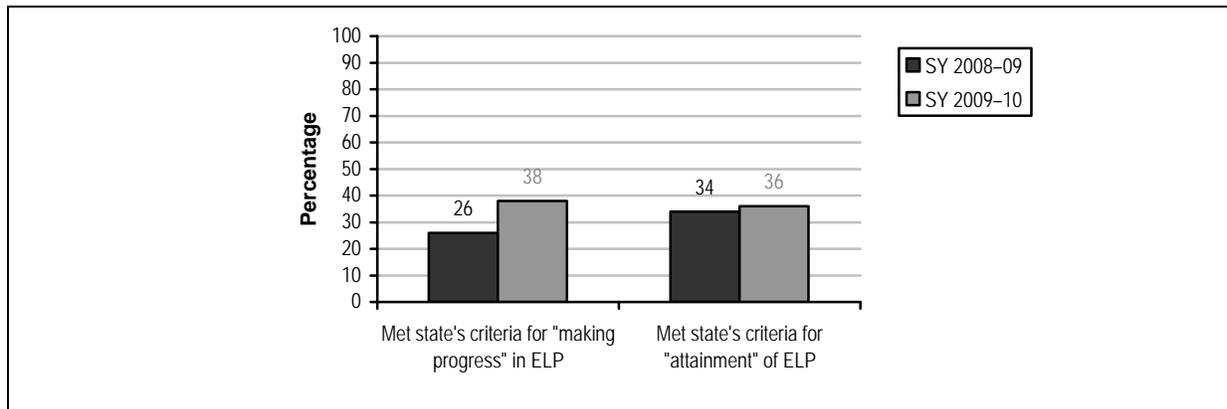
## Idaho

### Information on Limited English Proficient Students

**Number and percentage of limited English proficient students and monitored former limited English proficient students in the State: School years 2008–09 and 2009–10**



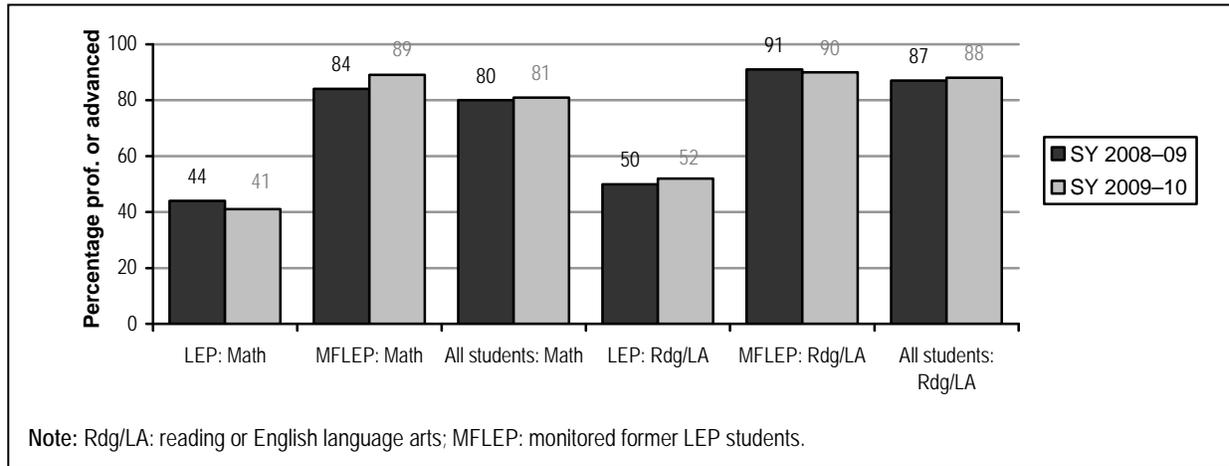
**Percentage of Title III-served students who made progress in English language proficiency and who attained English language proficiency: School years 2008–09 and 2009–10**



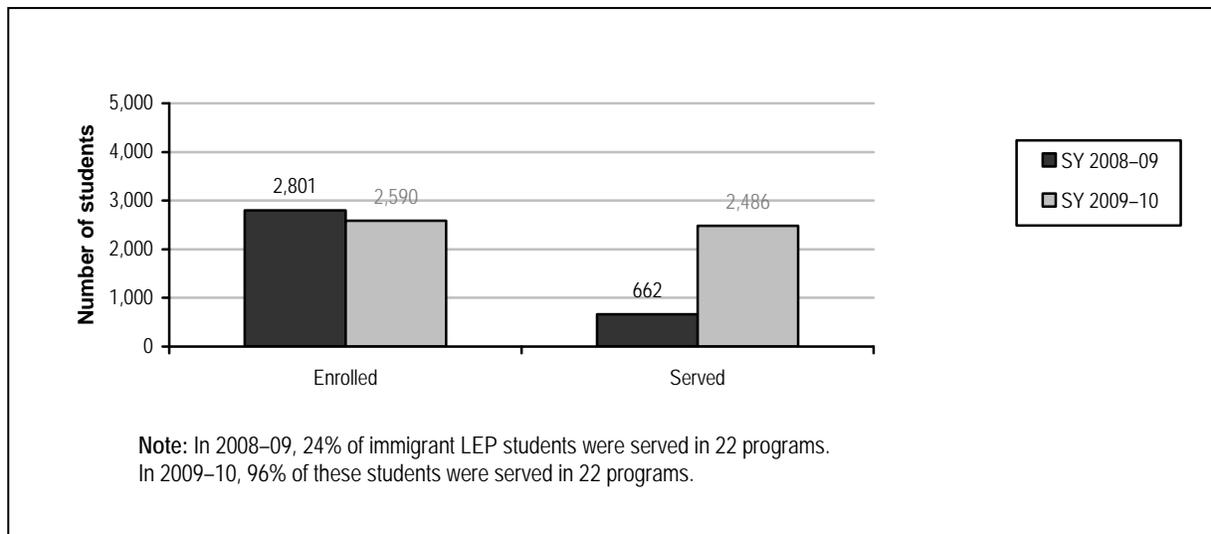
**Five native languages most commonly spoken by limited English proficient students, by number of students: School years 2008–09 and 2009–10**

<b>SY 2008–09</b>	Spanish	North American Indian	"Reserved for local use"	Russian	Arabic
	15,290	275	259	237	180
<b>SY 2009–10</b>	Spanish	North American Indian	Russian	Arabic	Nepali
	14,231	268	237	227	177

**Percentage of LEP, MFLEP, and all students proficient or above in academic content areas, by group: School years 2008–09 and 2009–10**



**Number of immigrant students enrolled and number served in §3114(d)(1) programs: School years 2008–09 and 2009–10**

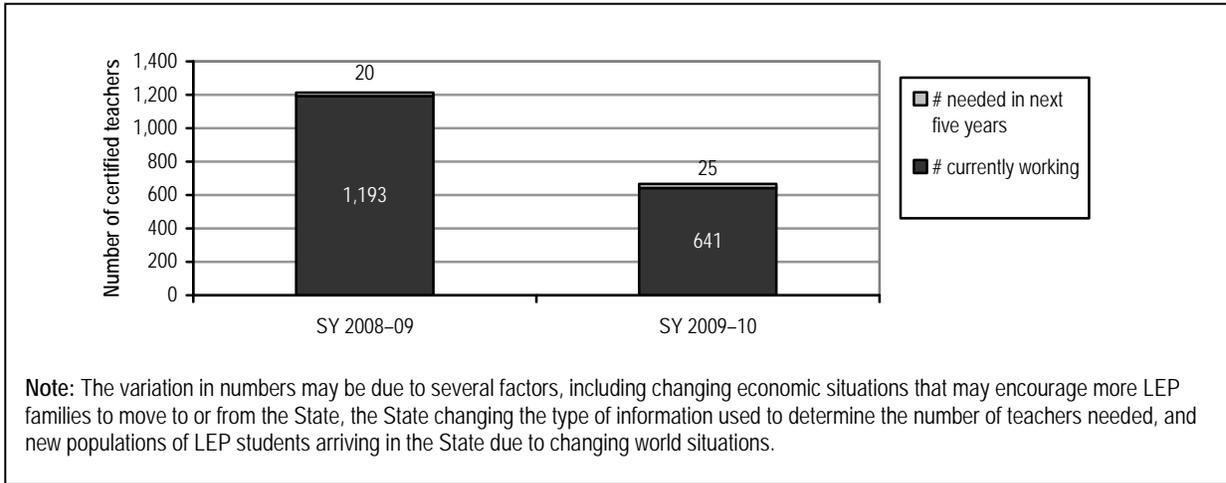


**Language instruction educational programs (LIEPs) implemented in the State: School years 2008–09 and 2009–10**

SY 08–09	SY 09–10	LIEPs that use English and another language	SY 08–09	SY 09–10	LIEPs that use only English
✓	✓	Two-way immersion	✓	✓	Structured English immersion
✓	✓	Transitional bilingual	✓	✓	Sheltered English instruction
✓	✓	Dual language	✓	✓	Specially designed academic instruction in English (SDAIE)
✓	✓	Developmental bilingual	✓	✓	Content-based ESL
	✓	Heritage language	✓	✓	Pull-out ESL

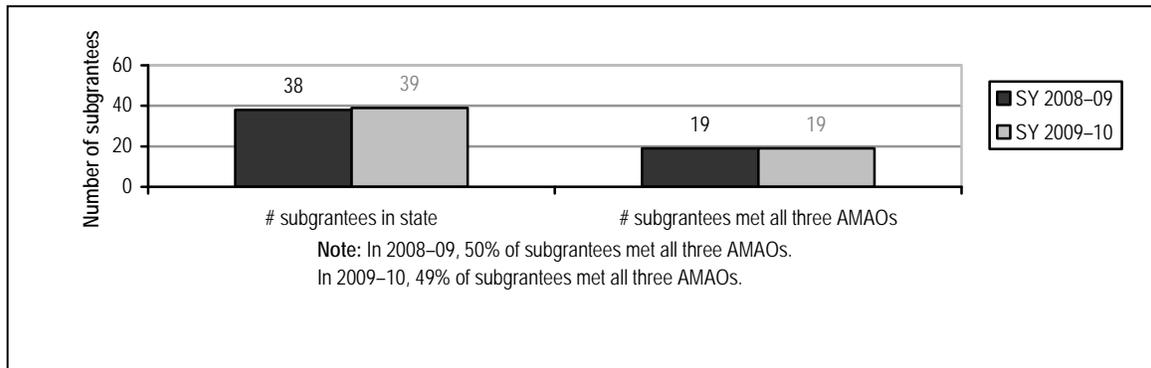
### Education Staff Information

**Number of certified/licensed teachers working in Title III language instruction educational programs and additional number needed in 5 years: School years 2008–09 and 2009–10**



### State and Subgrantee Information

**Number of subgrantees in the State and number/percentage that met all three annual measurable achievement objectives (AMAOs): School years 2008–09 and 2009–10**



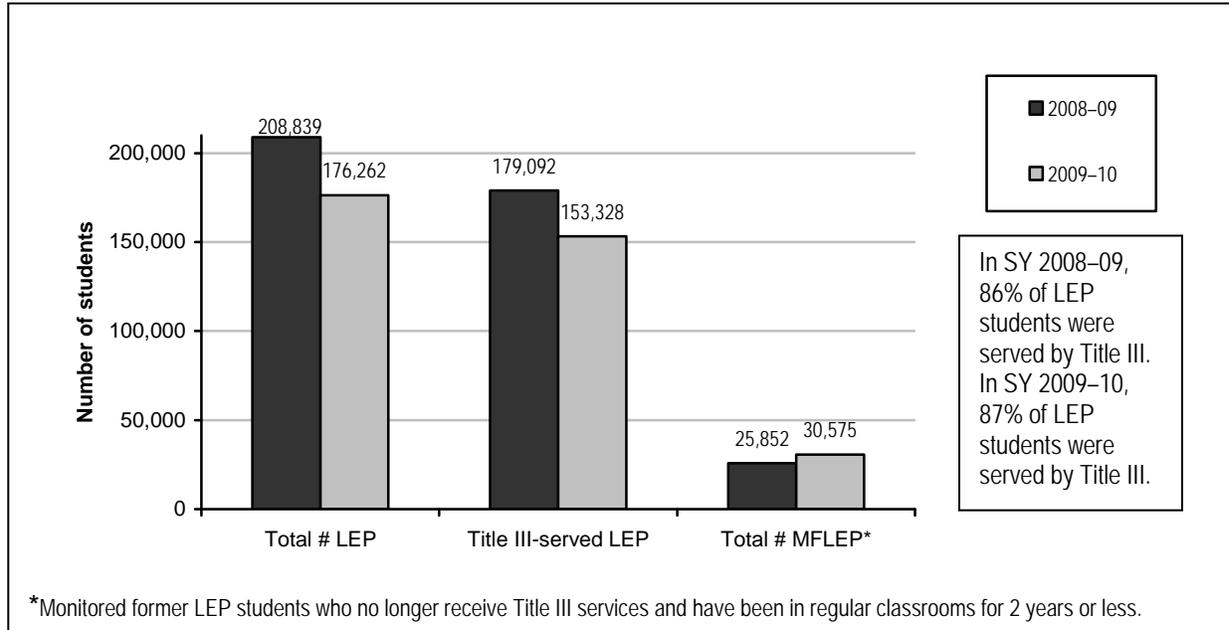
Additional State information:

- Title III funding for the State in SY 2008–09 was **\$1,884,572**; in SY 2009–10, funding was **\$1,998,276**.
- No Title III programs or activities were terminated by the State for failure to reach program goals during the report years.
- The State reported that it did not meet all three AMAOs in either 2008–09 or 2009–10.

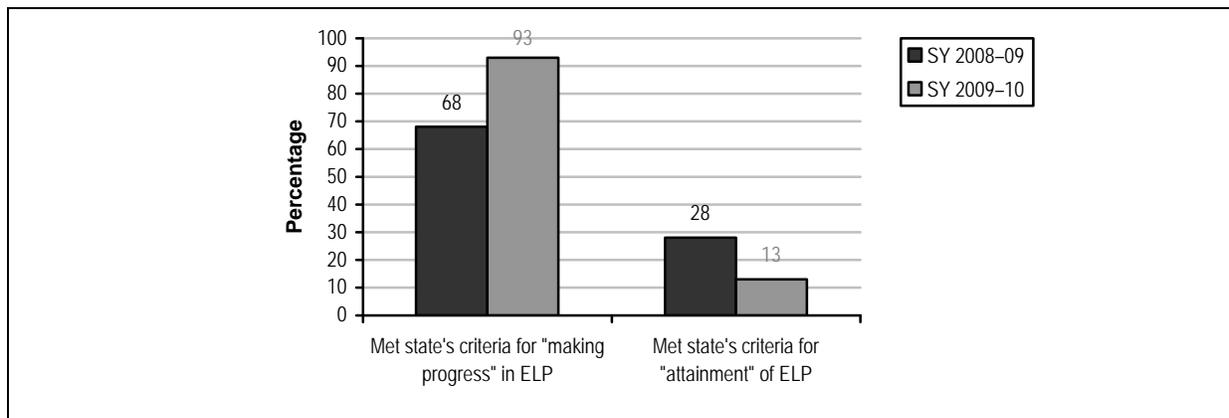
## Illinois

### Information on Limited English Proficient Students

**Number and percentage of limited English proficient students and monitored former limited English proficient students in the State: School years 2008–09 and 2009–10**



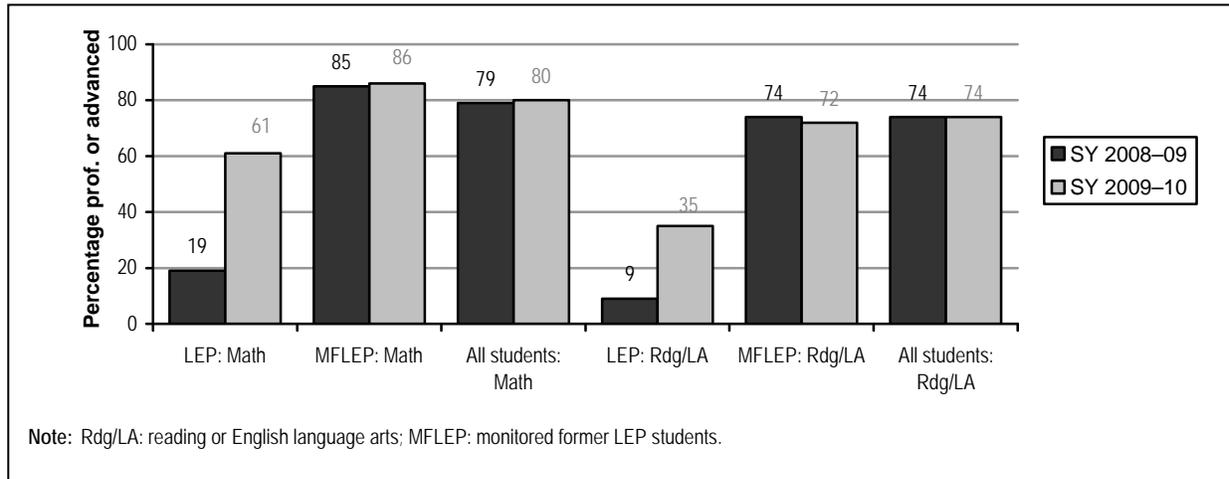
**Percentage of Title III-served students who made progress in English language proficiency and who attained English language proficiency: School years 2008–09 and 2009–10**



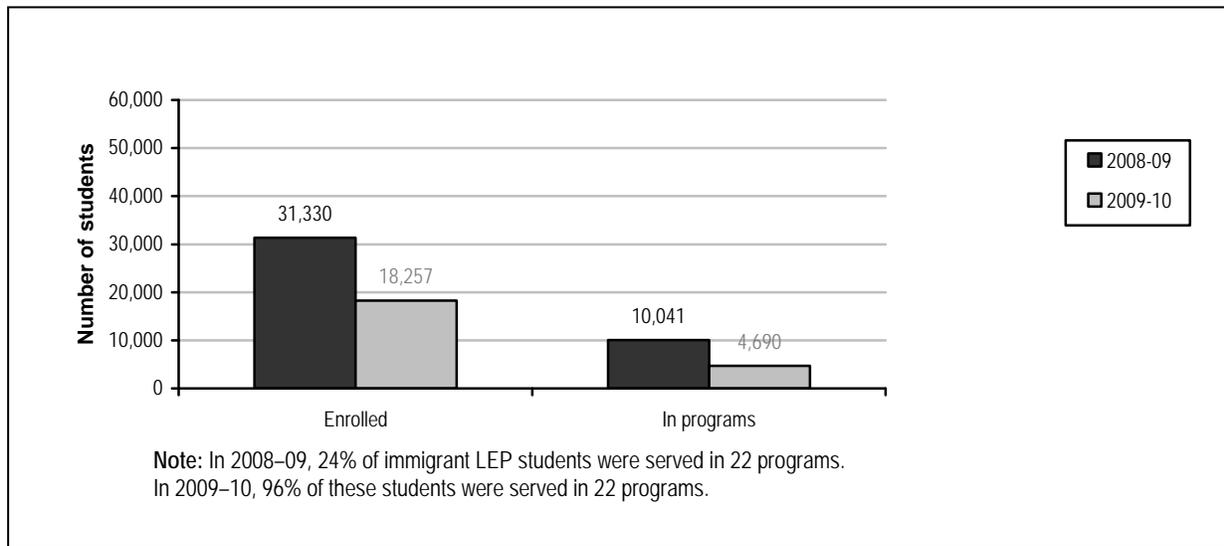
**Five native languages most commonly spoken by limited English proficient students, by number of students: School years 2008–09 and 2009–10**

SY 2008–09	Spanish	Polish	Arabic	Urdu	Chinese
	166,451	7,111	4,114	2,801	2,790
SY 2009–10	Spanish	Polish	Arabic	Urdu	Chinese
	141,794	5,355	3,943	2,371	2,346

**Percentage of LEP, MFLEP, and all students proficient or above in academic content areas, by group: School years 2008–09 and 2009–10**



**Number of immigrant students enrolled and number served in §3114(d)(1) programs: School years 2008–09 and 2009–10**

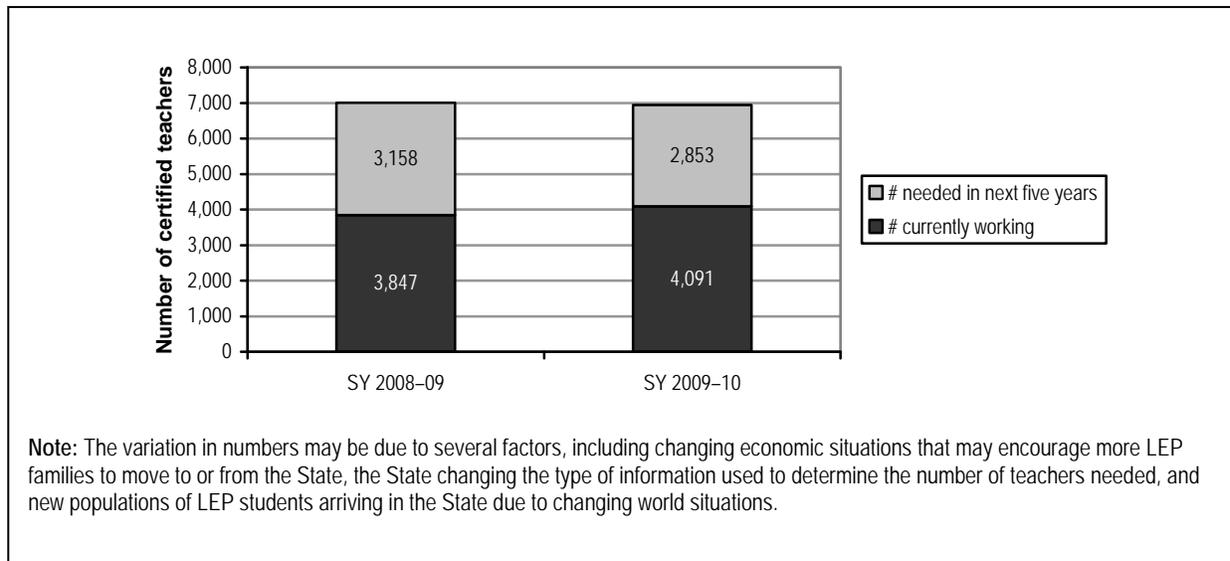


**Language instruction educational programs (LIEPs) implemented in the State: School years 2008–09 and 2009–10**

SY 08–09	SY 09–10	LIEPs that use English and another language	SY 08–09	SY 09–10	LIEPs that use only English
✓	✓	Two-way immersion	✓	✓	Structured English immersion
✓	✓	Transitional bilingual	✓	✓	Sheltered English instruction
✓	✓	Dual language			Specially designed academic instruction in English (SDAIE)
✓	✓	Developmental bilingual	✓	✓	Content-based ESL
	✓	Heritage language	✓	✓	Pull-out ESL

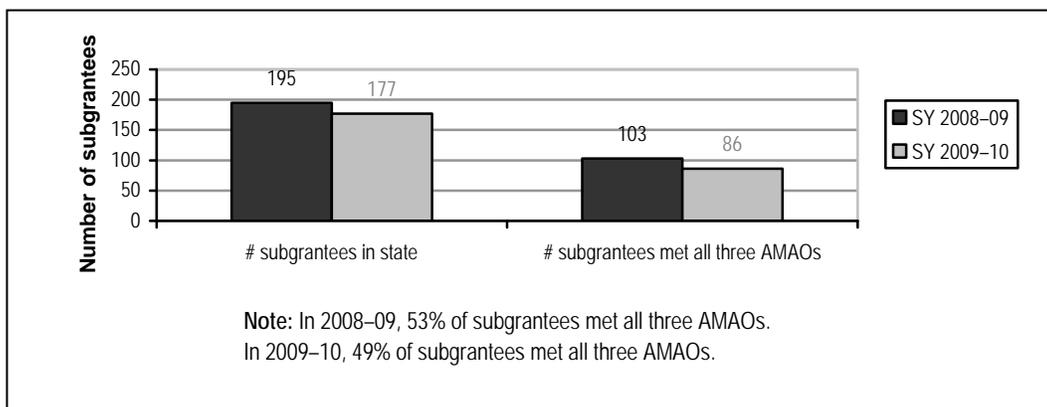
### Education Staff Information

**Number of certified/licensed teachers working in Title III language instruction educational programs and additional number needed in 5 years: School years 2008–09 and 2009–10**



### State and Subgrantee Information

**Number of subgrantees in the State and number/percentage that met all three annual measurable achievement objectives (AMAOs): School years 2008–09 and 2009–10**



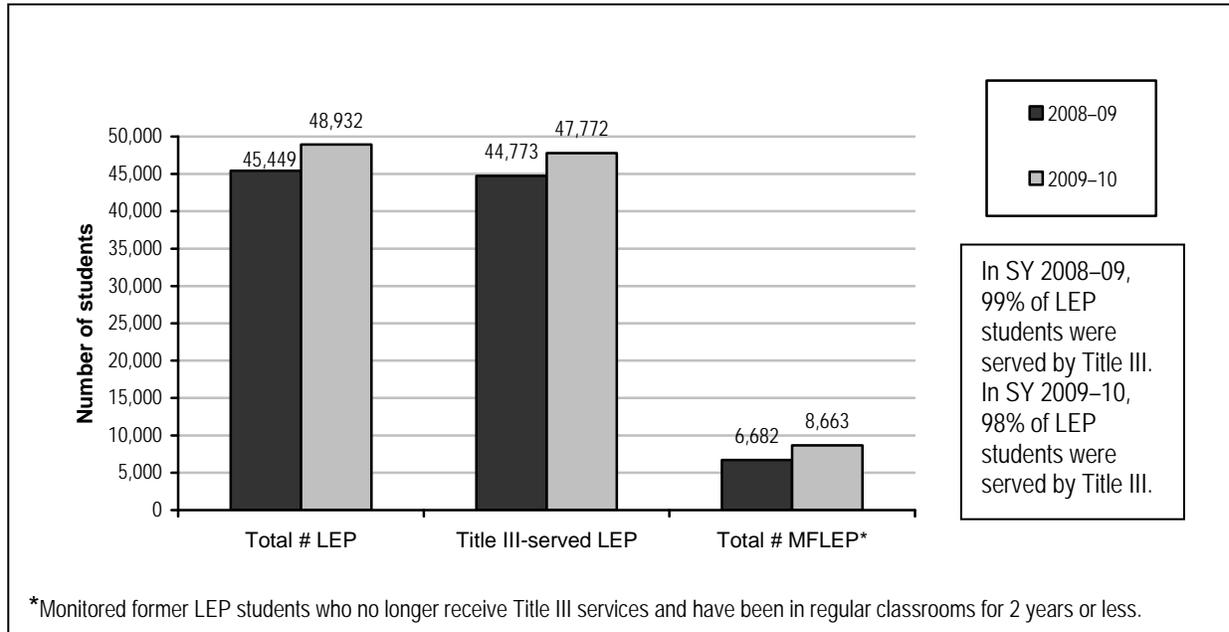
Additional State information:

- Title III funding for the State in SY 2008–09 was **\$27,696,340**; in SY 2009–10, funding was **\$30,906,506**.
- No Title III programs or activities were terminated by the State for failure to reach program goals during the report years.
- The State reported that it did not meet all three AMAOs in either 2008–09 or 2009–10.

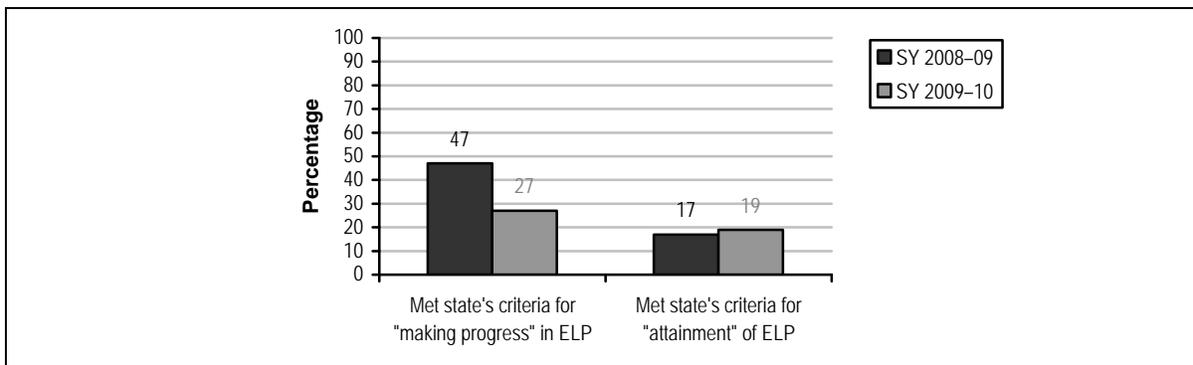
## Indiana

### Information on Limited English Proficient Students

**Number and percentage of limited English proficient students and monitored former limited English proficient students in the State: School years 2008–09 and 2009–10**



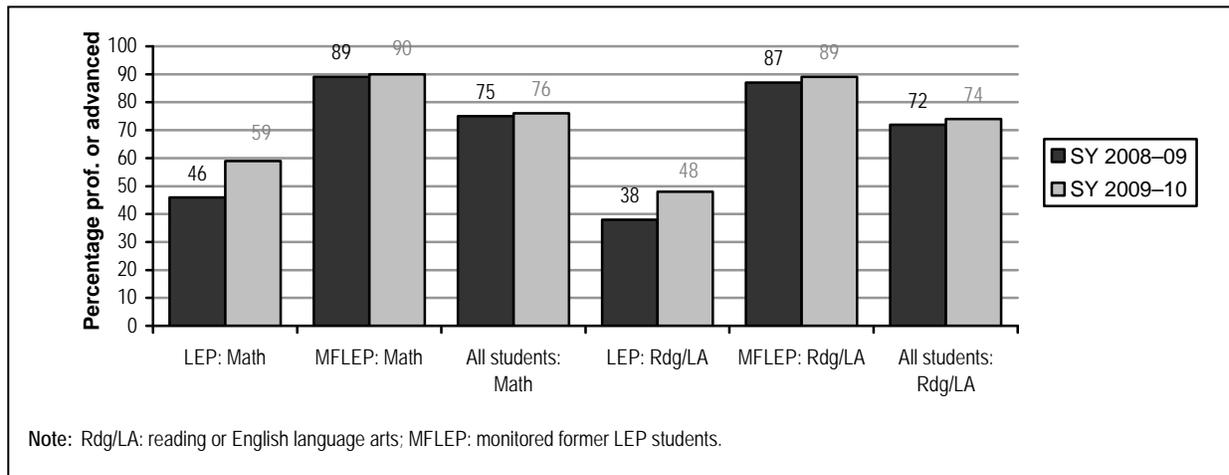
**Percentage of Title III-served students who made progress in English language proficiency and who attained English language proficiency: School years 2008–09 and 2009–10**



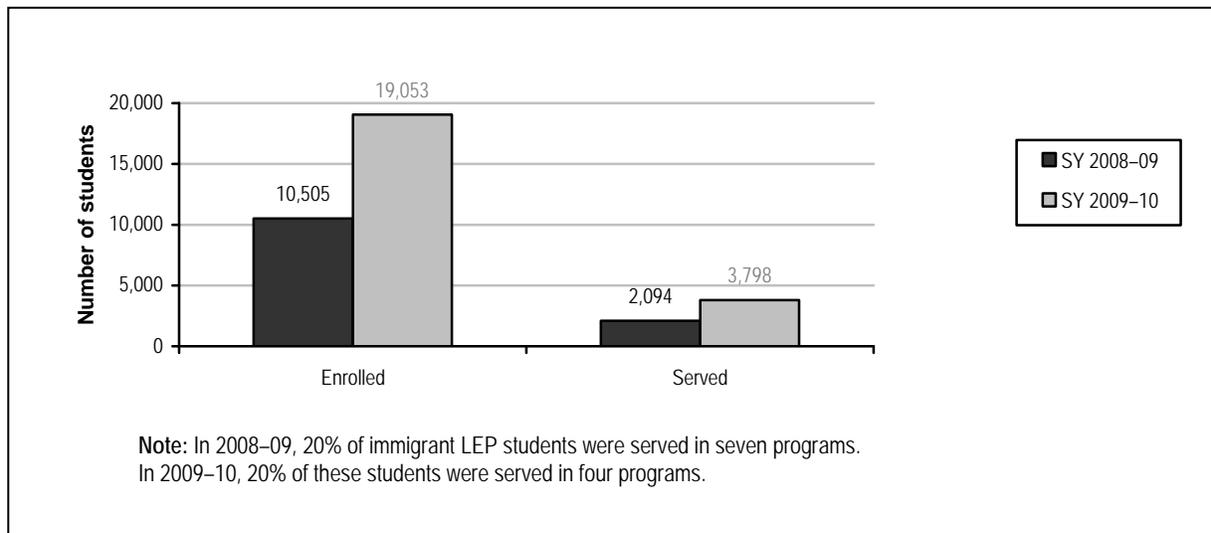
**Five native languages most commonly spoken by limited English proficient students, by number of students: School years 2008–09 and 2009–10**

SY 2008–09	Spanish	German	Burmese	Arabic	Chinese
	36,199	1,403	1,050	676	594
SY 2009–10	Spanish	German	Burmese	Arabic	Chinese
	38,245	1,540	1,457	780	671

**Percentage of LEP, MFLEP, and all students proficient or above in academic content areas, by group: School years 2008–09 and 2009–10**



**Number of immigrant students enrolled and number served in §3114(d)(1) programs: School years 2008–09 and 2009–10**

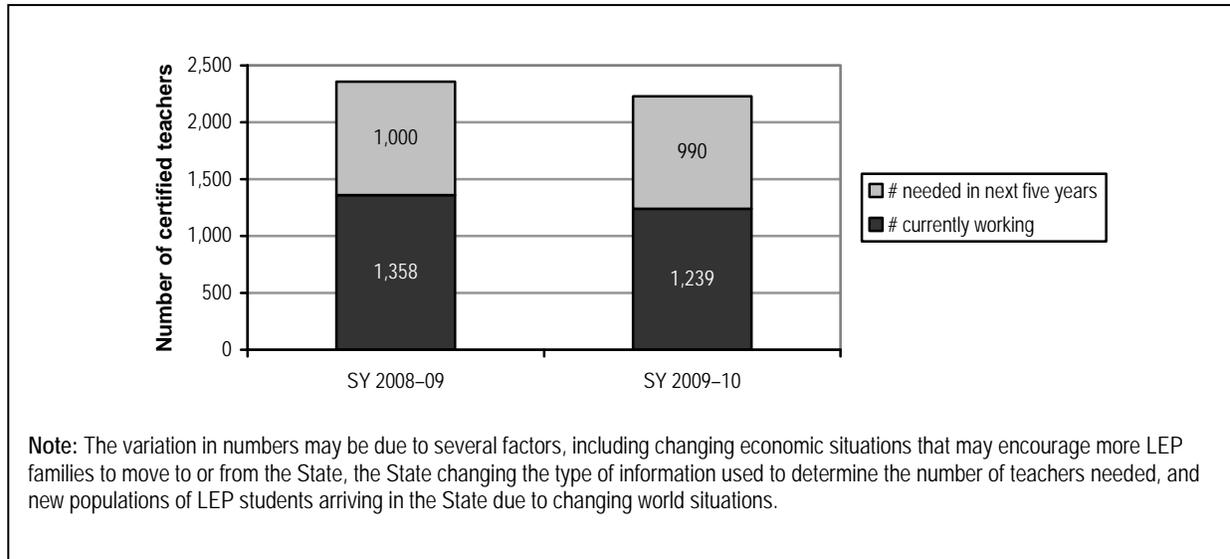


**Language instruction educational programs (LIEPs) implemented in the State: School years 2008–09 and 2009–10**

SY 08–09	SY 09–10	LIEPs that use English and another language	SY 08–09	SY 09–10	LIEPs that use only English
		Two-way immersion	✓	✓	Structured English immersion
✓		Transitional bilingual	✓	✓	Sheltered English instruction
✓	✓	Dual language			Specially designed academic instruction in English (SDAIE)
		Developmental bilingual	✓	✓	Content-based ESL
		Heritage language	✓	✓	Pull-out ESL

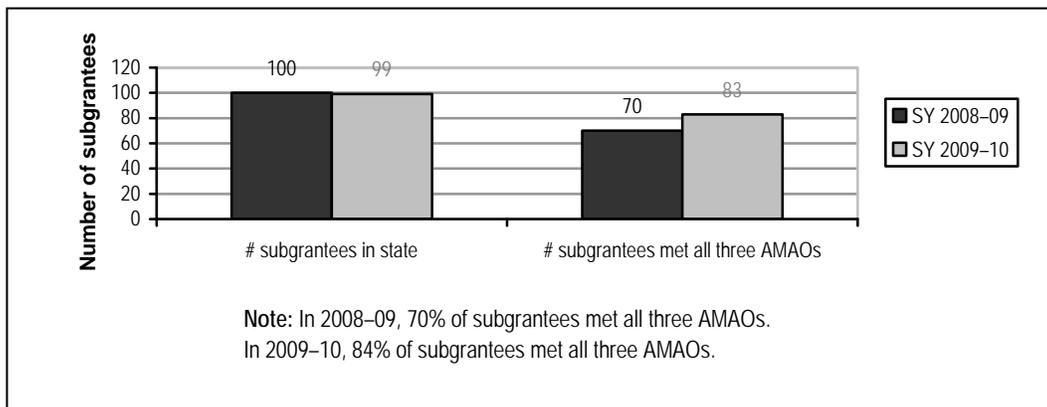
### Education Staff Information

**Number of certified/licensed teachers working in Title III language instruction educational programs and additional number needed in 5 years: School years 2008–09 and 2009–10**



### State and Subgrantee Information

**Number of subgrantees in the State and number/percentage that met all three annual measurable achievement objectives (AMAOs): School years 2008–09 and 2009–10**



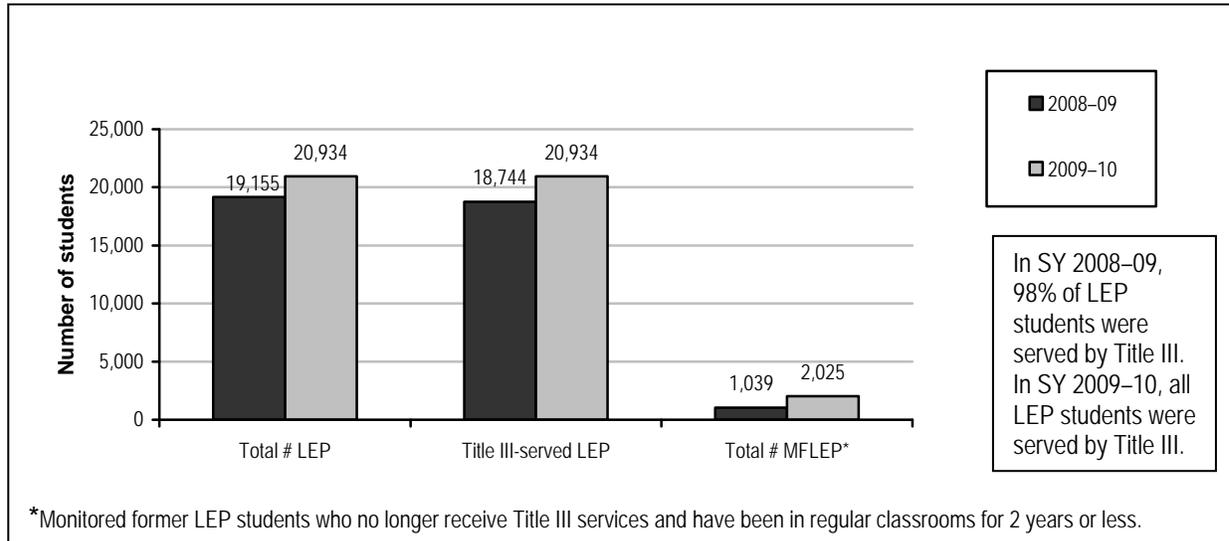
Additional State information:

- Title III funding for the State in SY 2008–09 was **\$6,846,078**; in SY 2009–10, funding was **\$6,660,567**.
- No Title III programs or activities were terminated by the State for failure to reach program goals during the report years.
- The State reported that it did not meet all three AMAOs in either 2008–09 or 2009–10.

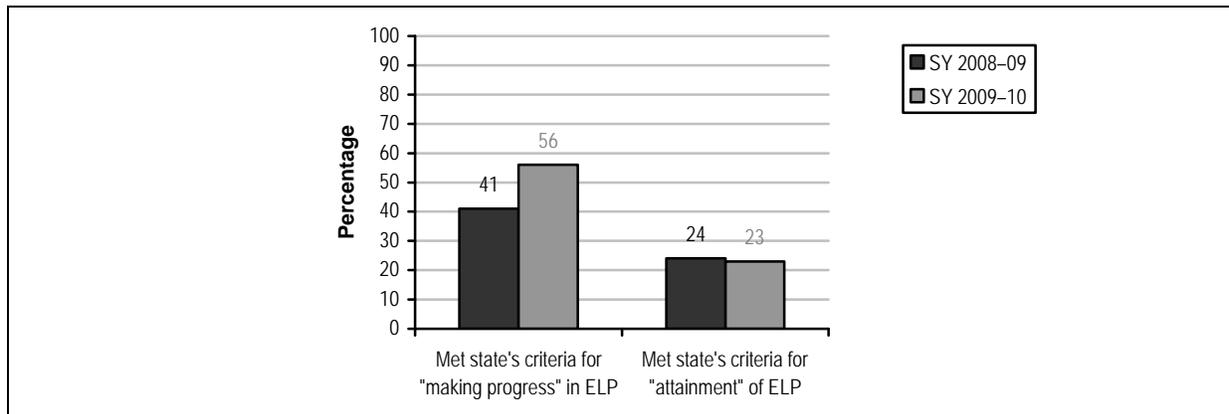
Iowa

Information on Limited English Proficient Students

Number and percentage of limited English proficient students and monitored former limited English proficient students in the State: School years 2008–09 and 2009–10



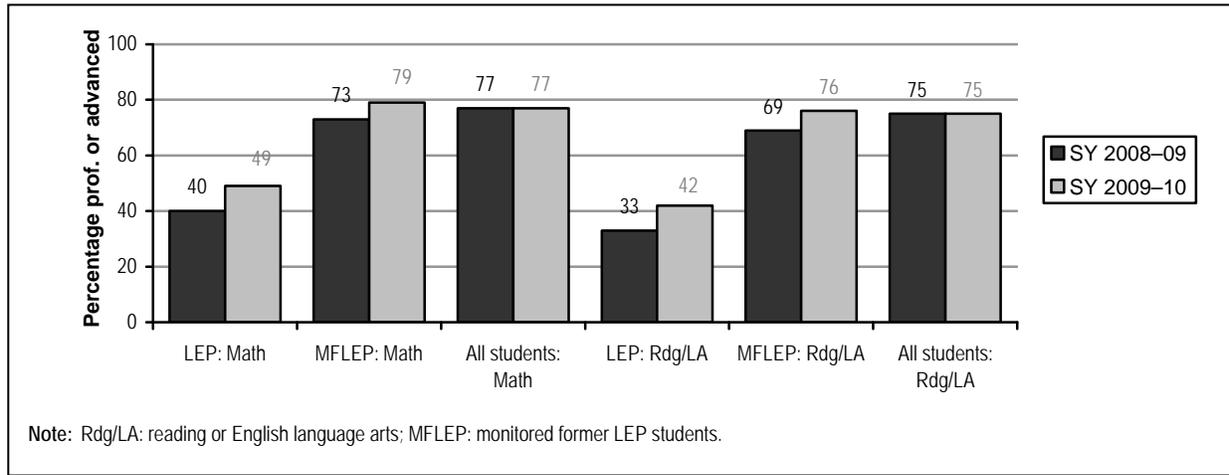
Percentage of Title III-served students who made progress in English language proficiency and who attained English language proficiency: School years 2008–09 and 2009–10



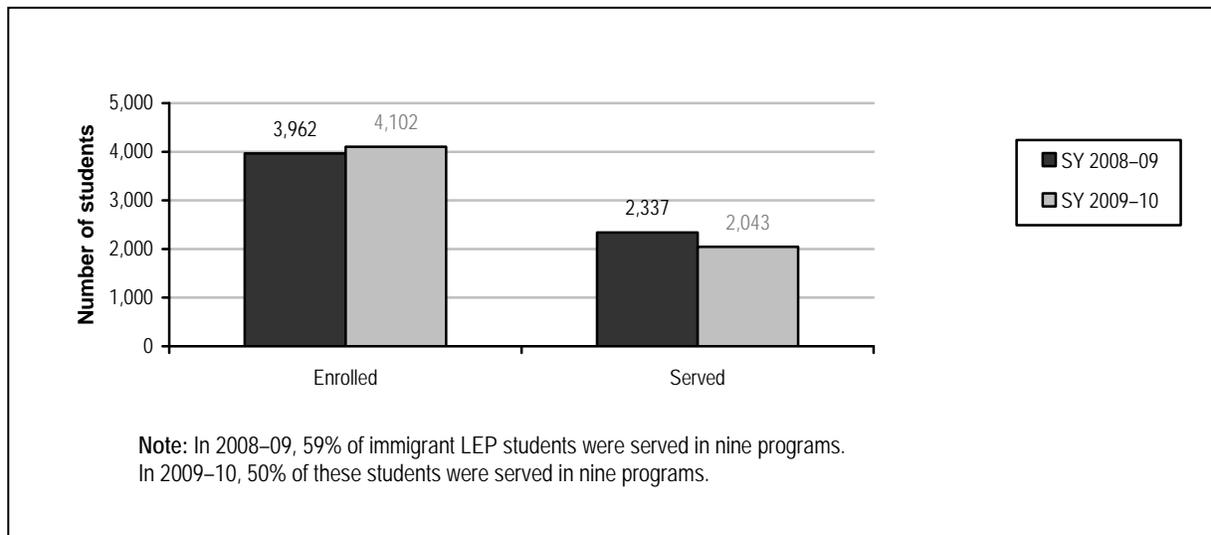
Five native languages most commonly spoken by limited English proficient students, by number of students: School years 2008–09 and 2009–10

SY 2008–09	Spanish	Vietnamese	Bosnian	Lao	"Undetermined"
	14,131	832	792	362	341
SY 2009–10	Spanish	Bosnian	Vietnamese	"Reserved for local use"	Arabic
	14,852	882	852	399	342

**Percentage of LEP, MFLEP, and all students proficient or above in academic content areas, by group: School years 2008–09 and 2009–10**



**Number of immigrant students enrolled and number served in §3114(d)(1) programs: School years 2008–09 and 2009–10**

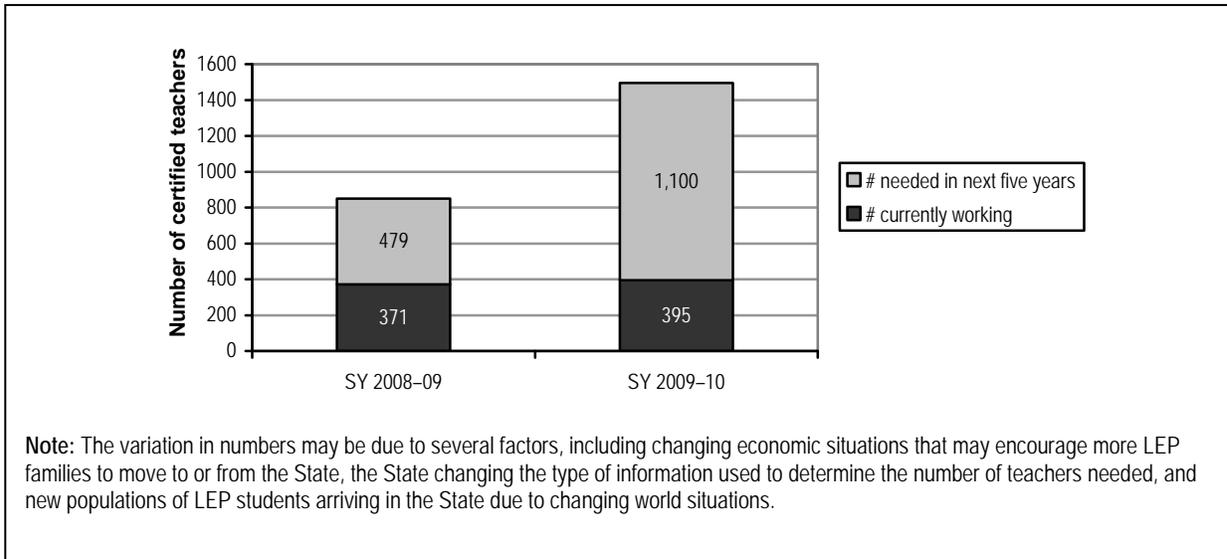


**Language instruction educational programs (LIEPs) implemented in the State: School years 2008–09 and 2009–10**

SY 08–09	SY 09–10	LIEPs that use English and another language	SY 08–09	SY 09–10	LIEPs that use only English
✓		Two-way immersion	✓	✓	Structured English immersion
		Transitional bilingual	✓	✓	Sheltered English instruction
✓	✓	Dual language	✓	✓	Specially designed academic instruction in English (SDAIE)
		Developmental bilingual	✓		Content-based ESL
		Heritage language	✓	✓	Pull-out ESL

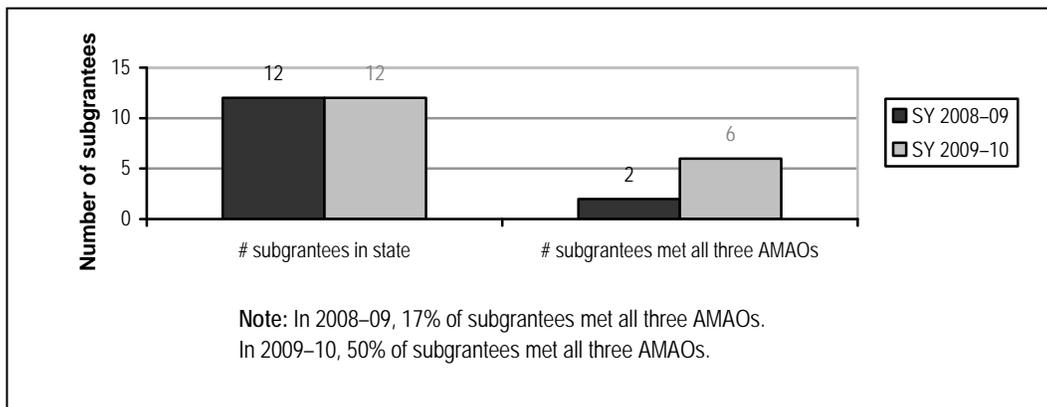
### Education Staff Information

#### Number of certified/licensed teachers working in Title III language instruction educational programs and additional number needed in 5 years: School years 2008–09 and 2009–10



### State and Subgrantee Information

#### Number of subgrantees in the State and number/percentage that met all three annual measurable achievement objectives (AMAOs): School years 2008–09 and 2009–10



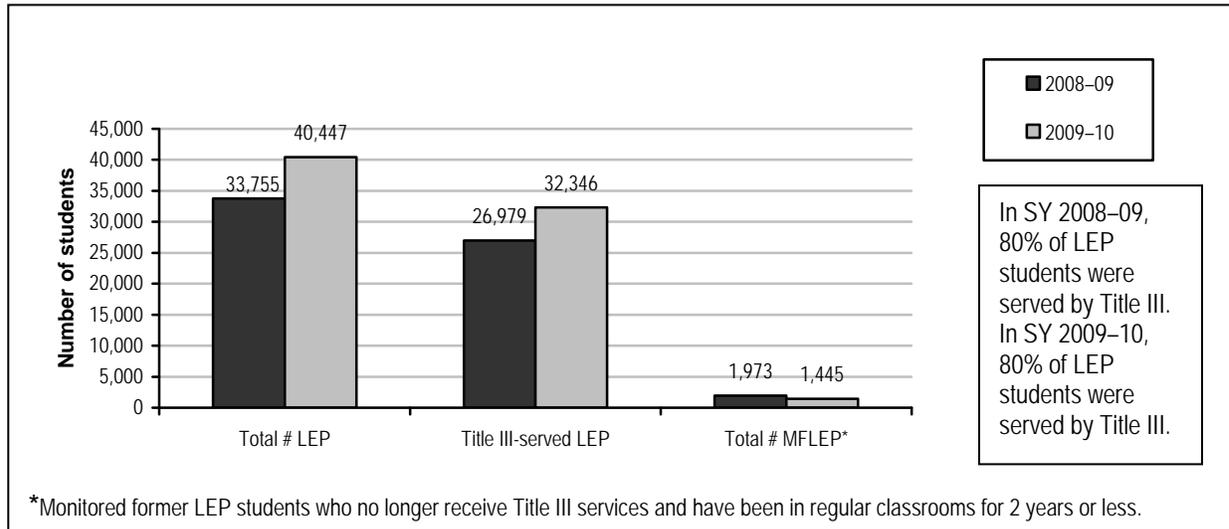
#### Additional State information:

- Title III funding for the State in SY 2008–09 was **\$3,039,052**; in SY 2009–10, funding was **\$2,769,974**.
- No Title III programs or activities were terminated by the State for failure to reach program goals during the report years.
- The State reported that it did not meet all three AMAOs in either 2008–09 or 2009–10.

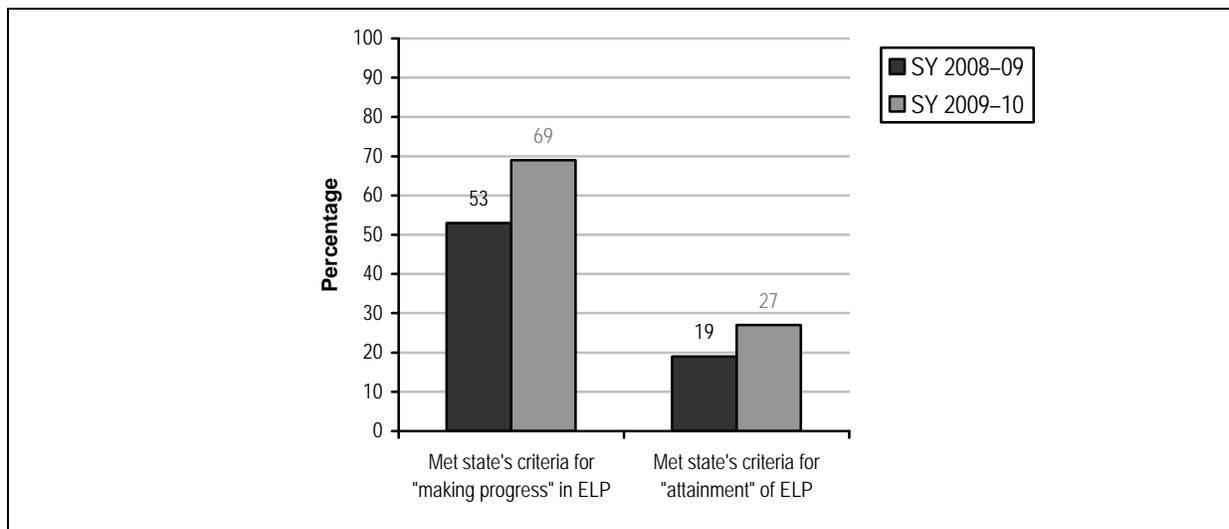
## Kansas

### Information on Limited English Proficient Students

**Number and percentage of limited English proficient students and monitored former limited English proficient students in the State: School years 2008–09 and 2009–10**



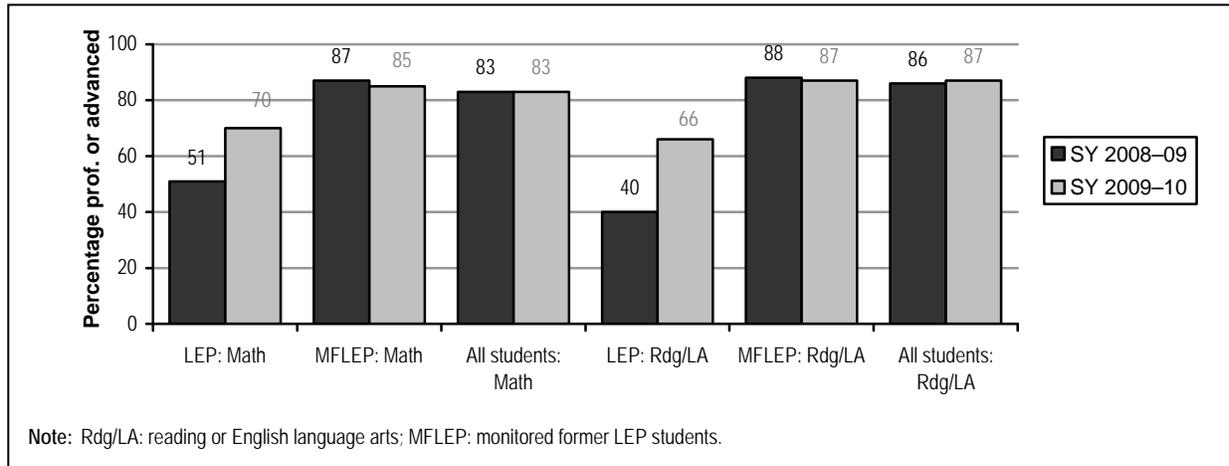
**Percentage of Title III-served students who made progress in English language proficiency and who attained English language proficiency: School years 2008–09 and 2009–10**



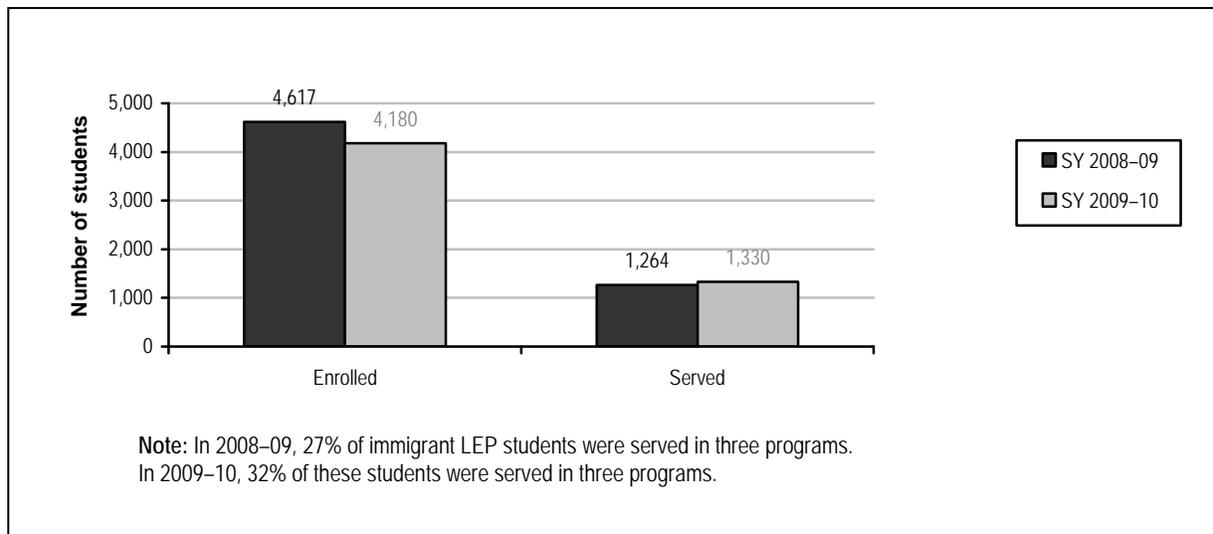
**Five native languages most commonly spoken by limited English proficient students, by number of students: School years 2008–09 and 2009–10**

SY 2008–09	Spanish	"Undetermined"	Vietnamese	German	Chinese
	27,372	2,140	1,098	508	415
SY 2009–10	Spanish	Vietnamese	German	Chinese	Lao
	32,920	1,278	570	510	453

**Percentage of LEP, MFLEP, and all students proficient or above in academic content areas, by group: School years 2008–09 and 2009–10**



**Number of immigrant students enrolled and number served in §3114(d)(1) programs: School years 2008–09 and 2009–10**

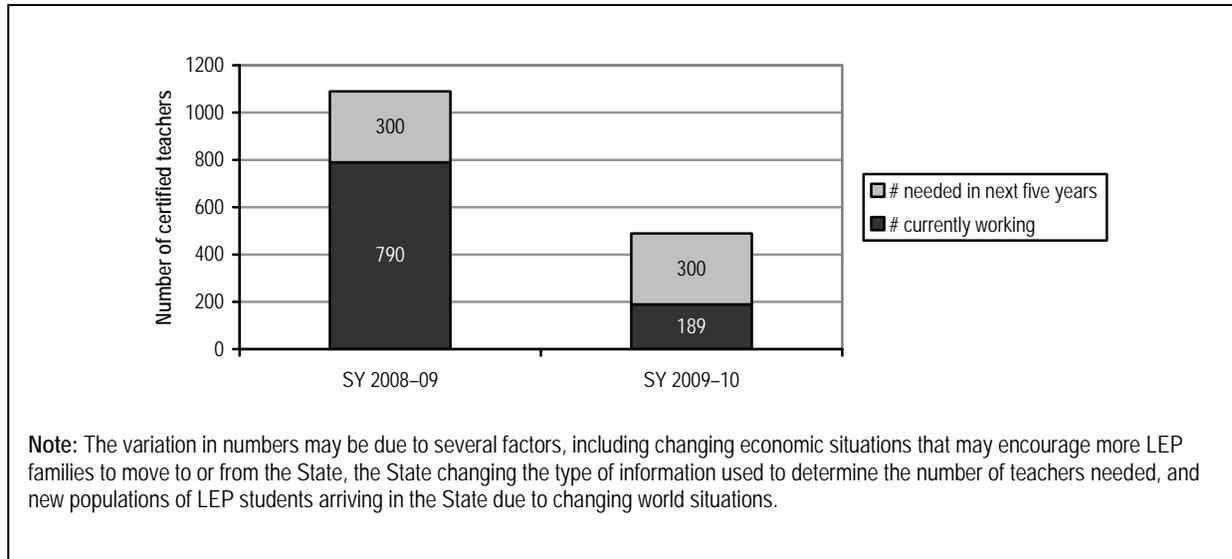


**Language instruction educational programs (LIEPs) implemented in the State: School years 2008–09 and 2009–10**

SY 08–09	SY 09–10	LIEPs that use English and another language	SY 08–09	SY 09–10	LIEPs that use only English
		Two-way immersion			Structured English immersion
✓	✓	Transitional bilingual	✓	✓	Sheltered English instruction
✓	✓	Dual language	✓	✓	Specially designed academic instruction in English (SDAIE)
	✓	Developmental bilingual	✓	✓	Content-based ESL
✓	✓	Heritage language	✓	✓	Pull-out ESL

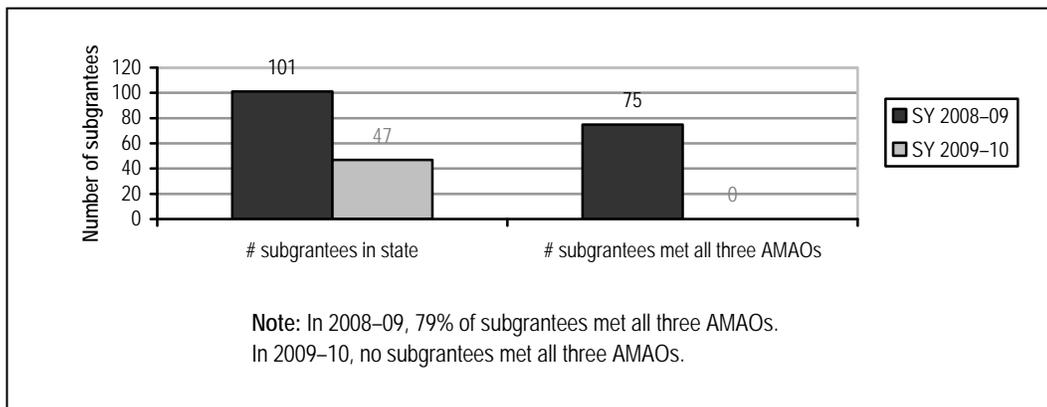
### Education Staff Information

**Number of certified/licensed teachers working in Title III language instruction educational programs and additional number needed in 5 years: School years 2008–09 and 2009–10**



### State and Subgrantee Information

**Number of subgrantees in the State and number/percentage that met all three annual measurable achievement objectives (AMAOs): School years 2008–09 and 2009–10**



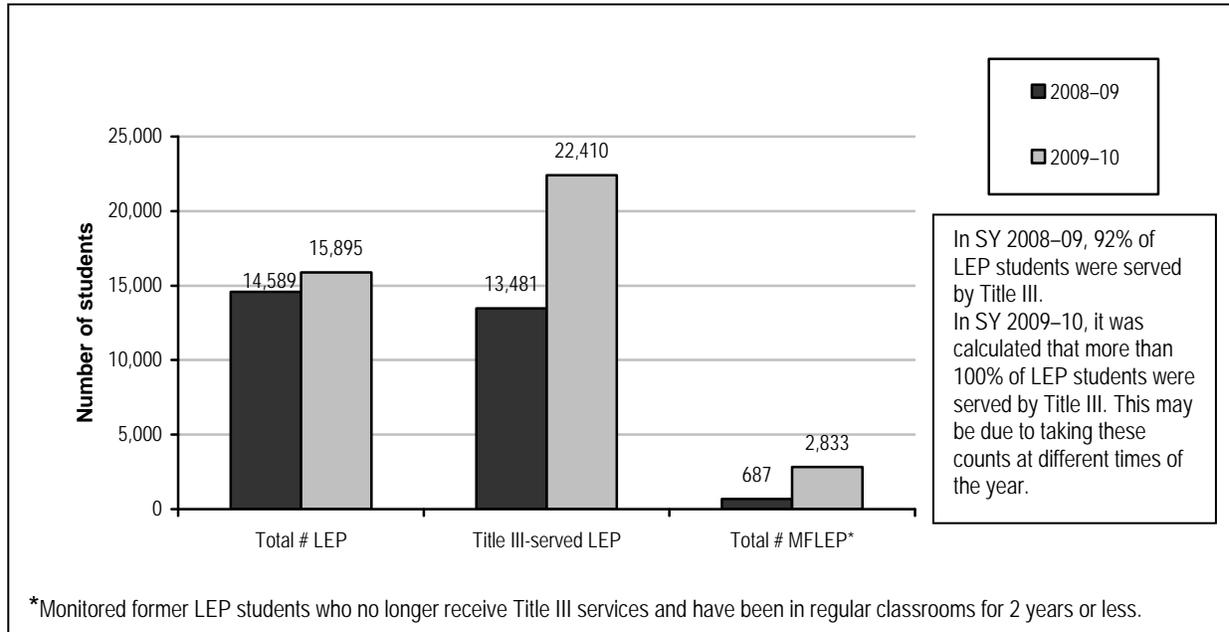
**Additional State information:**

- Title III funding for the State in SY 2008–09 was **\$3,580,355**; in SY 2009–10, funding was **\$3,684,318**.
- No Title III programs or activities were terminated by the State for failure to reach program goals during the report years.
- The State reported that it did not meet all three AMAOs in either 2008–09 or 2009–10.

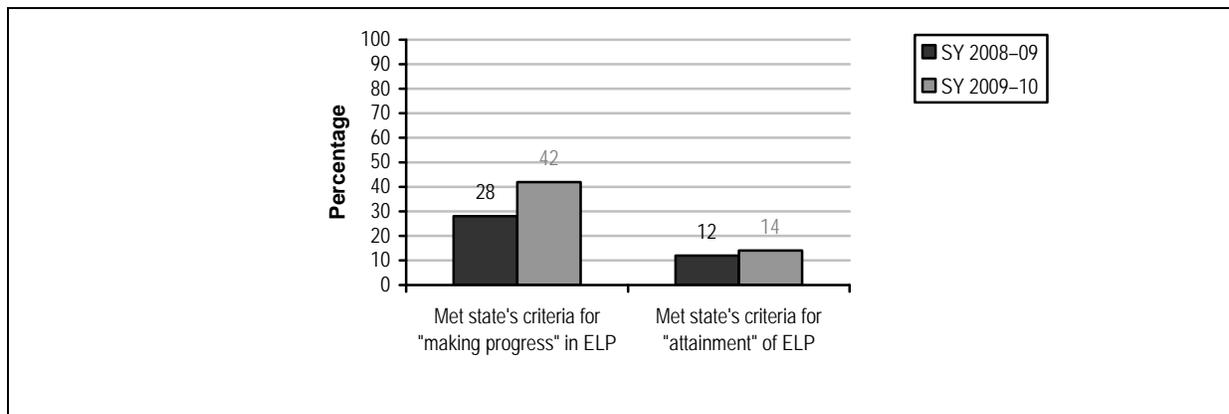
## Kentucky

### Information on Limited English Proficient Students

**Number and percentage of limited English proficient students and monitored former limited English proficient students in the State: School years 2008–09 and 2009–10**



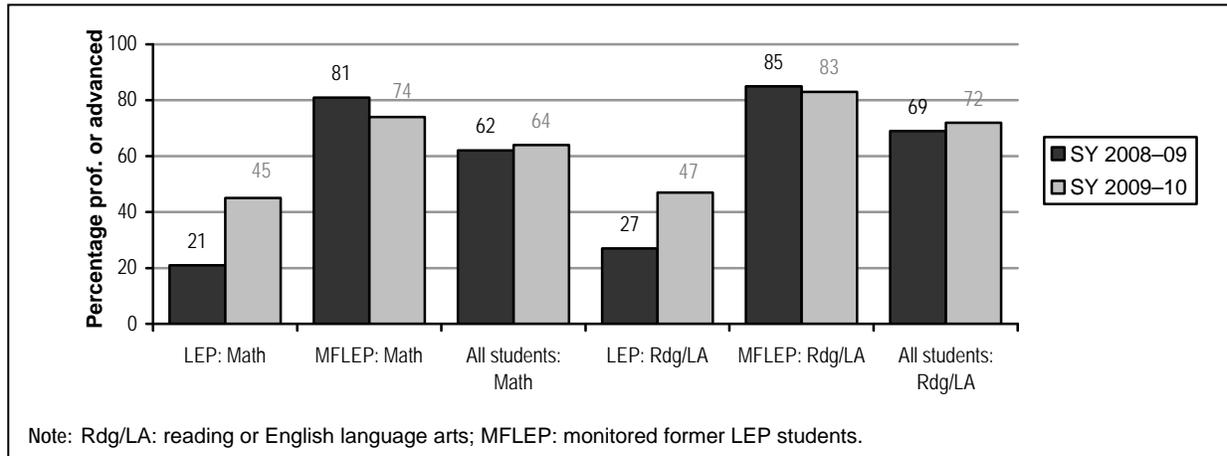
**Percentage of Title III-served students who made progress in English language proficiency and who attained English language proficiency: School years 2008–09 and 2009–10**



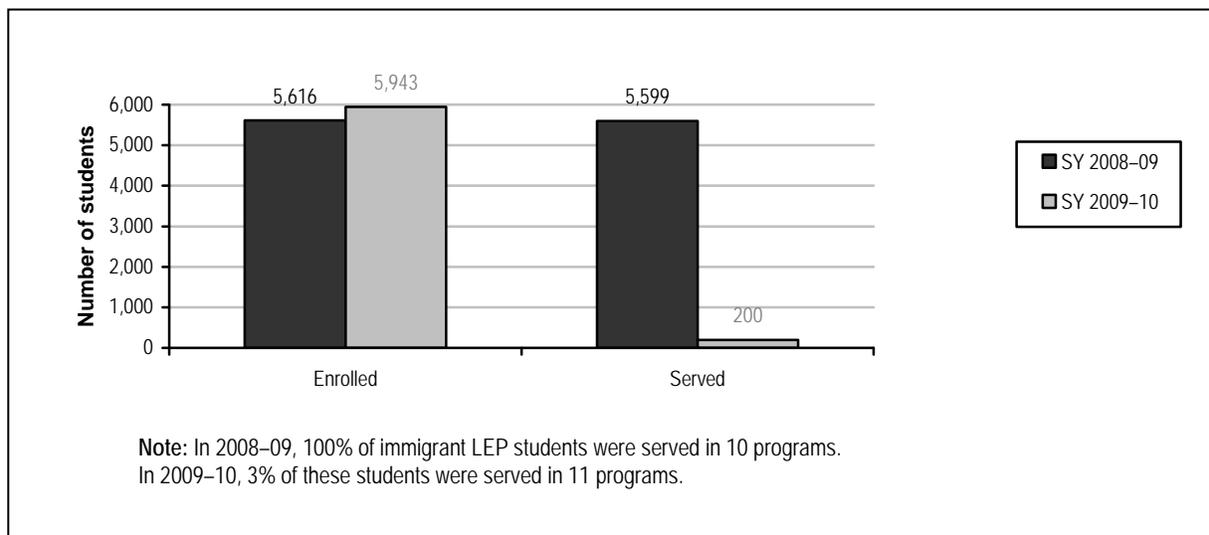
**Five native languages most commonly spoken by limited English proficient students, by number of students: School years 2008–09 and 2009–10**

SY 2008–09	Spanish	"Uncoded"	Japanese	Chinese	Bosnian
	8,879	1,017	536	397	390
SY 2009–10	Spanish	"Uncoded"	Japanese	Arabic	Chinese
	8,905	2,027	440	430	405

**Percentage of LEP, MFLEP, and all students proficient or above in academic content areas, by group: School years 2008–09 and 2009–10**



**Number of immigrant students enrolled and number served in §3114(d)(1) programs: School years 2008–09 and 2009–10**



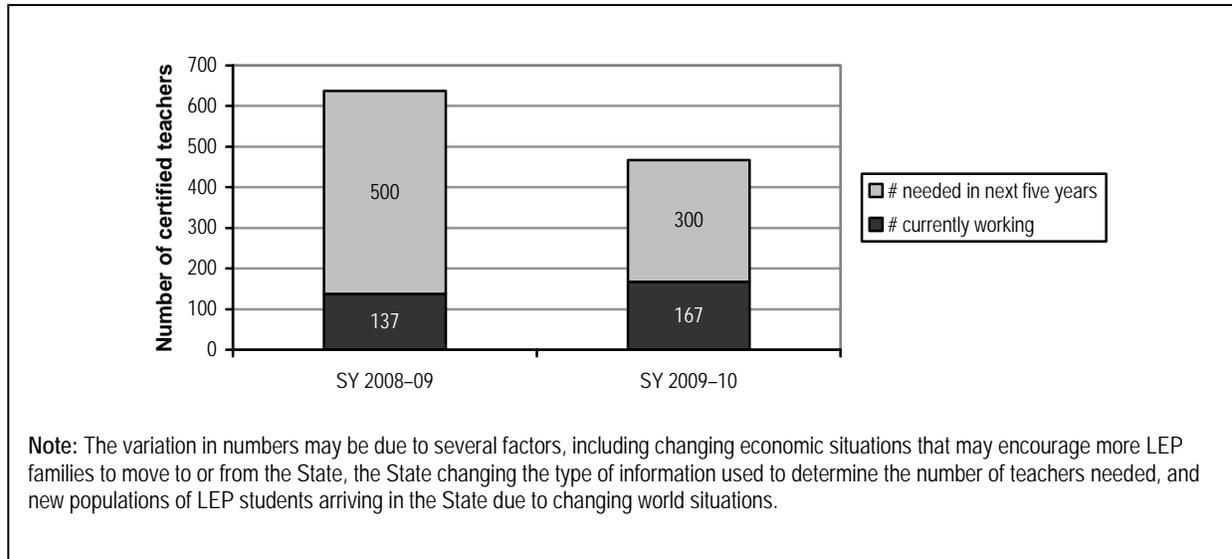
**Language instruction educational programs (LIEPs) implemented in the State: School years 2008–09 and 2009–10**

LIEPs that use English and another language		LIEPs that use only English	
	Two-way immersion	✓	Structured English immersion
	Transitional bilingual	✓	Sheltered English instruction
	Dual language		Specially designed academic instruction in English (SDAIE)
	Developmental bilingual	✓	Content-based ESL
	Heritage language	✓	Pull-out ESL

Note: The State’s grantees used the same LIEPs for both years of this report.

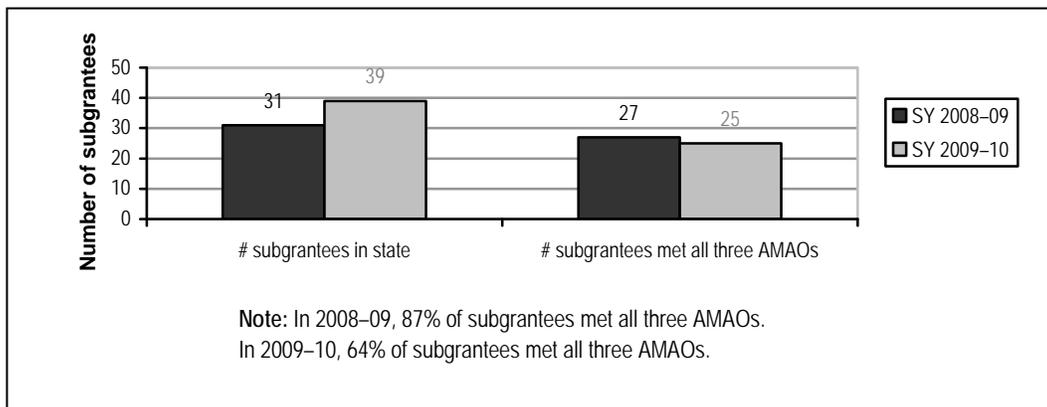
### Education Staff Information

**Number of certified/licensed teachers working in Title III language instruction educational programs and additional number needed in 5 years: School years 2008–09 and 2009–10**



### State and Subgrantee Information

**Number of subgrantees in the State and number/percentage that met all three annual measurable achievement objectives (AMAOs): School years 2008–09 and 2009–10**



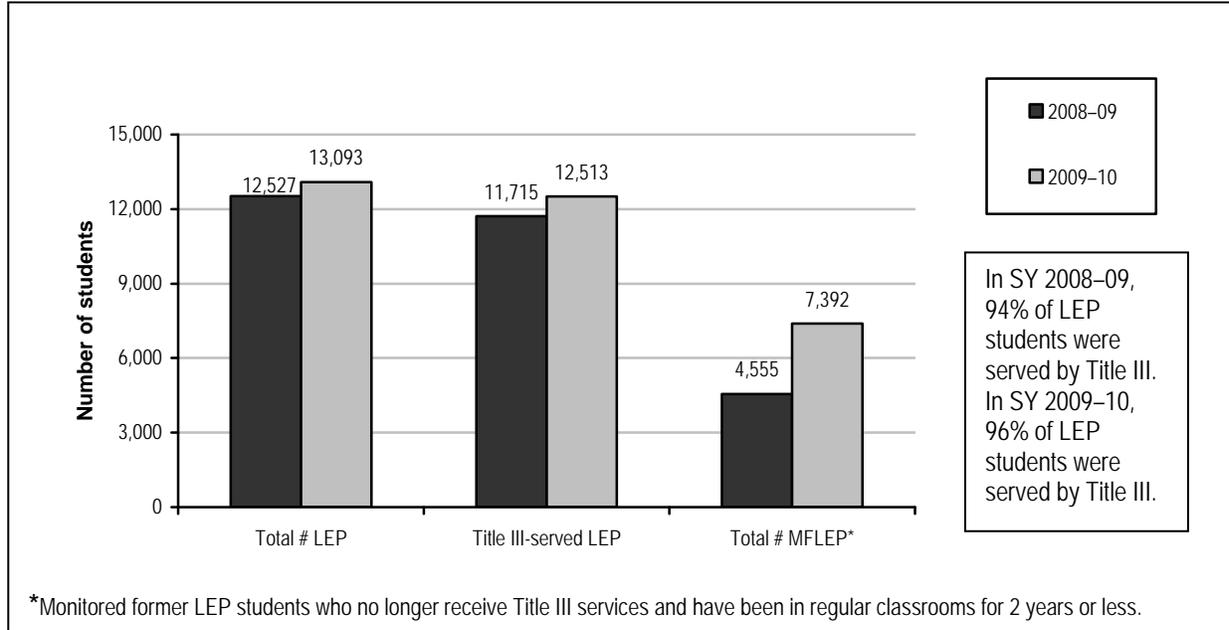
Additional State information:

- Title III funding for the State in SY 2008–09 was **\$2,901,342**; in SY 2009–10, funding was **\$3,765,040**.
- No Title III programs or activities were terminated by the State for failure to reach program goals during the report years.
- The State reported that it did not meet all three AMAOs in either 2008–09 or 2009–10.

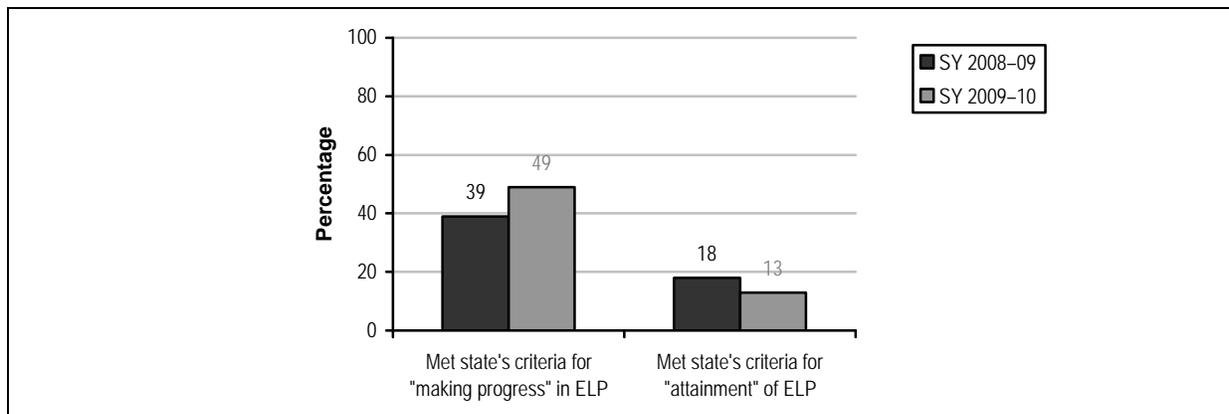
## Louisiana

### Information on Limited English Proficient Students

**Number and percentage of limited English proficient students and monitored former limited English proficient students in the State: School years 2008–09 and 2009–10**



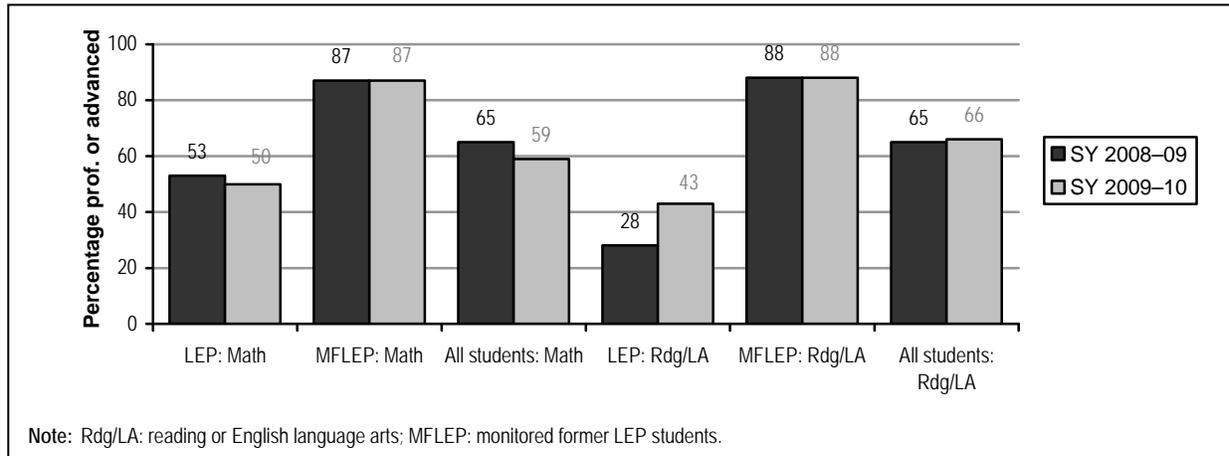
**Percentage of Title III-served students who made progress in English language proficiency and who attained English language proficiency: School years 2008–09 and 2009–10**



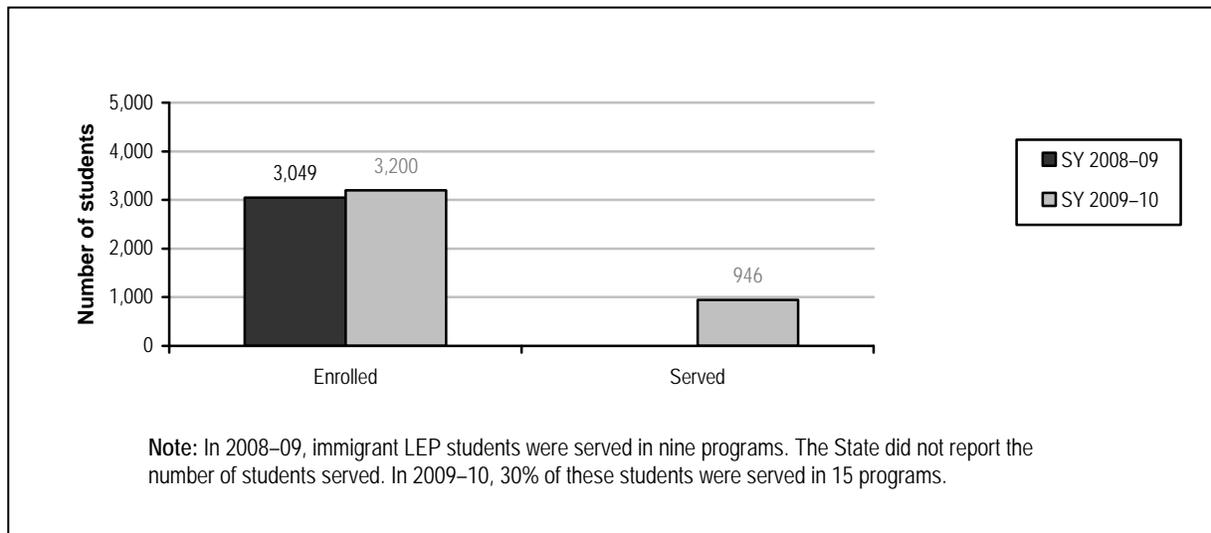
**Five native languages most commonly spoken by limited English proficient students, by number of students: School years 2008–09 and 2009–10**

SY 2008–09	Spanish	Vietnamese	Arabic	Chinese	French
	8,483	1,679	657	336	253
SY 2009–10	Spanish	Vietnamese	Arabic	Chinese	French
	9,055	1,585	742	383	244

**Percentage of LEP, MFLEP, and all students proficient or above in academic content areas, by group: School years 2008–09 and 2009–10**



**Number of immigrant students enrolled and number served in §3114(d)(1) programs: School years 2008–09 and 2009–10**

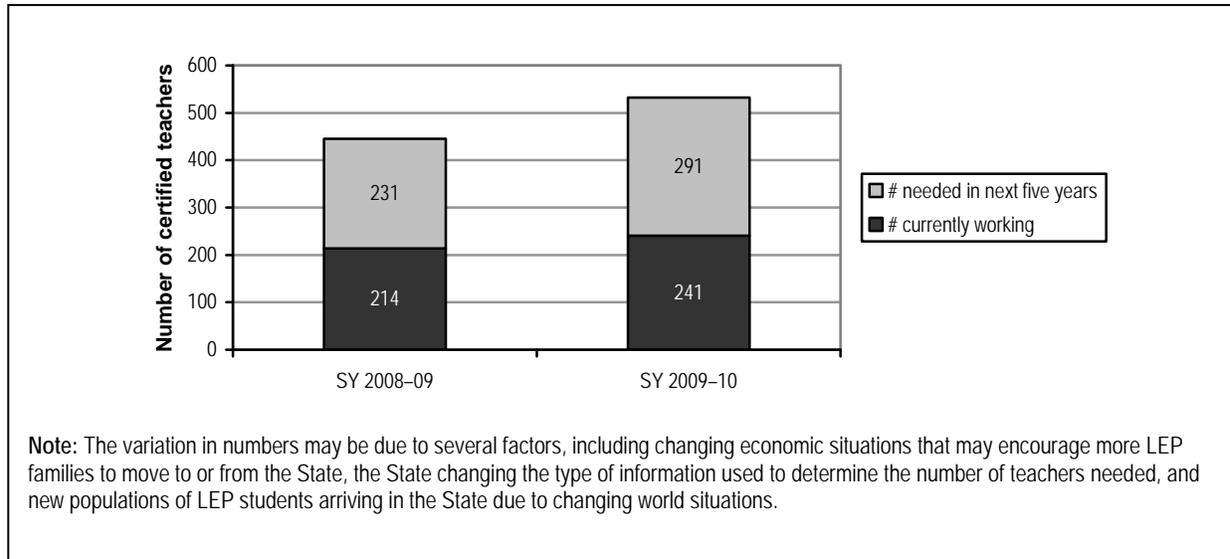


**Language instruction educational programs (LIEPs) implemented in the State: School years 2008–09 and 2009–10**

SY 08–09	SY 09–10	LIEPs that use English and another language	SY 08–09	SY 09–10	LIEPs that use only English
		Two-way immersion	✓	✓	Structured English immersion
✓		Transitional bilingual	✓	✓	Sheltered English instruction
✓	✓	Dual language		✓	Specially designed academic instruction in English (SDAIE)
		Developmental bilingual	✓	✓	Content-based ESL
		Heritage language	✓	✓	Pull-out ESL

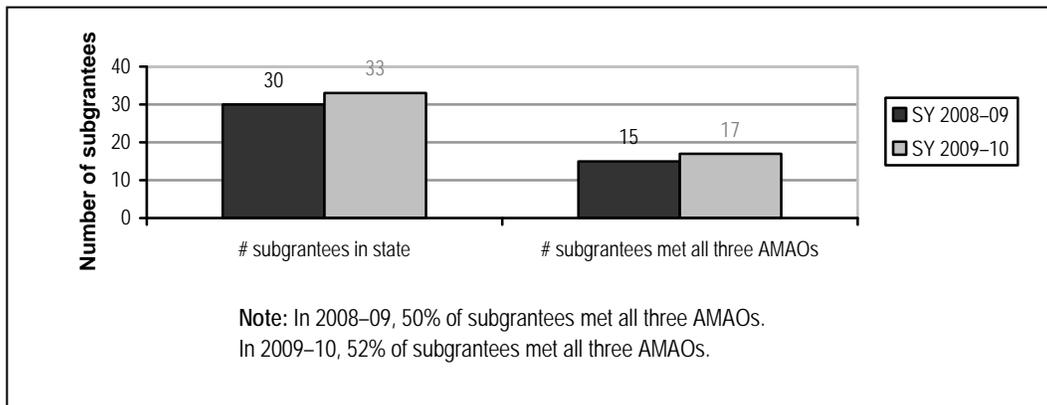
### Education Staff Information

**Number of certified/licensed teachers working in Title III language instruction educational programs and additional number needed in 5 years: School years 2008–09 and 2009–10**



### State and Subgrantee Information

**Number of subgrantees in the State and number/percentage that met all three annual measurable achievement objectives (AMAOs): School years 2008–09 and 2009–10**



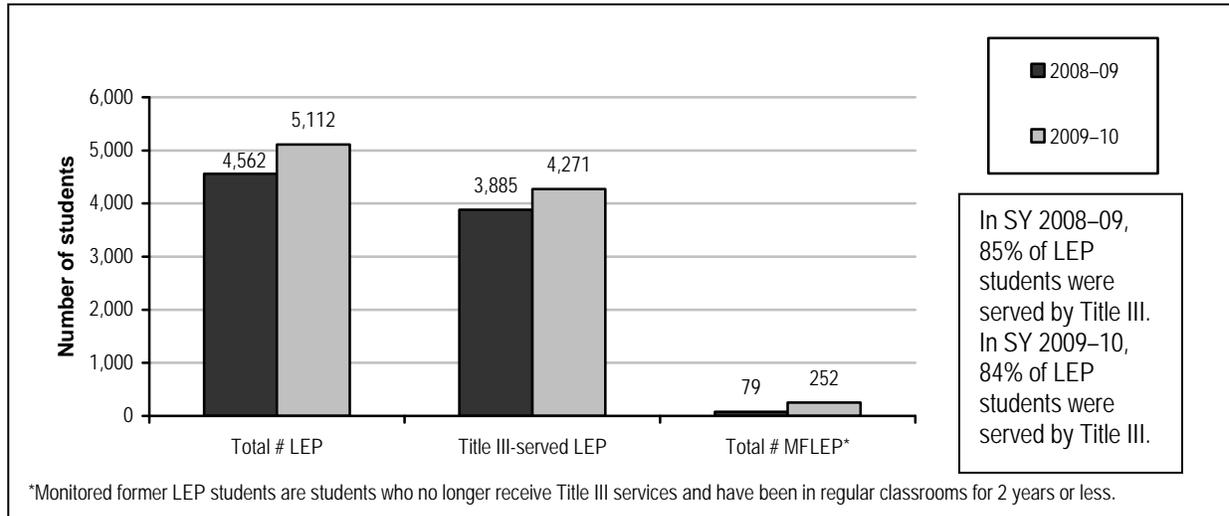
Additional State information:

- Title III funding for the State in SY 2008–09 was **\$2,401,383**; in SY 2009–10, funding was **\$2,951,681**.
- No Title III programs or activities were terminated by the State for failure to reach program goals during the report years.
- The State reported that it did not meet all three AMAOs in either 2008–09 or 2009–10.

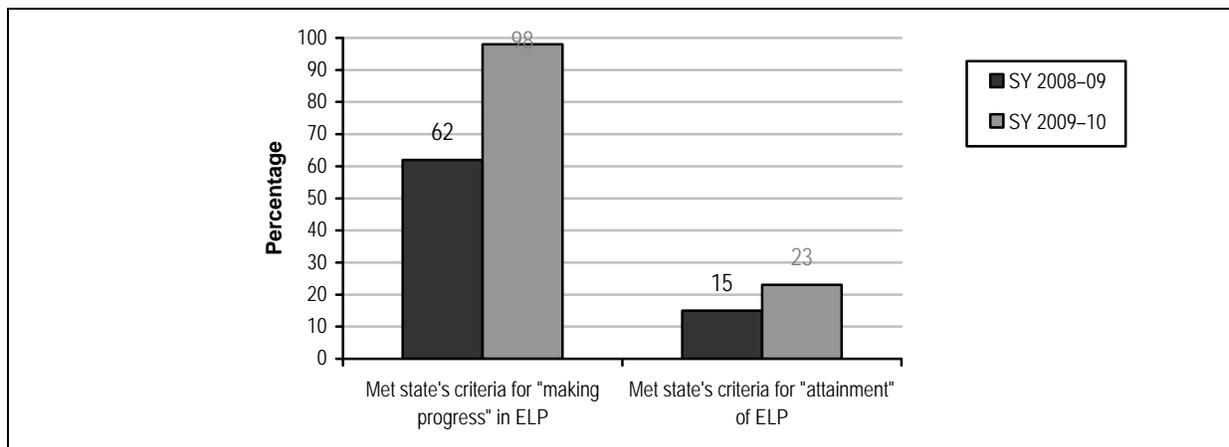
## Maine

### Information on Limited English Proficient Students

**Number and percentage of limited English proficient students and monitored former limited English proficient students in the State: School years 2008–09 and 2009–10**



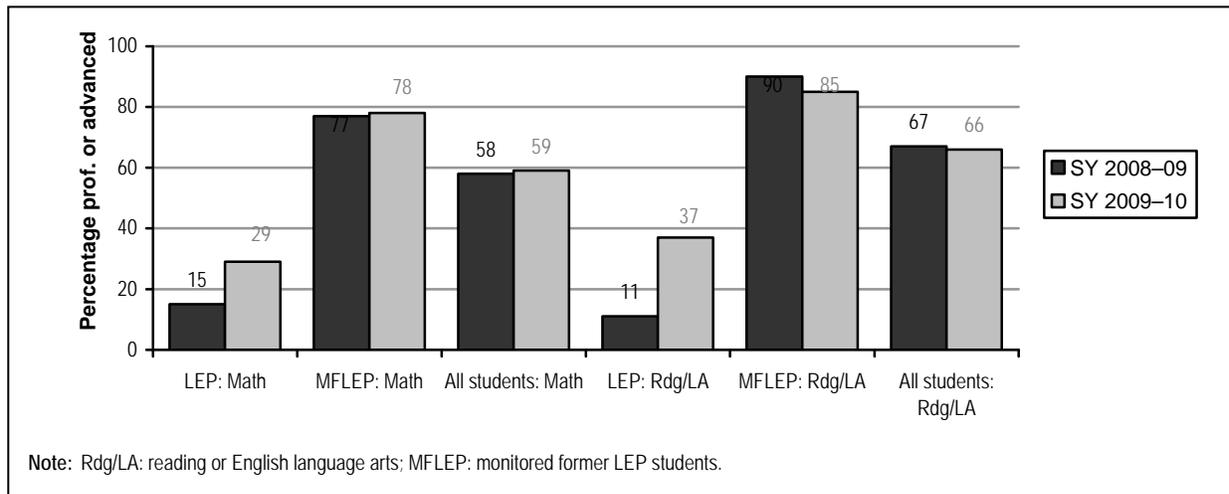
**Percentage of Title III-served students who made progress in English language proficiency and who attained English language proficiency: School years 2008–09 and 2009–10**



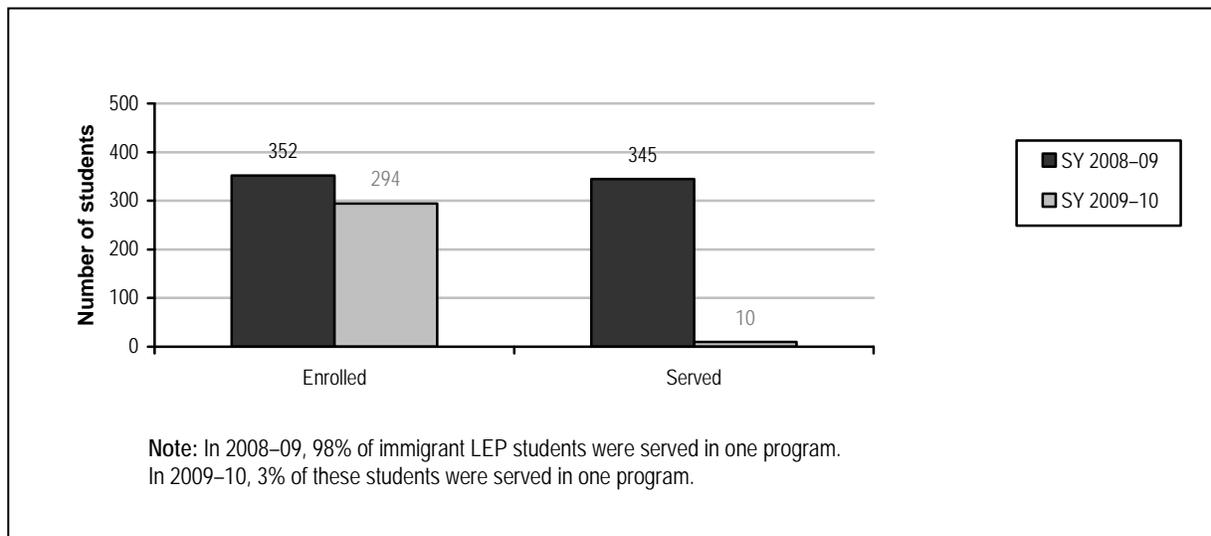
**Five native languages most commonly spoken by limited English proficient students, by number of students: School years 2008–09 and 2009–10**

SY 2008–09	Somali	Spanish	French	Khmer	Arabic
	1,524	508	322	266	258
SY 2009–10	Somali	Spanish	Arabic	French	Central Khmer
	1,729	564	345	335	266

**Percentage of LEP, MFLEP, and all students proficient or above in academic content areas, by group: School years 2008–09 and 2009–10**



**Number of immigrant students enrolled and number served in §3114(d)(1) programs: School years 2008–09 and 2009–10**

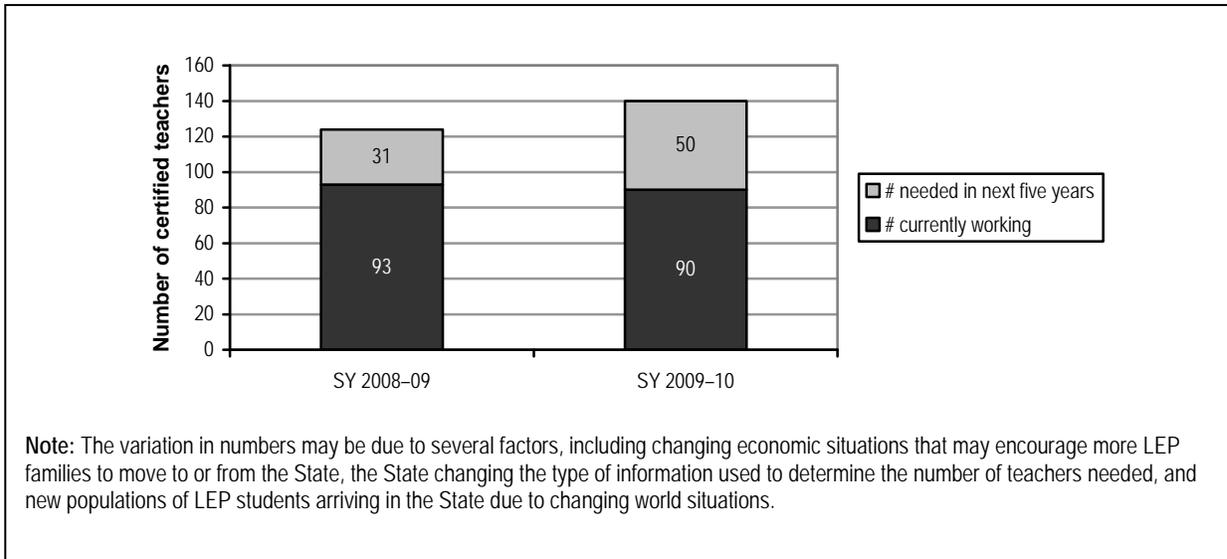


**Language instruction educational programs (LIEPs) implemented in the State: School years 2008–09 and 2009–10**

SY 08–09	SY 09–10	LIEPs that use English and another language	SY 08–09	SY 09–10	LIEPs that use only English
✓	✓	Two-way immersion	✓	✓	Structured English immersion
✓		Transitional bilingual	✓	✓	Sheltered English instruction
✓	✓	Dual language	✓	✓	Specially designed academic instruction in English (SDAIE)
		Developmental bilingual	✓	✓	Content-based ESL
✓	✓	Heritage language	✓	✓	Pull-out ESL

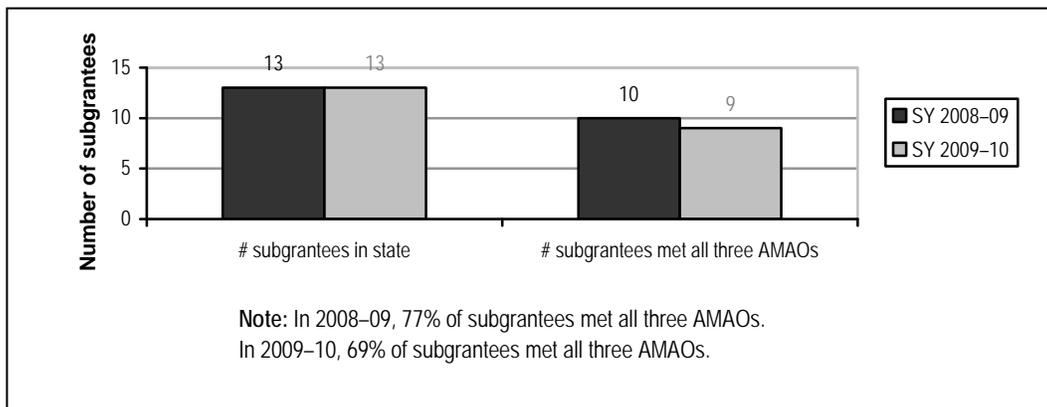
### Education Staff Information

**Number of certified/licensed teachers working in Title III language instruction educational programs and additional number needed in 5 years: School years 2008–09 and 2009–10**



### State and Subgrantee Information

**Number of subgrantees in the State and number/percentage that met all three annual measurable achievement objectives (AMAOs): School years 2008–09 and 2009–10**



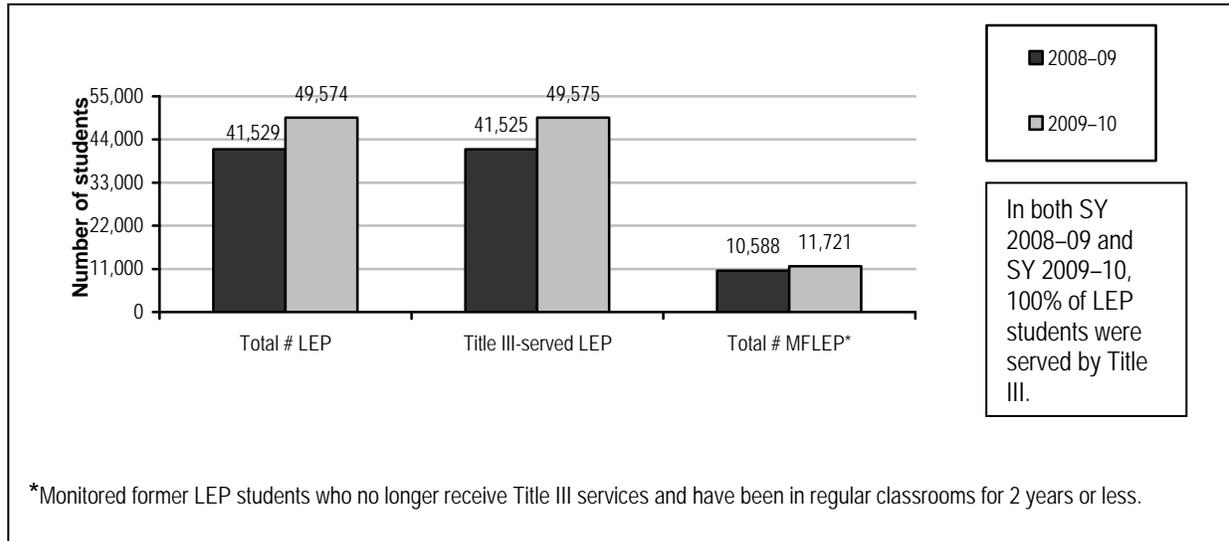
Additional State information:

- Title III funding for the State in SY 2008–09 was **\$825,861**; in SY 2009–10, funding was **\$724,271**.
- No Title III programs or activities were terminated by the State for failure to reach program goals during the report years.
- The State reported that it met all three AMAOs for SY 2008–09, but not for 2009–10.

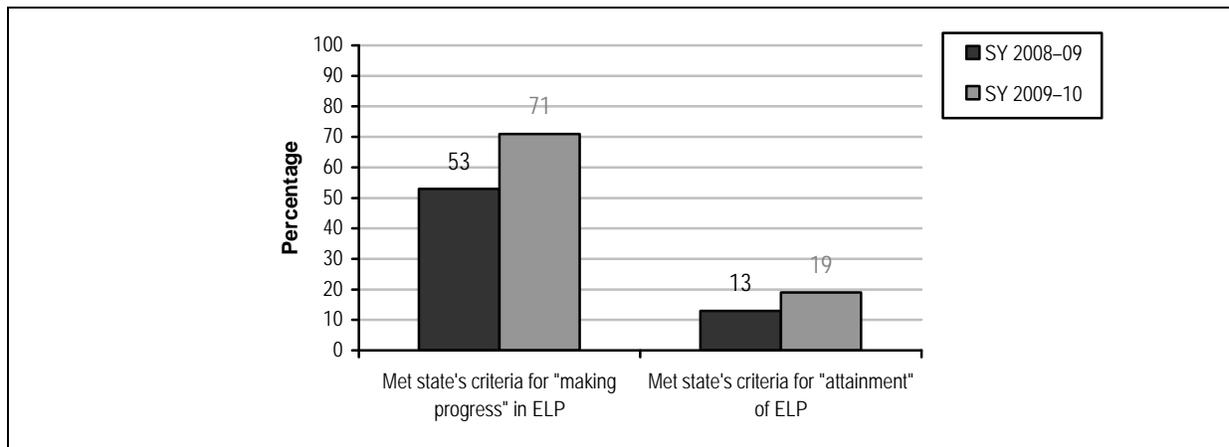
## Maryland

### Information on Limited English Proficient Students

**Number and percentage of limited English proficient students and monitored former limited English proficient students in the State: School years 2008–09 and 2009–10**



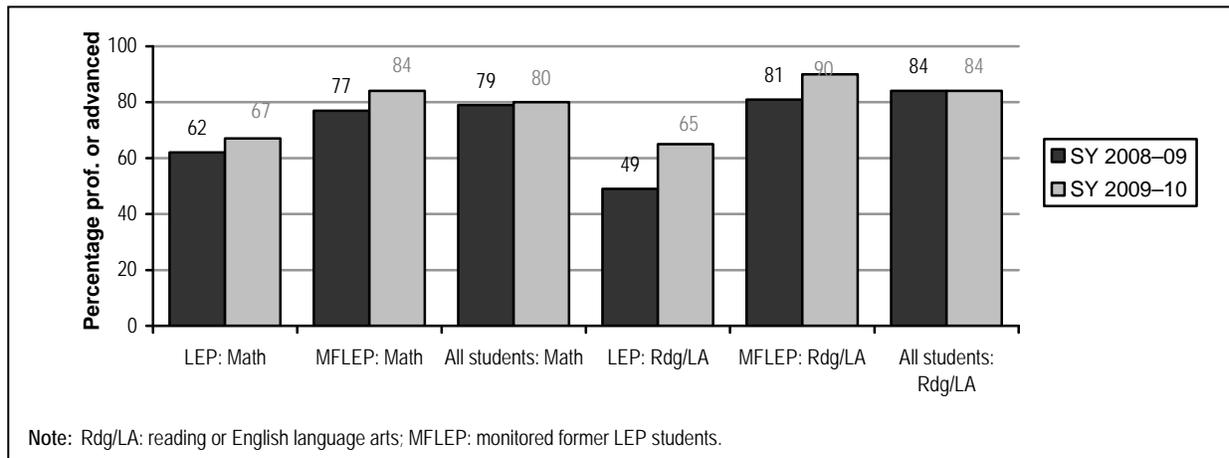
**Percentage of Title III-served students who made progress in English language proficiency and who attained English language proficiency: School years 2008–09 and 2009–10**



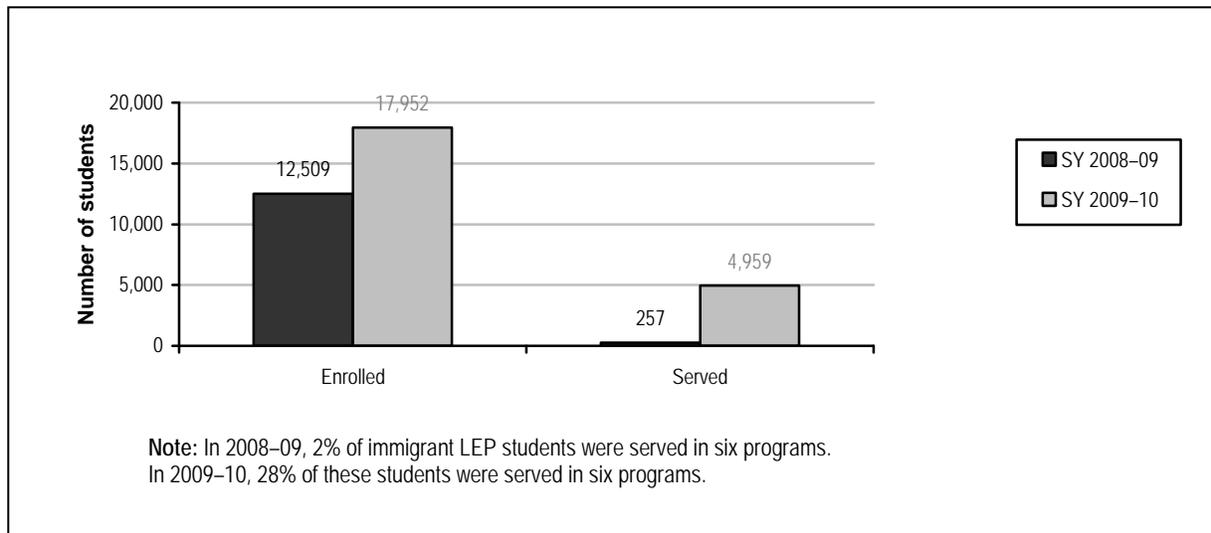
**Five native languages most commonly spoken by limited English proficient students, by number of students: School years 2008–09 and 2009–10**

SY 2008–09	Spanish	French	Chinese	Vietnamese	Korean
	25,734	1,493	1,441	1,056	1,018
SY 2009–10	Spanish	French	Chinese	Vietnamese	Korean
	29,751	1,702	1,690	1,157	1,017

**Percentage of LEP, MFLEP, and all students proficient or above in academic content areas, by group: School years 2008–09 and 2009–10**



**Number of immigrant students enrolled and number served in §3114(d)(1) programs: School years 2008–09 and 2009–10**



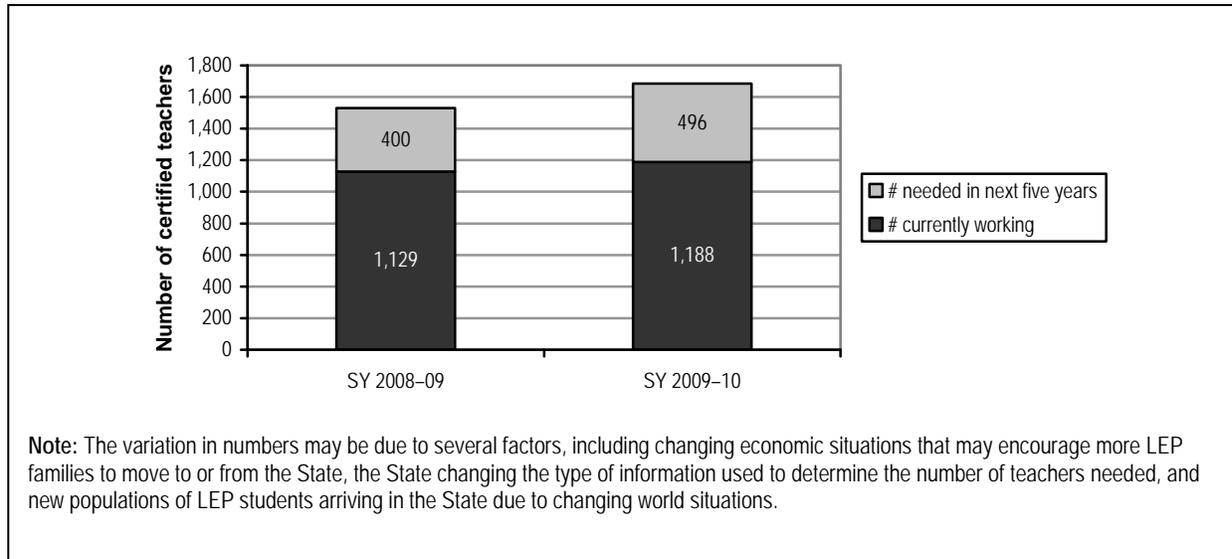
**Language instruction educational programs (LIEPs) implemented in the State: School years 2008–09 and 2009–10**

LIEPs that use English and another language		LIEPs that use only English	
	Two-way immersion	✓	Structured English immersion
	Transitional bilingual	✓	Sheltered English instruction
	Dual language	✓	Specially designed academic instruction in English (SDAIE)
	Developmental bilingual	✓	Content-based ESL
✓	Heritage language	✓	Pull-out ESL

Note: The State's grantees used the same LIEPs for both years of this report.

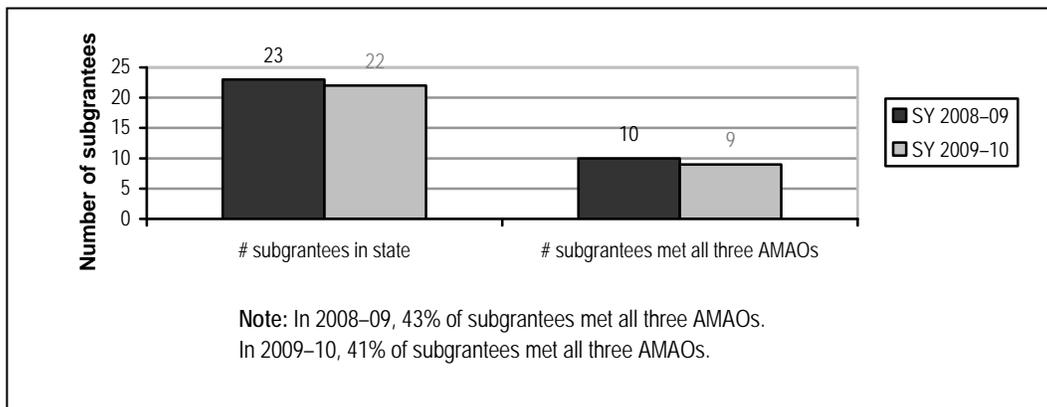
### Education Staff Information

**Number of certified/licensed teachers working in Title III language instruction educational programs and additional number needed in 5 years: School years 2008–09 and 2009–10**



### State and Subgrantee Information

**Number of subgrantees in the State and number/percentage that met all three annual measurable achievement objectives (AMAOs): School years 2008–09 and 2009–10**



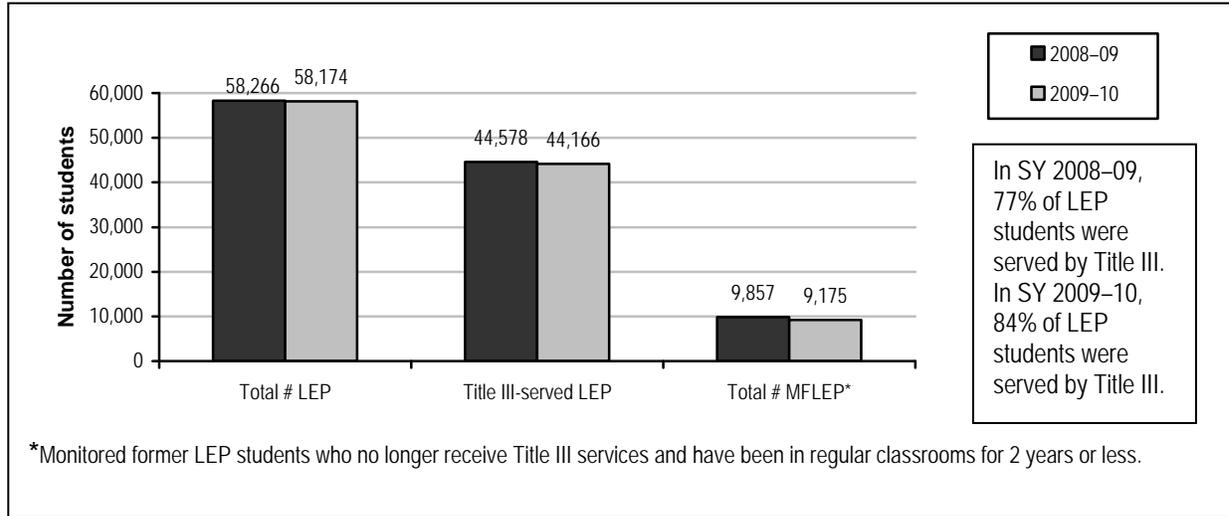
Additional State information:

- Title III funding for the State in SY 2008–09 was **\$8,539,384**; in SY 2009–10, funding was **\$9,406,499**.
- No Title III programs or activities were terminated by the State for failure to reach program goals during the report years.
- The State reported that it did not meet all three AMAOs in either 2008–09 or 2009–10.

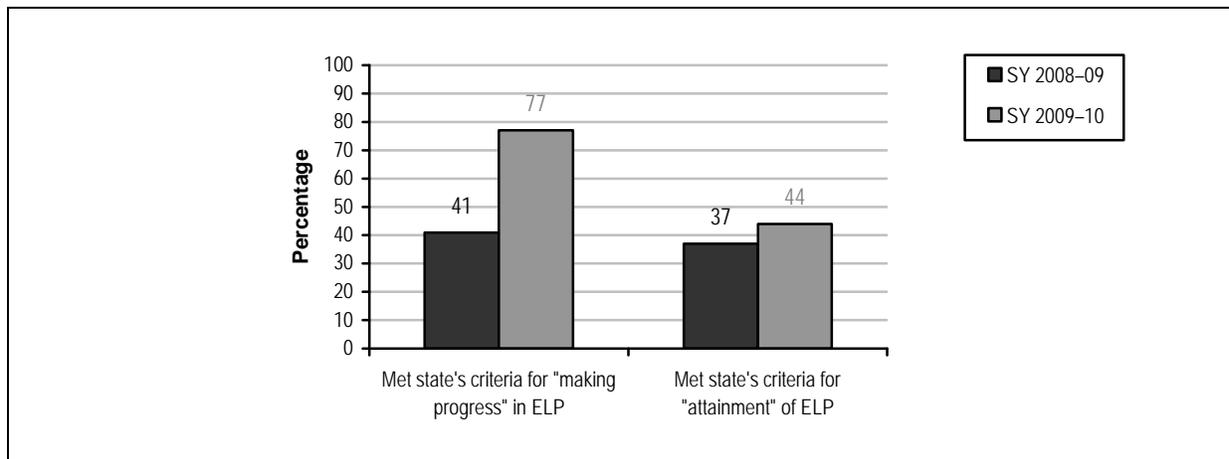
## Massachusetts

### Information on Limited English Proficient Students

**Number and percentage of limited English proficient students and monitored former limited English proficient students in the State: School years 2008–09 and 2009–10**



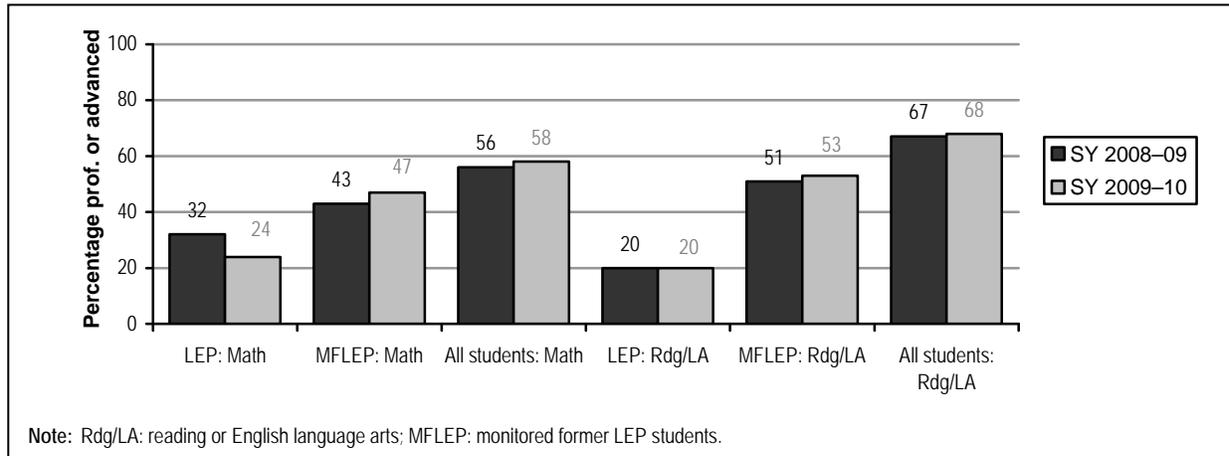
**Percentage of Title III-served students who made progress in English language proficiency and who attained English language proficiency: School years 2008–09 and 2009–10**



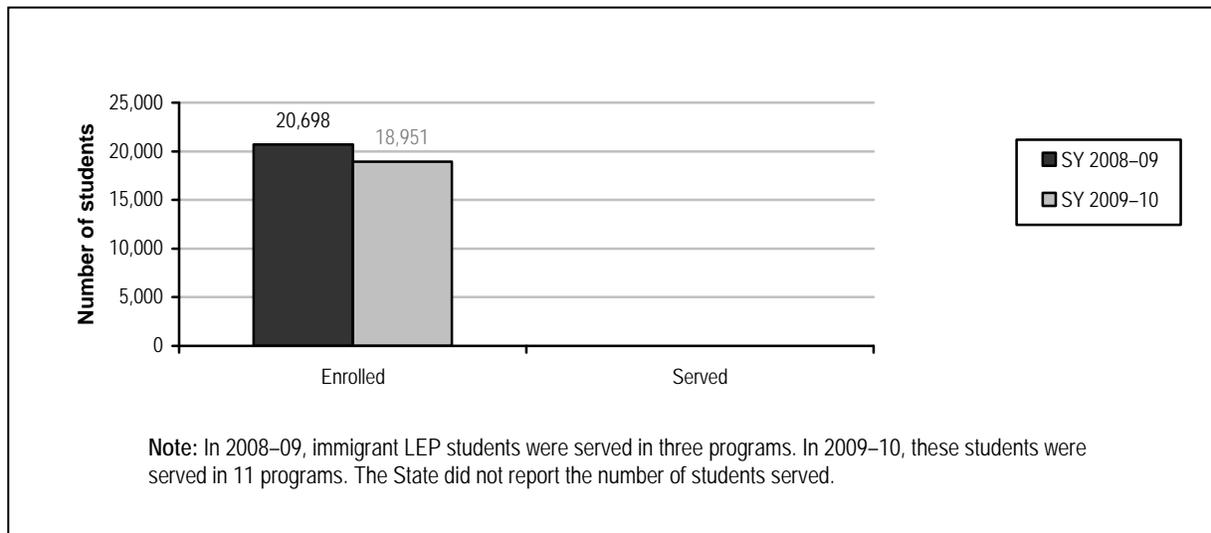
**Five native languages most commonly spoken by limited English proficient students, by number of students: School years 2008–09 and 2009–10**

SY 2008–09	Spanish	Portuguese	Chinese	Haitian Creole	Portuguese Creole
	30,718	4,384	3,077	2,493	2,456
SY 2009–10	Spanish	Portuguese	Chinese	Portuguese Creole	Haitian Creole
	31,008	4,119	3,141	2,531	2,476

**Percentage of LEP, MFLEP, and all students proficient or above in academic content areas, by group: School years 2008–09 and 2009–10**



**Number of immigrant students enrolled and number served in §3114(d)(1) programs: School years 2008–09 and 2009–10**

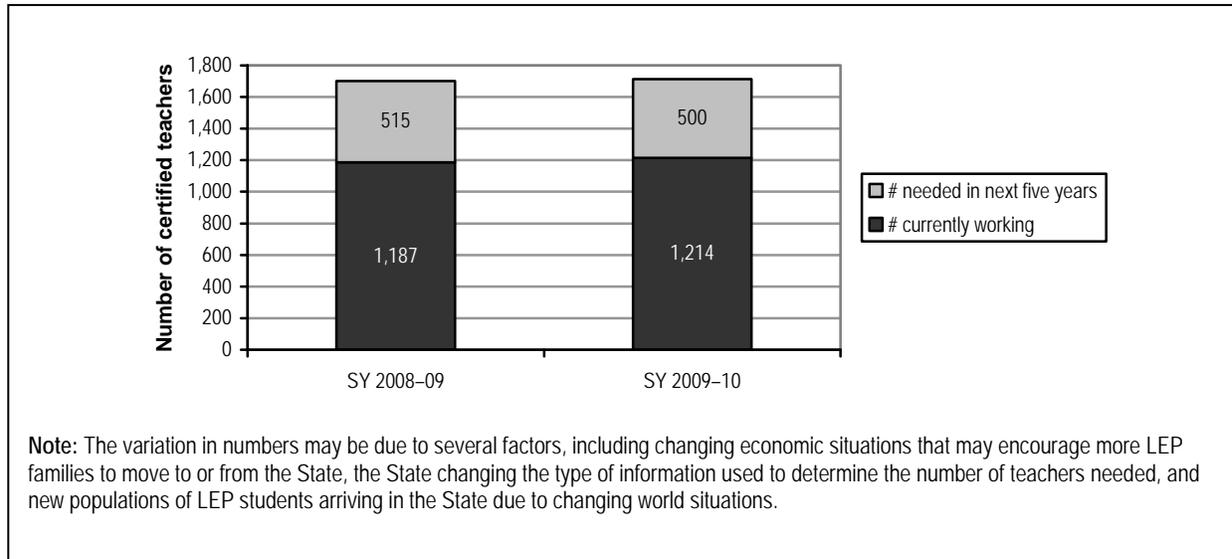


**Language instruction educational programs (LIEPs) implemented in the State: School years 2008–09 and 2009–10**

SY 08–09	SY 09–10	LIEPs that use English and another language	SY 08–09	SY 09–10	LIEPs that use only English
		Two-way immersion			Structured English immersion
✓	✓	Transitional bilingual	✓	✓	Sheltered English instruction
✓	✓	Dual language			Specially designed academic instruction in English (SDAIE)
		Developmental bilingual	✓		Content-based ESL
		Heritage language			Pull-out ESL

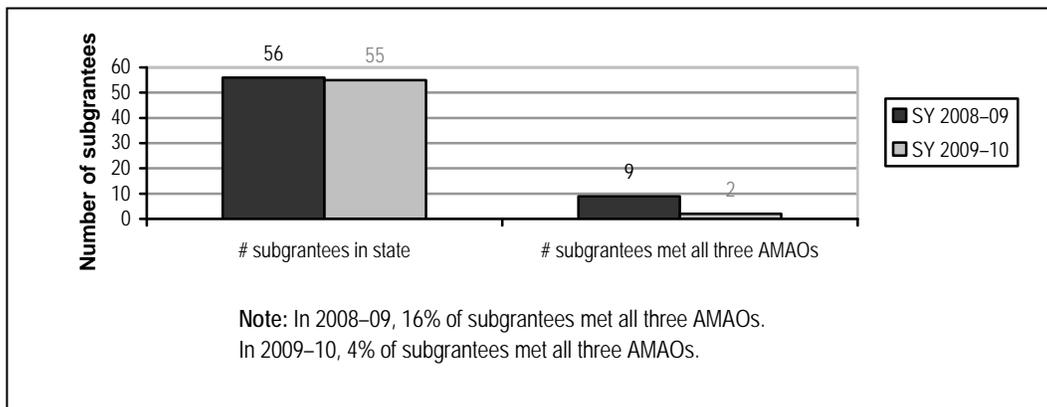
### Education Staff Information

**Number of certified/licensed teachers working in Title III language instruction educational programs and additional number needed in 5 years: School years 2008–09 and 2009–10**



### State and Subgrantee Information

**Number of subgrantees in the State and number/percentage that met all three annual measurable achievement objectives (AMAOs): School years 2008–09 and 2009–10**



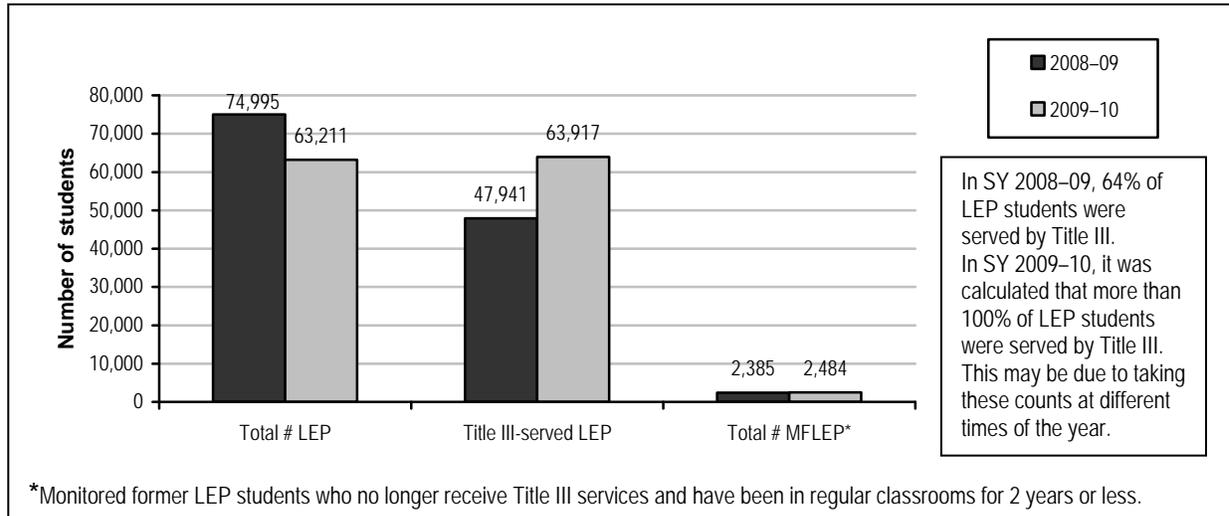
Additional State information:

- Title III funding for the State in SY 2008–09 was **\$11,645,852**; in SY 2009–10, funding was **\$11,839,113**.
- No Title III programs or activities were terminated by the State for failure to reach program goals during the report years.
- The State reported that it did not meet all three AMAOs in either 2008–09 or 2009–10.

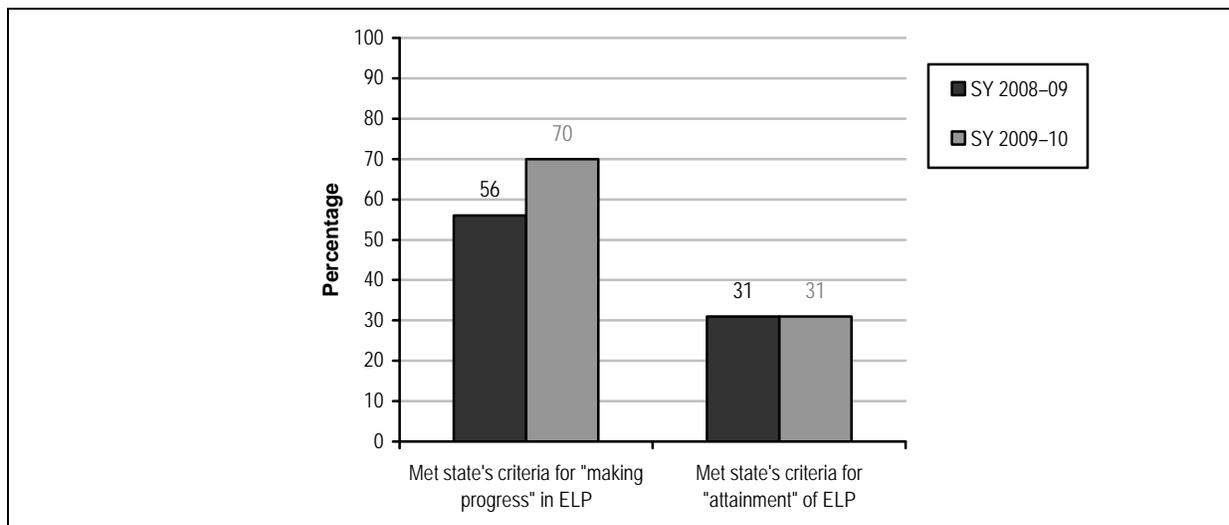
## Michigan

### Information on Limited English Proficient Students

**Number and percentage of limited English proficient students and monitored former limited English proficient students in the State: School years 2008–09 and 2009–10**



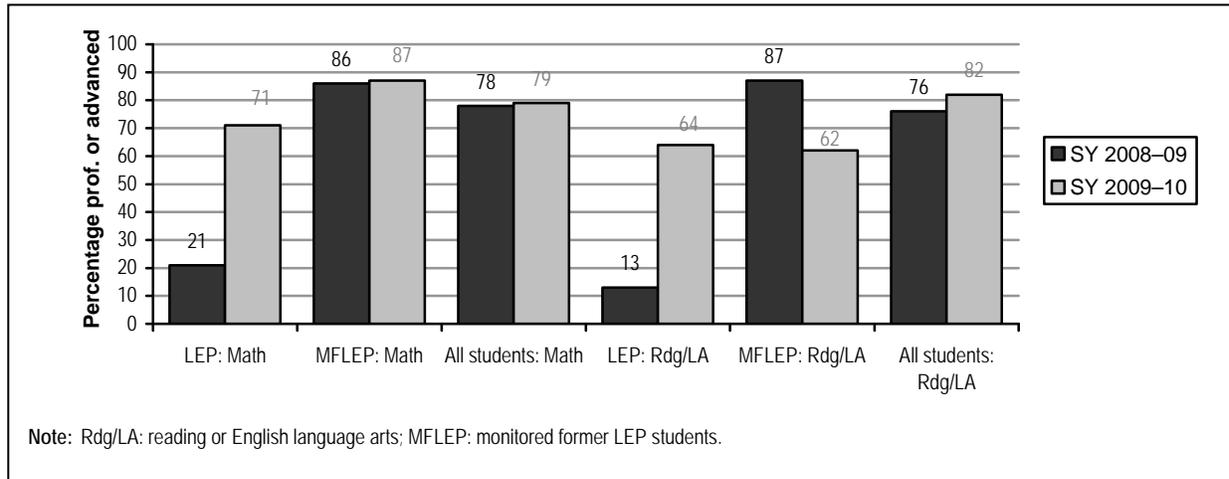
**Percentage of Title III-served students who made progress in English language proficiency and who attained English language proficiency: School years 2008–09 and 2009–10**



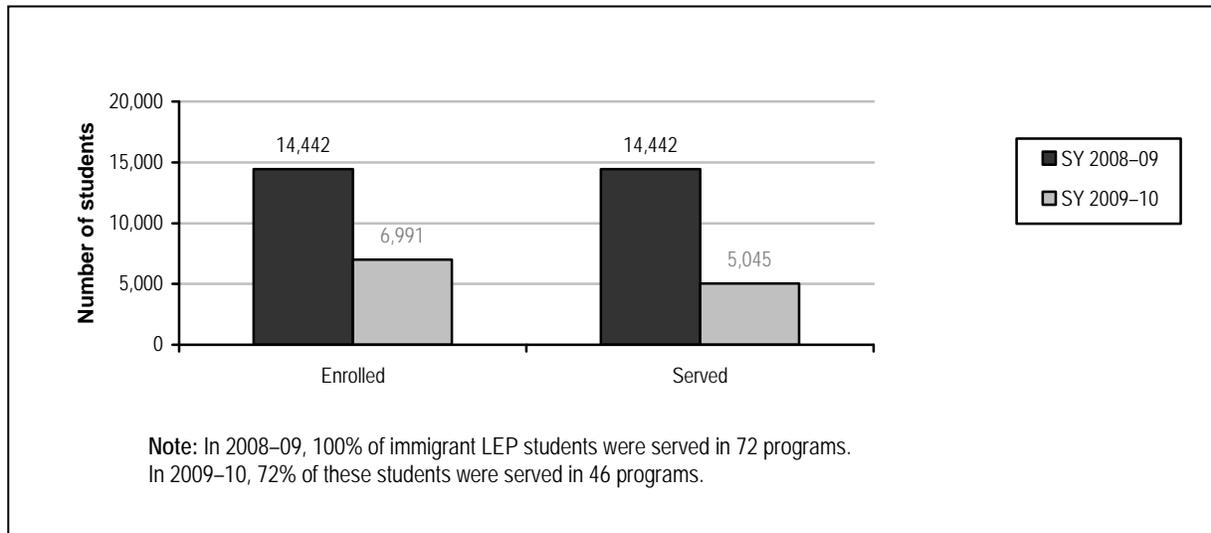
**Five native languages most commonly spoken by limited English proficient students, by number of students: School years 2008–09 and 2009–10**

SY 2008–09	Spanish	Arabic	Syriac	"Uncoded"	Albanian
	31,796	14,042	2,999	2,663	1,878
SY 2009–10	Spanish	Arabic	Albanian	Bengali	Chinese
	29,753	15,169	1,594	1,350	1,178

**Percentage of LEP, MFLEP, and all students proficient or above in academic content areas, by group: School years 2008–09 and 2009–10**



**Number of immigrant students enrolled and number served in §3114(d)(1) programs: School years 2008–09 and 2009–10**

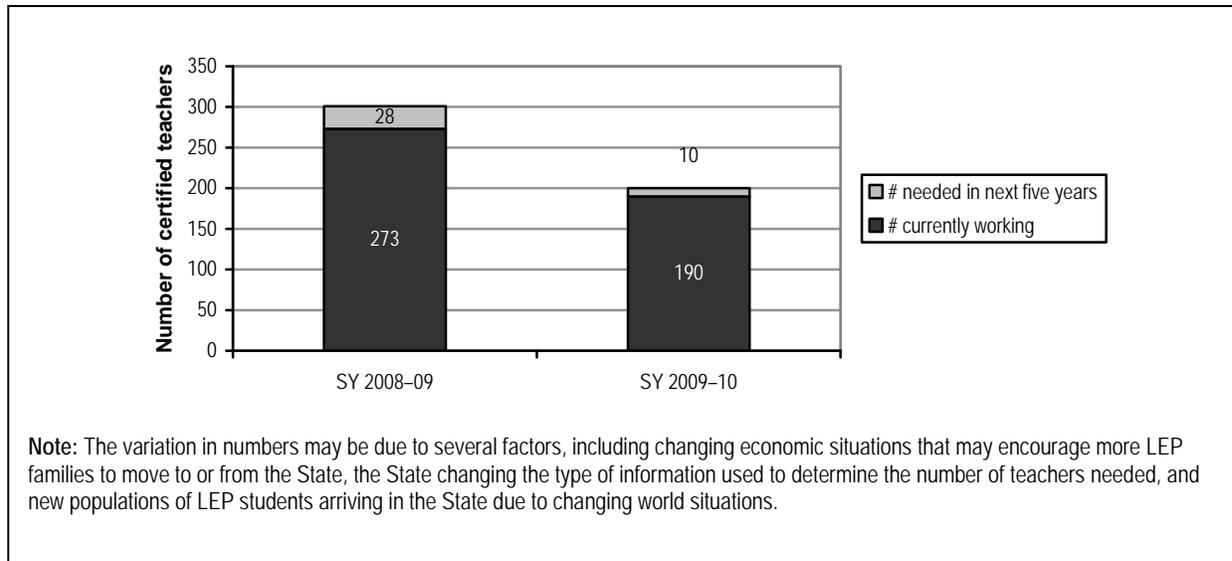


**Language instruction educational programs (LIEPs) implemented in the State: School years 2008–09 and 2009–10**

SY 08–09	SY 09–10	LIEPs that use English and another language	SY 08–09	SY 09–10	LIEPs that use only English
✓	✓	Two-way immersion	✓	✓	Structured English immersion
✓	✓	Transitional bilingual	✓	✓	Sheltered English instruction
✓	✓	Dual language	✓		Specially designed academic instruction in English (SDAIE)
✓		Developmental bilingual	✓	✓	Content-based ESL
✓	✓	Heritage language	✓	✓	Pull-out ESL

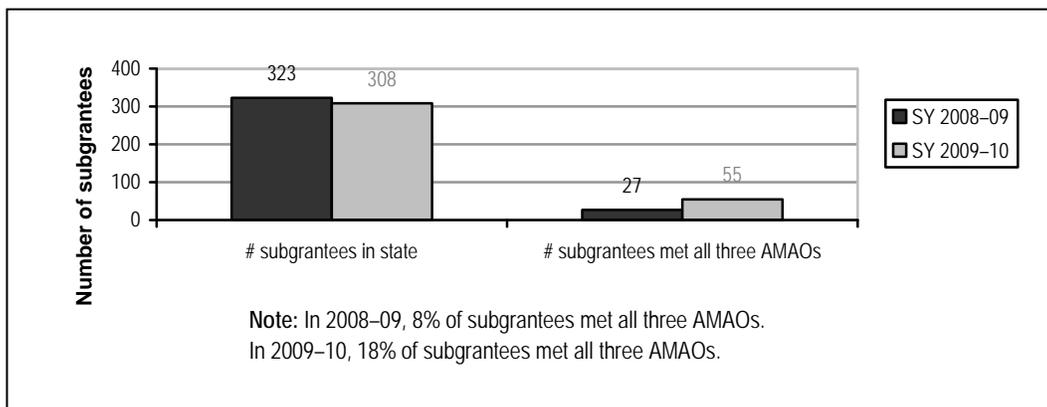
### Education Staff Information

**Number of certified/licensed teachers working in Title III language instruction educational programs and additional number needed in 5 years: School years 2008–09 and 2009–10**



### State and Subgrantee Information

**Number of subgrantees in the State and number/percentage that met all three annual measurable achievement objectives (AMAOs): School years 2008–09 and 2009–10**



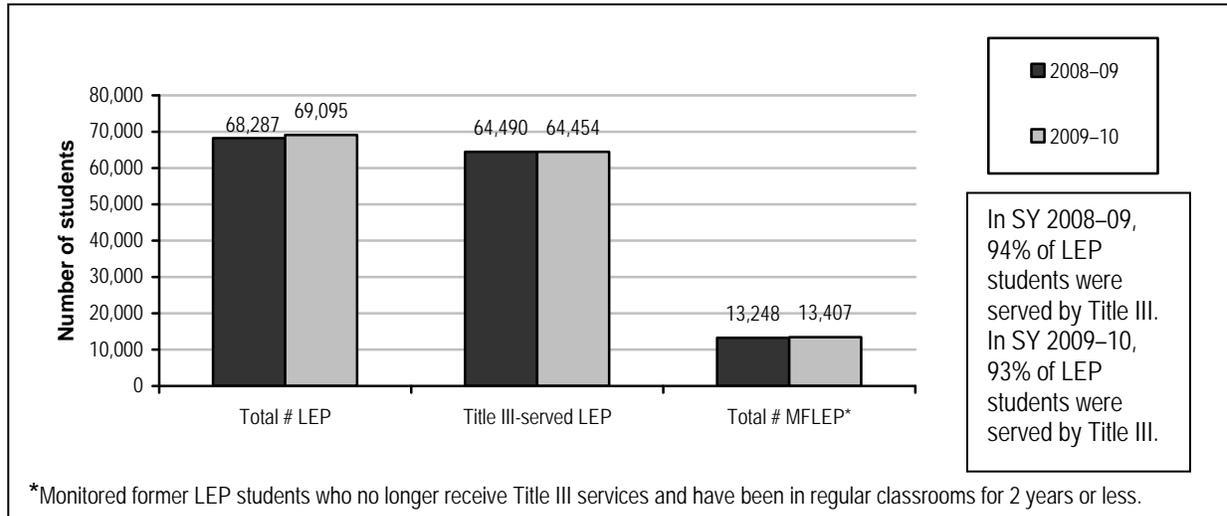
Additional State information:

- Title III funding for the State in SY 2008–09 was **\$9,808,235**; in SY 2009–10, funding was **\$10,927,358**.
- No Title III programs or activities were terminated by the State for failure to reach program goals during the report years.
- The State reported that it did not meet all three AMAOs in either 2008–09 or 2009–10.

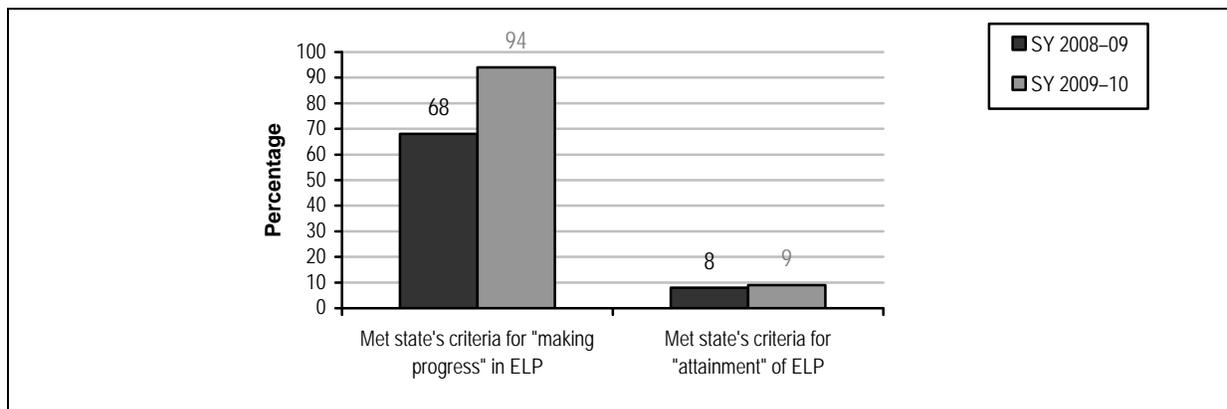
## Minnesota

### Information on Limited English Proficient Students

**Number and percentage of limited English proficient students and monitored former limited English proficient students in the State: School years 2008–09 and 2009–10**



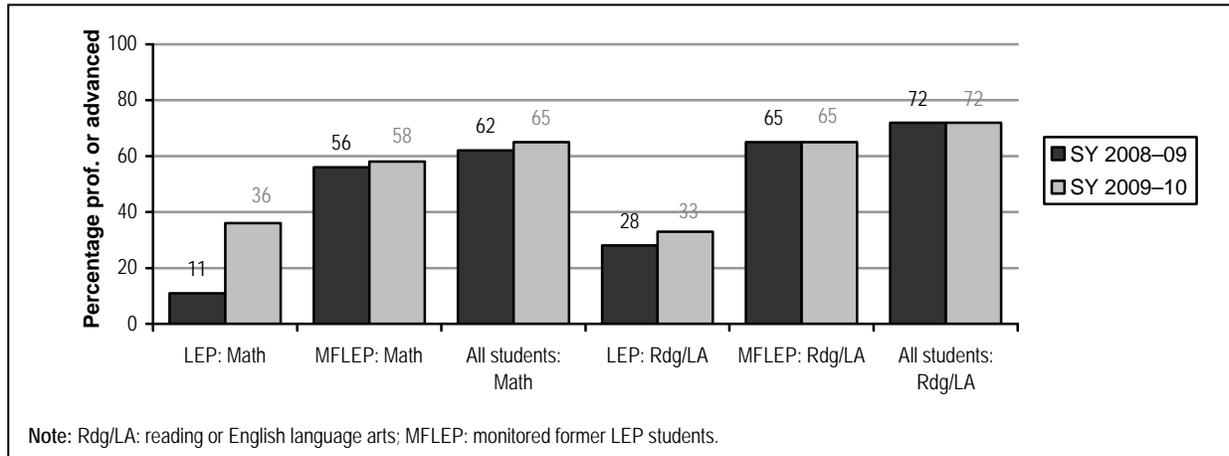
**Percentage of Title III-served students who made progress in English language proficiency and who attained English language proficiency: School years 2008–09 and 2009–10**



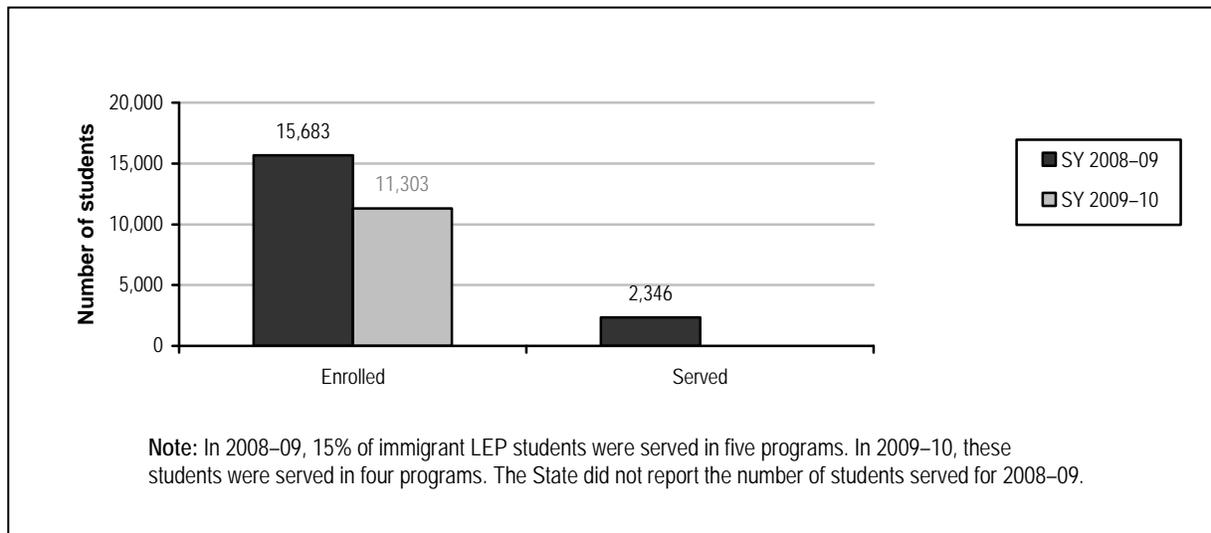
**Five native languages most commonly spoken by limited English proficient students, by number of students: School years 2008–09 and 2009–10**

SY 2008–09	Spanish	Hmong	Somali	Vietnamese	Russian
	27,140	16,591	8,867	1,931	1,231
SY 2009–10	Spanish	Hmong	Somali	Vietnamese	Burmese
	27,923	15,762	9,119	1,994	1,295

**Percentage of LEP, MFLEP, and all students proficient or above in academic content areas, by group: School years 2008–09 and 2009–10**



**Number of immigrant students enrolled and number served in §3114(d)(1) programs: School years 2008–09 and 2009–10**

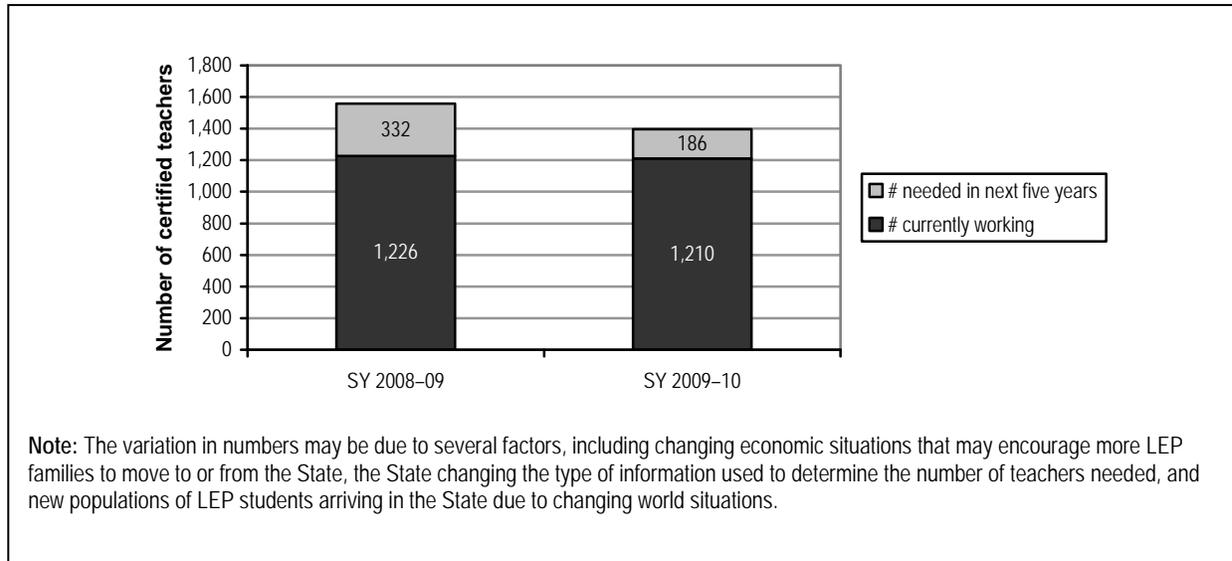


**Language instruction educational programs (LIEPs) implemented in the State: School years 2008–09 and 2009–10**

SY 08–09	SY 09–10	LIEPs that use English and another language	SY 08–09	SY 09–10	LIEPs that use only English
✓	✓	Two-way immersion		✓	Structured English immersion
✓	✓	Transitional bilingual		✓	Sheltered English instruction
✓	✓	Dual language		✓	Specially designed academic instruction in English (SDAIE)
✓	✓	Developmental bilingual		✓	Content-based ESL
✓	✓	Heritage language		✓	Pull-out ESL

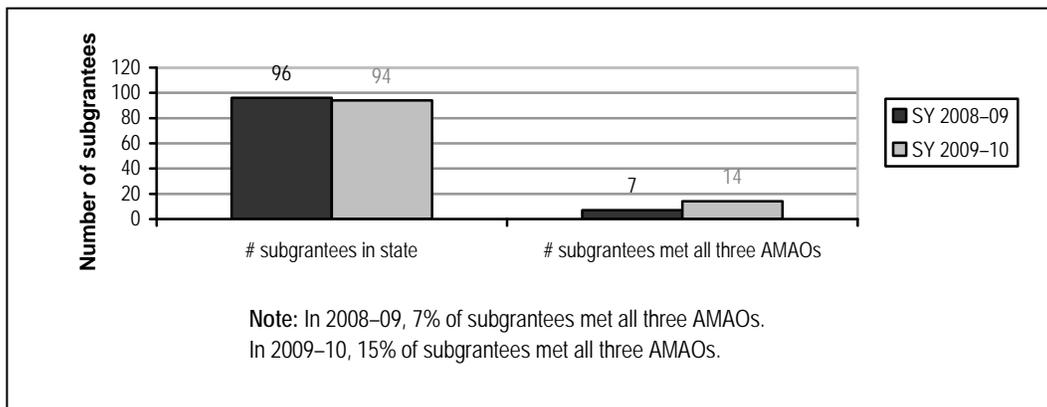
### Education Staff Information

**Number of certified/licensed teachers working in Title III language instruction educational programs and additional number needed in 5 years: School years 2008–09 and 2009–10**



### State and Subgrantee Information

**Number of subgrantees in the State and number/percentage that met all three annual measurable achievement objectives (AMAOs): School years 2008–09 and 2009–10**



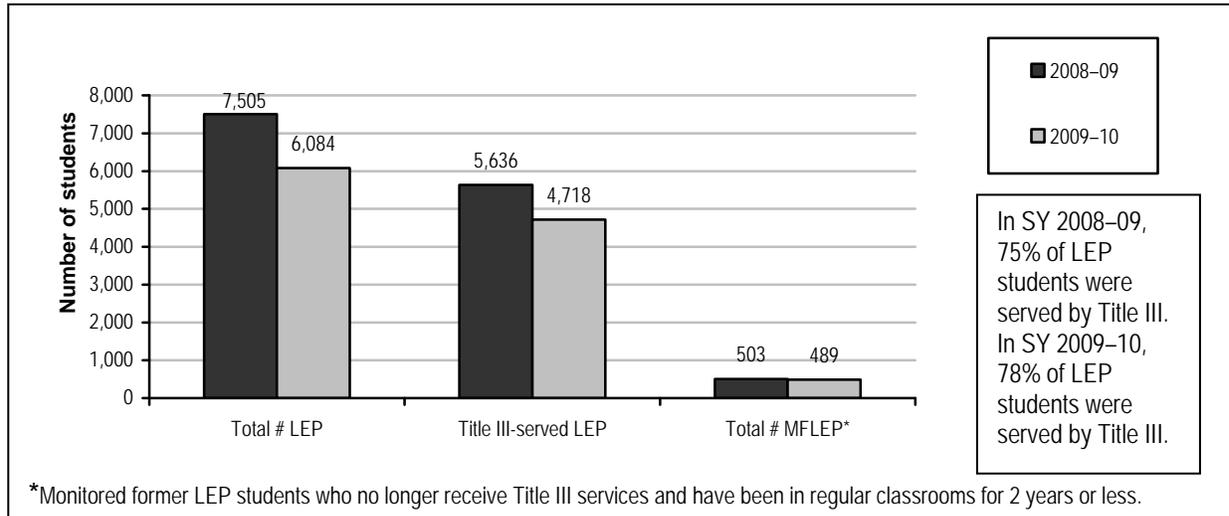
Additional State information:

- Title III funding for the State in SY 2008–09 was **\$8,212,782**; in SY 2009–10, funding was **\$7,922,699**.
- The State terminated three Title III programs or activities for failure to reach program goals in SY 2008–09, and no programs or activities in SY 2009–10.
- The State reported that it did not meet all three AMAOs in either 2008–09 or 2009–10.

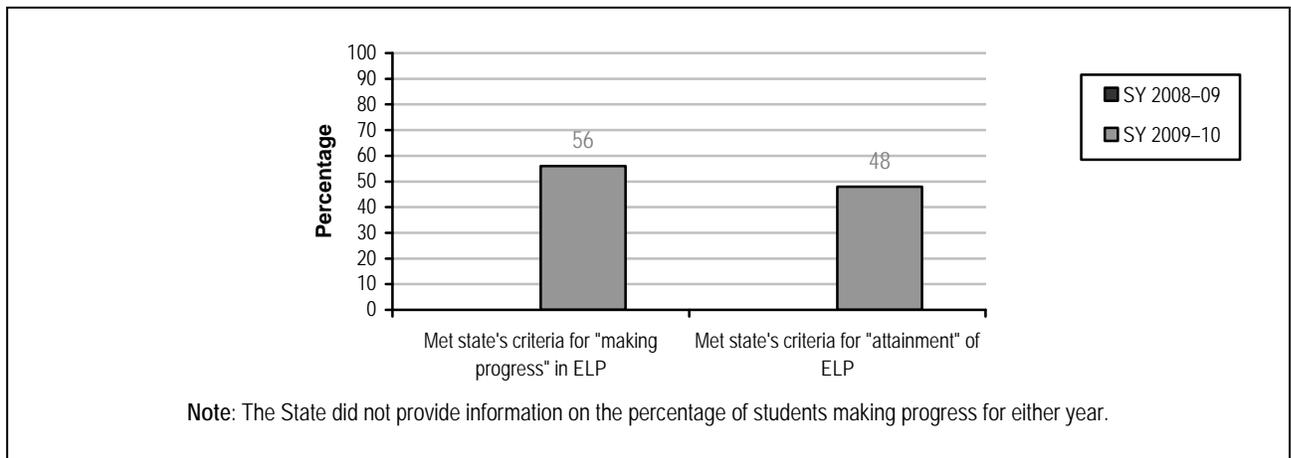
## Mississippi

### Information on Limited English Proficient Students

**Number and percentage of limited English proficient students and monitored former limited English proficient students in the State: School years 2008–09 and 2009–10**



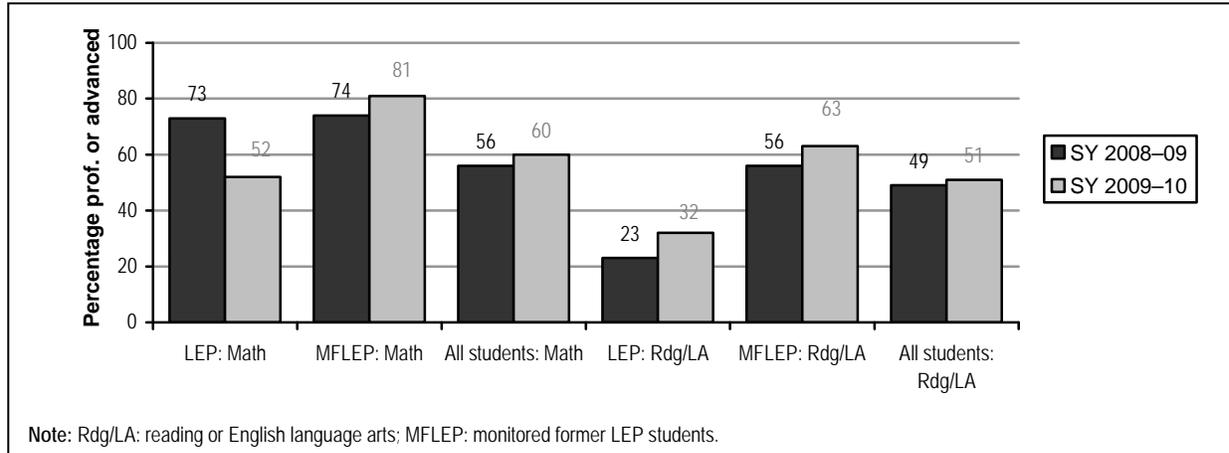
**Percentage of Title III-served students who made progress in English language proficiency and who attained English language proficiency: School years 2008–09 and 2009–10**



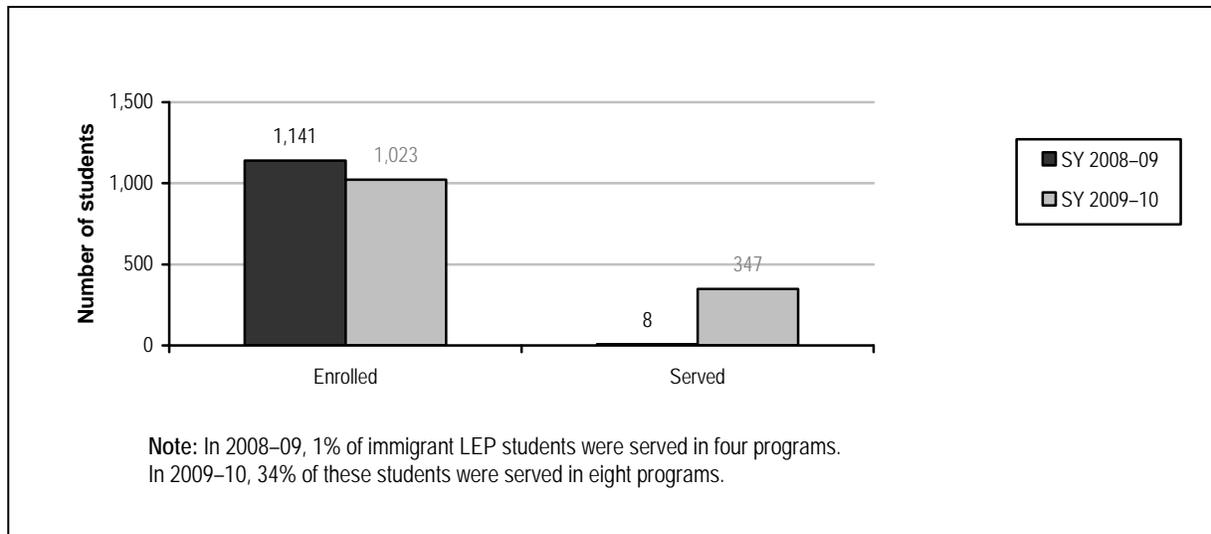
**Five native languages most commonly spoken by limited English proficient students, by number of students: School years 2008–09 and 2009–10**

SY 2008–09	Spanish	Vietnamese	Arabic	Chinese	Gujarati
	4,731	326	172	129	65
SY 2009–10	Spanish	Vietnamese	Arabic	Chinese	Gujarati
	4,969	376	219	171	66

**Percentage of LEP, MFLEP, and all students proficient or above in academic content areas, by group: School years 2008–09 and 2009–10**



**Number of immigrant students enrolled and number served in §3114(d)(1) programs: School years 2008–09 and 2009–10**

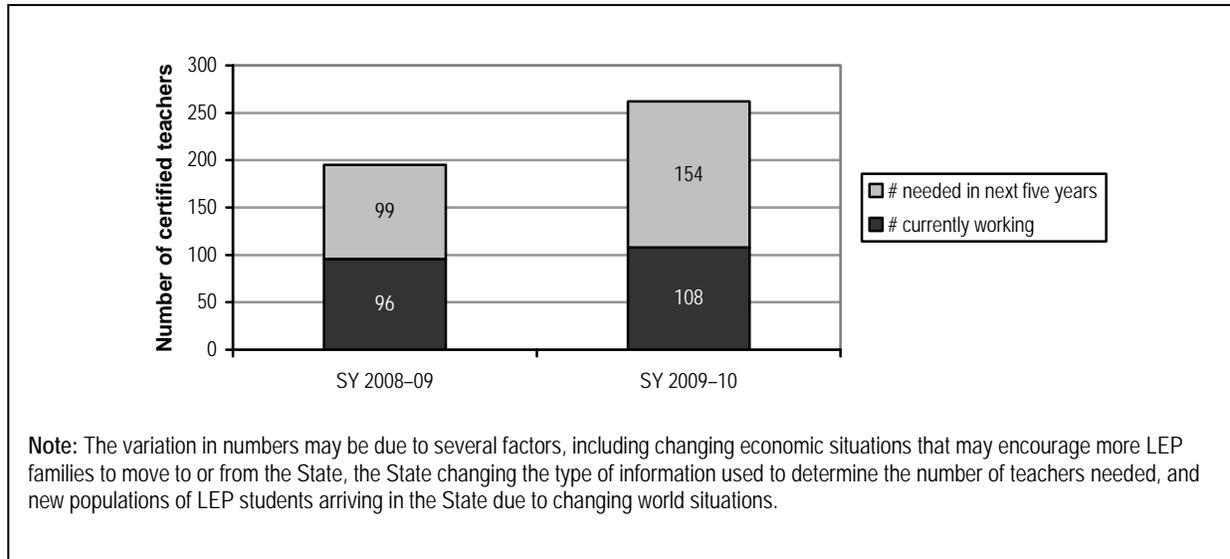


**Language instruction educational programs (LIEPs) implemented in the State: School years 2008–09 and 2009–10**

SY 08–09	SY 09–10	LIEPs that use English and another language	SY 08–09	SY 09–10	LIEPs that use only English
✓	✓	Two-way immersion	✓	✓	Structured English immersion
✓	✓	Transitional bilingual	✓	✓	Sheltered English instruction
✓	✓	Dual language	✓	✓	Specially designed academic instruction in English (SDAIE)
✓	✓	Developmental bilingual	✓	✓	Content-based ESL
✓		Heritage language	✓	✓	Pull-out ESL

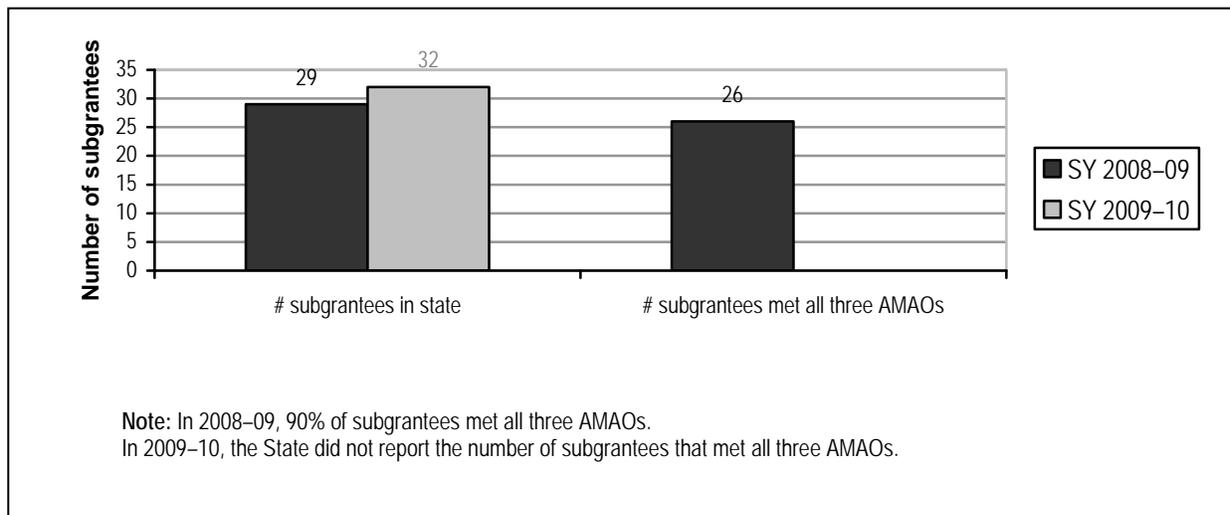
### Education Staff Information

**Number of certified/licensed teachers working in Title III language instruction educational programs and additional number needed in 5 years: School years 2008–09 and 2009–10**



### State and Subgrantee Information

**Number of subgrantees in the State and number/percentage that met all three annual measurable achievement objectives (AMAOs): School years 2008–09 and 2009–10**



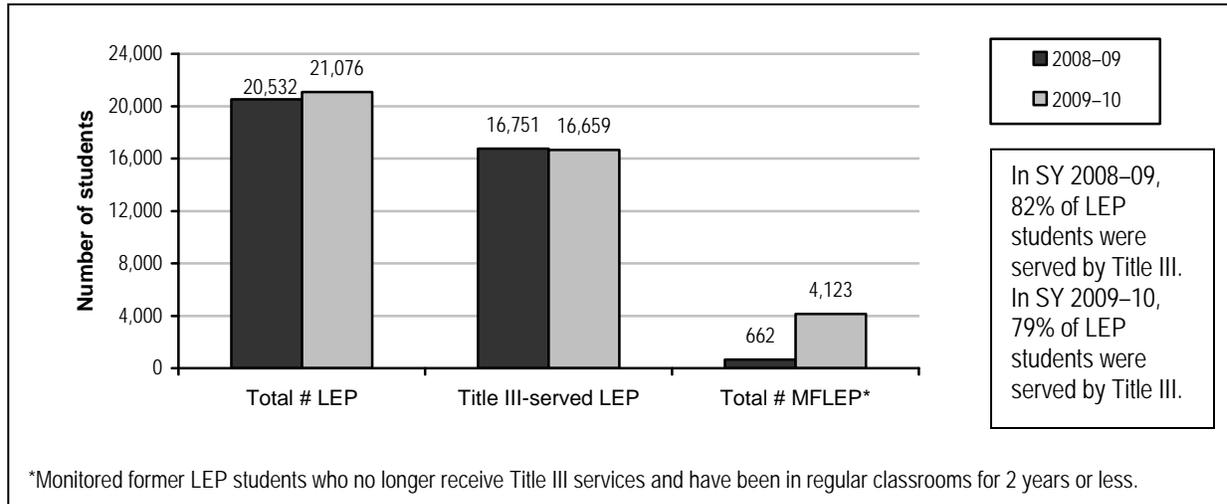
**Additional State information:**

- Title III funding for the State in SY 2008–09 was **\$1,387,985**; in SY 2009–10, funding was **\$1,573,958**.
- No Title III programs or activities were terminated by the State for failure to reach program goals during the report years.
- The State reported that it met all three AMAOs for SY 2008–09, but not for 2009–10.

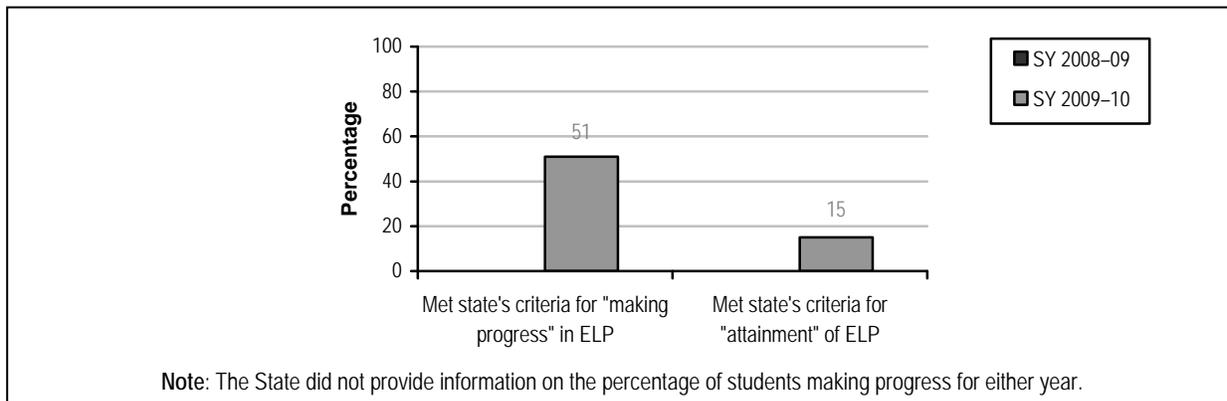
## Missouri

### Information on Limited English Proficient Students

**Number and percentage of limited English proficient students and monitored former limited English proficient students in the State: School years 2008–09 and 2009–10**



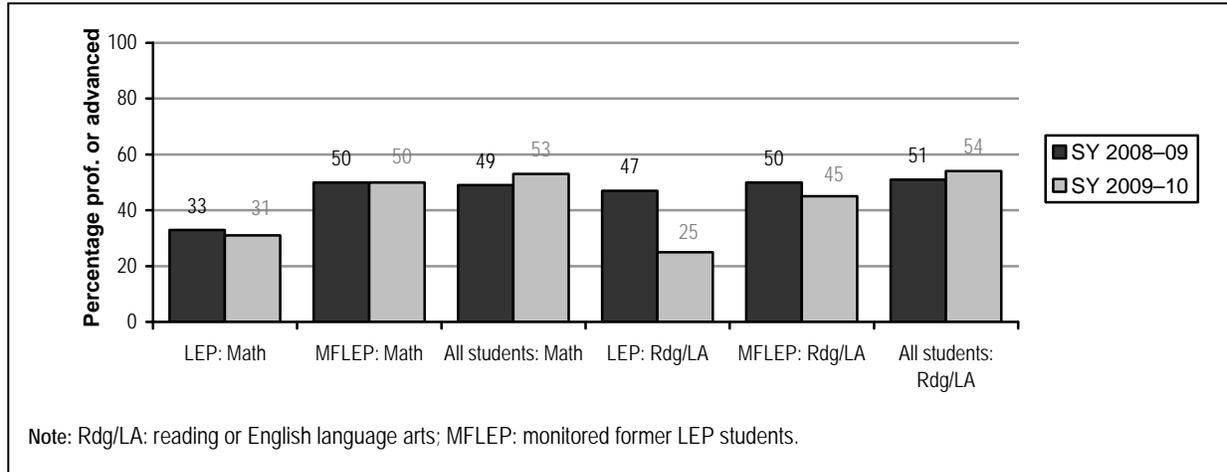
**Percentage of Title III-served students who made progress in English language proficiency and who attained English language proficiency: School years 2008–09 and 2009–10**



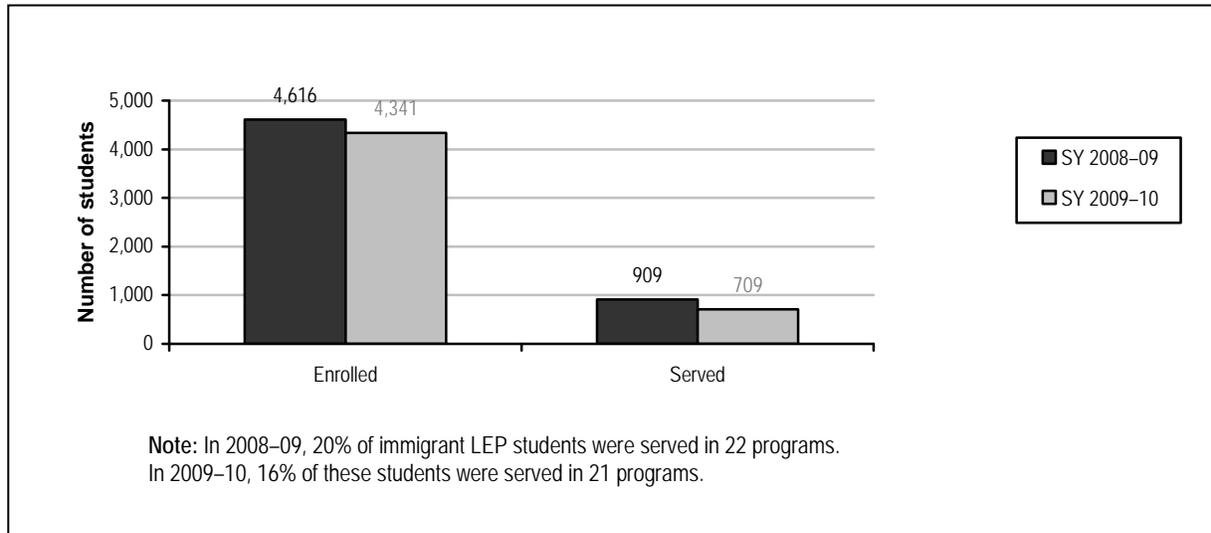
**Five native languages most commonly spoken by limited English proficient students, by number of students: School years 2008–09 and 2009–10**

SY 2008–09	Spanish	Bosnian	Vietnamese	Somali	Russian
	10,333	1,220	1,051	648	544
SY 2009–10	Spanish	Bosnian	Vietnamese	Arabic	Somali
	11,342	1,130	1,042	737	676

**Percentage of LEP, MFLEP, and all students proficient or above in academic content areas, by group: School years 2008–09 and 2009–10**



**Number of immigrant students enrolled and number served in §3114(d)(1) programs: School years 2008–09 and 2009–10**

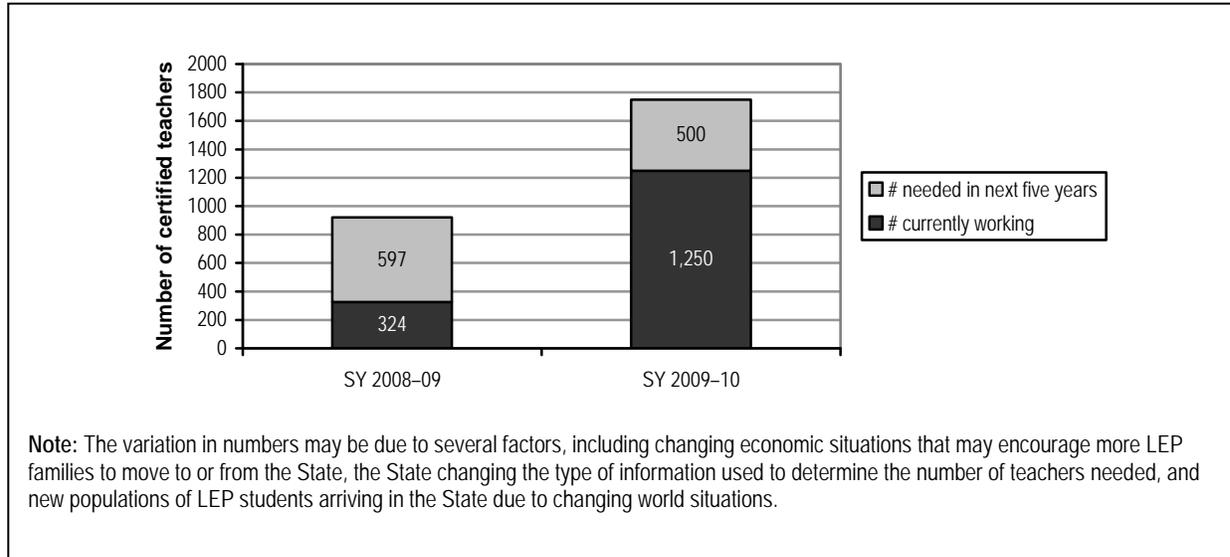


**Language instruction educational programs (LIEPs) implemented in the State: School years 2008–09 and 2009–10**

SY 08–09	SY 09–10	LIEPs that use English and another language	SY 08–09	SY 09–10	LIEPs that use only English
✓		Two-way immersion	✓	✓	Structured English immersion
		Transitional bilingual	✓	✓	Sheltered English instruction
	✓	Dual language	✓		Specially designed academic instruction in English (SDAIE)
	✓	Developmental bilingual	✓	✓	Content-based ESL
✓	✓	Heritage language		✓	Pull-out ESL

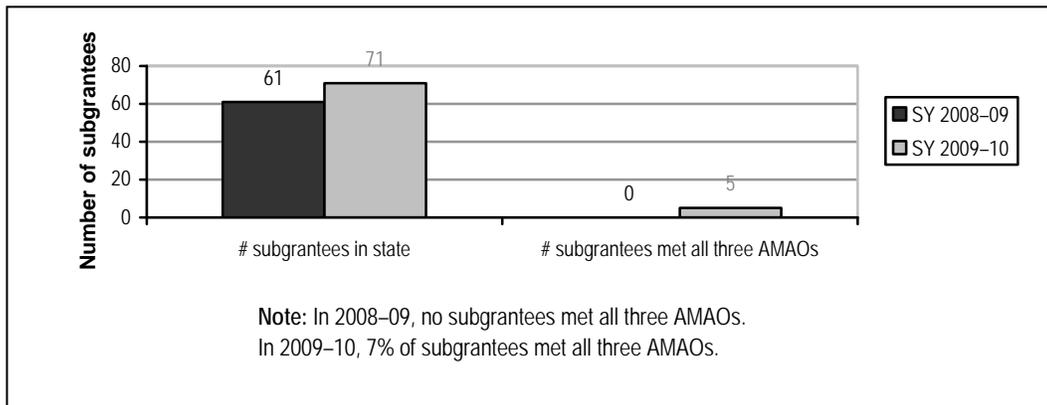
### Education Staff Information

#### Number of certified/licensed teachers working in Title III language instruction educational programs and additional number needed in 5 years: School years 2008–09 and 2009–10



### State and Subgrantee Information

#### Number of subgrantees in the State and number/percentage that met all three annual measurable achievement objectives (AMAOs): School years 2008–09 and 2009–10



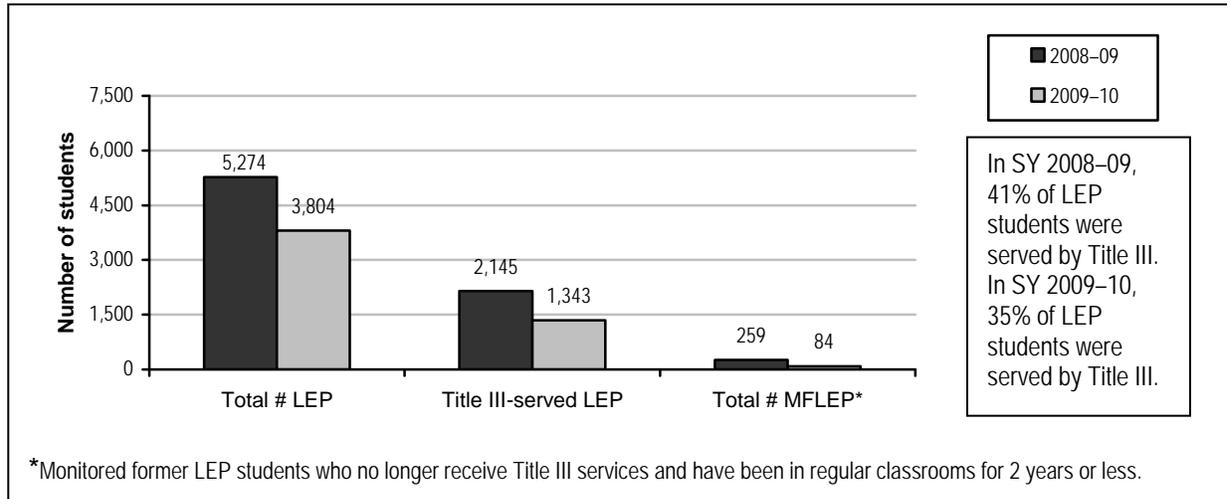
#### Additional State information:

- Title III funding for the State in SY 2008–09 was **\$4,153,455**; in SY 2009–10, funding was **\$5,014,363**.
- No Title III programs or activities were terminated by the State for failure to reach program goals during the report years.
- The State reported that it did not meet all three AMAOs in either 2008–09 or 2009–10.

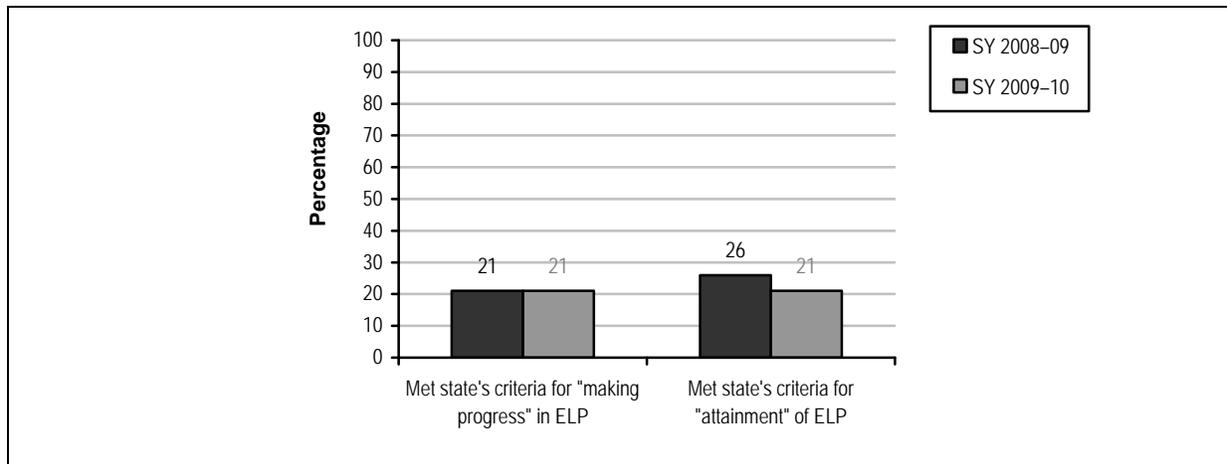
## Montana

### Information on Limited English Proficient Students

**Number and percentage of limited English proficient students and monitored former limited English proficient students in the State: School years 2008–09 and 2009–10**



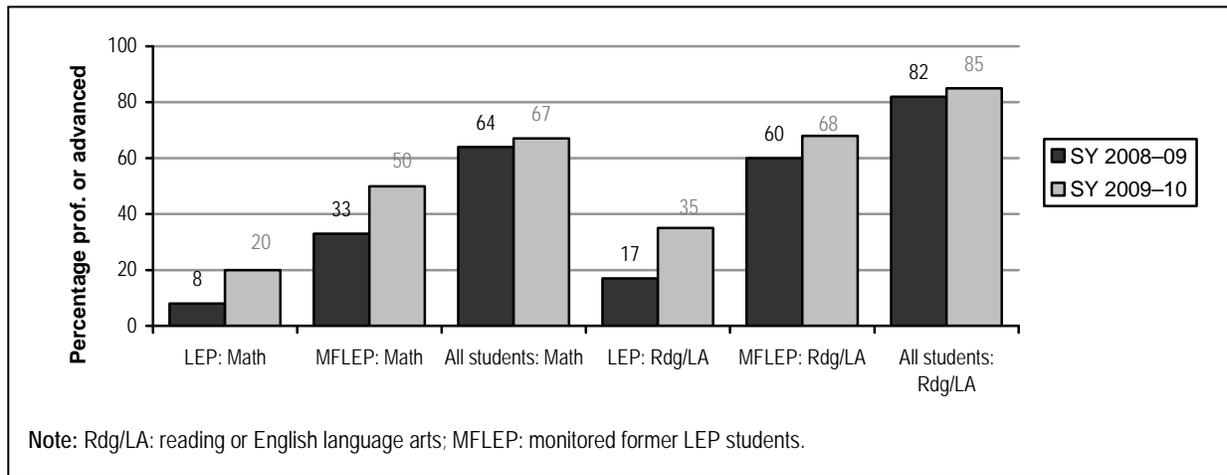
**Percentage of Title III-served students who made progress in English language proficiency and who attained English language proficiency: School years 2008–09 and 2009–10**



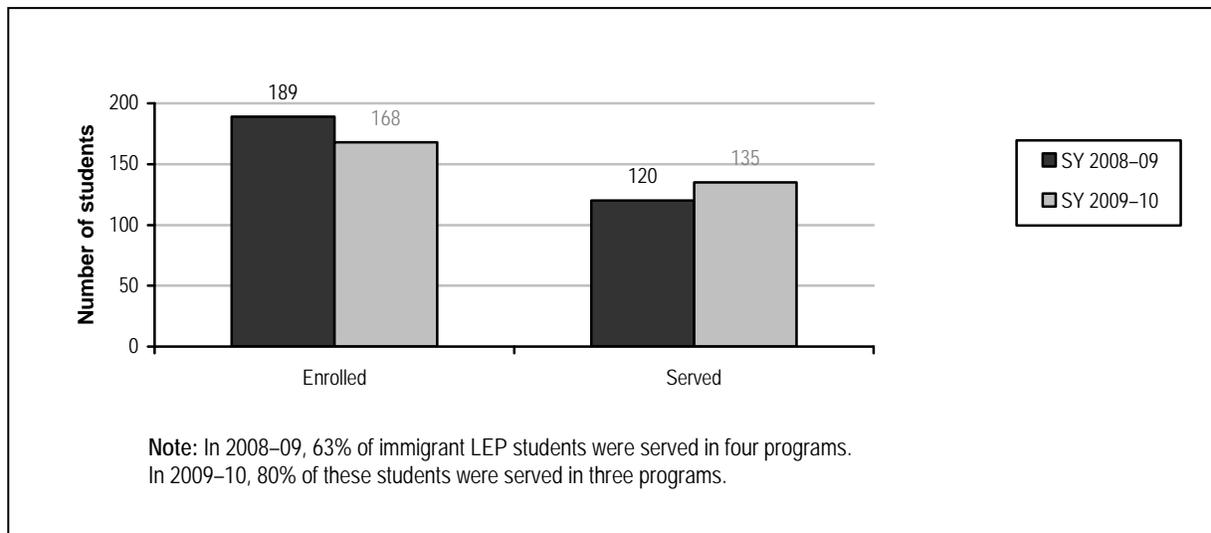
**Five native languages most commonly spoken by limited English proficient students, by number of students: School years 2008–09 and 2009–10**

<b>SY 2008–09</b>	North American Indian	German	Spanish	Russian	Chinese
	3,666	204	140	69	16
<b>SY 2009–10</b>	Blackfeet	German	Crow	Cree	Cheyenne
	1,194	285	1,041	309	295

**Percentage of LEP, MFLEP, and all students proficient or above in academic content areas, by group: School years 2008–09 and 2009–10**



**Number of immigrant students enrolled and number served in §3114(d)(1) programs: School years 2008–09 and 2009–10**

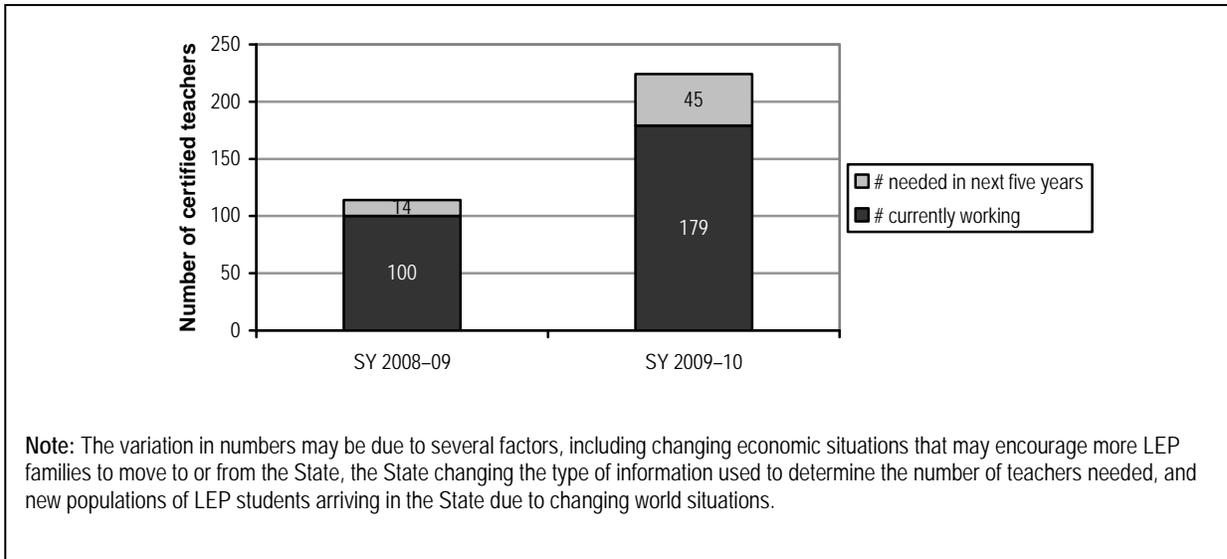


**Language instruction educational programs (LIEPs) implemented in the State: School years 2008–09 and 2009–10**

SY 08–09	SY 09–10	LIEPs that use English and another language	SY 08–09	SY 09–10	LIEPs that use only English
		Two-way immersion		✓	Structured English immersion
		Transitional bilingual		✓	Sheltered English instruction
		Dual language	✓		Specially designed academic instruction in English (SDAIE)
		Developmental bilingual	✓	✓	Content-based ESL
✓	✓	Heritage language		✓	Pull-out ESL

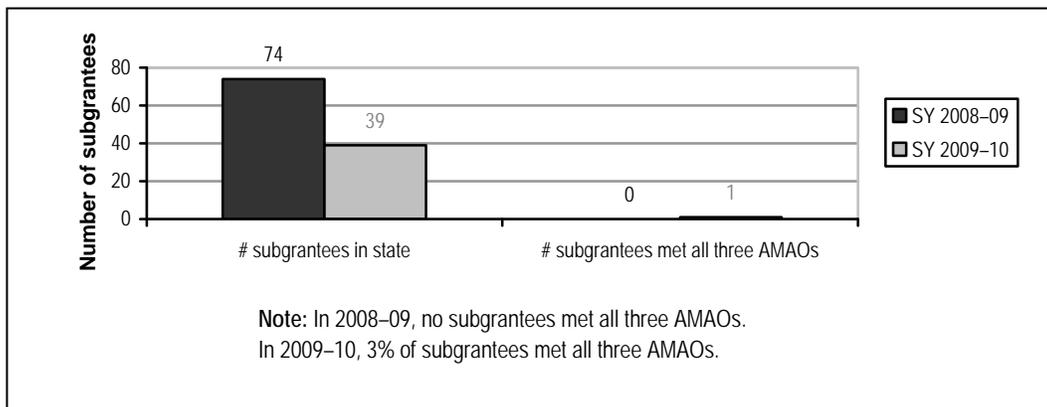
### Education Staff Information

#### Number of certified/licensed teachers working in Title III language instruction educational programs and additional number needed in 5 years: School years 2008–09 and 2009–10



### State and Subgrantee Information

#### Number of subgrantees in the State and number/percentage that met all three annual measurable achievement objectives (AMAOs): School years 2008–09 and 2009–10



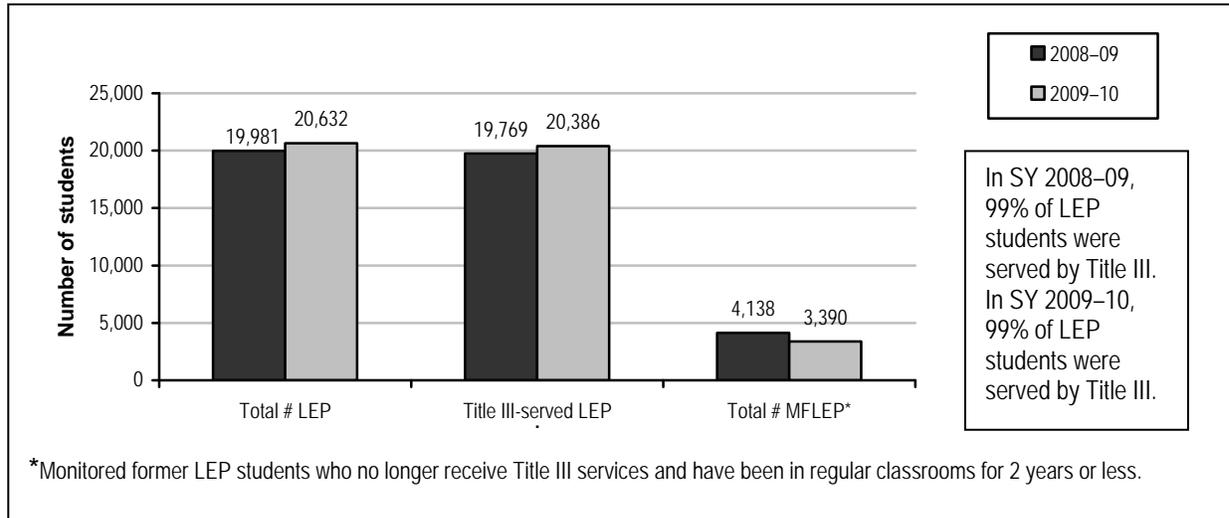
#### Additional State information:

- Title III funding for the State in SY 2008–09 was **\$500,000**; in SY 2009–10, funding was **\$501,875**.
- No Title III programs or activities were terminated by the State for failure to reach program goals during the report years.
- The State reported that it did not meet all three AMAOs in either 2008–09 or 2009–10.

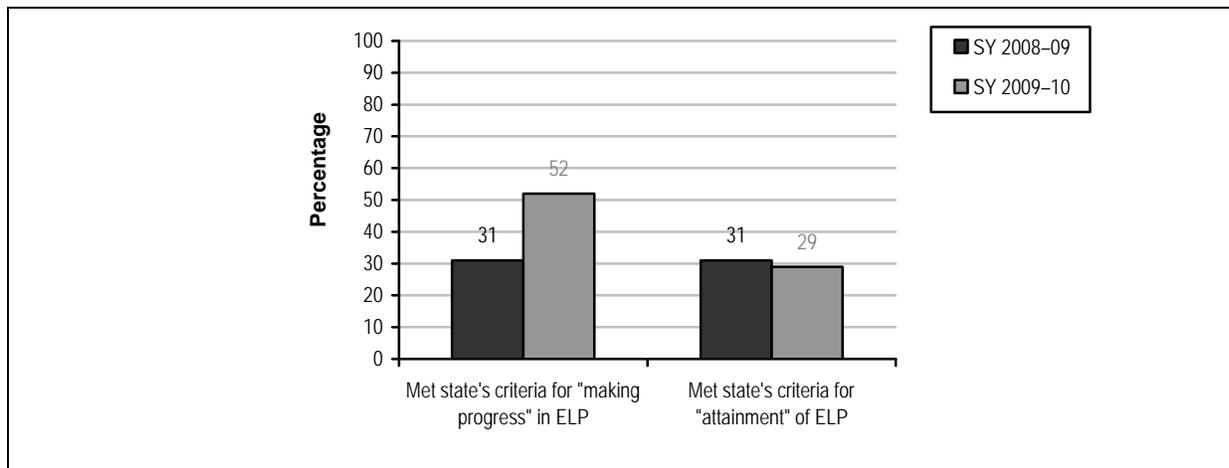
## Nebraska

### Information on Limited English Proficient Students

**Number and percentage of limited English proficient students and monitored former limited English proficient students in the State: School years 2008–09 and 2009–10**



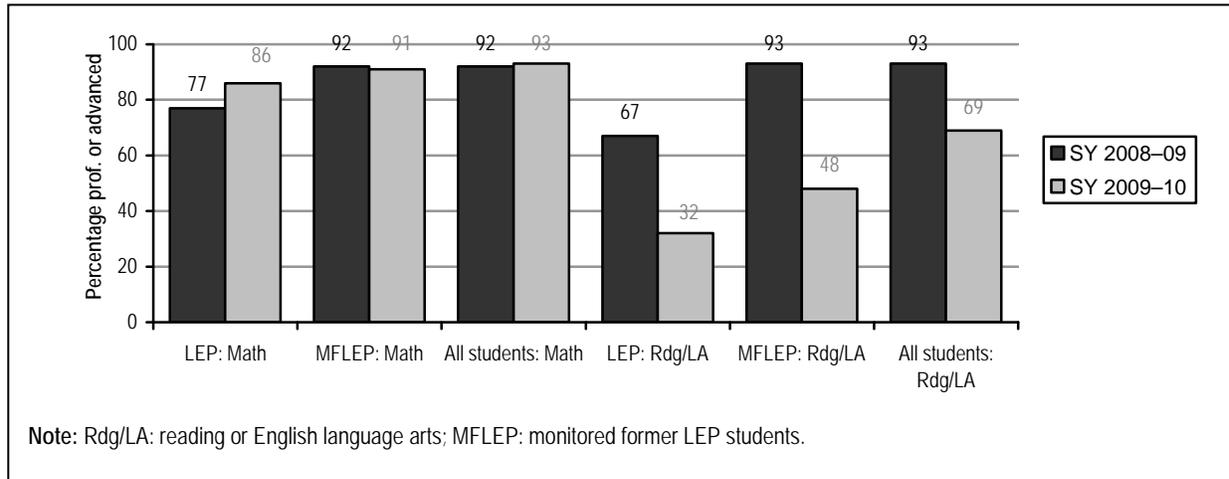
**Percentage of Title III-served students who made progress in English language proficiency and who attained English language proficiency: School years 2008–09 and 2009–10**



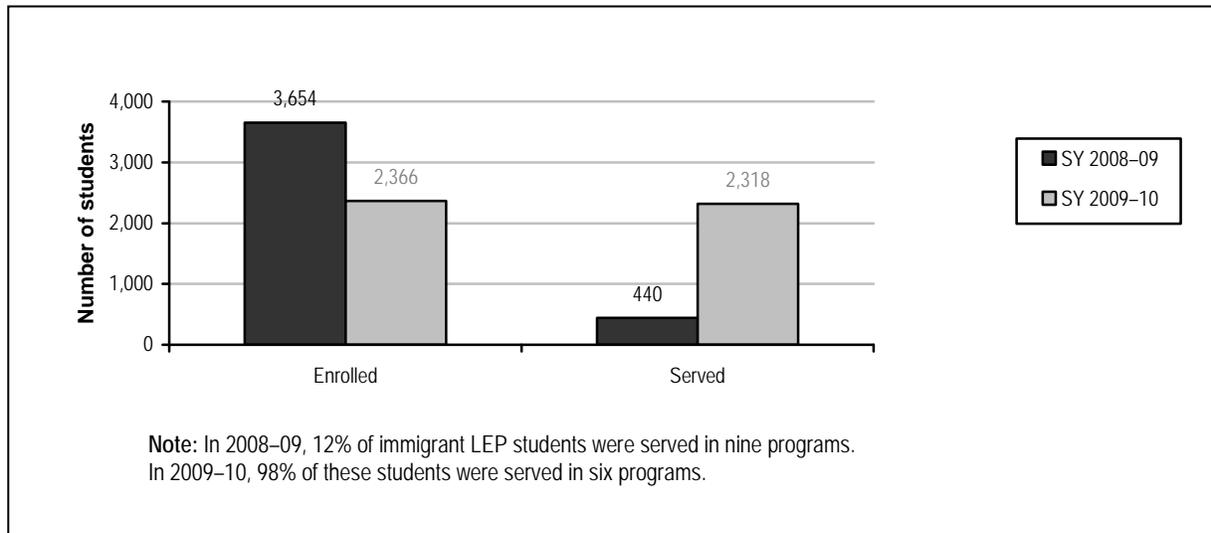
**Five native languages most commonly spoken by limited English proficient students, by number of students: School years 2008–09 and 2009–10**

<b>SY 2008–09</b>	Spanish	Vietnamese	Arabic	"Uncoded languages"	Nilo-Saharan
	15,702	628	547	434	424
<b>SY 2009–10</b>	Spanish	Vietnamese	Arabic	Karen languages	Nilo-Saharan
	16,076	612	560	535	434

**Percentage of LEP, MFLEP, and all students proficient or above in academic content areas, by group: School years 2008–09 and 2009–10**



**Number of immigrant students enrolled and number served in §3114(d)(1) programs: School years 2008–09 and 2009–10**

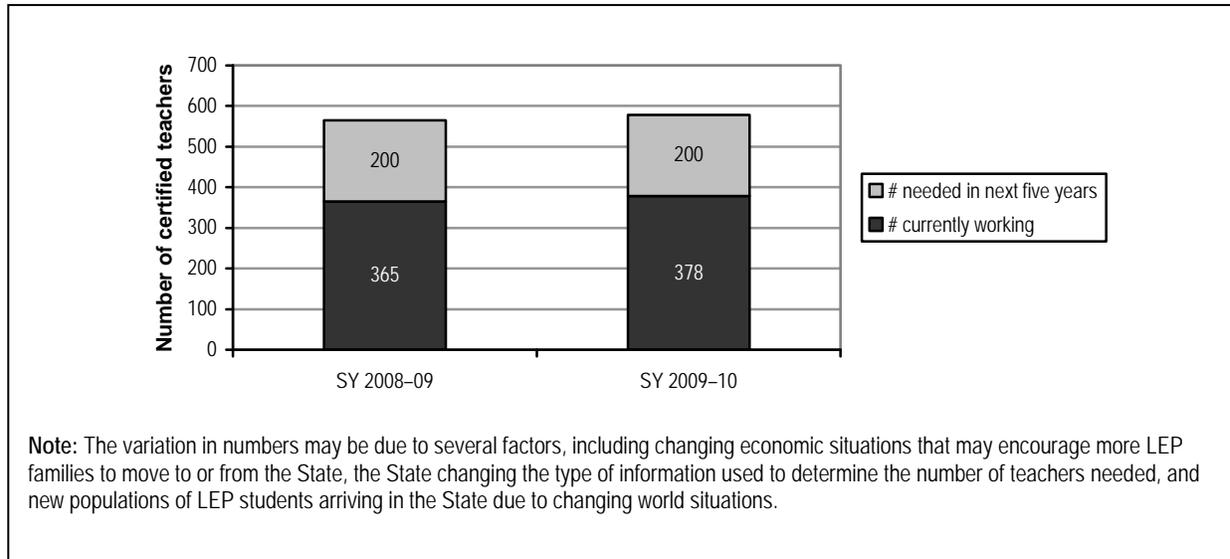


**Language instruction educational programs (LIEPs) implemented in the State: School years 2008–09 and 2009–10**

SY 08–09	SY 09–10	LIEPs that use English and another language	SY 08–09	SY 09–10	LIEPs that use only English
✓	✓	Two-way immersion	✓	✓	Structured English immersion
✓		Transitional bilingual	✓	✓	Sheltered English instruction
✓	✓	Dual language			Specially designed academic instruction in English (SDAIE)
		Developmental bilingual	✓		Content-based ESL
	✓	Heritage language	✓	✓	Pull-out ESL

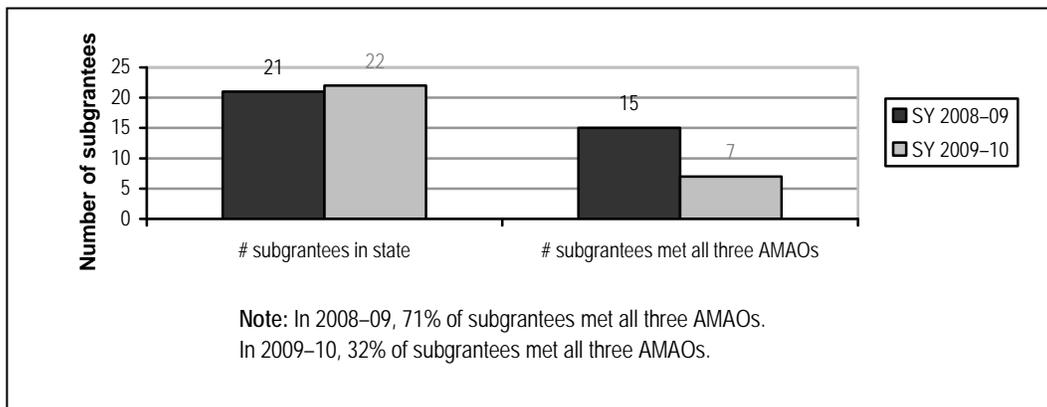
### Education Staff Information

**Number of certified/licensed teachers working in Title III language instruction educational programs and additional number needed in 5 years: School years 2008–09 and 2009–10**



### State and Subgrantee Information

**Number of subgrantees in the State and number/percentage that met all three annual measurable achievement objectives (AMAOs): School years 2008–09 and 2009–10**



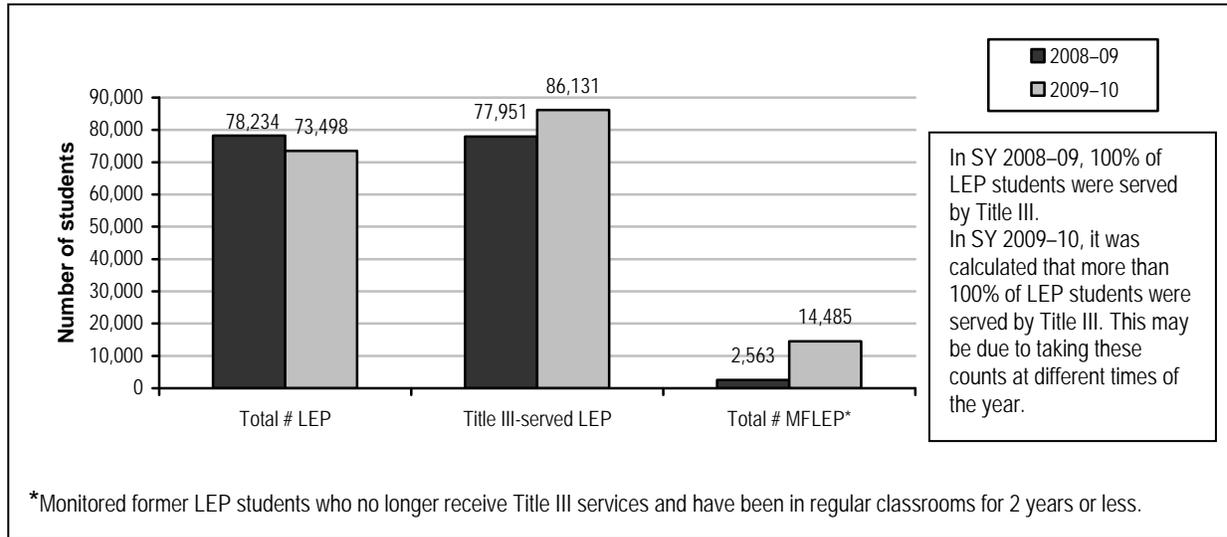
Additional State information:

- Title III funding for the State in SY 2008–09 was **\$2,845,645**; in SY 2009–10, funding was **\$2,667,560**.
- No Title III programs or activities were terminated by the State for failure to reach program goals during the report years.
- The State reported that it met all three AMAOs for SY 2008–09, but not for 2009–10.

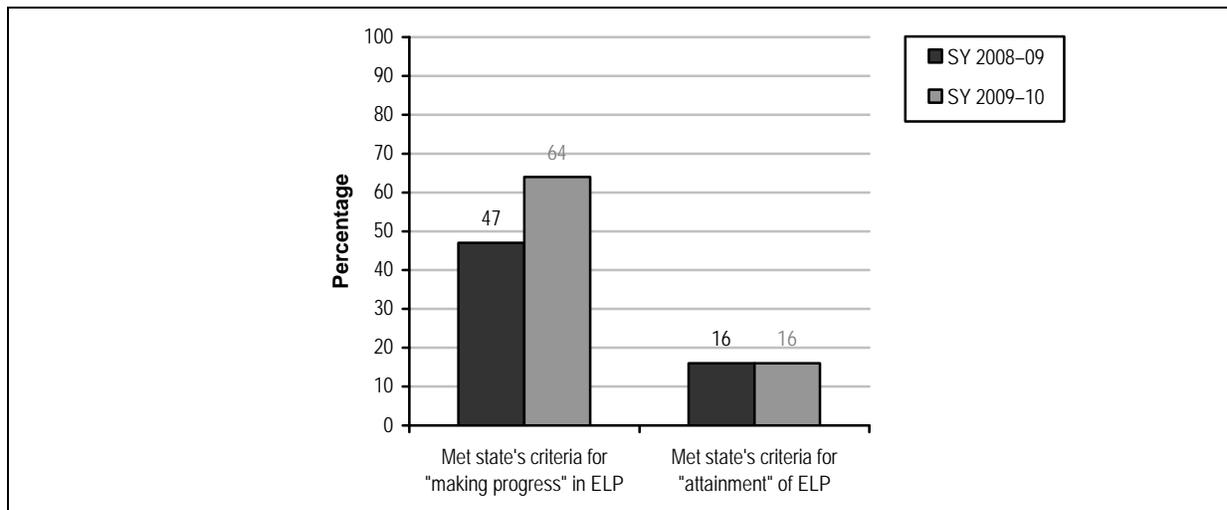
## Nevada

### Information on Limited English Proficient Students

**Number and percentage of limited English proficient students and monitored former limited English proficient students in the State: School years 2008–09 and 2009–10**



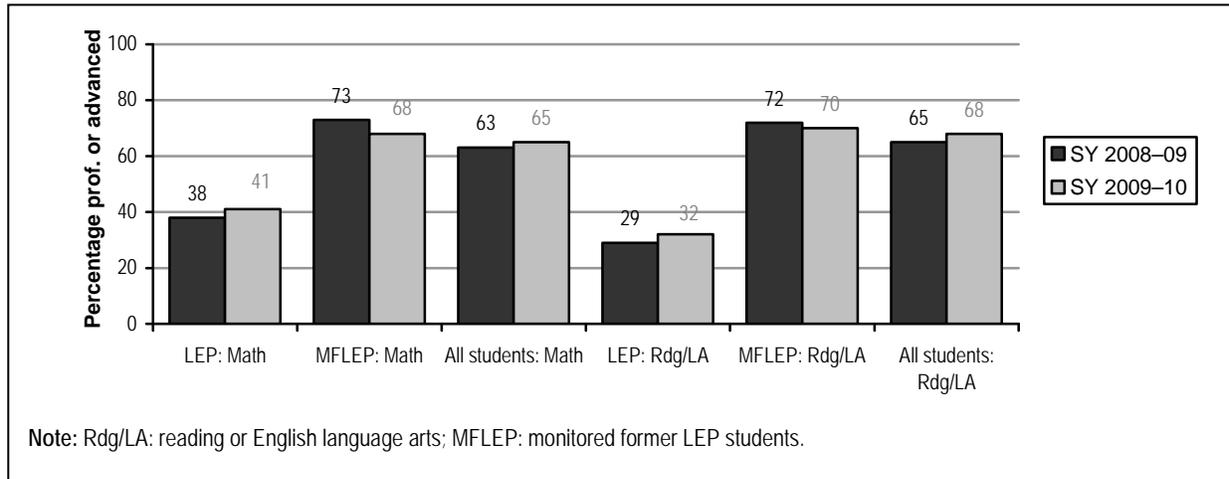
**Percentage of Title III-served students who made progress in English language proficiency and who attained English language proficiency: School years 2008–09 and 2009–10**



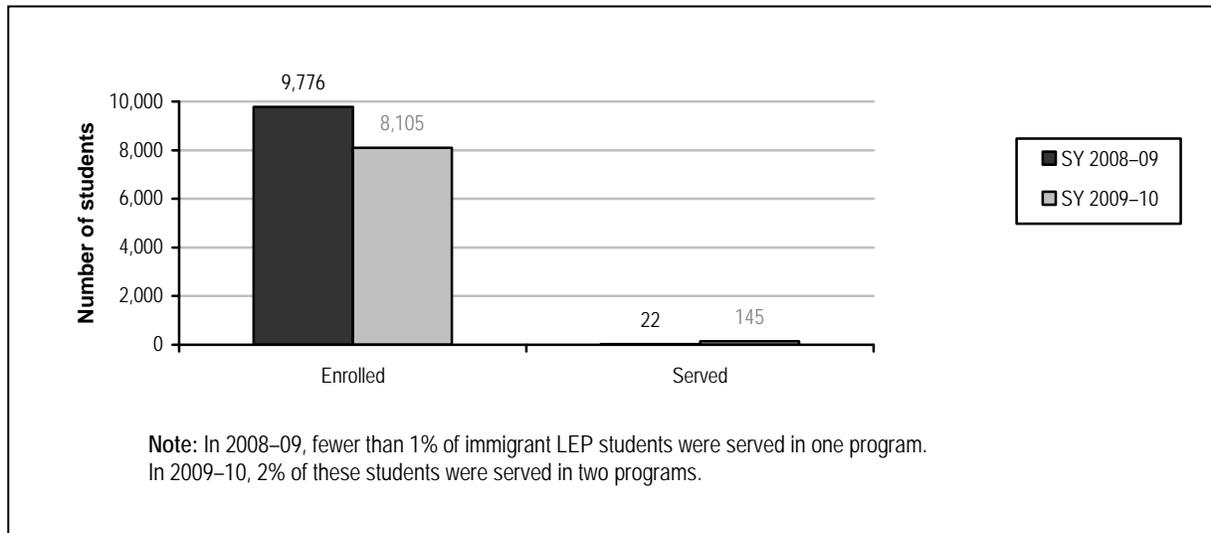
**Five native languages most commonly spoken by limited English proficient students, by number of students: School years 2008–09 and 2009–10**

SY 2008–09	Spanish	Tagalog	Filipino	Chinese	Vietnamese
	67,752	3,928	1,598	1,237	909
SY 2009–10	Spanish	Tagalog	Filipino	Vietnamese	Chinese
	63,767	4,411	1,655	1,094	1,049

**Percentage of LEP, MFLEP, and all students proficient or above in academic content areas, by group: School years 2008–09 and 2009–10**



**Number of immigrant students enrolled and number served in §3114(d)(1) programs: School years 2008–09 and 2009–10**

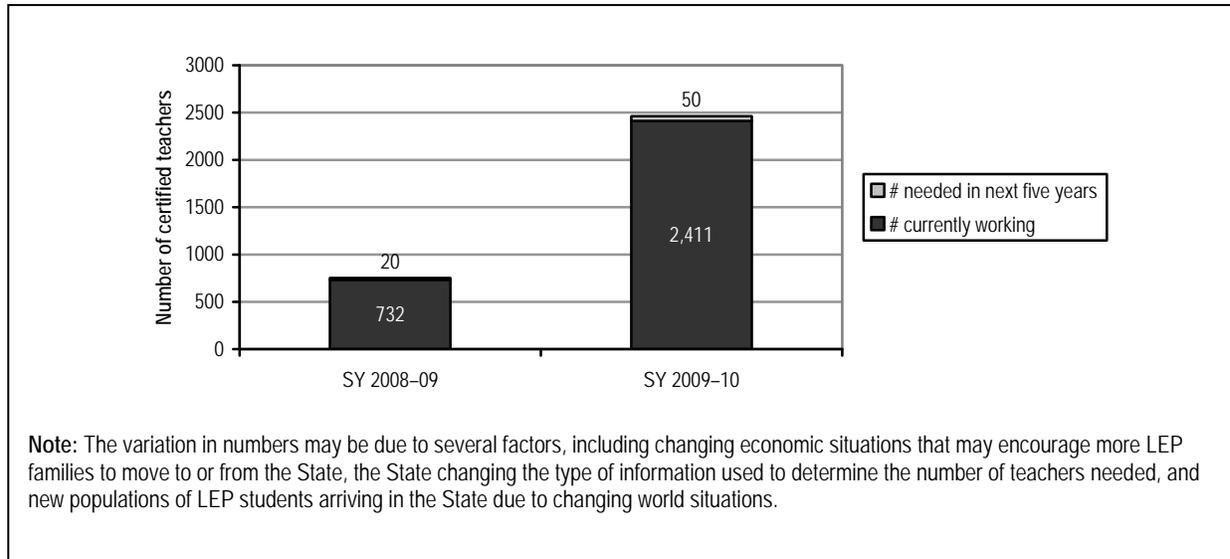


**Language instruction educational programs (LIEPs) implemented in the State: School years 2008–09 and 2009–10**

SY 08–09	SY 09–10	LIEPs that use English and another language	SY 08–09	SY 09–10	LIEPs that use only English
✓	✓	Two-way immersion	✓	✓	Structured English immersion
	✓	Transitional bilingual	✓	✓	Sheltered English instruction
	✓	Dual language	✓	✓	Specially designed academic instruction in English (SDAIE)
		Developmental bilingual		✓	Content-based ESL
✓	✓	Heritage language	✓	✓	Pull-out ESL

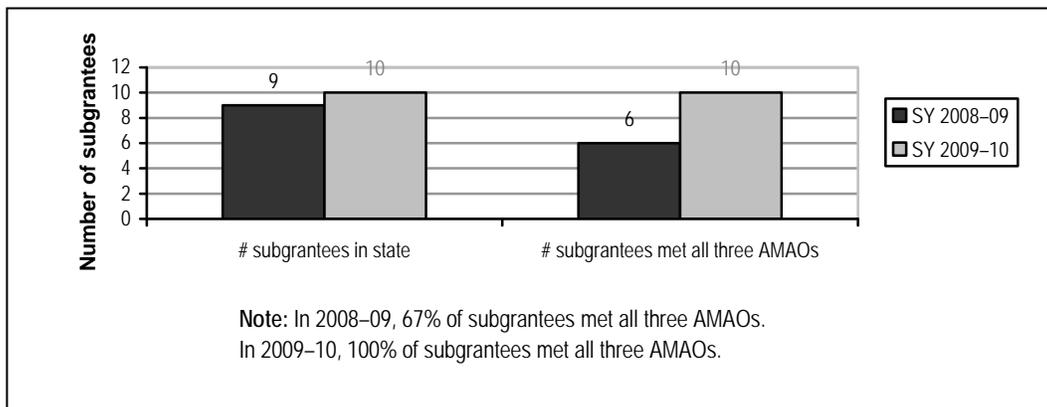
### Education Staff Information

**Number of certified/licensed teachers working in Title III language instruction educational programs and additional number needed in 5 years: School years 2008–09 and 2009–10**



### State and subgrantee Information

**Number of subgrantees in the State and number/percentage that met all three annual measurable achievement objectives (AMAOs): School years 2008–09 and 2009–10**



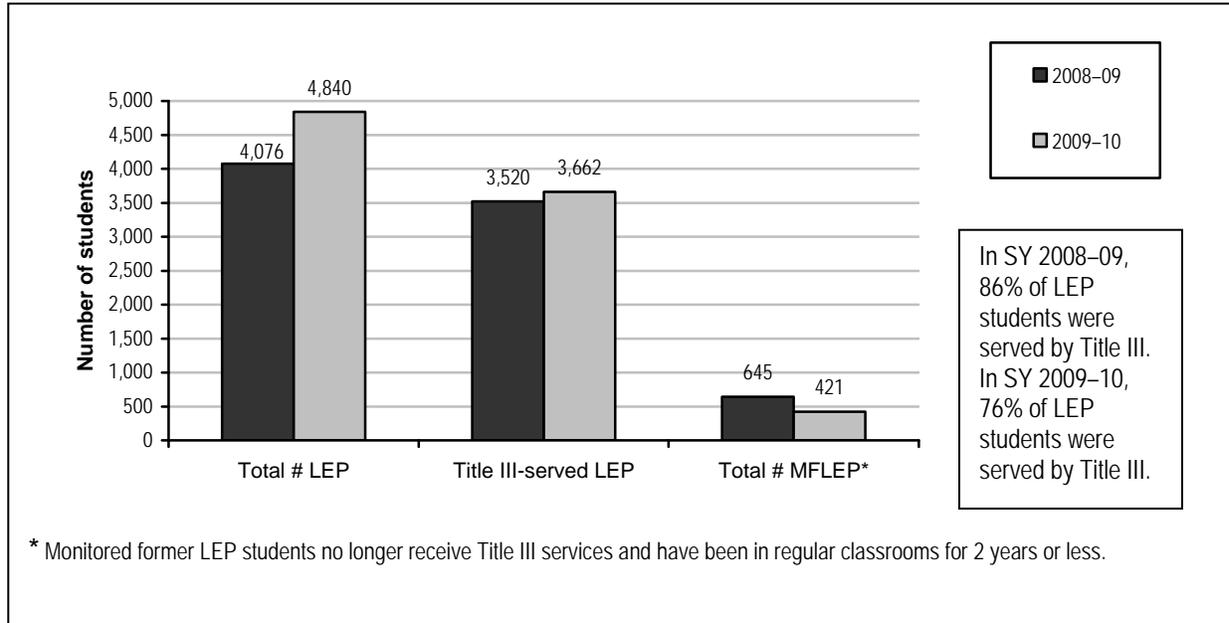
**Additional State information:**

- Title III funding for the State in SY 2008–09 was **\$7,275,754**; in SY 2009–10, funding was **\$8,030,369**.
- No Title III programs or activities were terminated by the State for failure to reach program goals during the report years.
- The State reported that it did not meet all three AMAOs for SY 2008–09, but that it did for 2009–10.

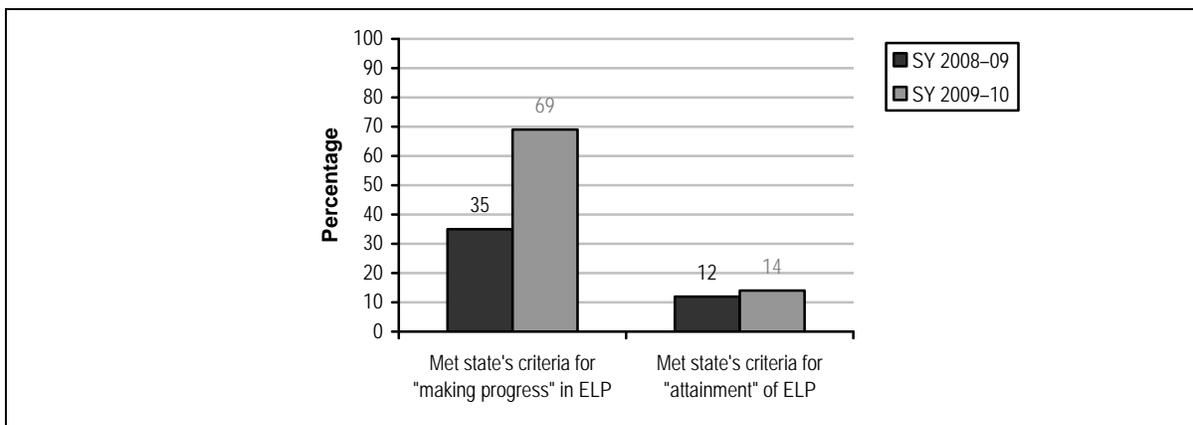
## New Hampshire

### Information on Limited English Proficient Students

**Number and percentage of limited English proficient students and monitored former limited English proficient students in the State: School years 2008–09 and 2009–10**



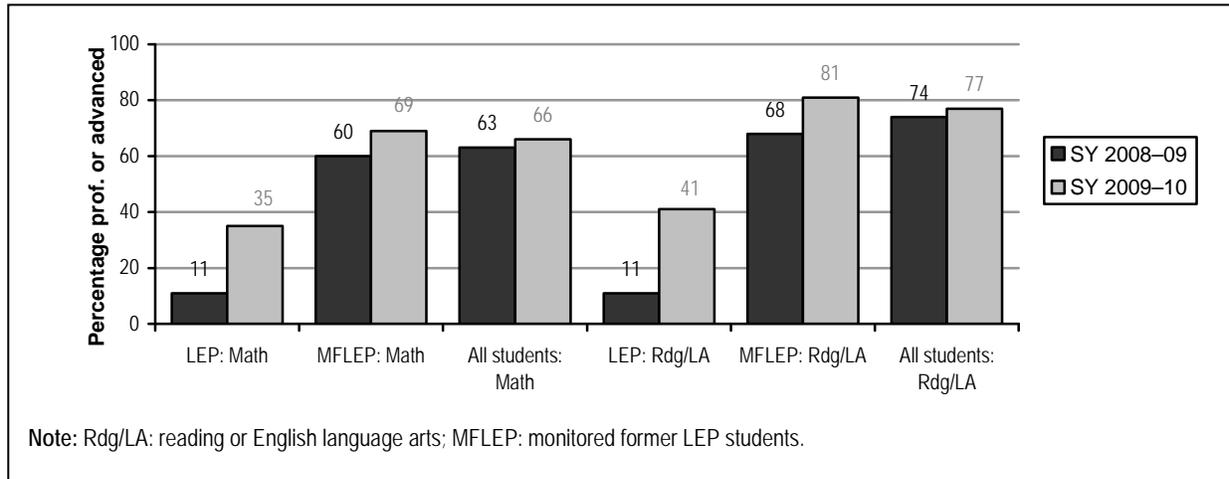
**Percentage of Title III-served students who made progress in English language proficiency and who attained English language proficiency: School years 2008–09 and 2009–10**



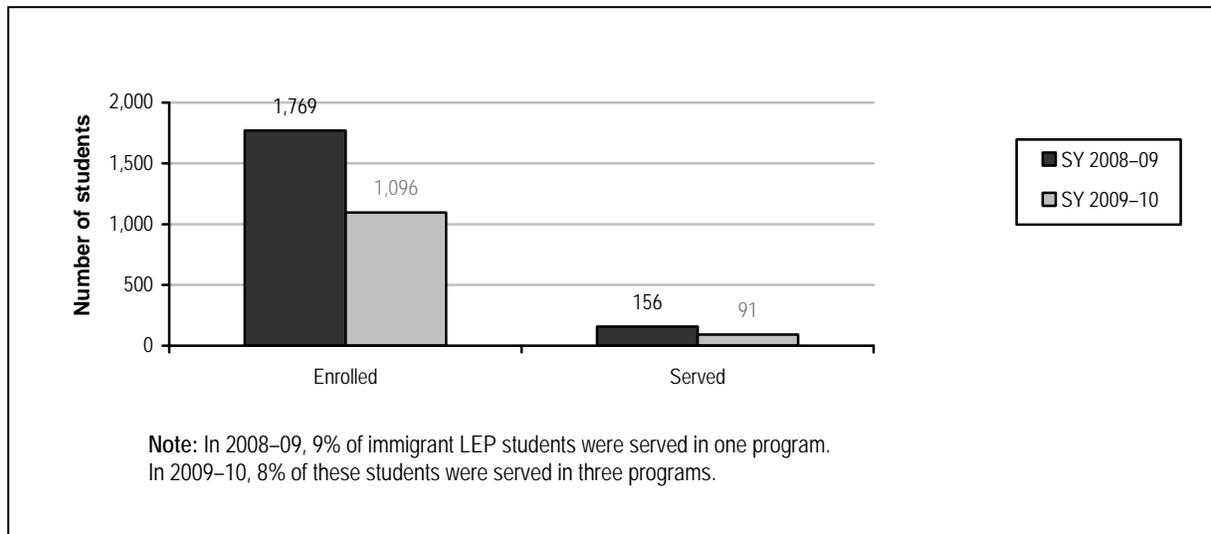
**Five native languages most commonly spoken by limited English proficient students, by number of students: School years 2008–09 and 2009–10**

SY 2008–09	Spanish	Chinese	Portuguese	Arabic	Vietnamese
	1,612	222	174	172	152
SY 2009–10	Spanish	Nepali	Chinese	Arabic	Vietnamese
	1,824	289	246	204	179

**Percentage of LEP, MFLEP, and all students proficient or above in academic content areas, by group: School years 2008–09 and 2009–10**



**Number of immigrant students enrolled and number served in §3114(d)(1) programs: School years 2008–09 and 2009–10**



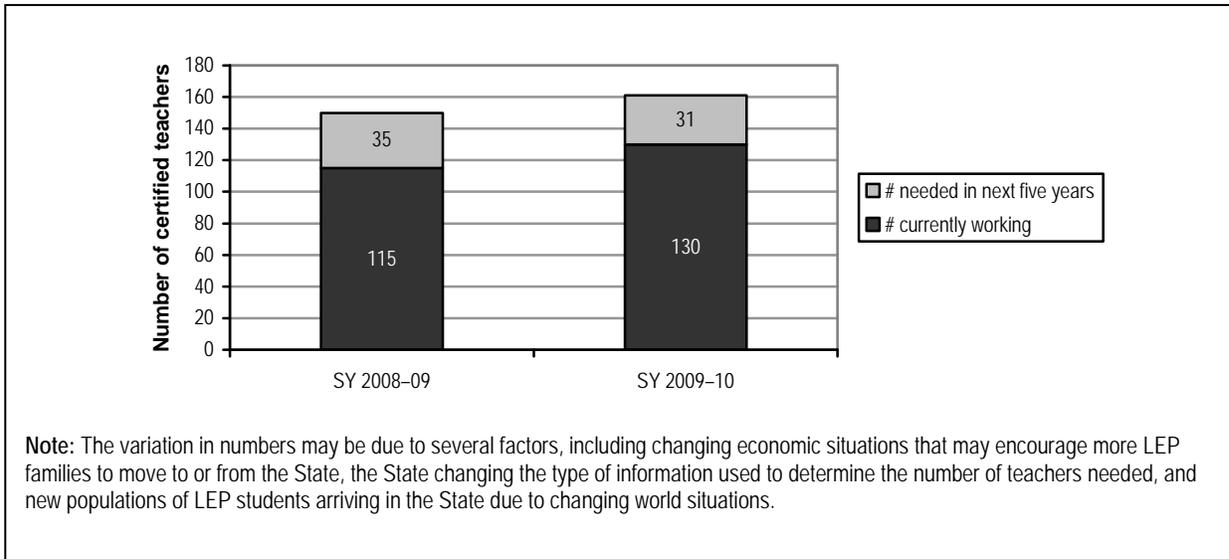
**Language instruction educational programs (LIEPs) implemented in the State: School years 2008–09 and 2009–10**

LIEPs that use English and another language		LIEPs that use only English	
	Two-way immersion		Structured English immersion
	Transitional bilingual	✓	Sheltered English instruction
	Dual language		Specially designed academic instruction in English (SDAIE)
	Developmental bilingual	✓	Content-based ESL
✓	Heritage language	✓	Pull-out ESL

Note: The State’s subgrantees used the same LIEPs for both years of this report.

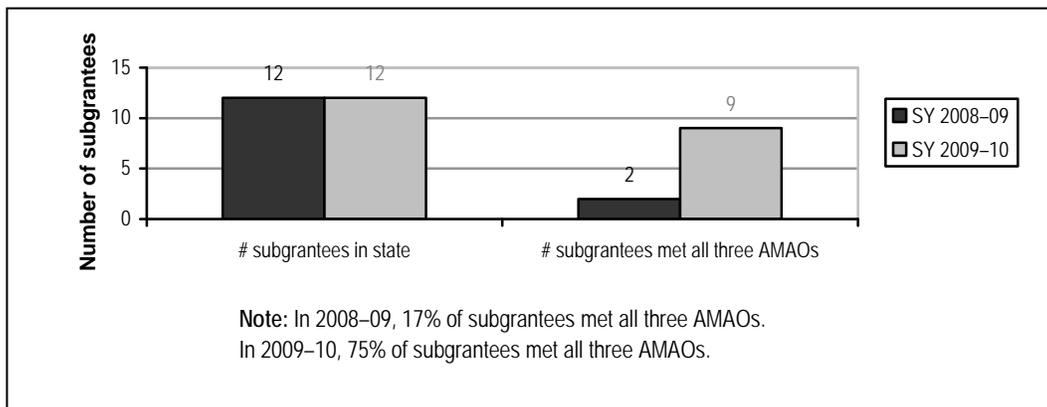
### Education Staff Information

**Number of certified/licensed teachers working in Title III language instruction educational programs and additional number needed in 5 years: School years 2008–09 and 2009–10**



### State and Subgrantee Information

**Number of subgrantees in the State and number/percentage that met all three annual measurable achievement objectives (AMAOs): School years 2008–09 and 2009–10**



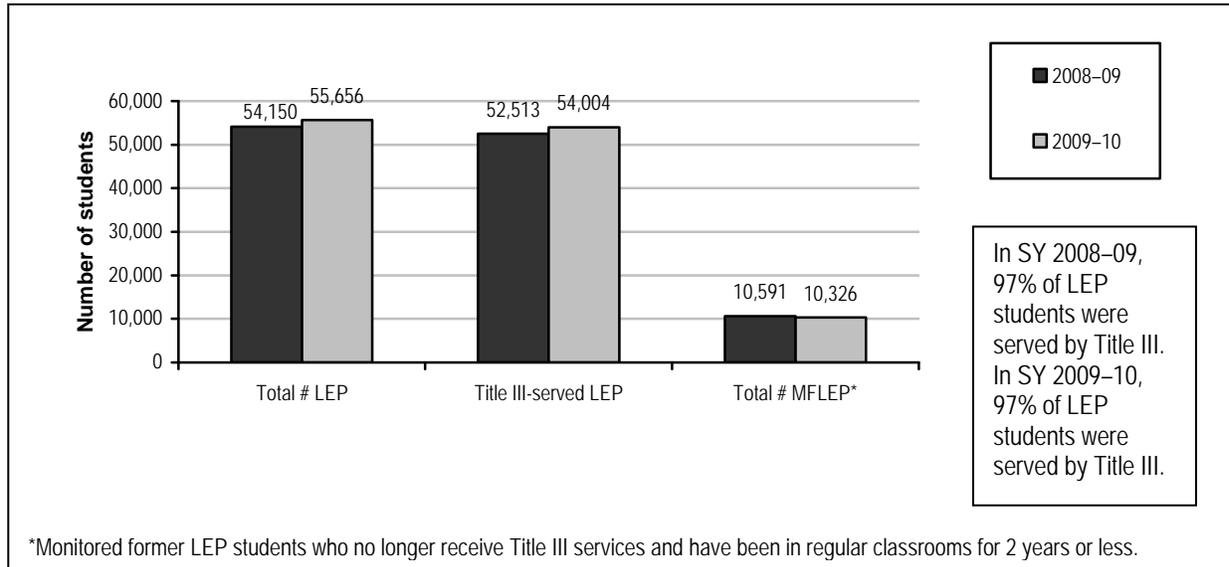
Additional State information:

- Title III funding for the State in SY 2008–09 was **\$750,591**; in SY 2009–10, funding was **\$785,653**.
- No Title III programs or activities were terminated by the State for failure to reach program goals during the report years.
- The State reported that it did not meet all three AMAOs in either 2008–09 or 2009–10.

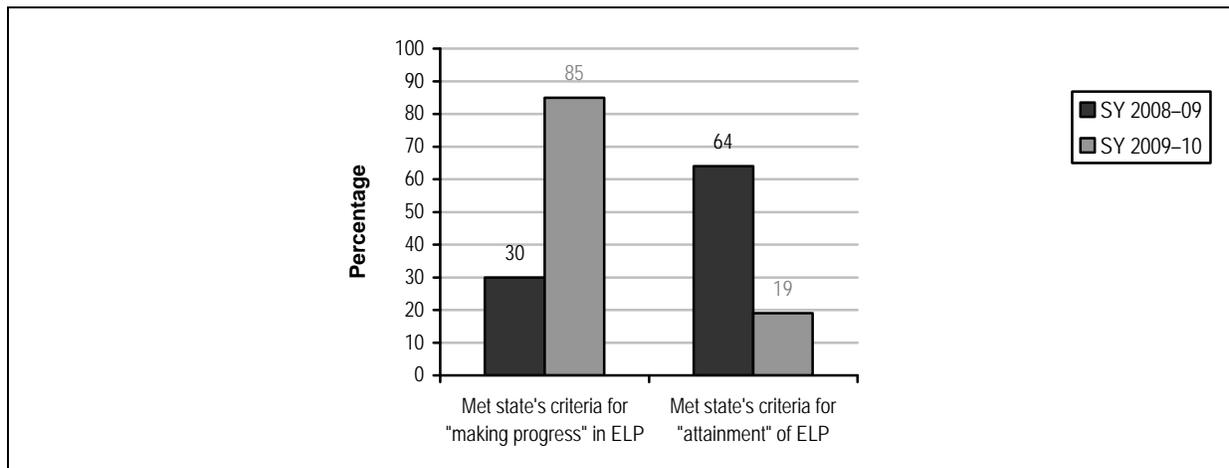
## New Jersey

### Information on Limited English Proficient Students

**Number and percentage of limited English proficient students and monitored former limited English proficient students in the State: School years 2008–09 and 2009–10**



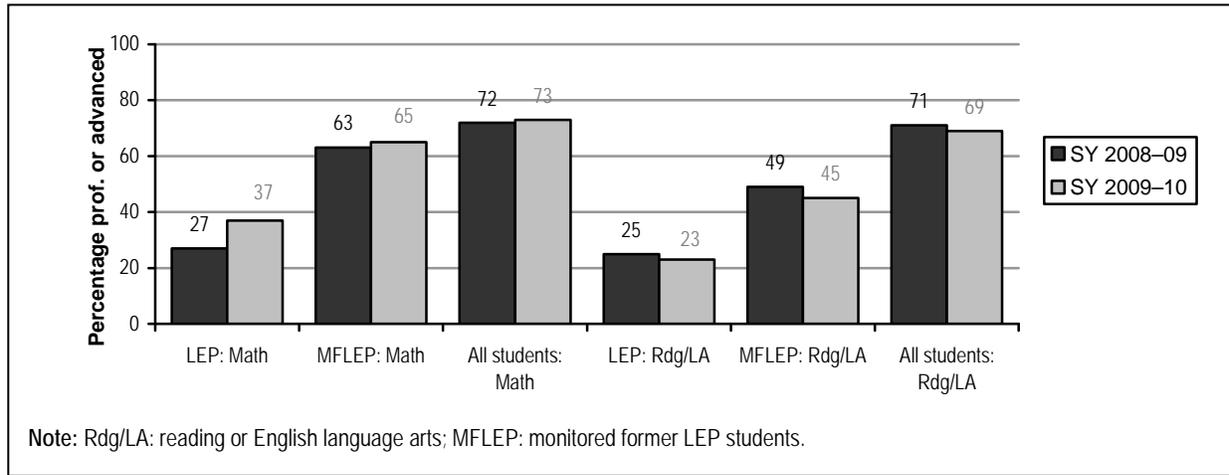
**Percentage of Title III-served students who made progress in English language proficiency and who attained English language proficiency: School years 2008–09 and 2009–10**



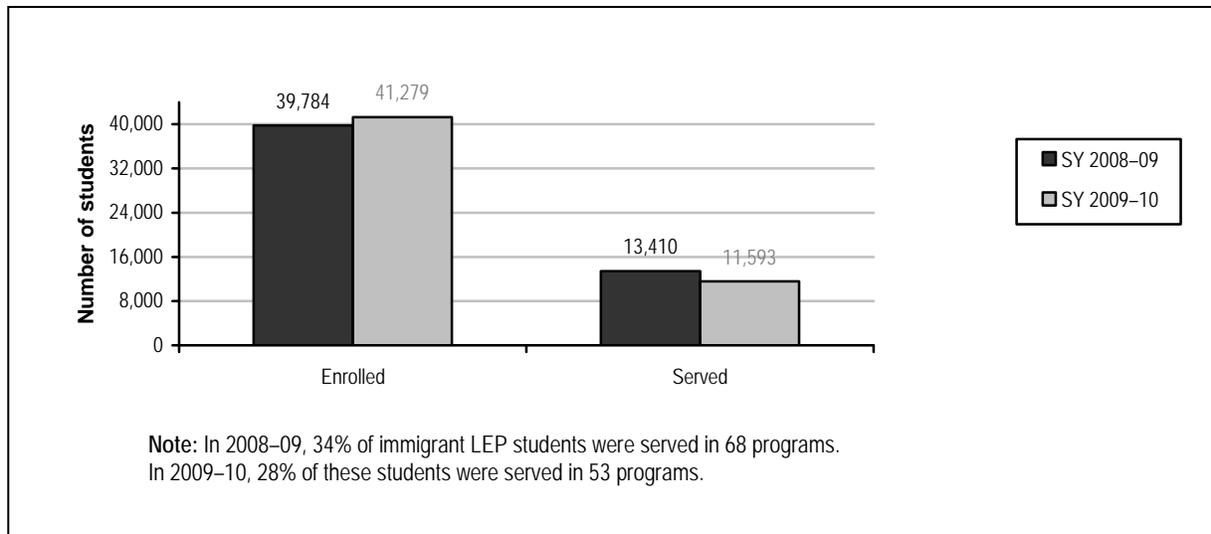
**Five native languages most commonly spoken by limited English proficient students, by number of students: School years 2008–09 and 2009–10**

SY 2008–09	Spanish	Arabic	Portuguese	Korean	Haitian
	36,268	1,410	1,366	1,197	1,125
SY 2009–10	Spanish	Arabic	Chinese	Korean	Haitian; Haitian Creole
	38,298	1,488	1,328	1,277	1,113

**Percentage of LEP, MFLEP, and all students proficient or above in academic content areas, by group: School years 2008–09 and 2009–10**



**Number of immigrant students enrolled and number served in §3114(d)(1) programs: School years 2008–09 and 2009–10**

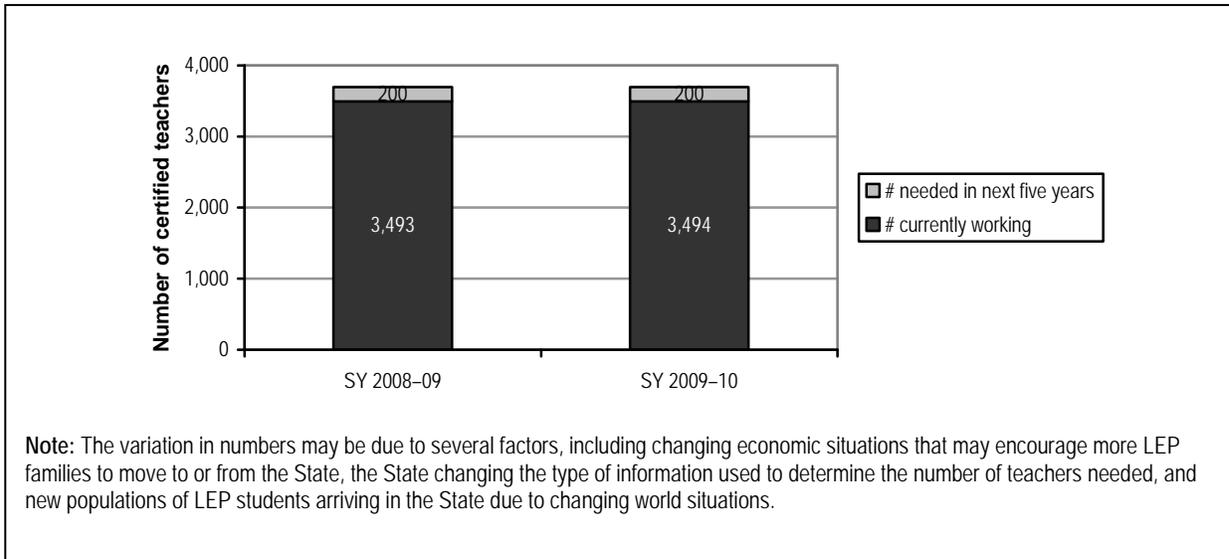


**Language instruction educational programs (LIEPs) implemented in the State: School years 2008–09 and 2009–10**

SY 08–09	SY 09–10	LIEPs that use English and another language	SY 08–09	SY 09–10	LIEPs that use only English
✓	✓	Two-way immersion	✓	✓	Structured English immersion
✓	✓	Transitional bilingual	✓	✓	Sheltered English instruction
✓	✓	Dual language	✓	✓	Specially designed academic instruction in English (SDAIE)
✓	✓	Developmental bilingual	✓	✓	Content-based ESL
	✓	Heritage language	✓	✓	Pull-out ESL

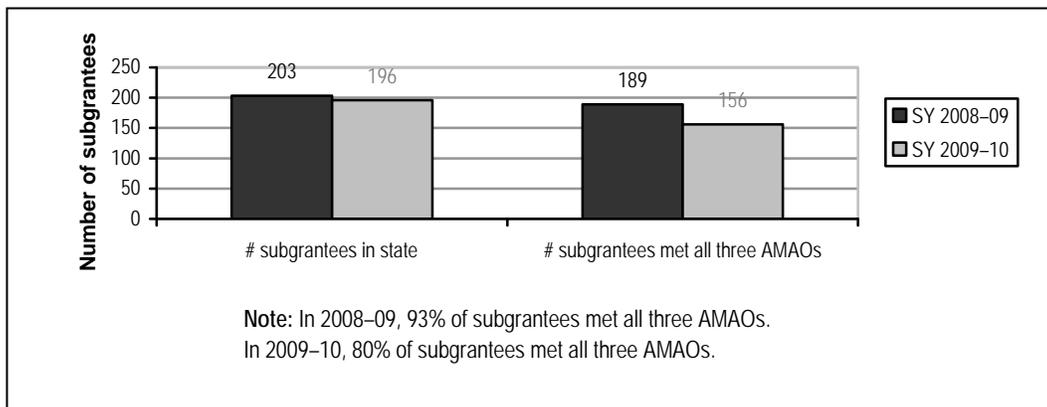
### Education Staff Information

**Number of certified/licensed teachers working in Title III language instruction educational programs and additional number needed in 5 years: School years 2008–09 and 2009–10**



### State and Subgrantee Information

**Number of subgrantees in the State and number/percentage that met all three annual measurable achievement objectives (AMAOs): School years 2008–09 and 2009–10**



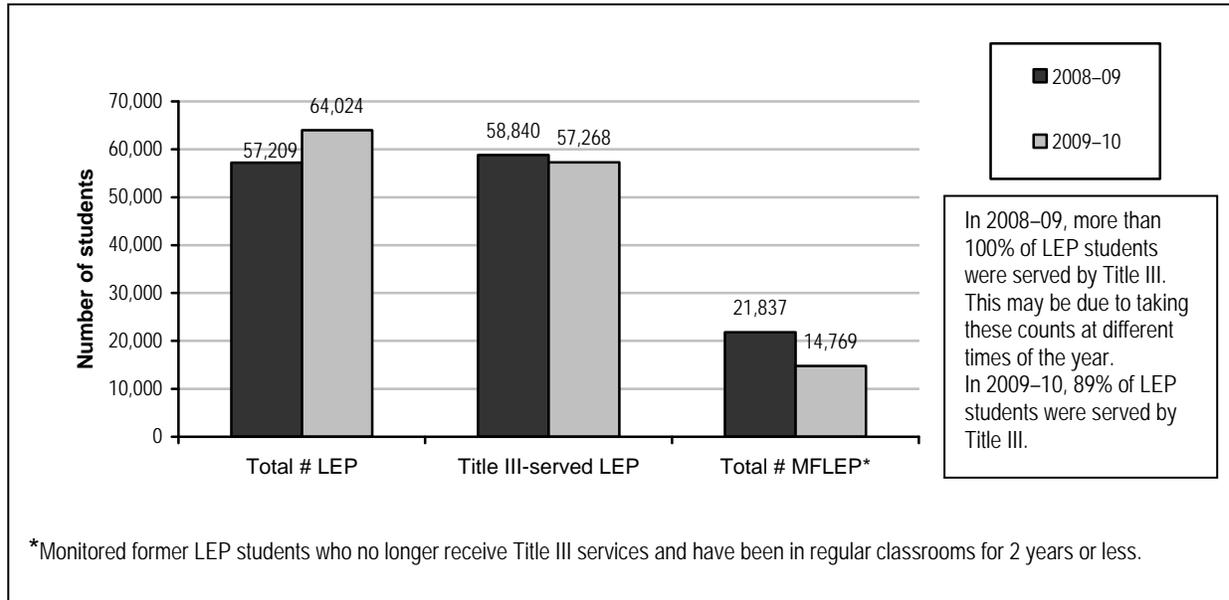
Additional State information:

- Title III funding for the State in SY 2008–09 was **\$18,602,562**; in SY 2009–10, funding was **\$18,324,110**.
- No Title III programs or activities were terminated by the State for failure to reach program goals during the report years.
- The State reported that it met all three AMAOs for SY 2008–09, but not for 2009–10.

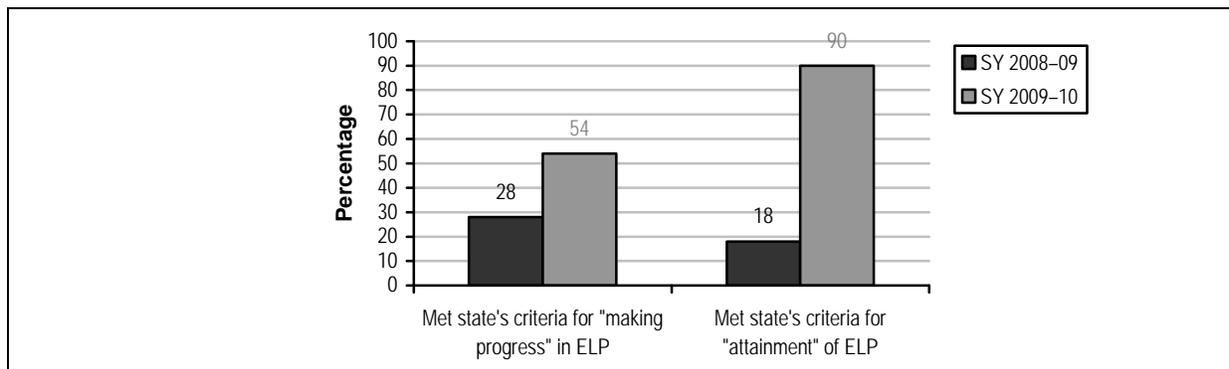
## New Mexico

### Information on Limited English Proficient Students

**Number and percentage of limited English proficient students and monitored former limited English proficient students in the State: School years 2008–09 and 2009–10**



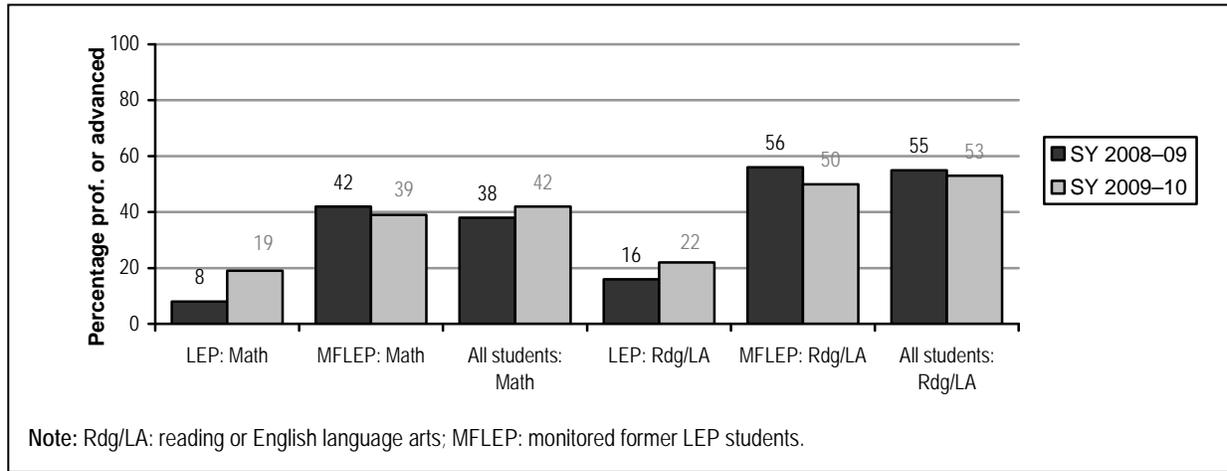
**Percentage of Title III-served students who made progress in English language proficiency and who attained English language proficiency: School years 2008–09 and 2009–10**



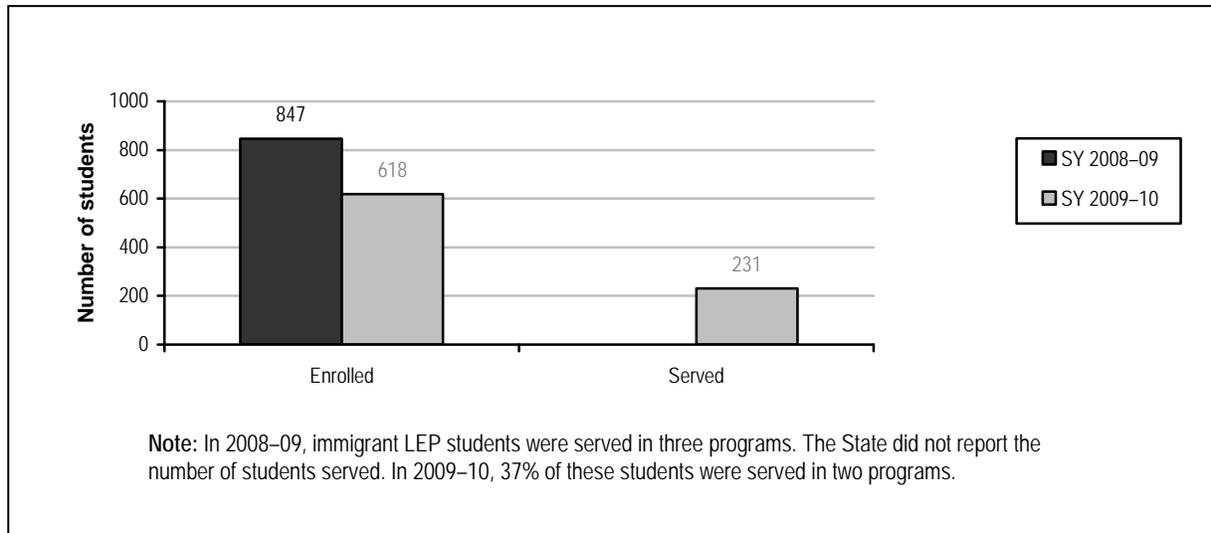
**Five native languages most commonly spoken by limited English proficient students, by number of students: School years 2008–09 and 2009–10**

SY 2008–09	Spanish	Navajo	Nias	Zuni	"Other"
	38,738	7,329	1,032	683	641
SY 2009–10	Spanish	Navajo	Nias	"Caucasian (Other)"	Vietnamese
	45,183	7,710	1,086	931	300

**Percentage of LEP, MFLEP, and all students proficient or above in academic content areas, by group: School years 2008–09 and 2009–10**



**Number of immigrant students enrolled and number served in §3114(d)(1) programs: School years 2008–09 and 2009–10**

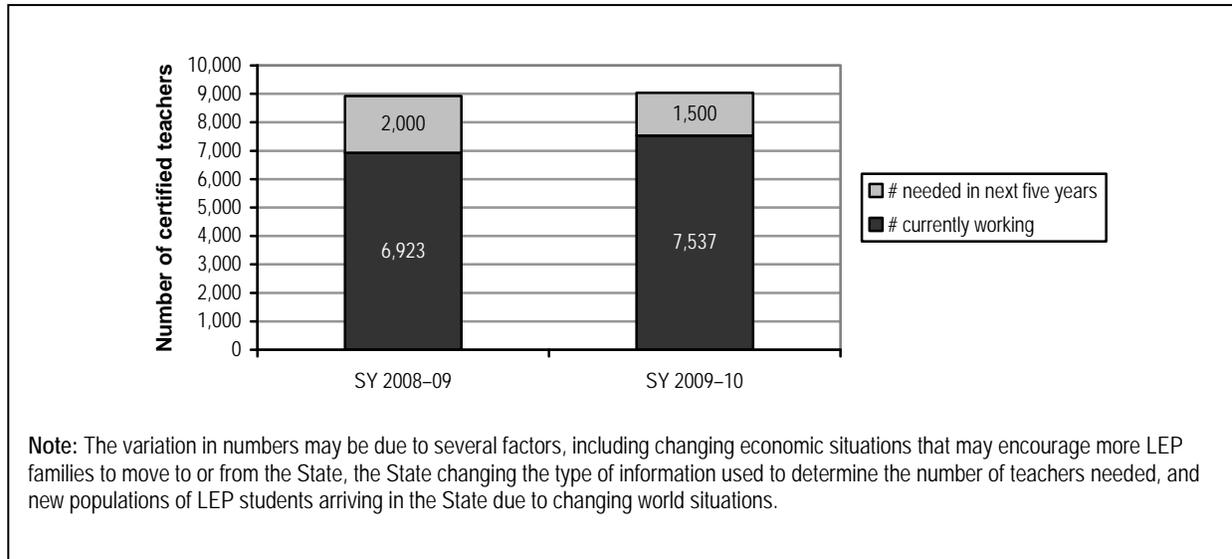


**Language instruction educational programs (LIEPs) implemented in the State: School years 2008–09 and 2009–10**

SY 08–09	SY 09–10	LIEPs that use English and another language	SY 08–09	SY 09–10	LIEPs that use only English
	✓	Two-way immersion		✓	Structured English immersion
✓	✓	Transitional bilingual	✓	✓	Sheltered English instruction
✓	✓	Dual language	✓	✓	Specially designed academic instruction in English (SDAIE)
	✓	Developmental bilingual	✓	✓	Content-based ESL
✓	✓	Heritage language	✓	✓	Pull-out ESL

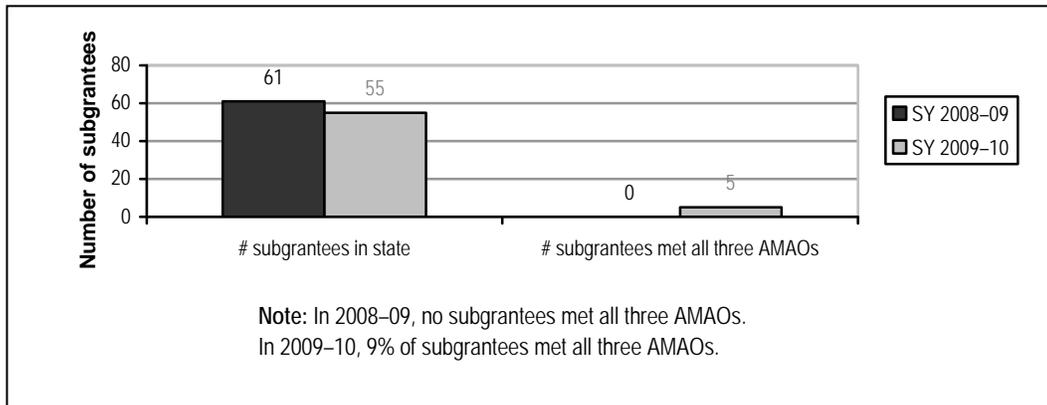
### Education Staff Information

**Number of certified/licensed teachers working in Title III language instruction educational programs and additional number needed in 5 years: School years 2008–09 and 2009–10**



### State and Subgrantee Information

**Number of subgrantees in the State and number/percentage that met all three annual measurable achievement objectives (AMAOs): School years 2008–09 and 2009–10**



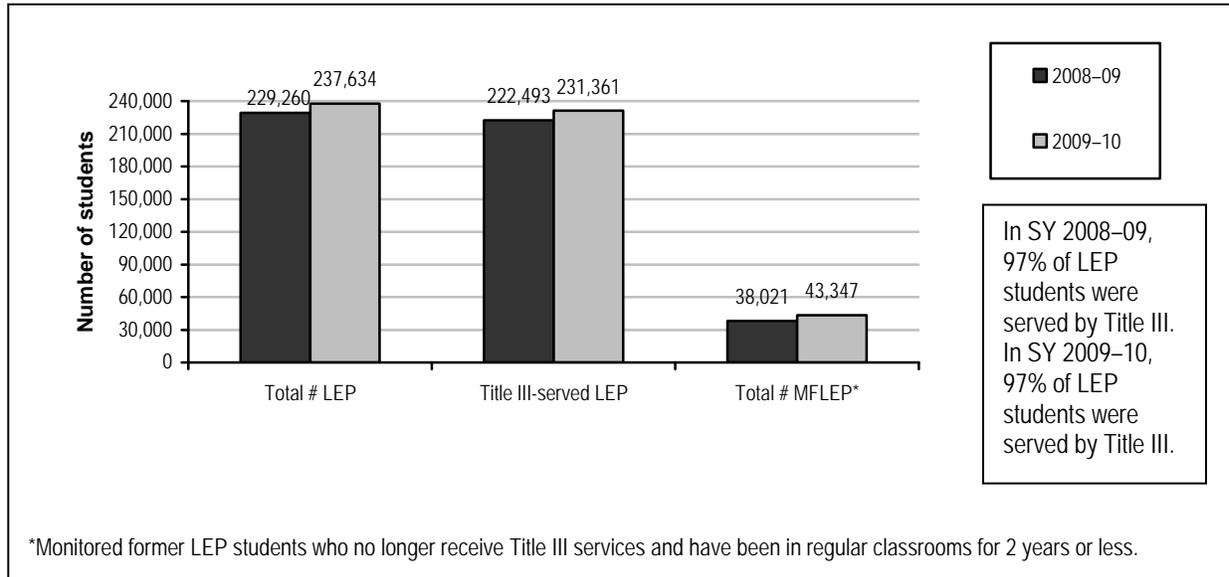
Additional State information:

- Title III funding for the State in SY 2008–09 was **\$5,797,995**; in SY 2009–10, funding was **\$5,115,590**.
- No Title III programs or activities were terminated by the State for failure to reach program goals during the report years.
- The State reported that it did not meet all three AMAOs in either 2008–09 or 2009–10.

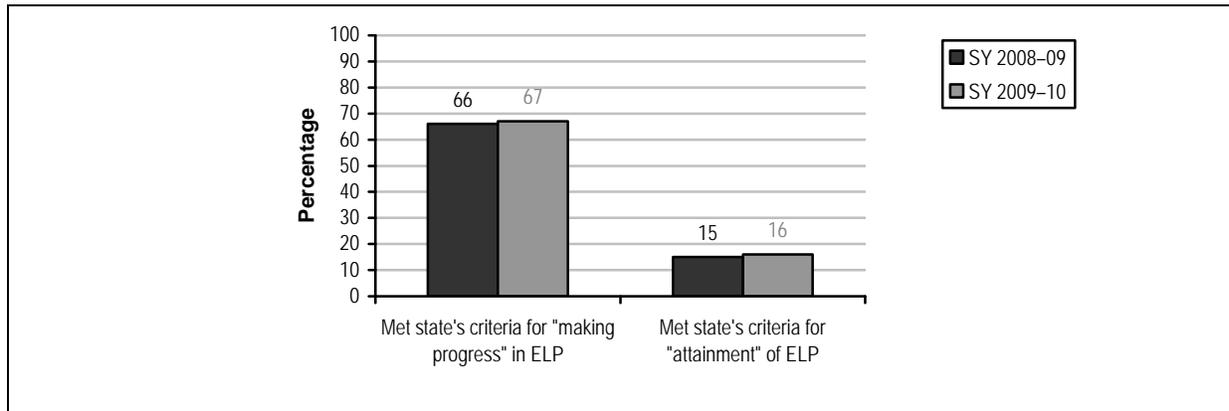
## New York

### Information on Limited English Proficient Students

**Number and percentage of limited English proficient students and monitored former limited English proficient students in the State: School years 2008–09 and 2009–10**



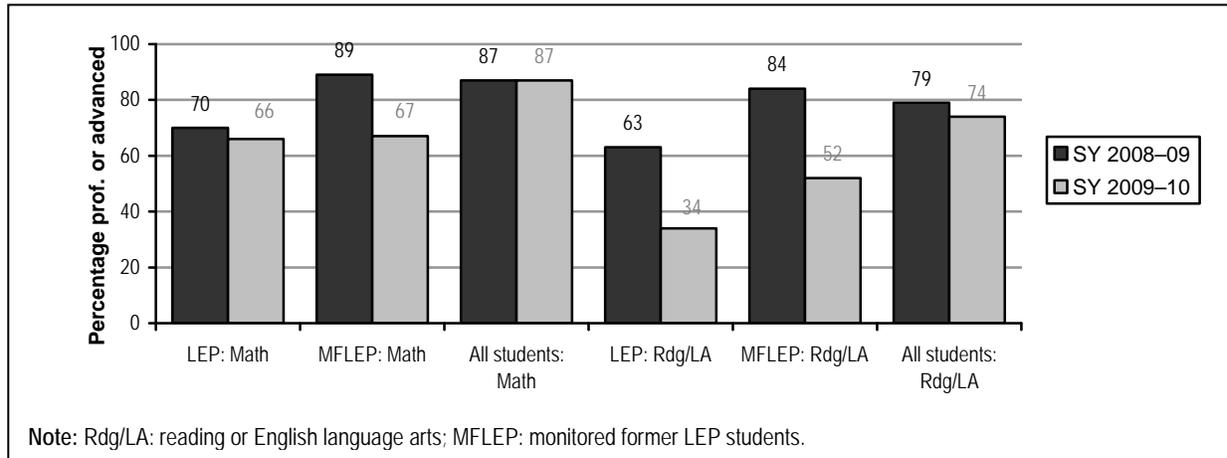
**Percentage of Title III-served students who made progress in English language proficiency and who attained English language proficiency: School years 2008–09 and 2009–10**



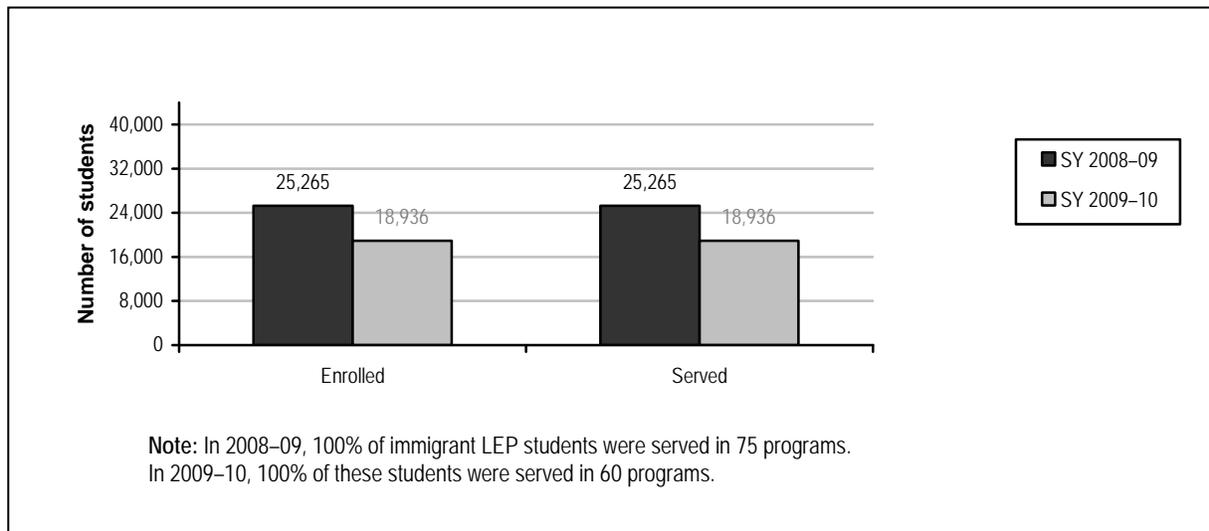
**Five native languages most commonly spoken by limited English proficient students, by number of students: School years 2008–09 and 2009–10**

SY 2008–09	Spanish	"Undetermined"	Chinese	Arabic	Bengali
	146,702	12,821	6,974	5,915	5,048
SY 2009–10	Spanish	"Undetermined"	Chinese	Arabic	Bengali
	149,396	15,104	8,244	6,709	5,798

**Percentage of LEP, MFLEP, and all students proficient or above in academic content areas, by group: School years 2008–09 and 2009–10**



**Number of immigrant students enrolled and number served in §3114(d)(1) programs: School years 2008–09 and 2009–10**

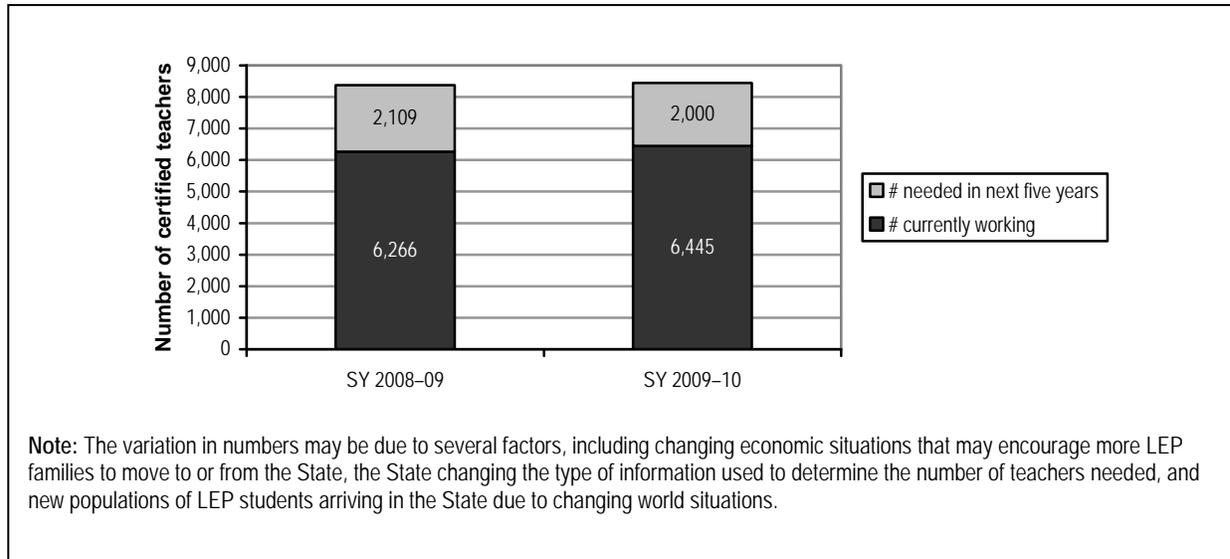


**Language instruction educational programs (LIEPs) implemented in the State: School years 2008–09 and 2009–10**

SY 08–09	SY 09–10	LIEPs that use English and another language	SY 08–09	SY 09–10	LIEPs that use only English
		Two-way immersion	✓		Structured English immersion
✓	✓	Transitional bilingual	✓		Sheltered English instruction
✓	✓	Dual language			Specially designed academic instruction in English (SDAIE)
✓		Developmental bilingual		✓	Content-based ESL
✓	✓	Heritage language	✓		Pull-out ESL

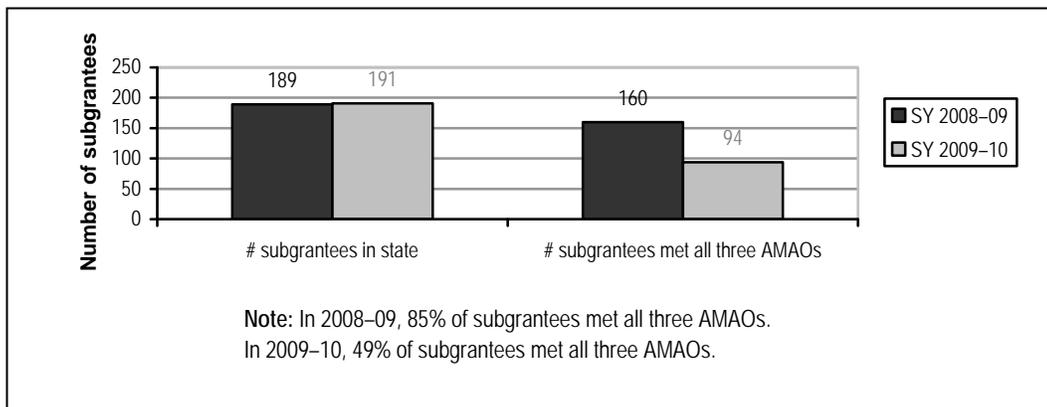
### Education Staff Information

**Number of certified/licensed teachers working in Title III language instruction educational programs and additional number needed in 5 years: School years 2008–09 and 2009–10**



### State and Subgrantee Information

**Number of subgrantees in the State and number/percentage that met all three annual measurable achievement objectives (AMAOs): School years 2008–09 and 2009–10**



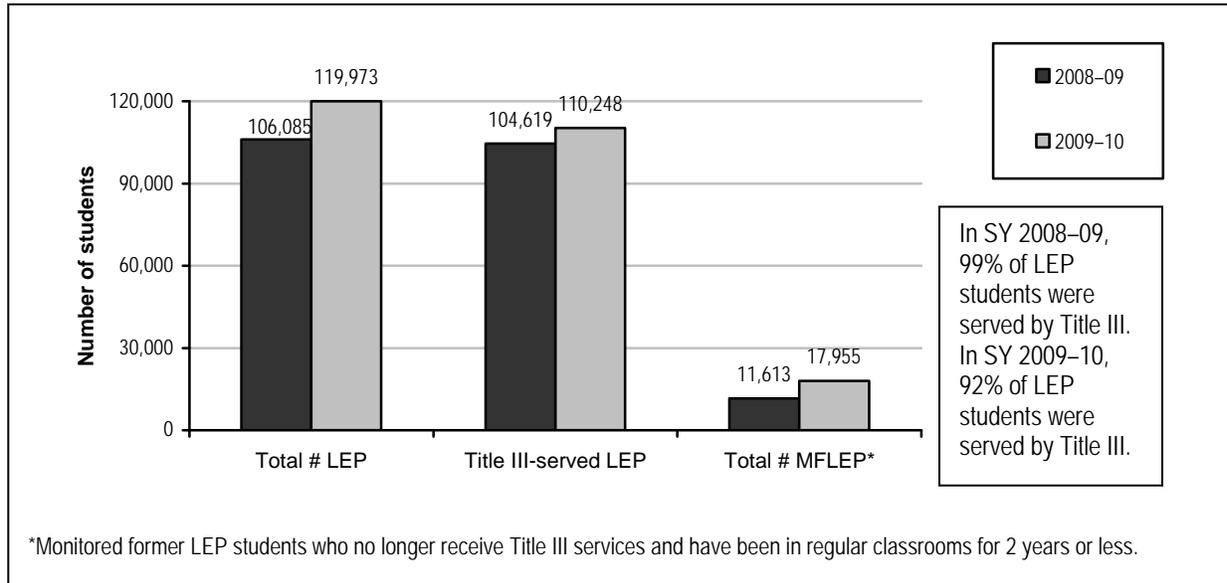
Additional State information:

- Title III funding for the State in SY 2008–09 was **\$51,902,229**; in SY 2009–10, funding was **\$49,792,612**.
- No Title III programs or activities were terminated by the State for failure to reach program goals during the report years.
- The State reported that it did not meet all three AMAOs in either 2008–09 or 2009–10.

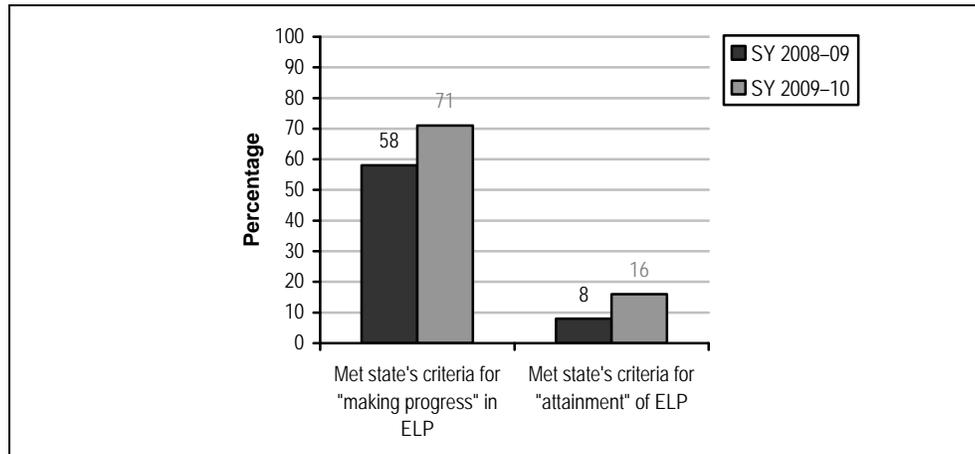
## North Carolina

### Information on Limited English Proficient Students

**Number and percentage of limited English proficient students and monitored former limited English proficient students in the State: School years 2008–09 and 2009–10**



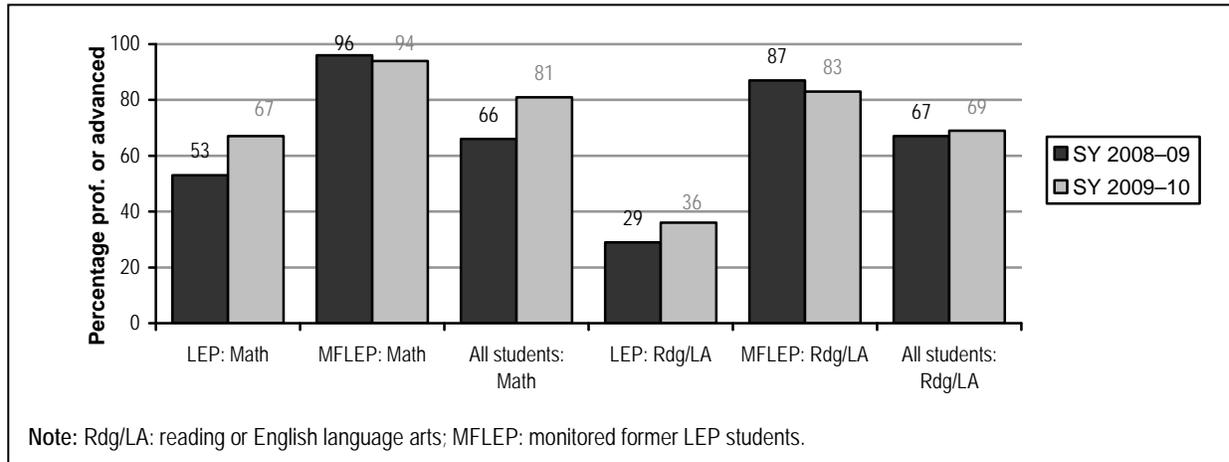
**Percentage of Title III-served students who made progress in English language proficiency and who attained English language proficiency: School years 2008–09 and 2009–10**



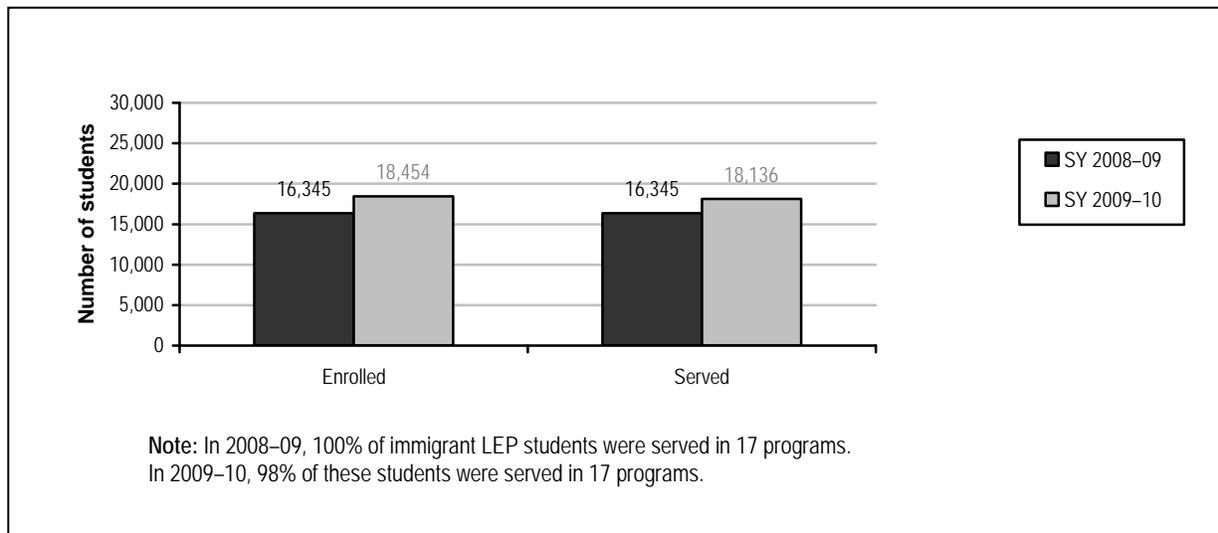
**Five native languages most commonly spoken by limited English proficient students, by number of students: School years 2008–09 and 2009–10**

SY 2008–09	Spanish	Hmong	Vietnamese	Arabic	Chinese
	87,954	2,315	1,731	1,628	1,359
SY 2009–10	Spanish	Hmong	Arabic	Vietnamese	Chinese
	99,380	2,096	1,977	1,834	1,544

**Percentage of LEP, MFLEP, and all students proficient or above in academic content areas, by group: School years 2008–09 and 2009–10**



**Number of immigrant students enrolled and number served in §3114(d)(1) programs: School years 2008–09 and 2009–10**

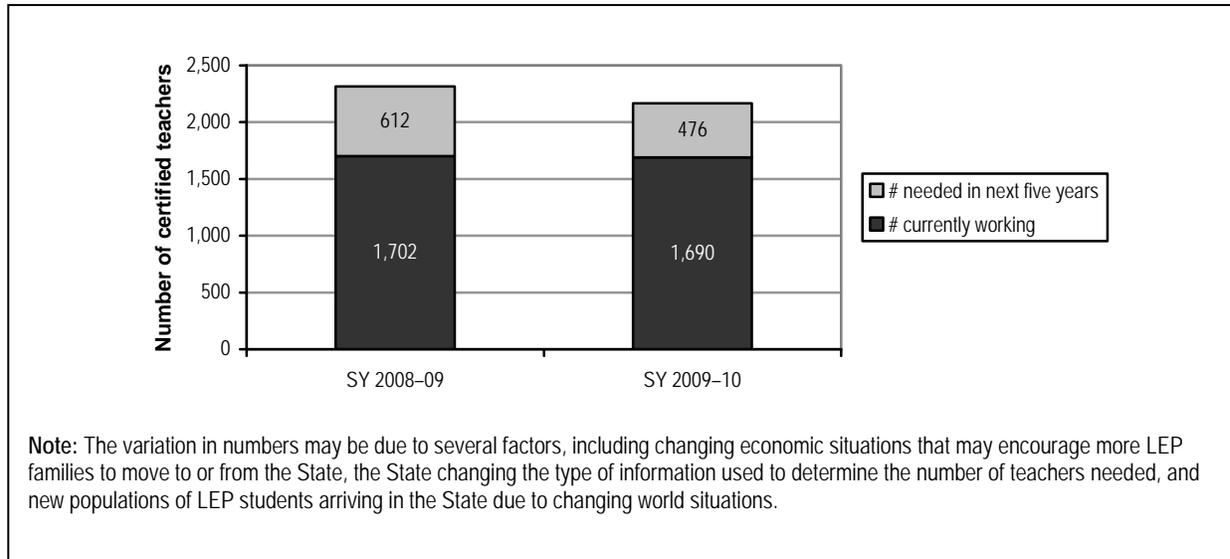


**Language instruction educational programs (LIEPs) implemented in the State: School years 2008–09 and 2009–10**

SY 08–09	SY 09–10	LIEPs that use English and another language	SY 08–09	SY 09–10	LIEPs that use only English
		Two-way immersion			Structured English immersion
✓	✓	Transitional bilingual	✓	✓	Sheltered English instruction
✓	✓	Dual language			Specially designed academic instruction in English (SDAIE)
	✓	Developmental bilingual	✓	✓	Content-based ESL
✓	✓	Heritage language	✓	✓	Pull-out ESL

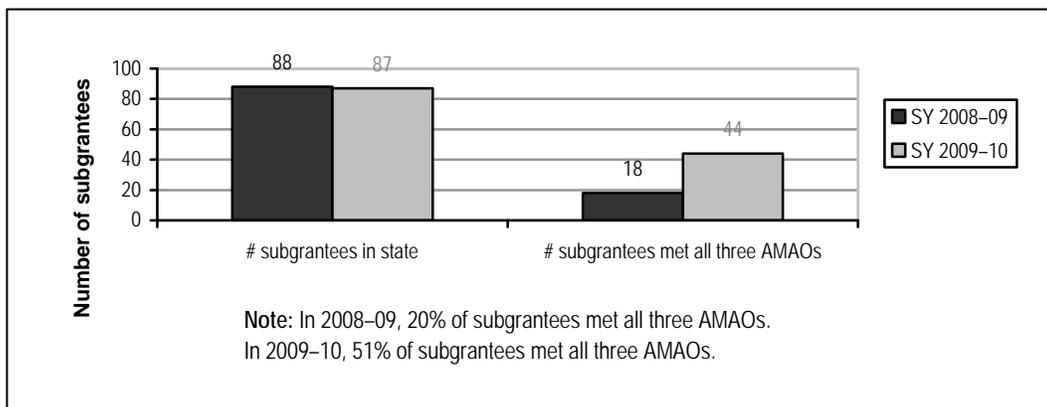
### Education Staff Information

**Number of certified/licensed teachers working in Title III language instruction educational programs and additional number needed in 5 years: School years 2008–09 and 2009–10**



### State and Subgrantee Information

**Number of subgrantees in the State and number/percentage that met all three annual measurable achievement objectives (AMAOs): School years 2008–09 and 2009–10**



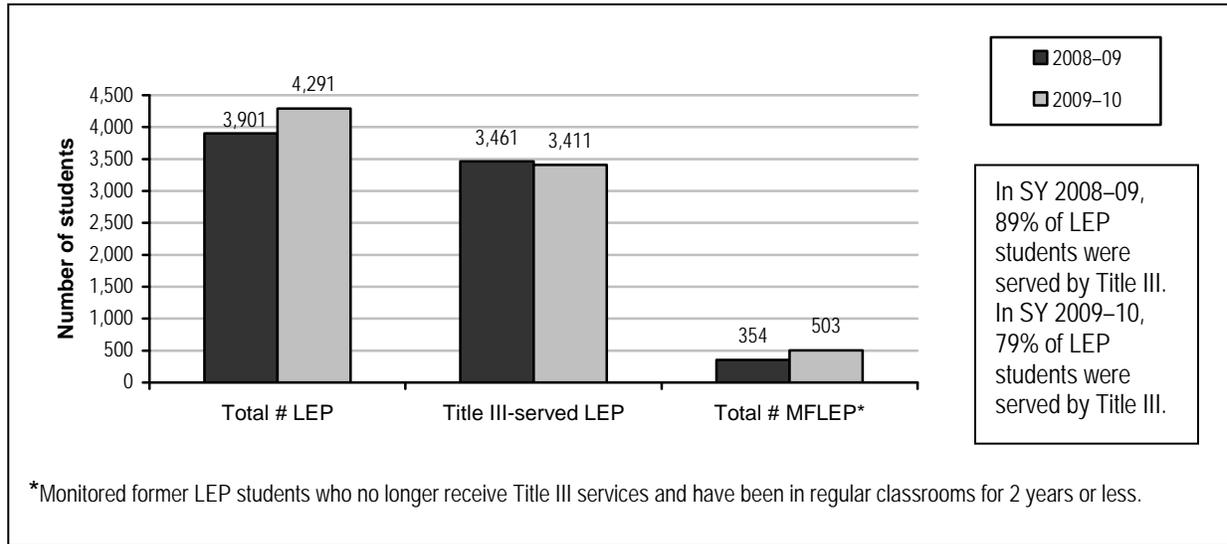
Additional State information:

- Title III funding for the State in SY 2008–09 was **\$14,756,567**; in SY 2009–10, funding was **\$14,334,922**.
- No Title III programs or activities were terminated by the State for failure to reach program goals during the report years.
- The State reported that it did not meet all three AMAOs in either 2008–09 or 2009–10.

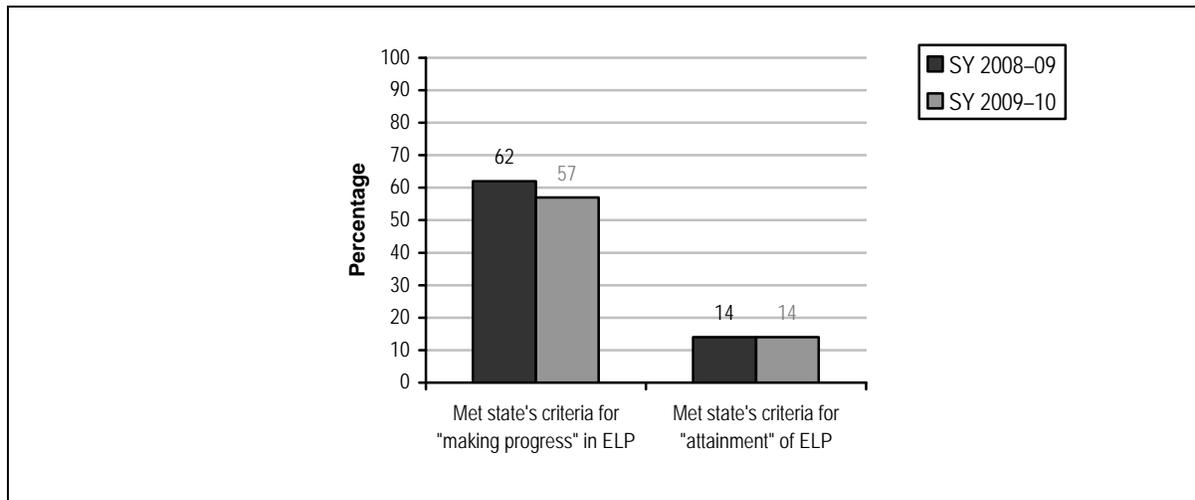
## North Dakota

### Information on Limited English Proficient Students

**Number and percentage of limited English proficient students and monitored former limited English proficient students in the State: School years 2008–09 and 2009–10**



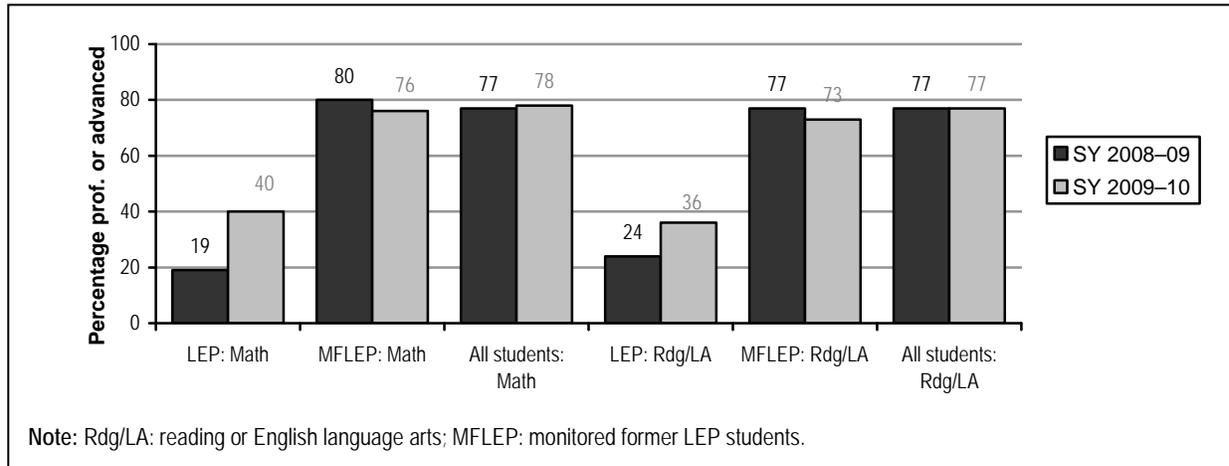
**Percentage of Title III-served students who made progress in English language proficiency and who attained English language proficiency: School years 2008–09 and 2009–10**



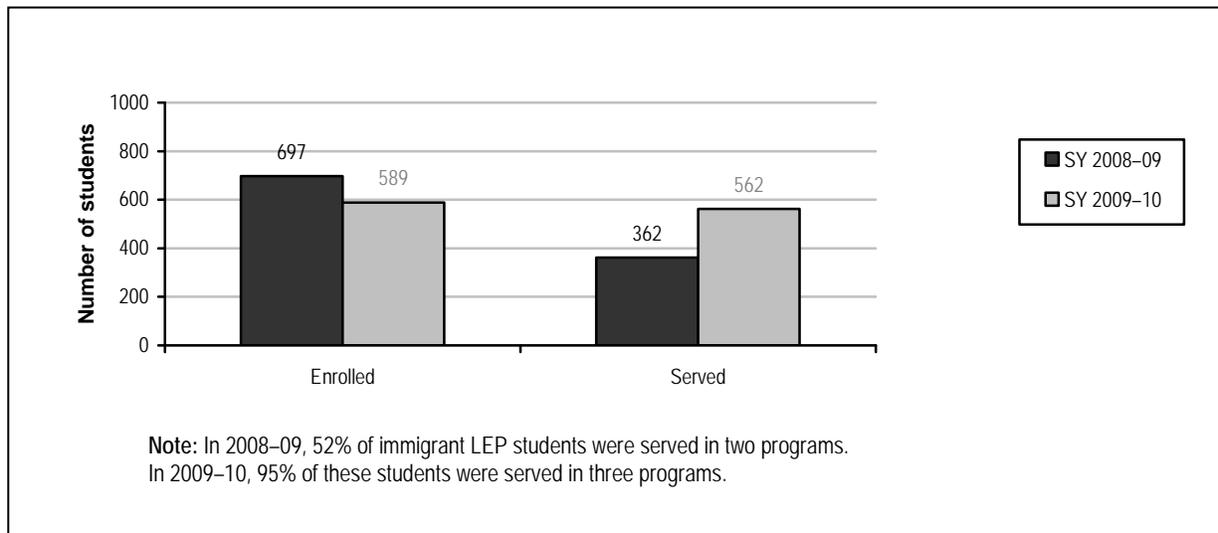
**Five native languages most commonly spoken by limited English proficient students, by number of students: School years 2008–09 and 2009–10**

SY 2008–09	Ojibwa	Spanish	Dakota/Lakota	Somali	Bosnian
	1,327	492	412	216	174
SY 2009–10	Ojibwa	Spanish	Dakota	Somali	North American Indian
	987	776	370	326	305

**Percentage of LEP, MFLEP, and all students proficient or above in academic content areas, by group: School years 2008–09 and 2009–10**



**Number of immigrant students enrolled and number served in §3114(d)(1) programs: School years 2008–09 and 2009–10**

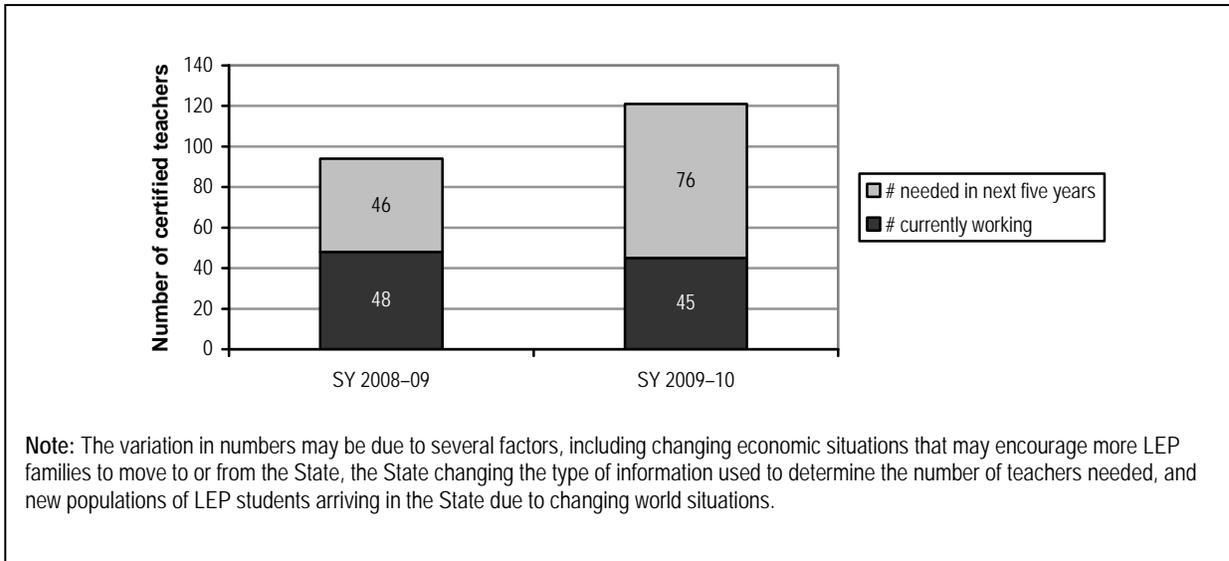


**Language instruction educational programs (LIEPs) implemented in the State: School years 2008–09 and 2009–10**

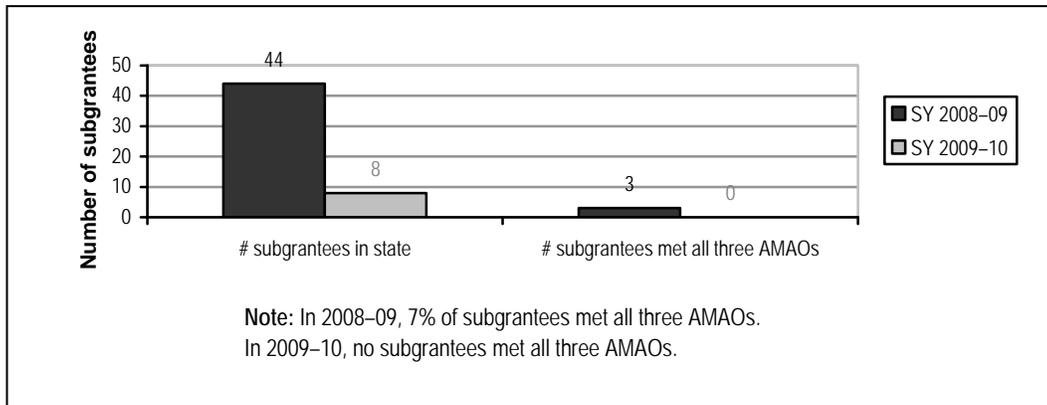
SY 08–09	SY 09–10	LIEPs that use English and another language	SY 08–09	SY 09–10	LIEPs that use only English
		Two-way immersion	✓	✓	Structured English immersion
		Transitional bilingual	✓	✓	Sheltered English instruction
	✓	Dual language	✓	✓	Specially designed academic instruction in English (SDAIE)
✓		Developmental bilingual		✓	Content-based ESL
✓	✓	Heritage language	✓	✓	Pull-out ESL

### Education Staff Information

**Number of certified/licensed teachers working in Title III language instruction educational programs and additional number needed in 5 years: School years 2008–09 and 2009–10**



**Number of subgrantees in the State and number/percentage that met all three annual measurable achievement objectives (AMAOs): School years 2008–09 and 2009–10**



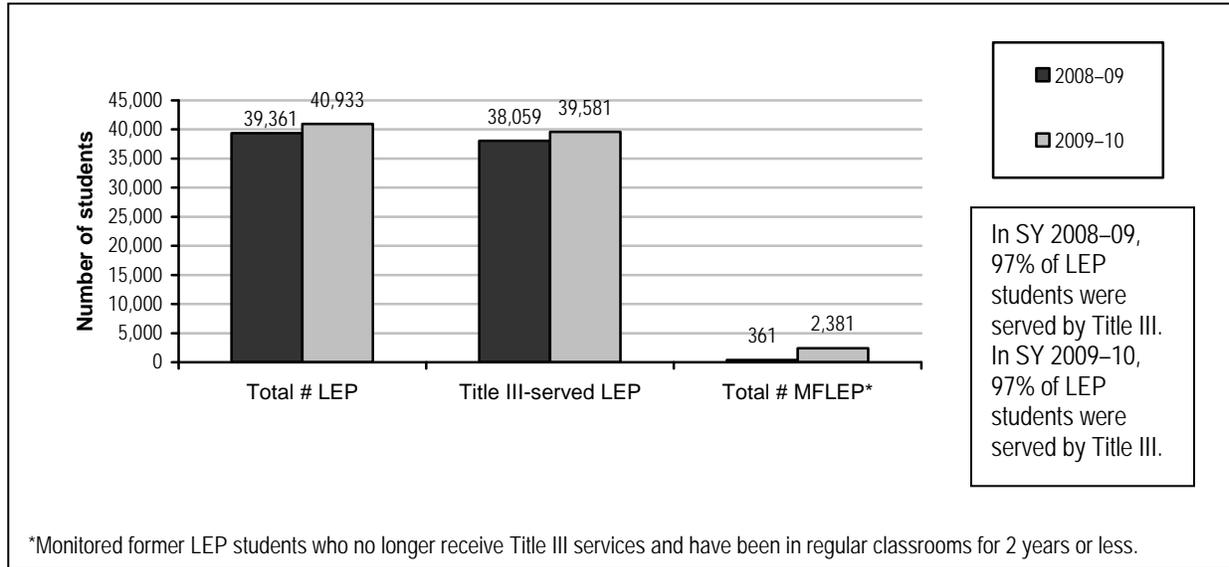
**Additional State information:**

- Title III funding for the State in SY 2008–09 was **\$516,551**; in SY 2009–10, funding was **\$540,916**.
- No Title III programs or activities were terminated by the State for failure to reach program goals during the report years.
- The State reported that it did not meet all three AMAOs in either 2008–09 or 2009–10.

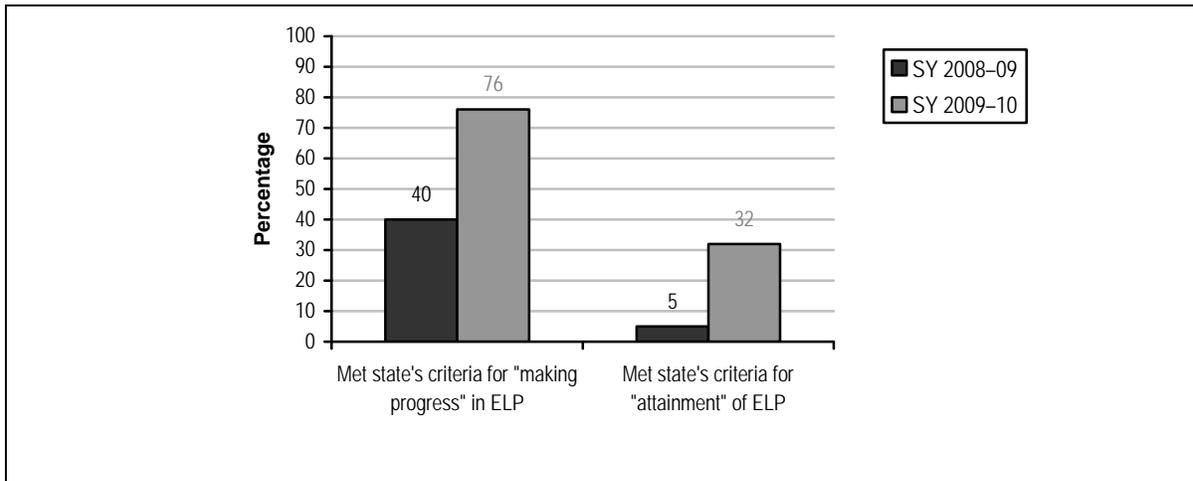
## Ohio

### Information on Limited English Proficient Students

**Number and percentage of limited English proficient students and monitored former limited English proficient students in the State: School years 2008–09 and 2009–10**



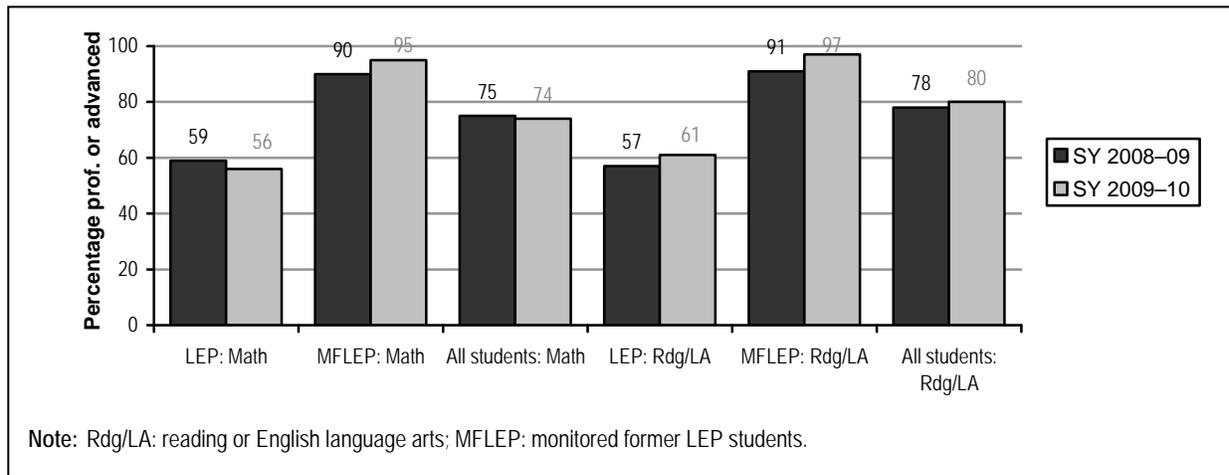
**Percentage of Title III-served students who made progress in English language proficiency and who attained English language proficiency: School years 2008–09 and 2009–10**



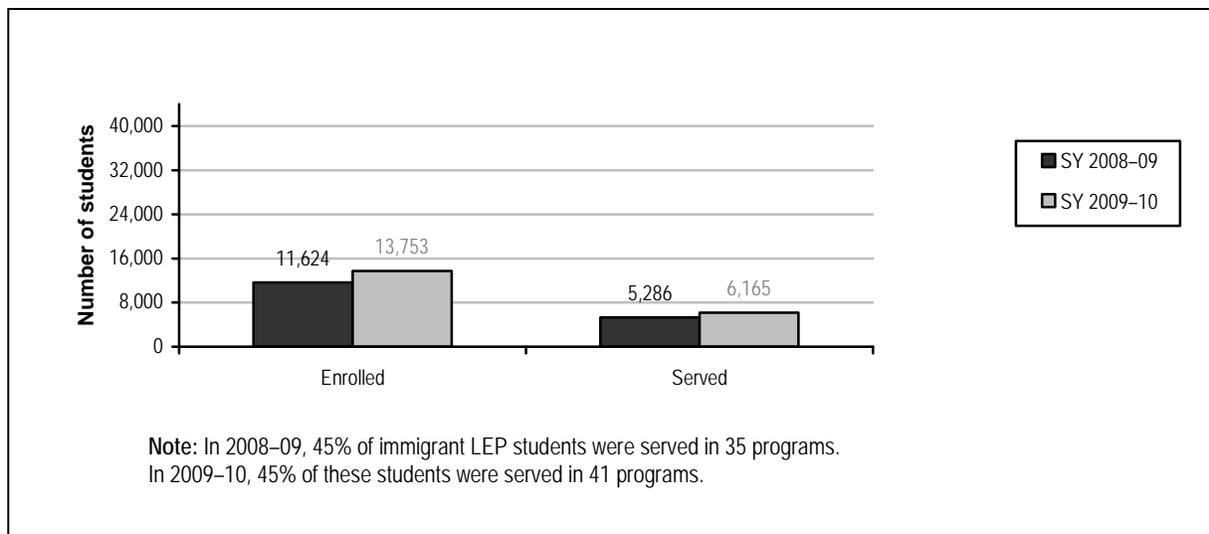
**Five native languages most commonly spoken by limited English proficient students, by number of students: School years 2008–09 and 2009–10**

SY 2008–09	Spanish	Somali	Arabic	German	Japanese
	15,822	3,378	2,416	1,310	1,045
SY 2009–10	Spanish	Somali	Arabic	German	Japanese
	14,554	3,165	2,355	1,357	901

**Percentage of LEP, MFLEP, and all students proficient or above in academic content areas, by group: School years 2008–09 and 2009–10**



**Number of immigrant students enrolled and number served in §3114(d)(1) programs: School years 2008–09 and 2009–10**



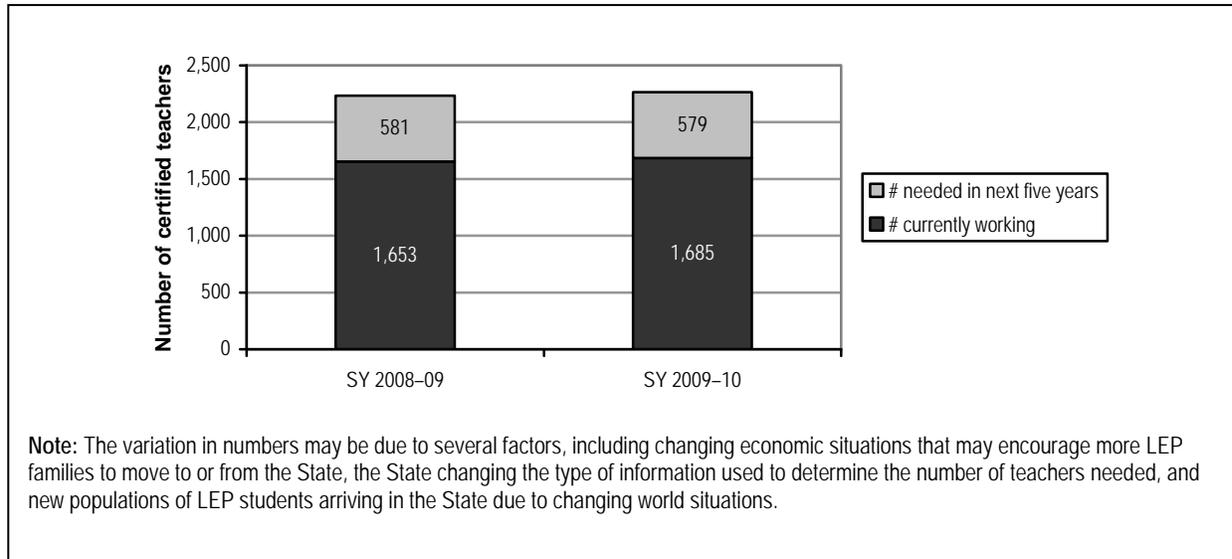
**Language instruction educational programs (LIEPs) implemented in the State: School years 2008–09 and 2009–10**

LIEPs that use English and another language		LIEPs that use only English	
✓	Two-way immersion	✓	Structured English immersion
✓	Transitional bilingual	✓	Sheltered English instruction
✓	Dual language	✓	Specially designed academic instruction in English (SDAIE)
✓	Developmental bilingual	✓	Content-based ESL
✓	Heritage language	✓	Pull-out ESL

Note: The State's subgrantees used the same LIEPs for both years of this report.

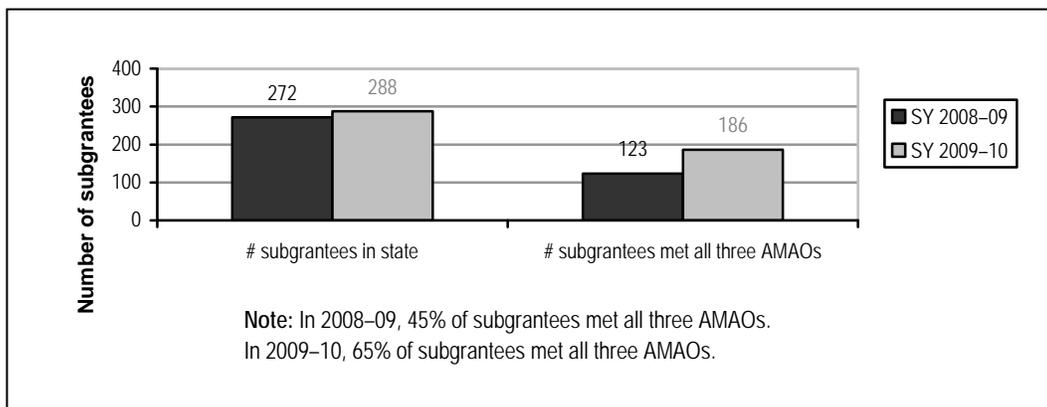
### Education Staff Information

**Number of certified/licensed teachers working in Title III language instruction educational programs and additional number needed in 5 years: School years 2008–09 and 2009–10**



### State and Subgrantee Information

**Number of subgrantees in the State and number/percentage that met all three annual measurable achievement objectives (AMAOs): School years 2008–09 and 2009–10**



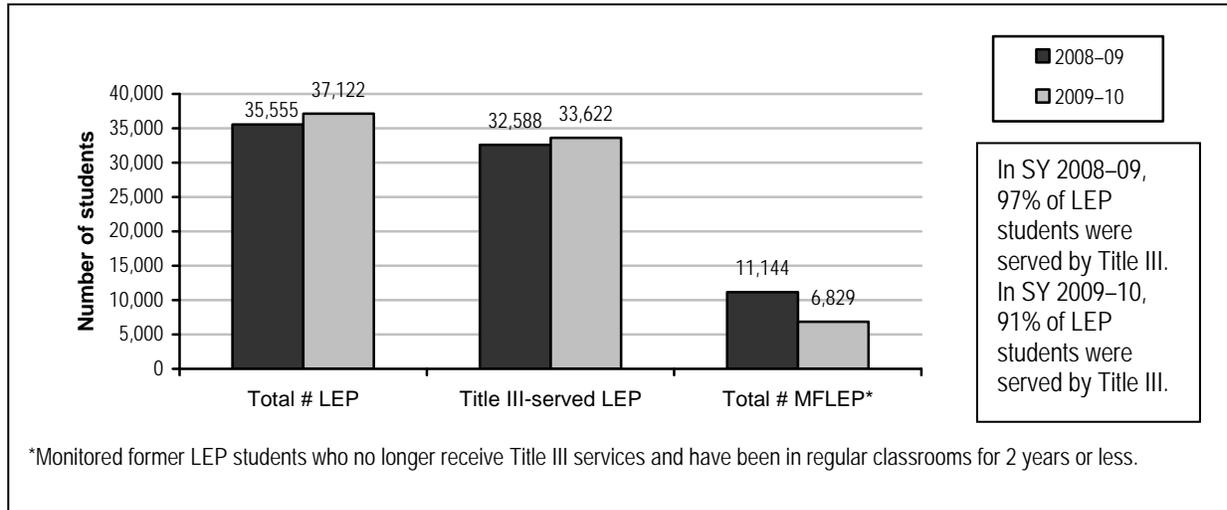
Additional State information:

- Title III funding for the State in SY 2008–09 was **\$7,815,268**; in SY 2009–10, funding was **\$7,937,616**.
- No Title III programs or activities were terminated by the State for failure to reach program goals during the report years.
- The State reported that it did not meet all three AMAOs in either 2008–09 or 2009–10.

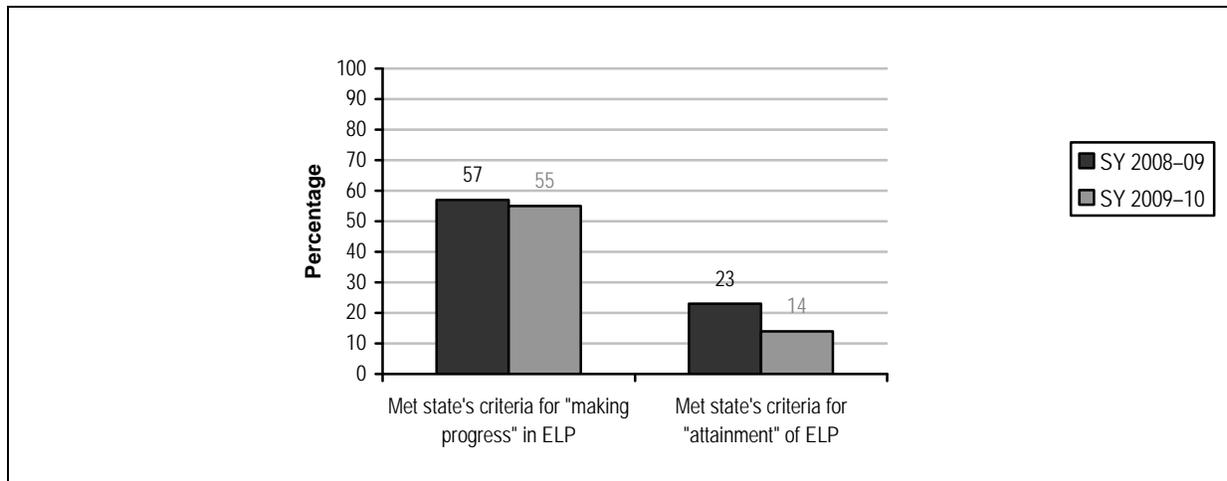
## Oklahoma

### Information on Limited English Proficient Students

**Number and percentage of limited English proficient students and monitored former limited English proficient students in the State: School years 2008–09 and 2009–10**



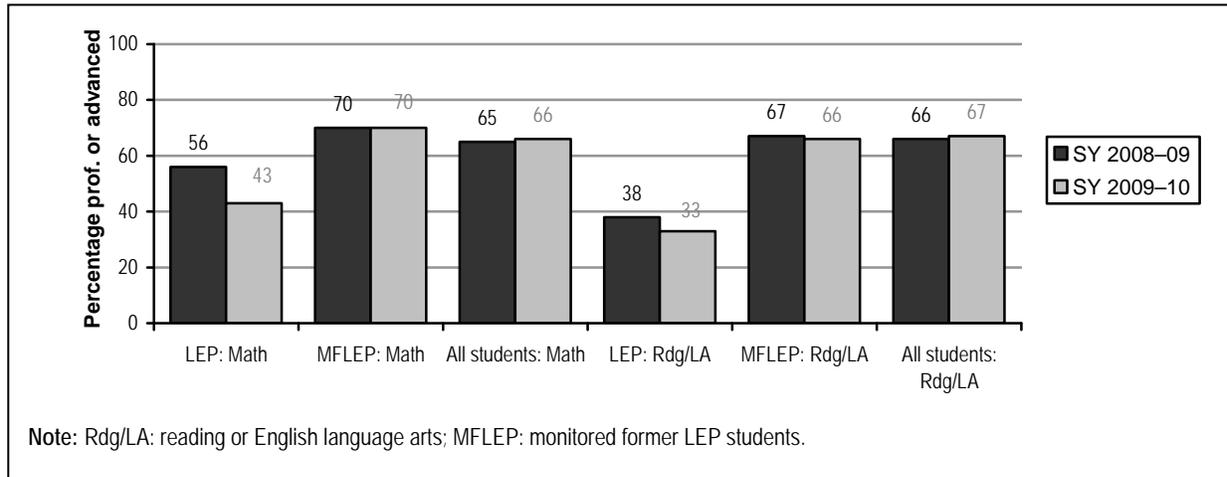
**Percentage of Title III-served students who made progress in English language proficiency and who attained English language proficiency: School years 2008–09 and 2009–10**



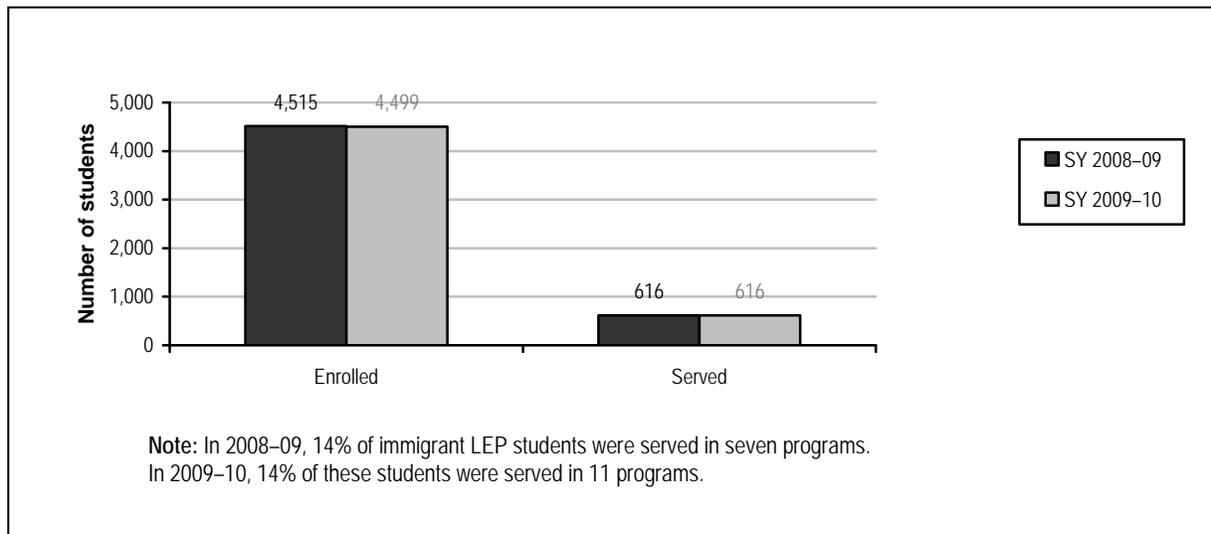
**Five native languages most commonly spoken by limited English proficient students, by number of students: School years 2008–09 and 2009–10**

Year	Spanish	Cherokee	Vietnamese	Hmong	Chinese
SY 2008–09	29,081	1,240	931	587	327
SY 2009–10	30,359	1,220	933	563	431

**Percentage of LEP, MFLEP, and all students proficient or above in academic content areas, by group: School years 2008–09 and 2009–10**



**Number of immigrant students enrolled and number served in §3114(d)(1) programs: School years 2008–09 and 2009–10**

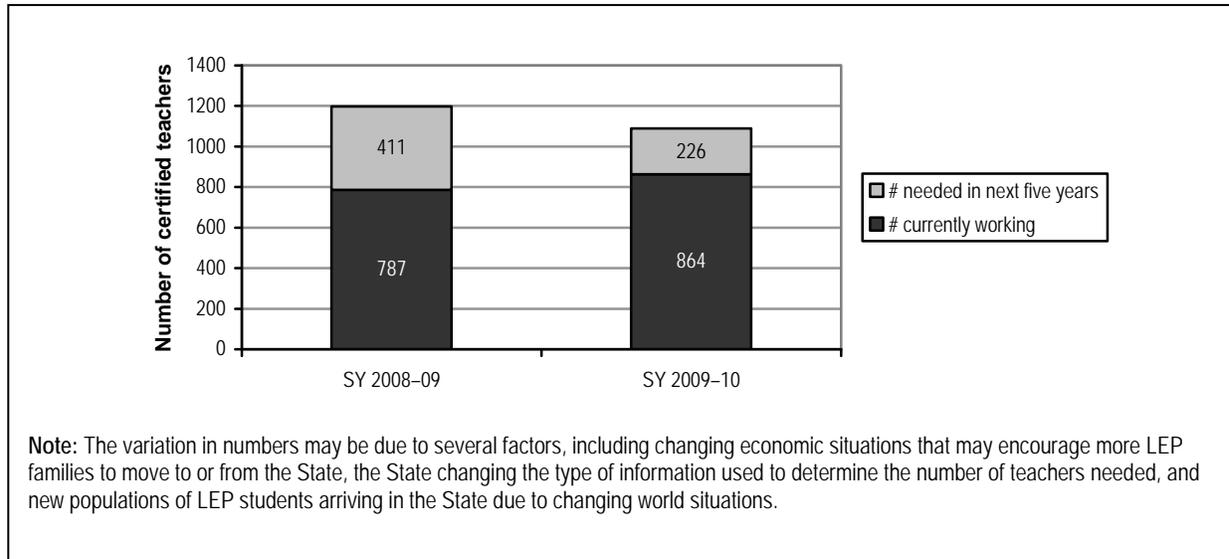


**Language instruction educational programs (LIEPs) implemented in the State: School years 2008–09 and 2009–10**

SY 08-09	SY 09-10	LIEPs that use English and another language	SY 08-09	SY 09-10	LIEPs that use only English
		Two-way immersion	✓	✓	Structured English immersion
✓	✓	Transitional bilingual	✓	✓	Sheltered English instruction
✓		Dual language			Specially designed academic instruction in English (SDAIE)
✓		Developmental bilingual	✓	✓	Content-based ESL
✓	✓	Heritage language	✓	✓	Pull-out ESL

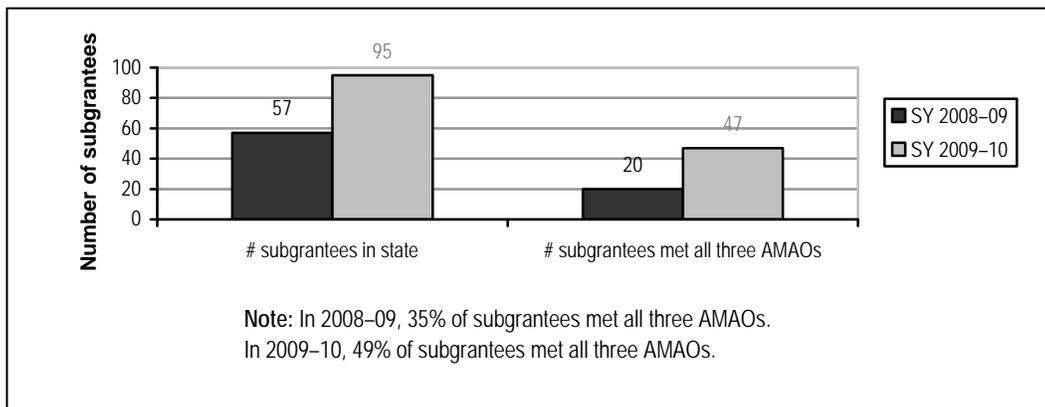
### Education Staff Information

**Number of certified/licensed teachers working in Title III language instruction educational programs and additional number needed in 5 years: School years 2008–09 and 2009–10**



### State and Subgrantee Information

**Number of subgrantees in the State and number/percentage that met all three annual measurable achievement objectives (AMAOs): School years 2008–09 and 2009–10**



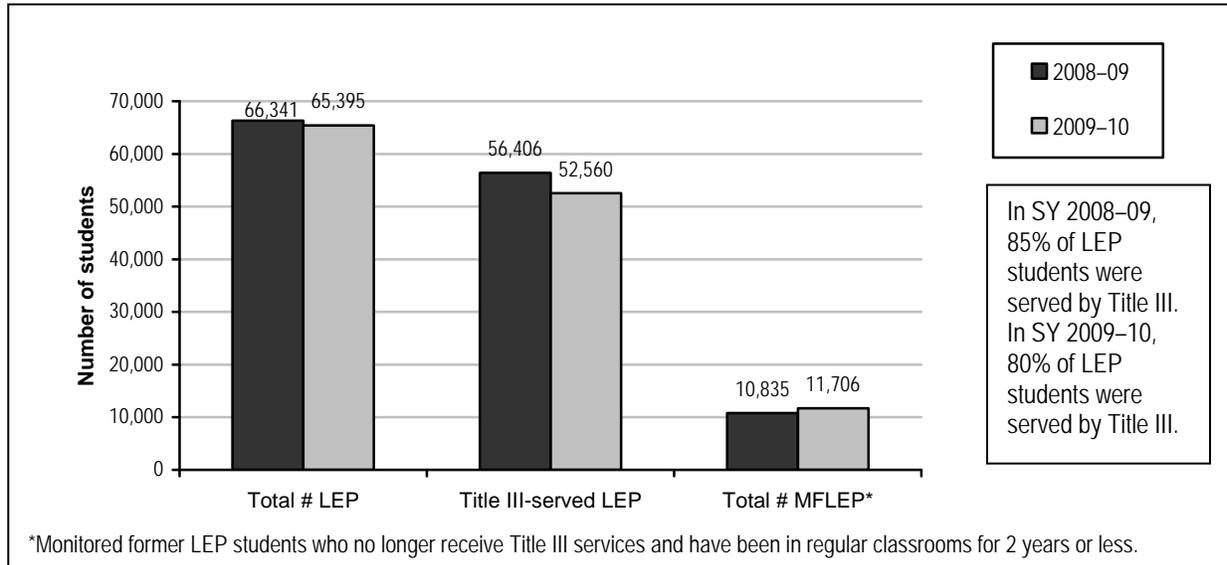
Additional State information:

- Title III funding for the State in SY 2008–09 was **\$3,490,217**; in SY 2009–10, funding was **\$3,943,527**.
- No Title III programs or activities were terminated for failure to reach program goals in SY 2008–09; two such programs or activities were terminated in SY 2009–10.
- The State reported that it did not meet all three AMAOs in either 2008–09 or 2009–10.

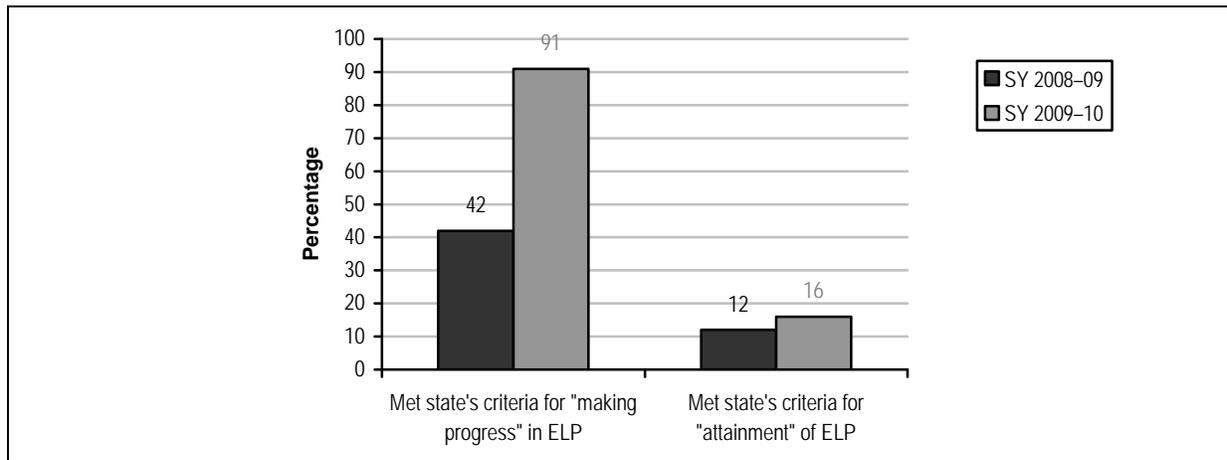
## Oregon

### Information on Limited English Proficient Students

**Number and percentage of limited English proficient students and monitored former limited English proficient students in the State: School years 2008–09 and 2009–10**



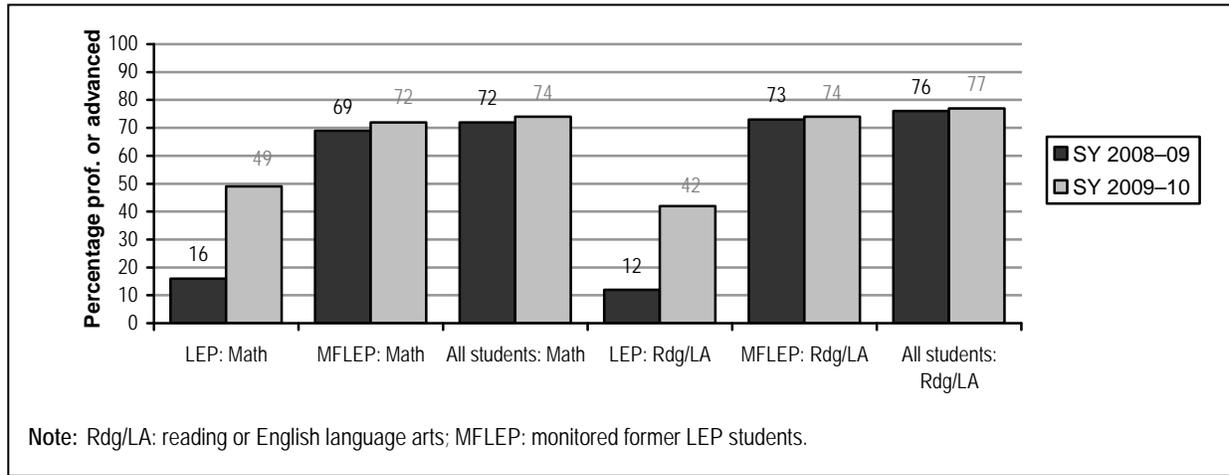
**Percentage of Title III-served students who made progress in English language proficiency and who attained English language proficiency: School years 2008–09 and 2009–10**



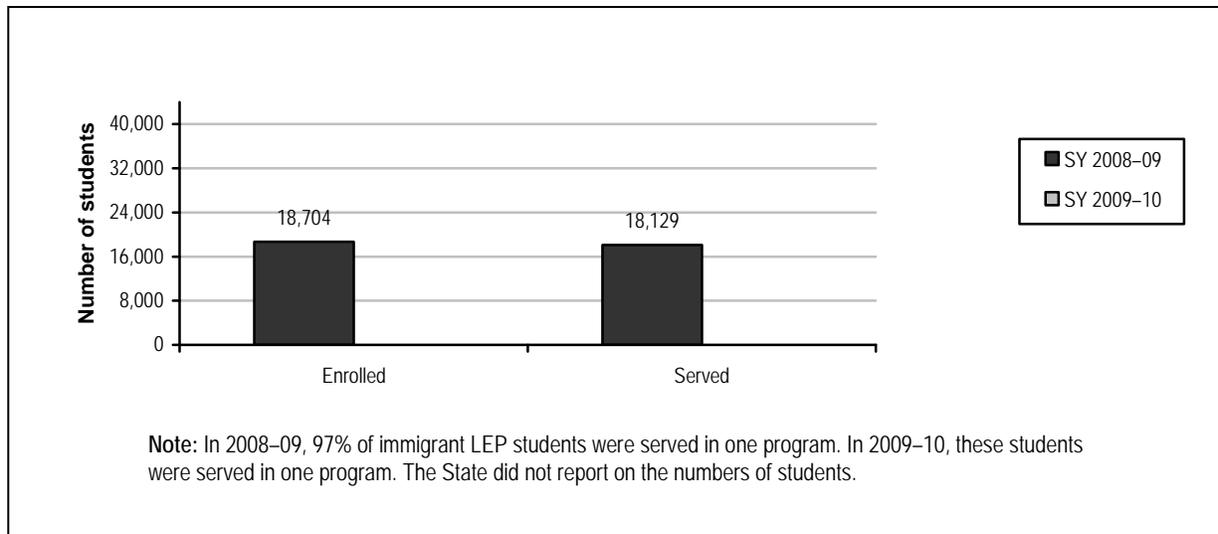
**Five native languages most commonly spoken by limited English proficient students, by number of students: School years 2008–09 and 2009–10**

SY 2008–09	Spanish	Russian	Vietnamese	Chinese	Ukrainian
	51,908	2,959	1,948	1,012	813
SY 2009–10	Spanish	Russian	Vietnamese	Chinese	Somali
	50,940	2,801	2,012	999	728

**Percentage of LEP, MFLEP, and all students proficient or above in academic content areas, by group: School years 2008–09 and 2009–10**



**Number of immigrant students enrolled and number served in §3114(d)(1) programs: School years 2008–09 and 2009–10**



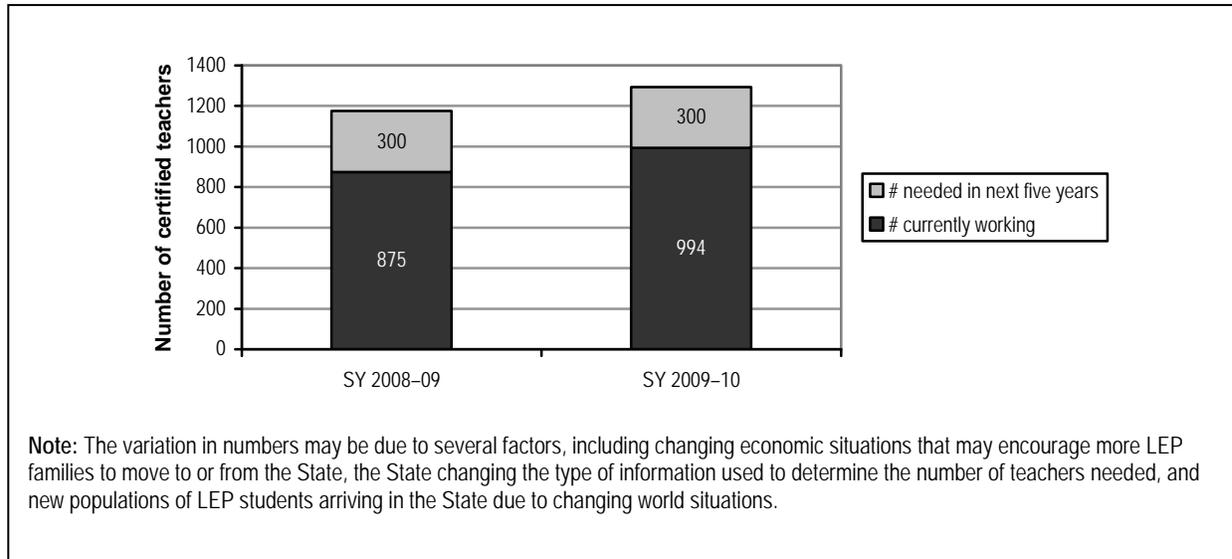
**Language instruction educational programs (LIEPs) implemented in the State: School years 2008–09 and 2009–10**

LIEPs that use English and another language		LIEPs that use only English	
✓	Two-way immersion	✓	Structured English immersion
✓	Transitional bilingual	✓	Sheltered English instruction
✓	Dual language		Specially designed academic instruction in English (SDAIE)
	Developmental bilingual	✓	Content-based ESL
✓	Heritage language	✓	Pull-out ESL

Note: The State's subgrantees used the same LIEPs for both years of this report.

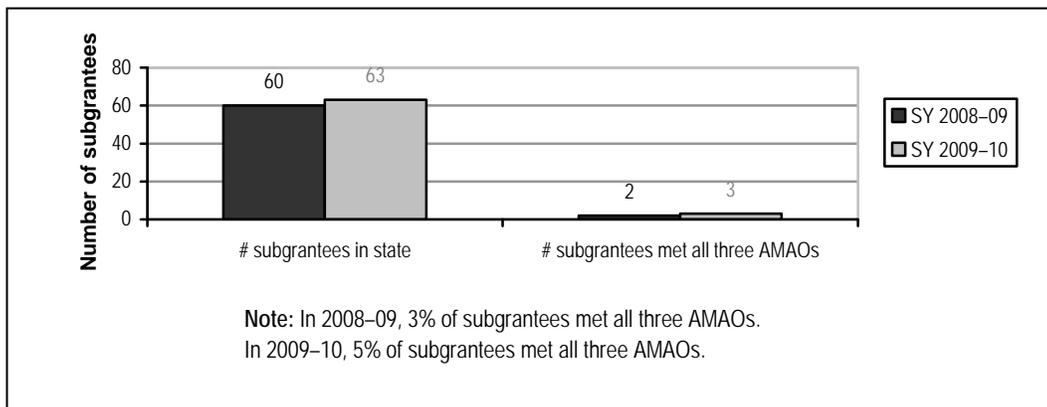
### Education Staff Information

**Number of certified/licensed teachers working in Title III language instruction educational programs and additional number needed in 5 years: School years 2008–09 and 2009–10**



### State and Subgrantee Information

**Number of subgrantees in the State and number/percentage that met all three annual measurable achievement objectives (AMAOs): School years 2008–09 and 2009–10**



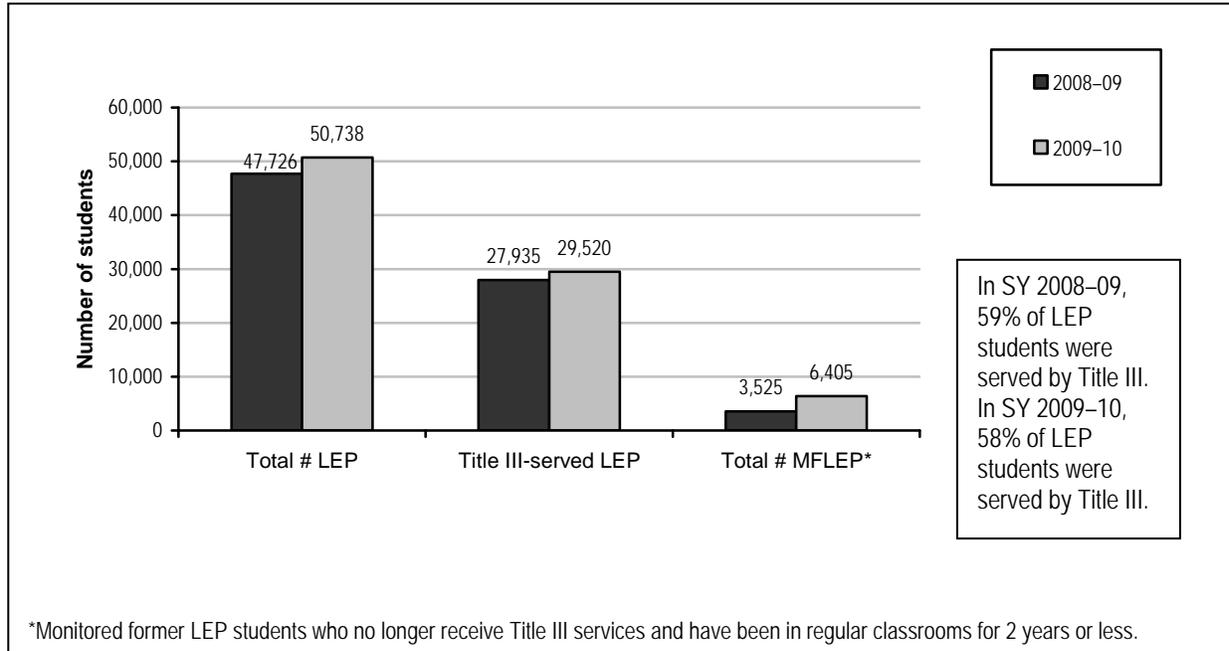
Additional State information:

- Title III funding for the State in SY 2008–09 was **\$7,609,239**; in SY 2009–10, funding was **\$7,868,147**.
- No Title III programs or activities were terminated by the State for failure to reach program goals during the report years.
- The State reported that it did not meet all three AMAOs in either 2008–09 or 2009–10.

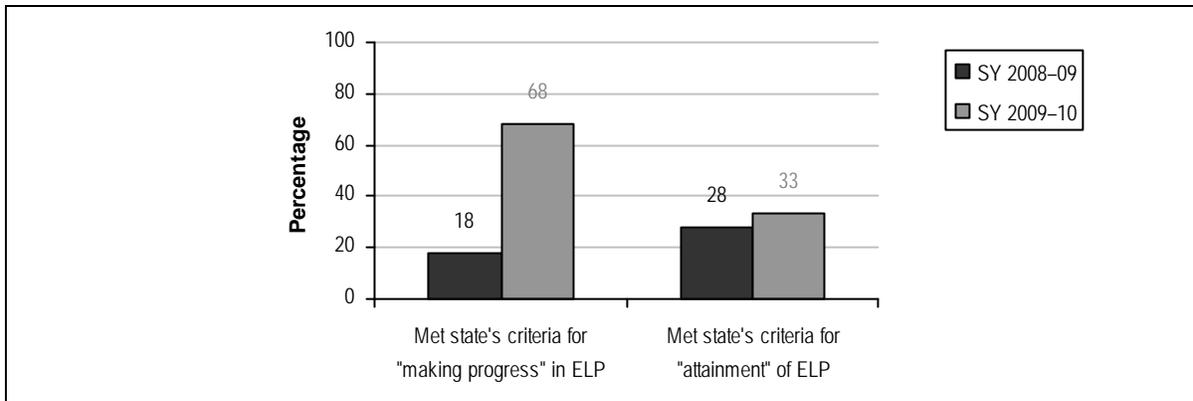
## Pennsylvania

### Information on Limited English Proficient Students

**Number and percentage of limited English proficient students and monitored former limited English proficient students in the State: School years 2008–09 and 2009–10**



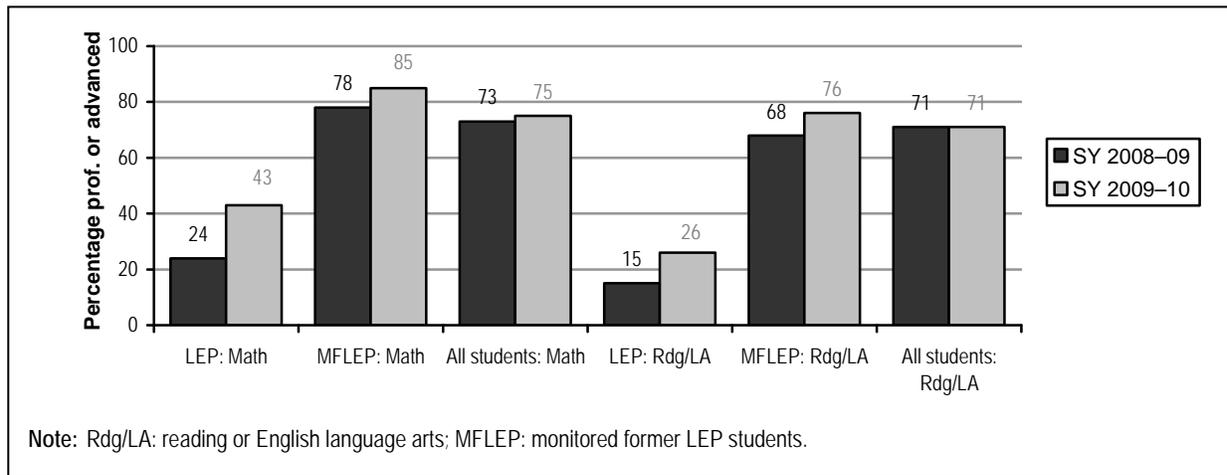
**Percentage of Title III-served students who made progress in English language proficiency and who attained English language proficiency: School years 2008–09 and 2009–10**



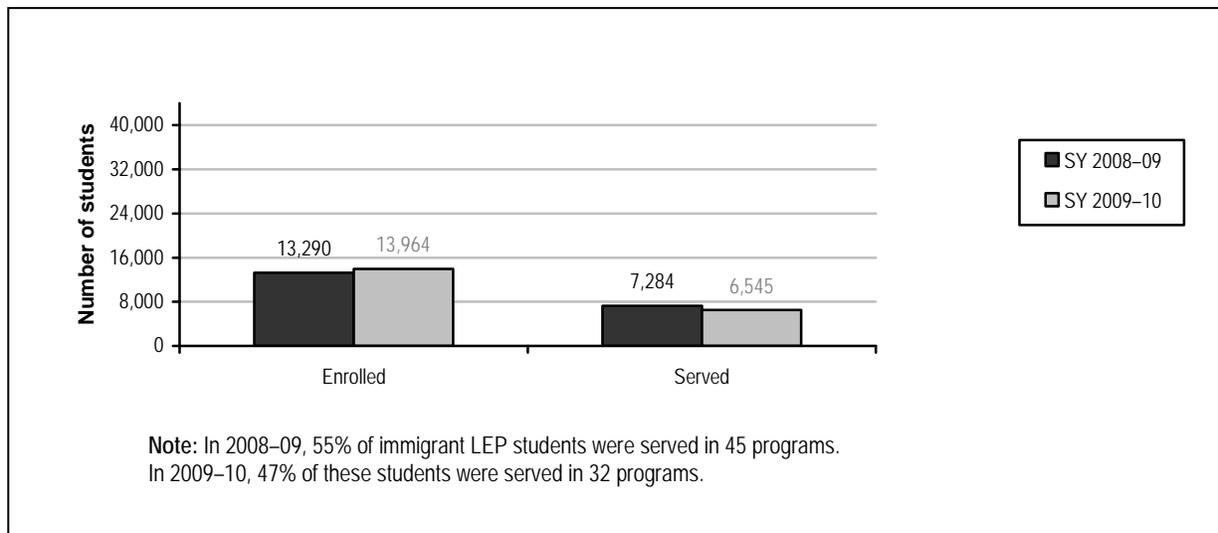
**Five native languages most commonly spoken by limited English proficient students, by number of students: School years 2008–09 and 2009–10**

SY 2008–09	Spanish	"Unknown"	Chinese	Vietnamese	Arabic
	27,503	1,731	1,703	1,544	1,239
SY 2009–10	Spanish	"Uncoded languages"	Chinese	Vietnamese	Arabic
	29,265	3,223	1,959	1,546	1,456

**Percentage of LEP, MFLEP, and all students proficient or above in academic content areas, by group: School years 2008–09 and 2009–10**



**Number of immigrant students enrolled and number served in §3114(d)(1) programs: School years 2008–09 and 2009–10**

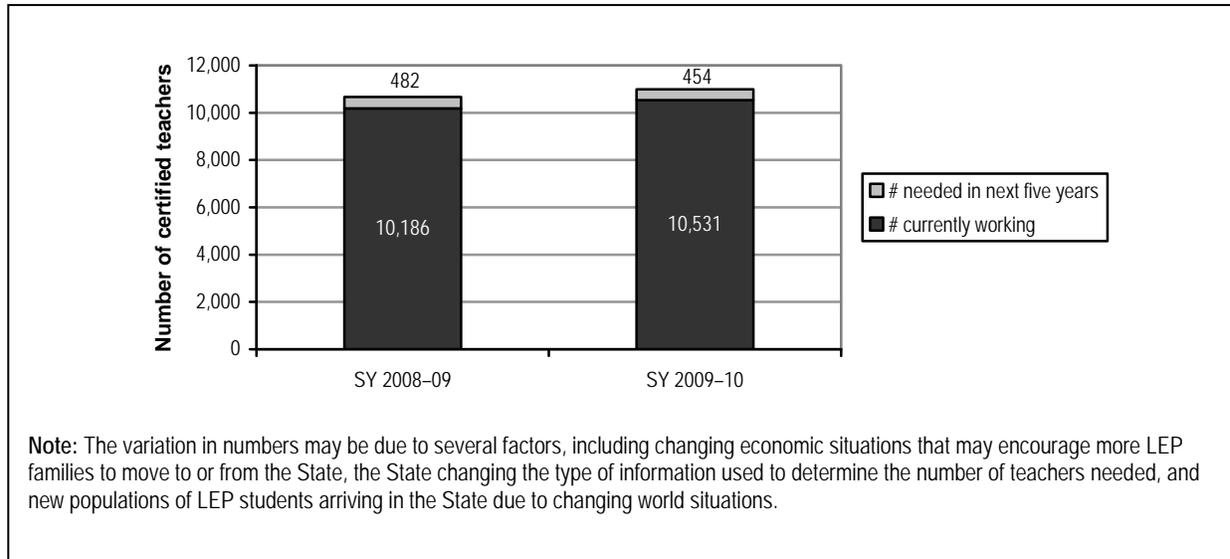


**Language instruction educational programs (LIEPs) implemented in the State: School years 2008–09 and 2009–10**

SY 08–09	SY 09–10	LIEPs that use English and another language	SY 08–09	SY 09–10	LIEPs that use only English
✓	✓	Two-way immersion	✓	✓	Structured English immersion
✓	✓	Transitional bilingual	✓	✓	Sheltered English instruction
✓	✓	Dual language	✓		Specially designed academic instruction in English (SDAIE)
✓		Developmental bilingual	✓	✓	Content-based ESL
✓	✓	Heritage language	✓	✓	Pull-out ESL

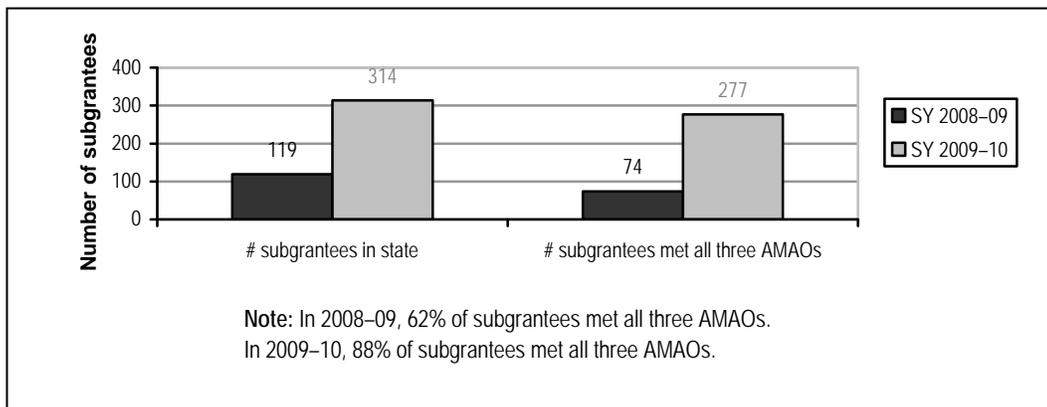
### Education Staff Information

**Number of certified/licensed teachers working in Title III language instruction educational programs and additional number needed in 5 years: School years 2008–09 and 2009–10**



### State and Subgrantee Information

**Number of subgrantees in the State and number/percentage that met all three annual measurable achievement objectives (AMAOs): School years 2008–09 and 2009–10**



Additional State information:

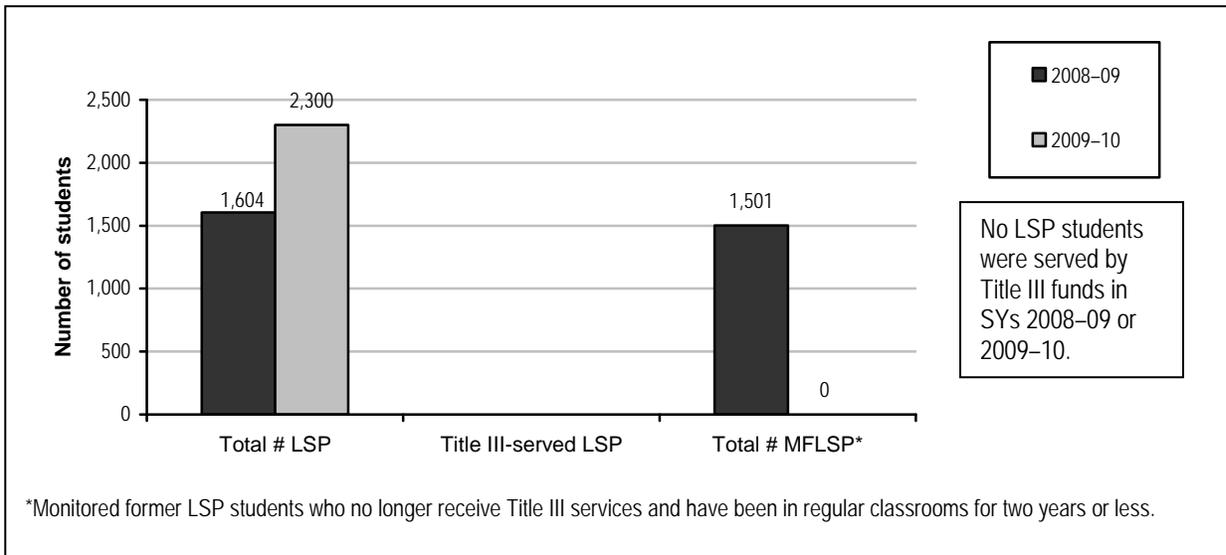
- Title III funding for the State in SY 2008–09 was **\$11,325,615**; in SY 2009–10, funding was **\$12,756,292**.
- The State terminated four Title III programs or activities for failure to reach program goals in SY 2008–09; two such programs or activities were terminated in SY 2009–10.
- The State reported that it did not meet all three AMAOs for SY 2008–09, but that it did for 2009–10.

## The Commonwealth of Puerto Rico

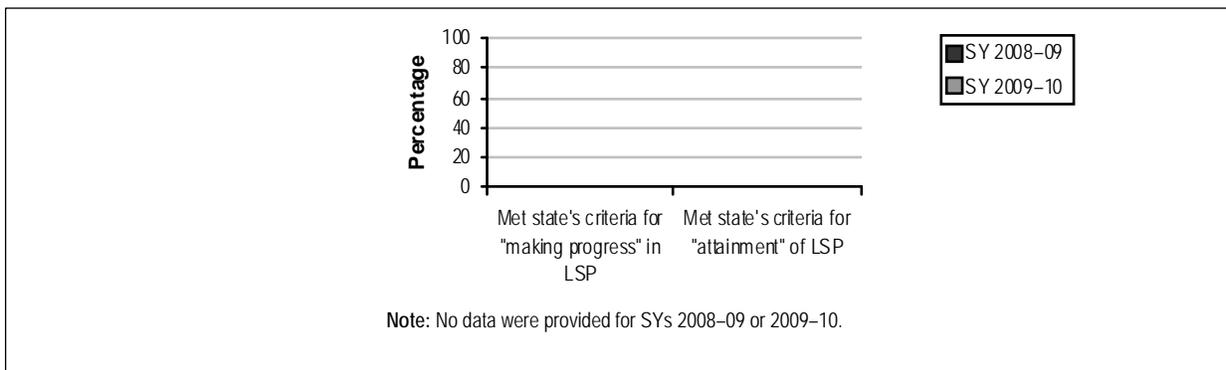
**Note:** Puerto Rico provides services to limited Spanish proficient (LSP) students

### Information on Limited Spanish Proficient Students

**Number and percentage of limited Spanish proficient students and monitored former limited Spanish proficient students in the State: School years 2008–09 and 2009–10**



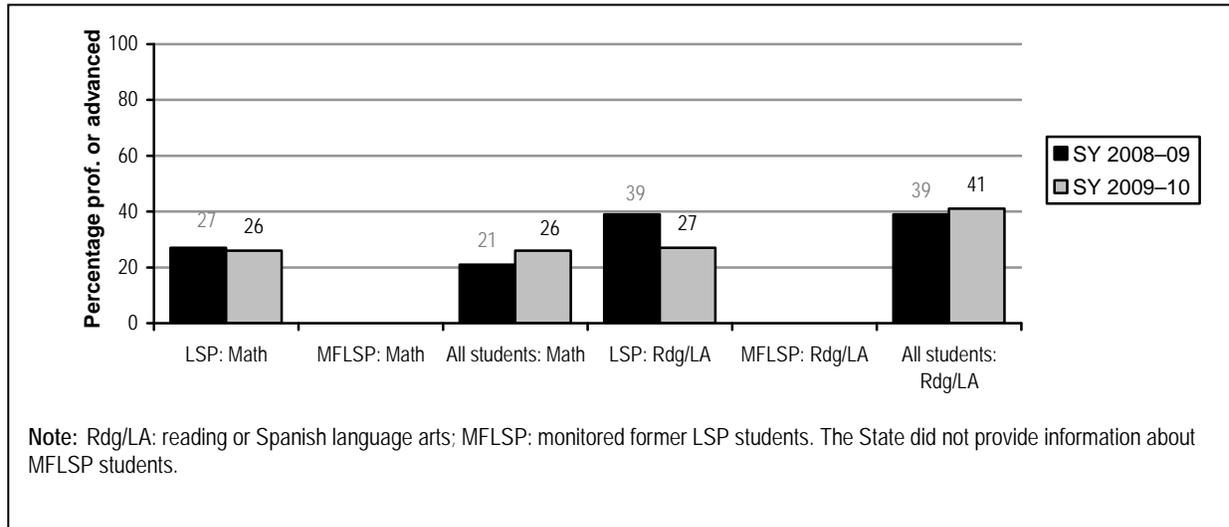
**Percentage of Title III-served students who made progress in Spanish language proficiency and who attained Spanish language proficiency: School years 2008–09 and 2009–10**



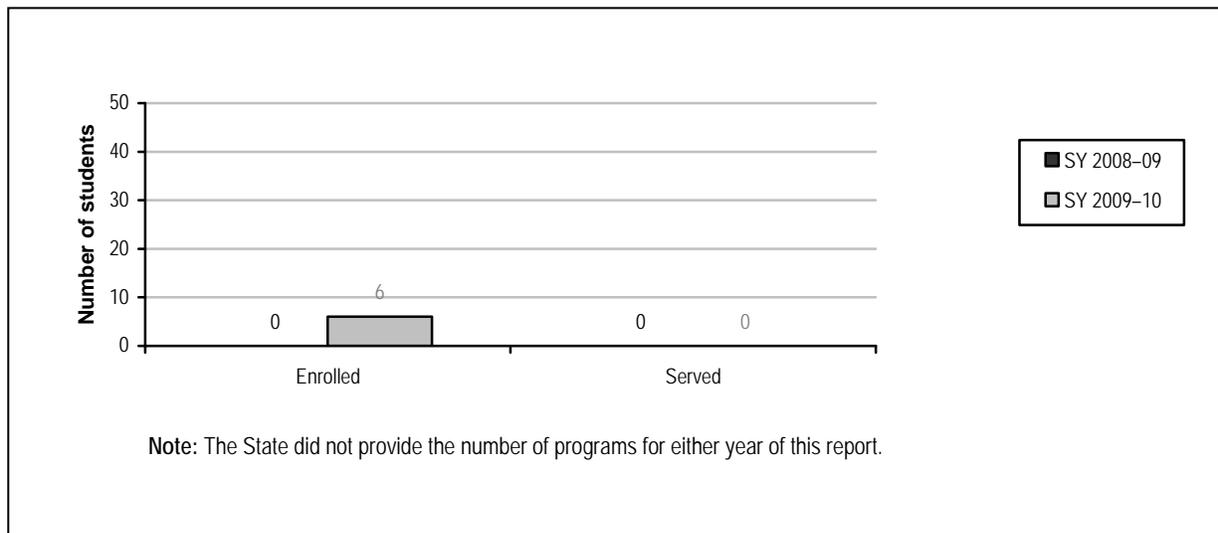
**Five native languages most commonly spoken by limited Spanish proficient students, by number of students: School years 2008–09 and 2009–10**

SY 2008–09	Haitian Creole	Chinese	Arabic	French	Hawaii
	43	19	9	8	4
SY 2009–10	Haitian; Haitian Creole	Hawaiian	Chinese	Arabic	Irish
	90	63	29	21	11

**Percentage of LSP, MFLSP, and all students proficient or above in academic content areas, by group: School years 2008–09 and 2009–10**



**Number of immigrant students enrolled and number served in §3114(d)(1) programs: School years 2008–09 and 2009–10**



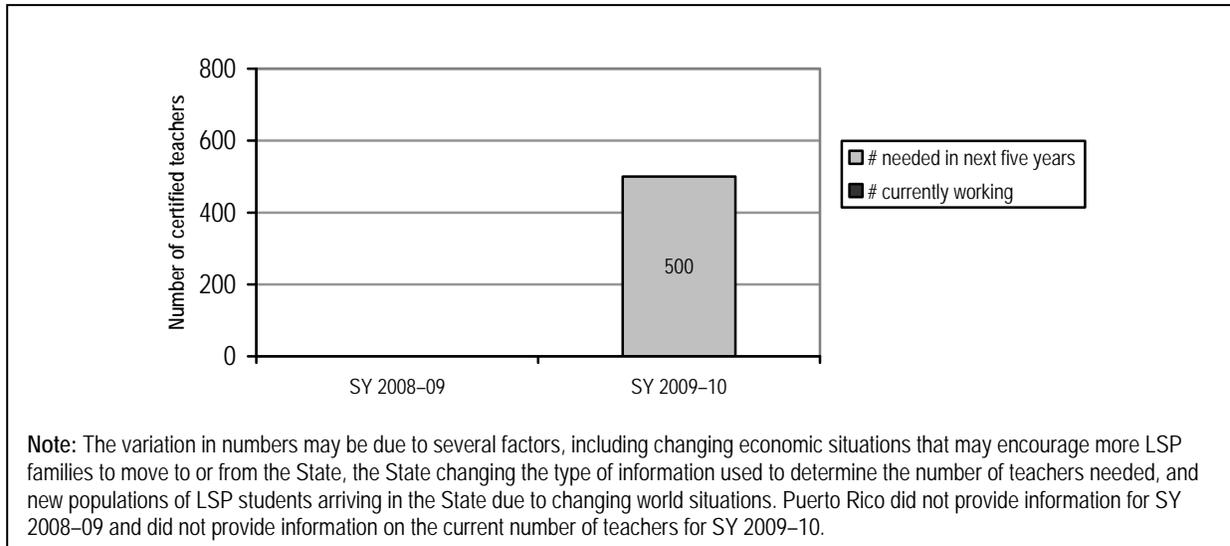
**Language instruction educational programs (LIEPs) implemented in the State: School years 2008–09 and 2009–10**

LIEPs that use Spanish and another language		LIEPs that use only Spanish	
	Two-way immersion		Structured Spanish immersion
	Transitional bilingual		Sheltered Spanish instruction
✓	Dual language		Specially designed academic instruction in Spanish (SDAIE)
	Developmental bilingual		Content-based SSL
	Heritage language		Pull-out SSL

Note: The State’s grantees used the same LIEPs for both years of this report.

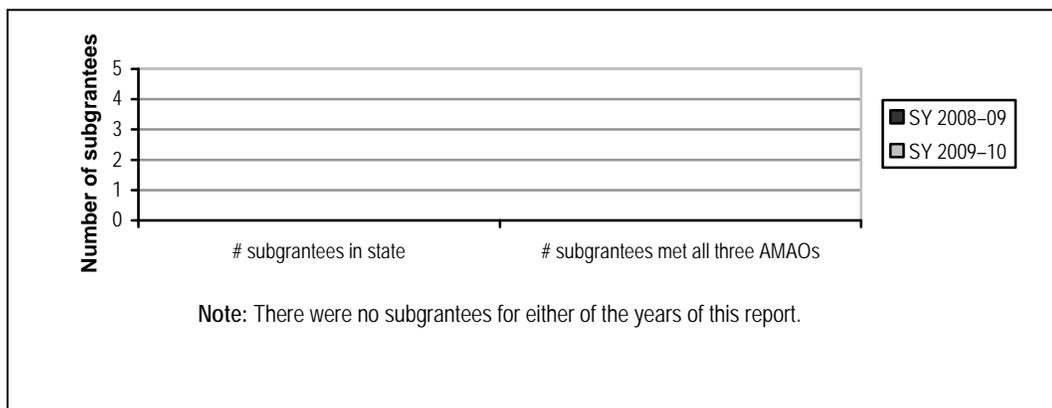
### Education Staff Information

#### Number of certified/licensed teachers working with limited Spanish proficient students and additional number needed in 5 years: School years 2008–09 and 2009–10



### State and Subgrantee Information

#### Number of subgrantees and number/percentage that met all three annual measurable achievement objectives (AMAOs): School years 2008–09 and 2009–10



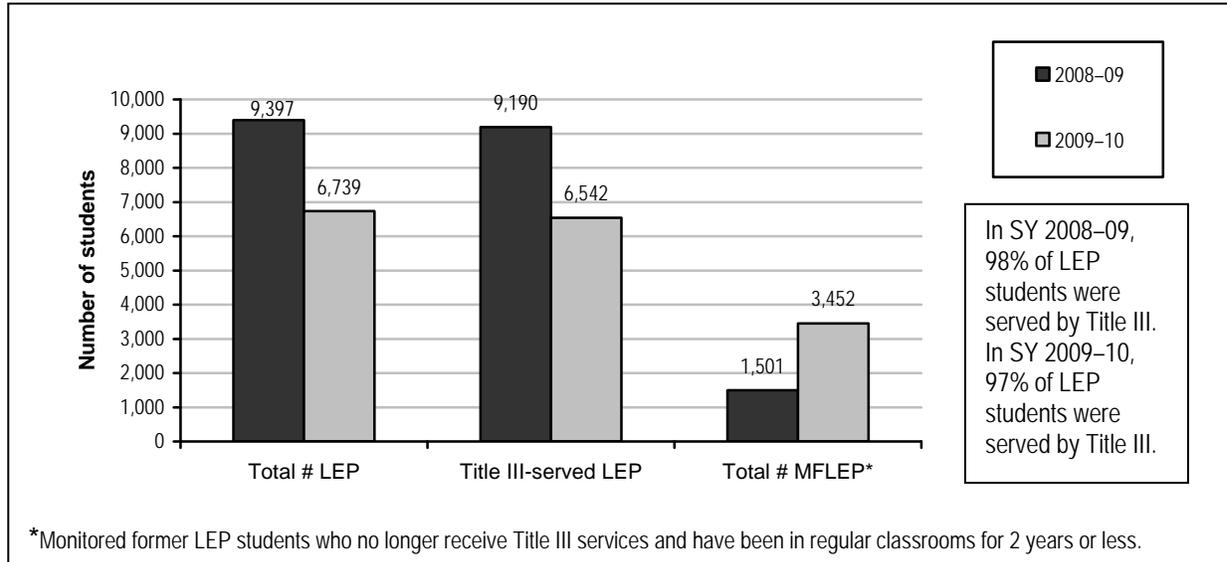
#### Additional information:

- Title III funding in SY 2008–09 was **\$3,231,835**; in SY 2009–10, funding was **\$3,369,500**.
- No Title III programs or activities were terminated by the State for failure to reach program goals during the report years.
- The Commonwealth reported that it did not meet all three AMAOs in either 2008–09 or 2009–10.

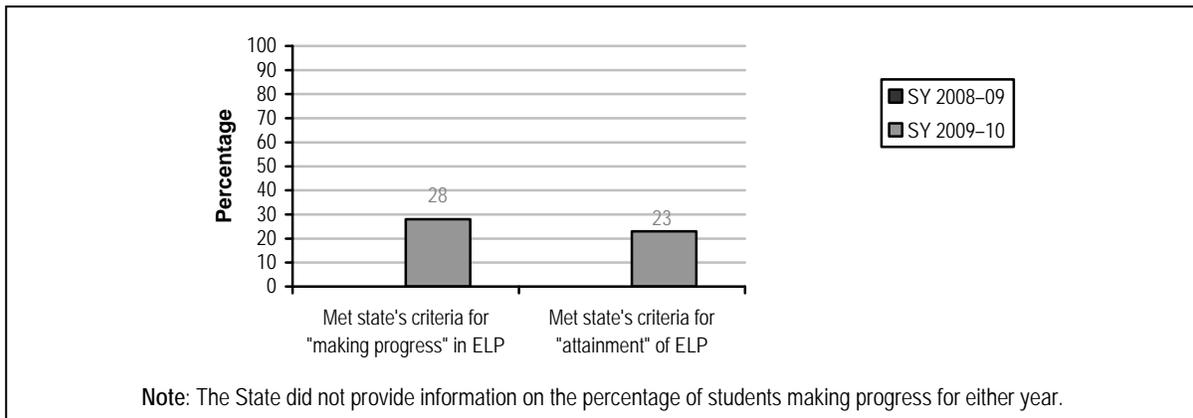
## Rhode Island

### Information on Limited English Proficient Students

**Number and percentage of limited English proficient students and monitored former limited English proficient students in the State: School years 2008–09 and 2009–10**



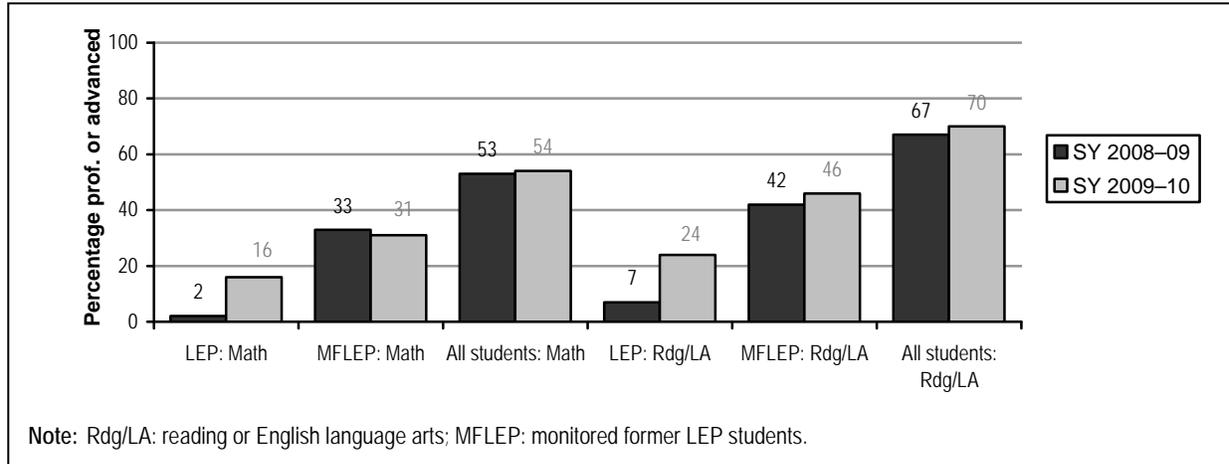
**Percentage of Title III-served students who made progress in English language proficiency and who attained English language proficiency: School years 2008–09 and 2009–10**



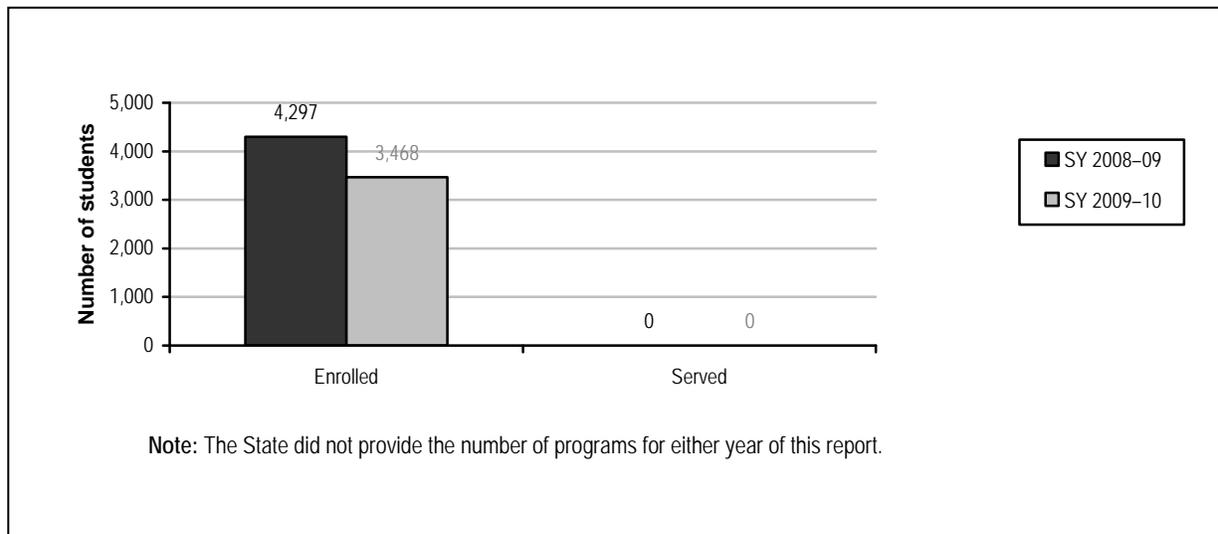
**Five native languages most commonly spoken by limited English proficient students, by number of students: School years 2008–09 and 2009–10**

SY	Five native languages most commonly spoken by limited English proficient students, by number of students				
	2008–09	Spanish 6,704	Portuguese 428	Creoles and Pidgins, Portuguese-based 339	Central Khmer 190
2009–10	Spanish 4,950	Creoles and pidgins, Portuguese-based 370	Portuguese 287	Central Khmer 155	Chinese 141

**Percentage of LEP, MFLEP, and all students proficient or above in academic content areas, by group: School years 2008–09 and 2009–10**



**Number of immigrant students enrolled and number served in §3114(d)(1) programs: School years 2008–09 and 2009–10**

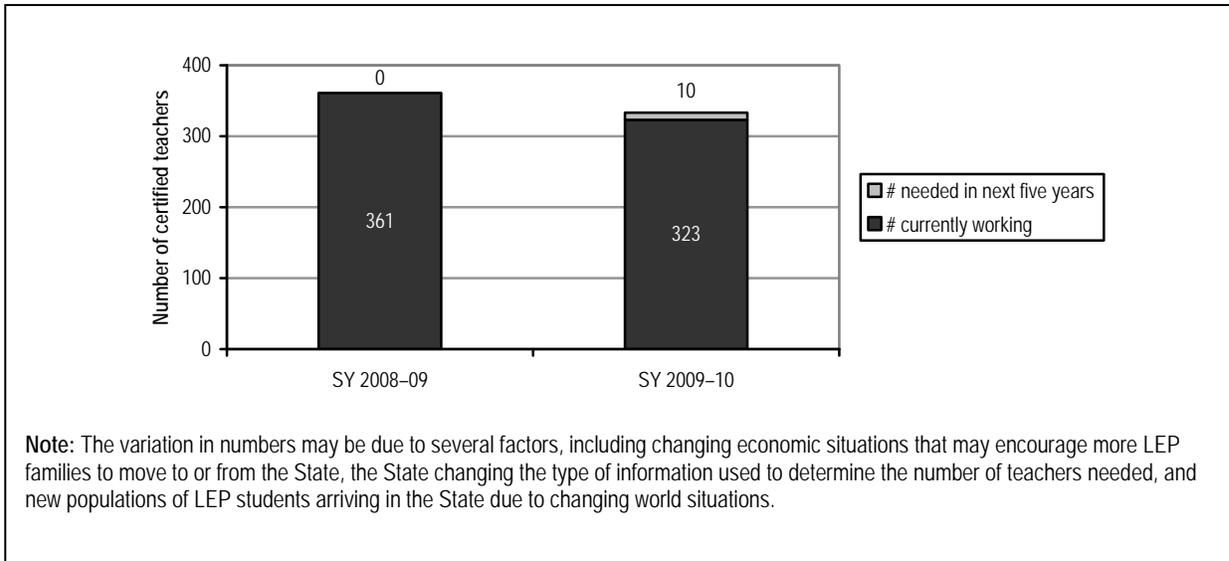


**Language instruction educational programs (LIEPs) implemented in the State: School years 2008–09 and 2009–10**

SY 08–09	SY 09–10	LIEPs that use English and another language	SY 08–09	SY 09–10	LIEPs that use only English
✓		Two-way immersion	✓	✓	Structured English immersion
✓	✓	Transitional bilingual	✓	✓	Sheltered English instruction
✓	✓	Dual language	✓	✓	Specially designed academic instruction in English (SDAIE)
		Developmental bilingual	✓	✓	Content-based ESL
		Heritage language	✓	✓	Pull-out ESL

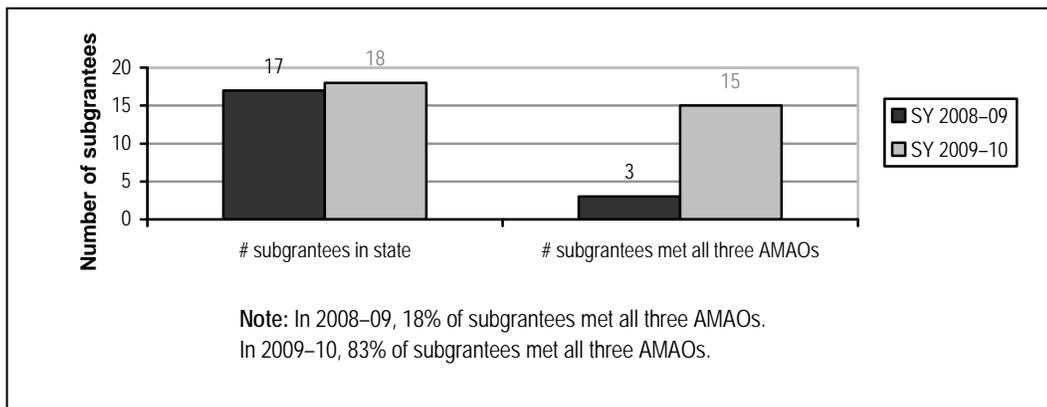
### Education Staff Information

**Number of certified/licensed teachers working in Title III language instruction educational programs and additional number needed in 5 years: School years 2008–09 and 2009–10**



### State and Subgrantee Information

**Number of subgrantees in the State and number/percentage that met all three annual measurable achievement objectives (AMAOs): School years 2008–09 and 2009–10**



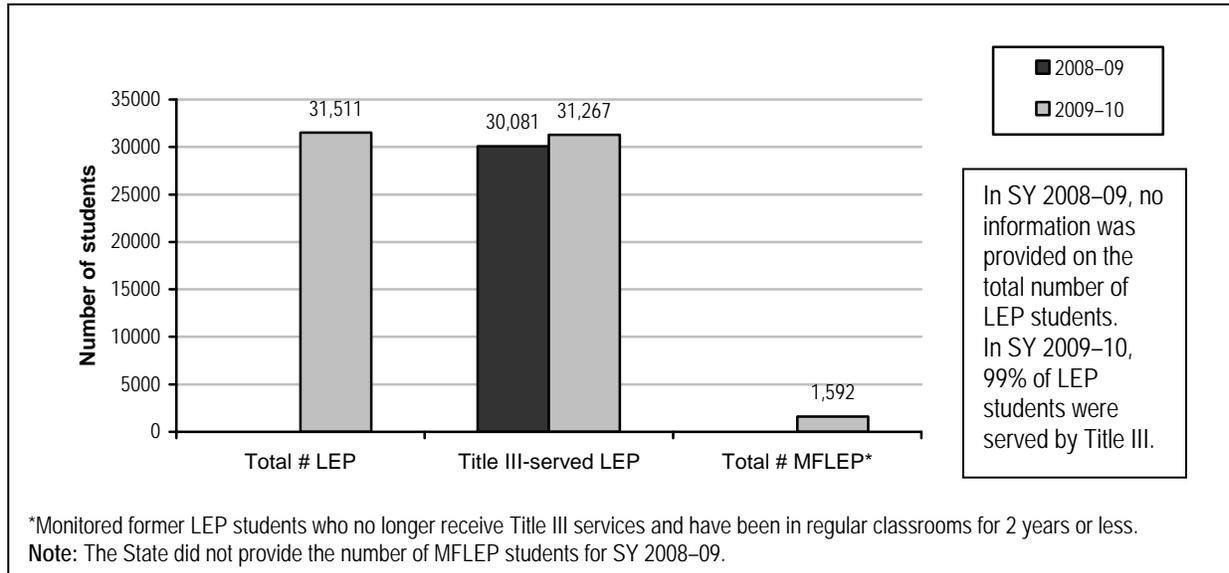
Additional State information:

- Title III funding for the State in SY 2008–09 was **\$1,658,700**; in SY 2009–10, funding was **\$1,926,672**.
- No Title III programs or activities were terminated by the State for failure to reach program goals during the report years.
- The State reported that it did not meet all three AMAOs in either 2008–09 or 2009–10.

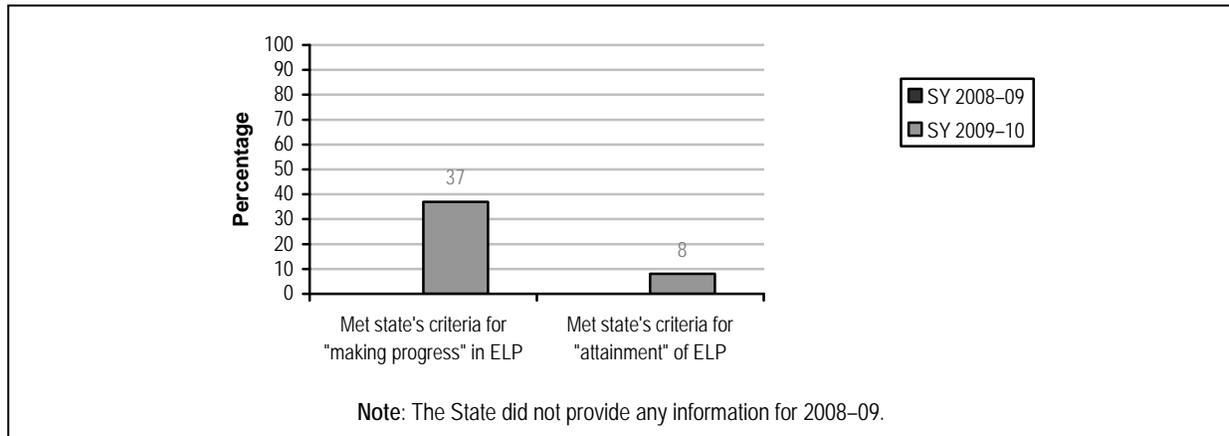
## South Carolina

### Information on Limited English Proficient Students

**Number and percentage of limited English proficient students and monitored former limited English proficient students in the State: School years 2008–09 and 2009–10**



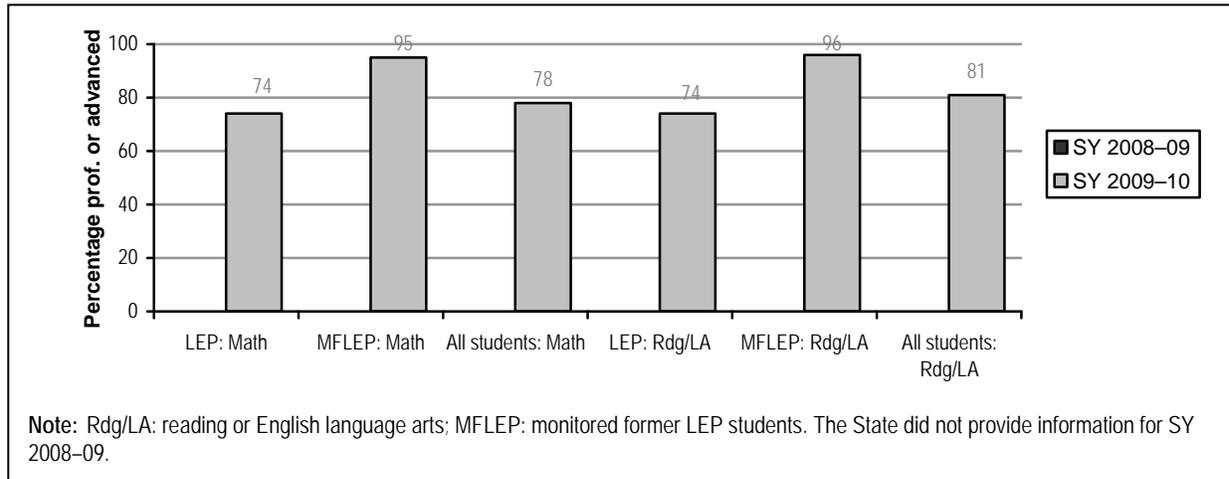
**Percentage of Title III-served students who made progress in English language proficiency and who attained English language proficiency: School years 2008–09 and 2009–10**



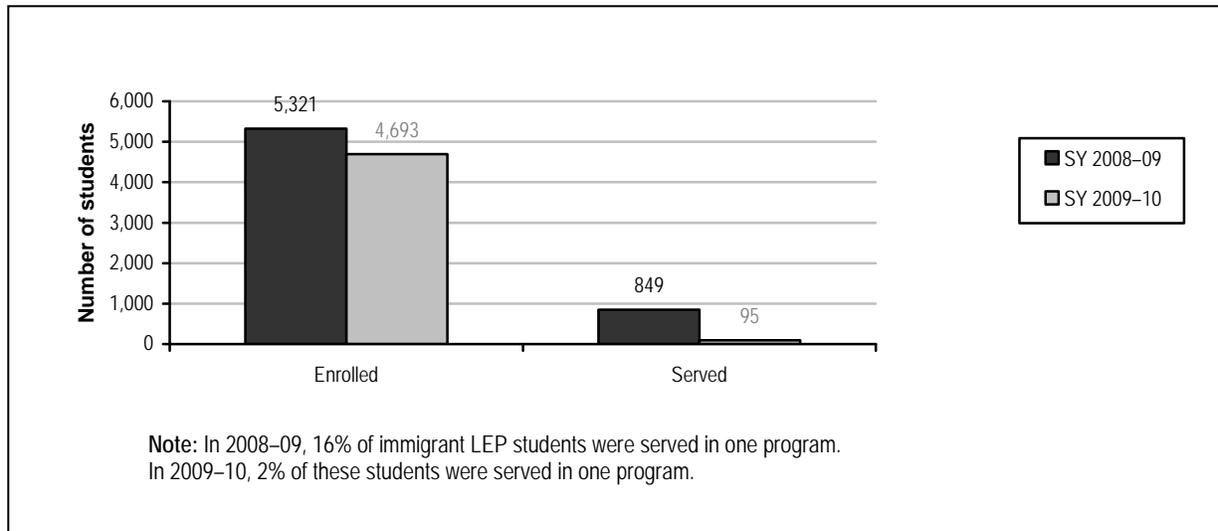
**Five native languages most commonly spoken by limited English proficient students, by number of students: School years 2008–09 and 2009–10**

SY 2008–09	No data provided				
	No data provided				
SY 2009–10	Spanish	Russian	Vietnamese	Chinese	Arabic
	25,080	866	652	486	386

**Percentage of LEP, MFLEP, and all students proficient or above in academic content areas, by group: School years 2008–09 and 2009–10**



**Number of immigrant students enrolled and number served in §3114(d)(1) programs: School years 2008–09 and 2009–10**



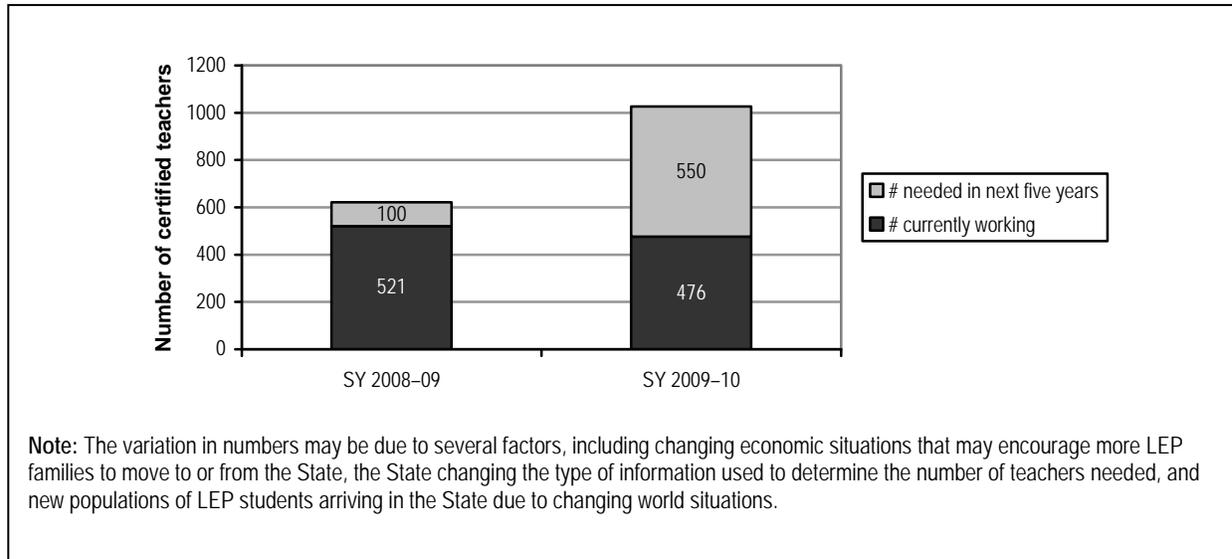
**Language instruction educational programs (LIEPs) implemented in the State: School years 2008–09 and 2009–10**

LIEPs that use English and another language		LIEPs that use only English	
	Two-way immersion	✓	Structured English immersion
	Transitional bilingual	✓	Sheltered English instruction
✓	Dual language	✓	Specially designed academic instruction in English (SDAIE)
	Developmental bilingual	✓	Content-based ESL
	Heritage language	✓	Pull-out ESL

Note: The State’s subgrantees used the same LIEPs for both years of this report.

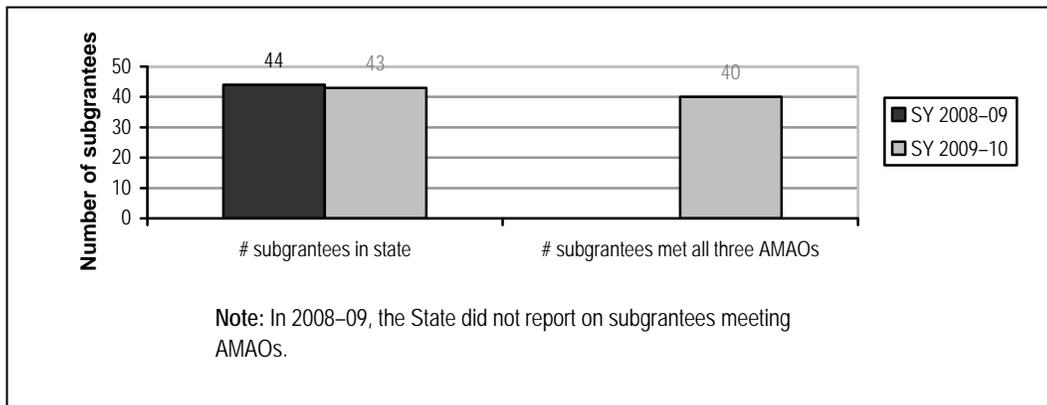
### Education Staff Information

**Number of certified/licensed teachers working in Title III language instruction educational programs and additional number needed in 5 years: School years 2008–09 and 2009–10**



### State and Subgrantee Information

**Number of subgrantees in the State and number/percentage that met all three annual measurable achievement objectives (AMAOs): School years 2008–09 and 2009–10**



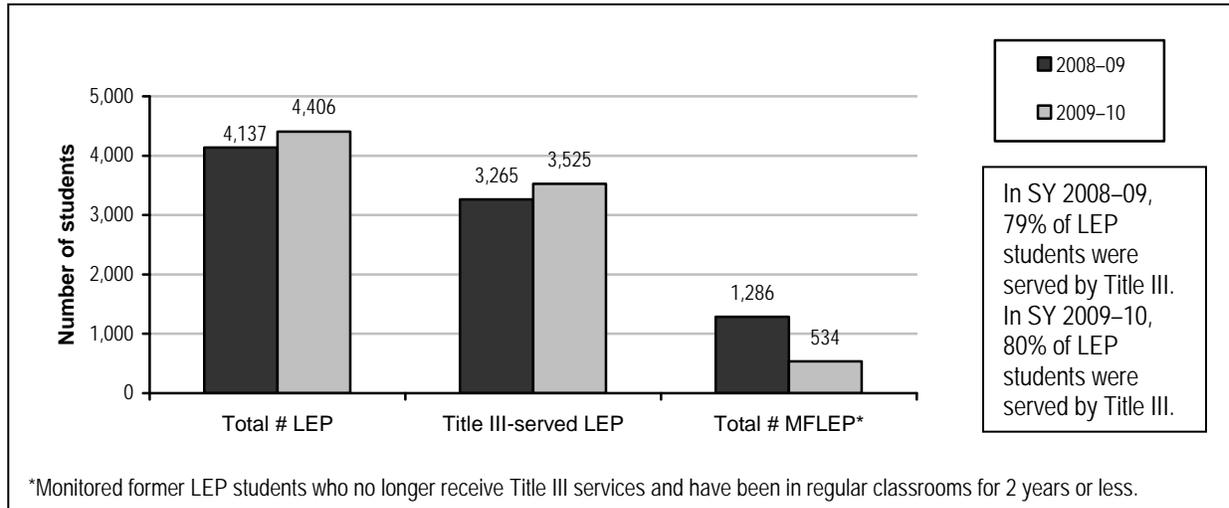
Additional State information:

- Title III funding for the State in SY 2008–09 was **\$4,112,405**; in SY 2009–10, funding was **\$4,628,599**.
- No Title III programs or activities were terminated by the State for failure to reach program goals during the report years.
- The State reported that it did not meet all three AMAOs for SY 2008–09, but that it did for 2009–10.

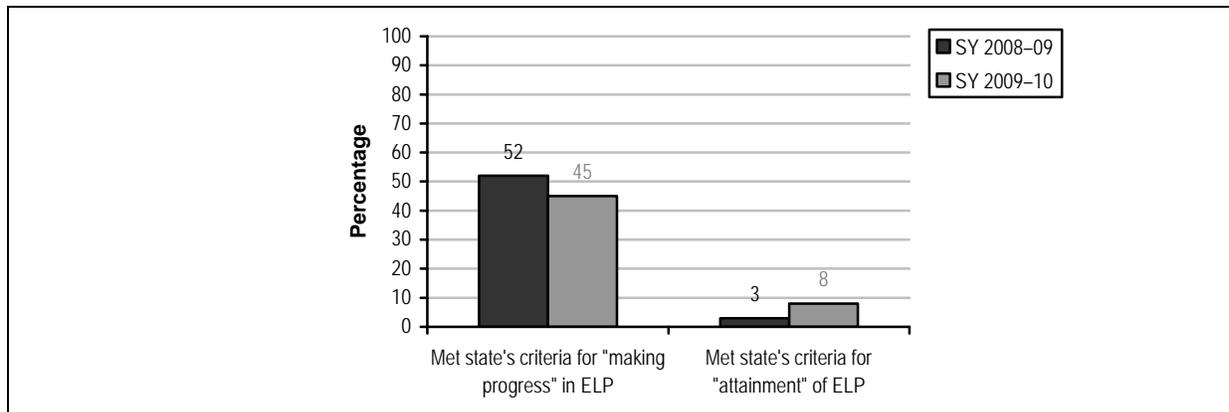
## South Dakota

### Information on Limited English Proficient Students

**Number and percentage of limited English proficient students and monitored former limited English proficient students in the State: School years 2008–09 and 2009–10**



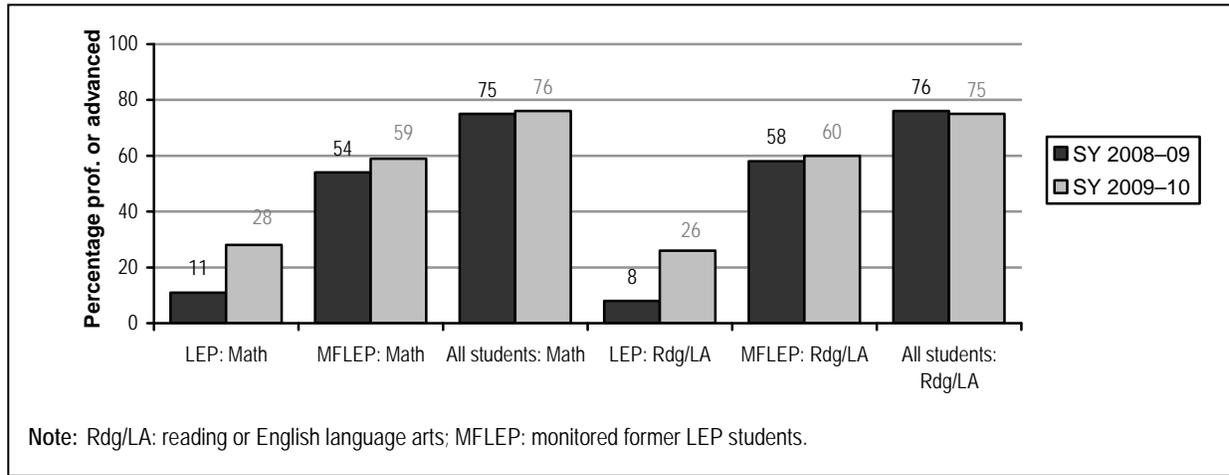
**Percentage of Title III-served students who made progress in English language proficiency and who attained English language proficiency: School years 2008–09 and 2009–10**



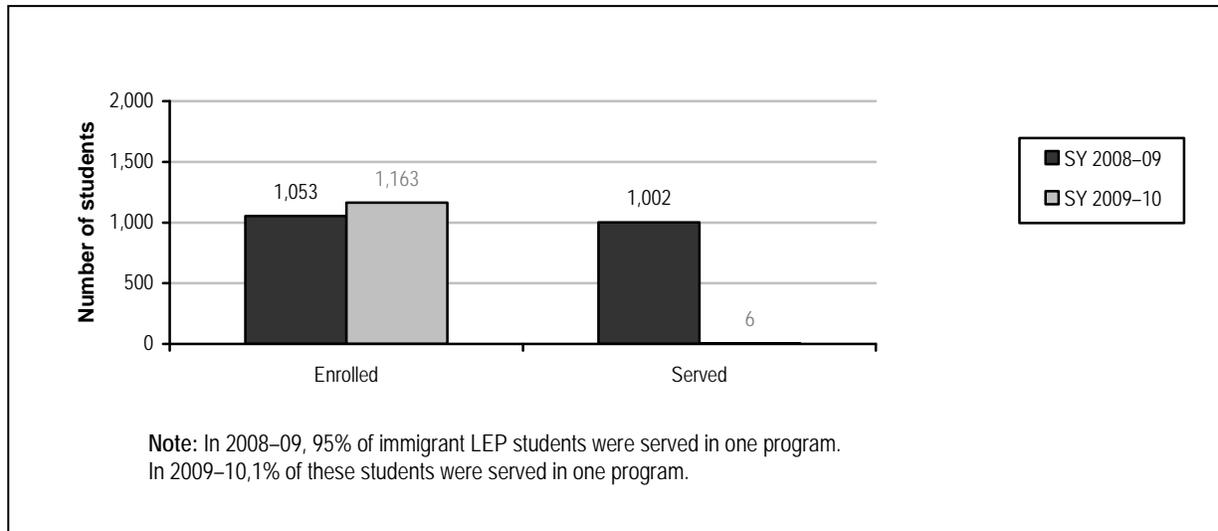
**Five native languages most commonly spoken by limited English proficient students, by number of students: School years 2008–09 and 2009–10**

SY 2008–09	Dakota	German	Spanish	Thai	Russian
	930	474	239	61	19
SY 2009–10	Siouan languages	Spanish	German	Swahili	Thai
	912	845	685	136	124

**Percentage of LEP, MFLEP, and all students proficient or above in academic content areas, by group: School years 2008–09 and 2009–10**



**Number of immigrant students enrolled and number served in §3114(d)(1) programs: School years 2008–09 and 2009–10**



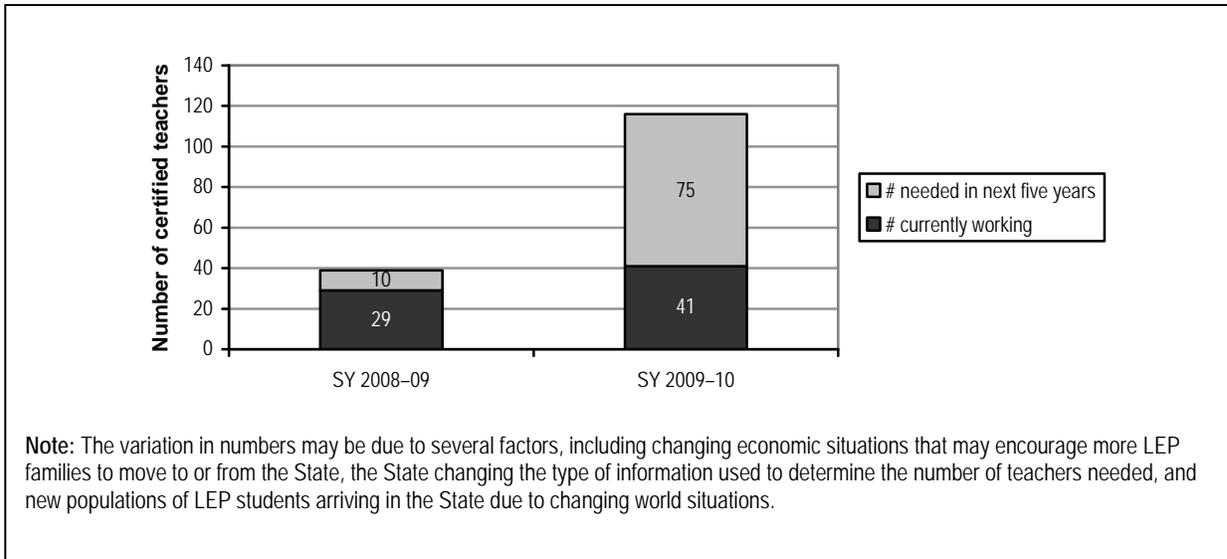
**Language instruction educational programs (LIEPs) implemented in the State: School years 2008–09 and 2009–10**

LIEPs that use English and another language		LIEPs that use only English	
	Two-way immersion	✓	Structured English immersion
	Transitional bilingual	✓	Sheltered English instruction
	Dual language		Specially designed academic instruction in English (SDAIE)
	Developmental bilingual	✓	Content-based ESL
✓	Heritage language	✓	Pull-out ESL

Note: The State’s subgrantees used the same LIEPs for both years of this report.

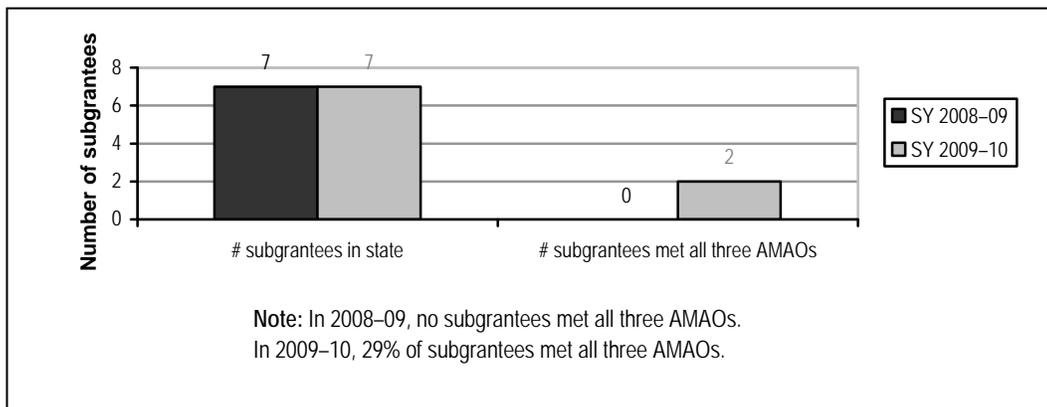
### Education Staff Information

**Number of certified/licensed teachers working in Title III language instruction educational programs and additional number needed in 5 years: School years 2008–09 and 2009–10**



### State and Subgrantee Information

**Number of subgrantees in the State and number/percentage that met all three annual measurable achievement objectives (AMAOs): School years 2008–09 and 2009–10**



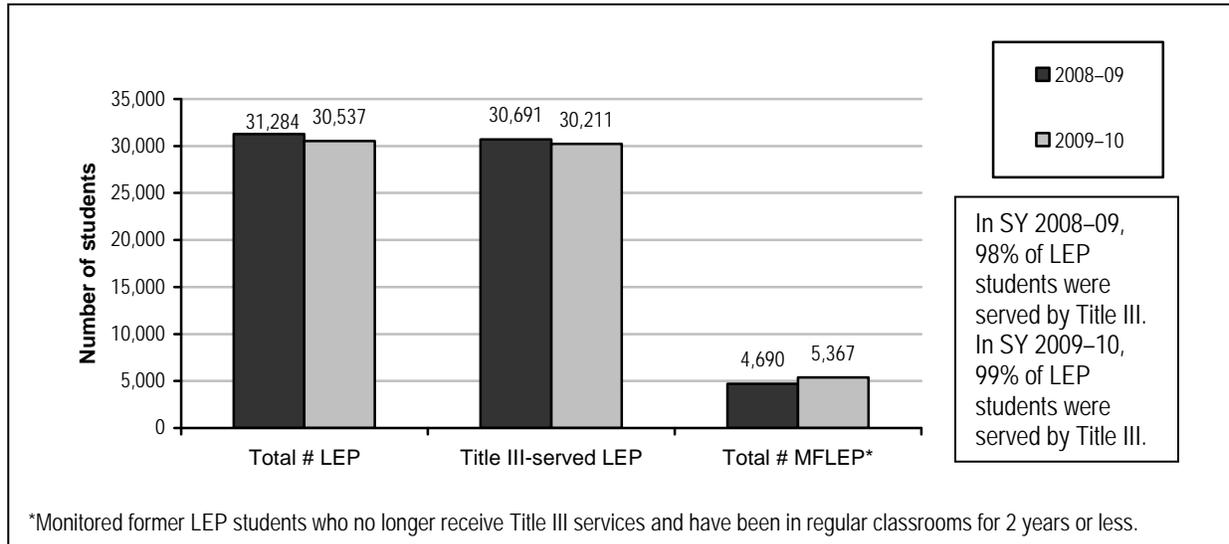
Additional State information:

- Title III funding for the State in SY 2008–09 was **\$520,987**; in SY 2009–10, funding was **\$500,000**.
- No Title III programs or activities were terminated by the State for failure to reach program goals during the report years.
- The State reported that it did not meet all three AMAOs in either 2008–09 or 2009–10.

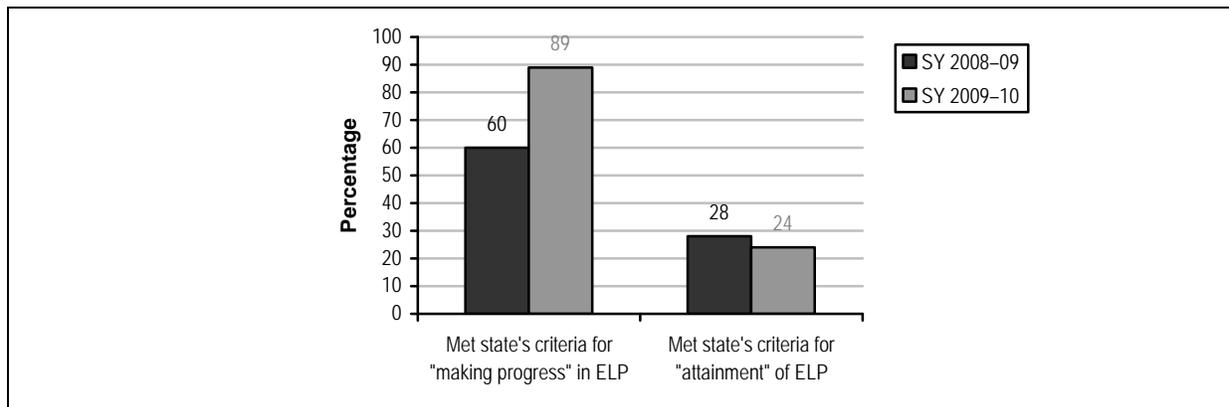
## Tennessee

### Information on Limited English Proficient Students

**Number and percentage of limited English proficient students and monitored former limited English proficient students in the State: School years 2008–09 and 2009–10**



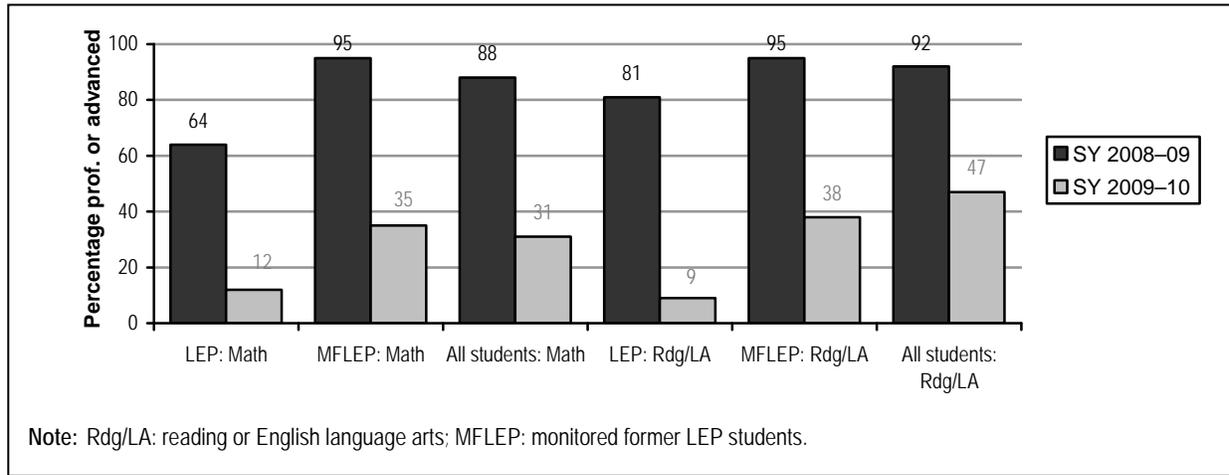
**Percentage of Title III-served students who made progress in English language proficiency and who attained English language proficiency: School years 2008–09 and 2009–10**



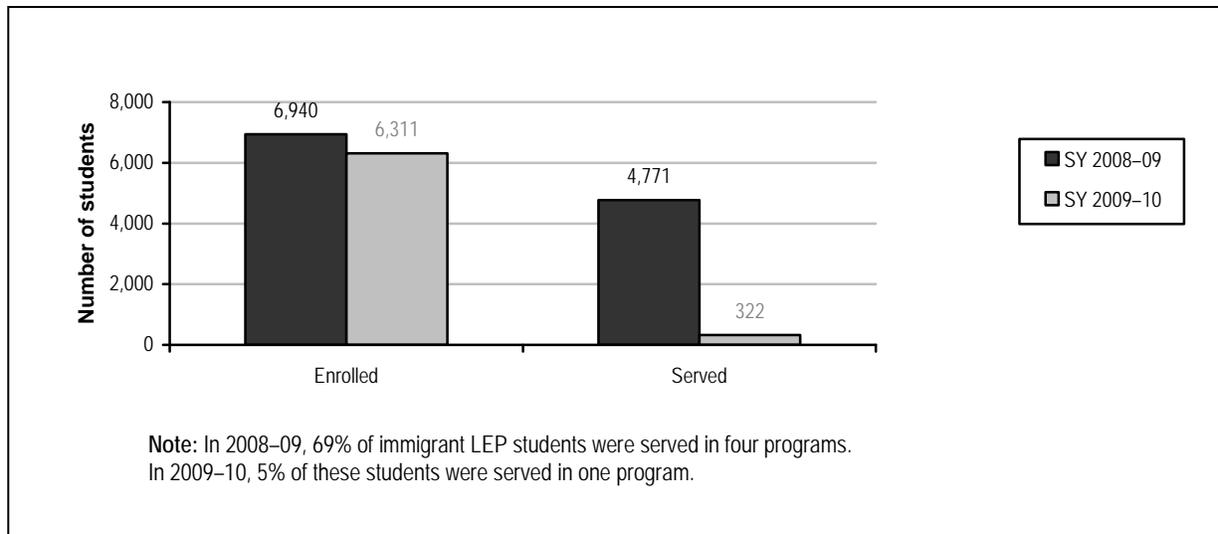
**Five native languages most commonly spoken by limited English proficient students, by number of students: School years 2008–09 and 2009–10**

SY 2008–09	Spanish	Arabic	Vietnamese	Somali	Chinese
	23,357	1,541	583	555	420
SY 2009–10	Spanish	Arabic	Vietnamese	Somali	Chinese
	22,046	1,665	553	526	489

**Percentage of LEP, MFLEP, and all students proficient or above in academic content areas, by group: School years 2008–09 and 2009–10**



**Number of immigrant students enrolled and number served in §3114(d)(1) programs: School years 2008–09 and 2009–10**

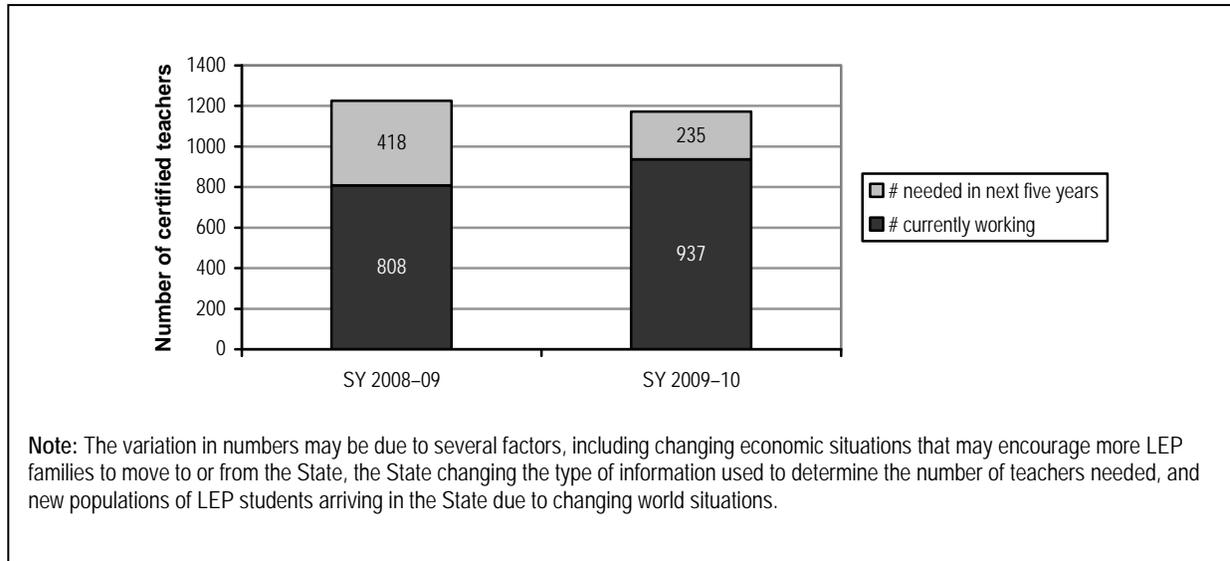


**Language instruction educational programs (LIEPs) implemented in the State: School years 2008–09 and 2009–10**

SY 08–09	SY 09–10	LIEPs that use English and another language	SY 08–09	SY 09–10	LIEPs that use only English
		Two-way immersion	✓	✓	Structured English immersion
		Transitional bilingual	✓	✓	Sheltered English instruction
	✓	Dual language	✓	✓	Specially designed academic instruction in English (SDAIE)
		Developmental bilingual	✓	✓	Content-based ESL
✓	✓	Heritage language	✓	✓	Pull-out ESL

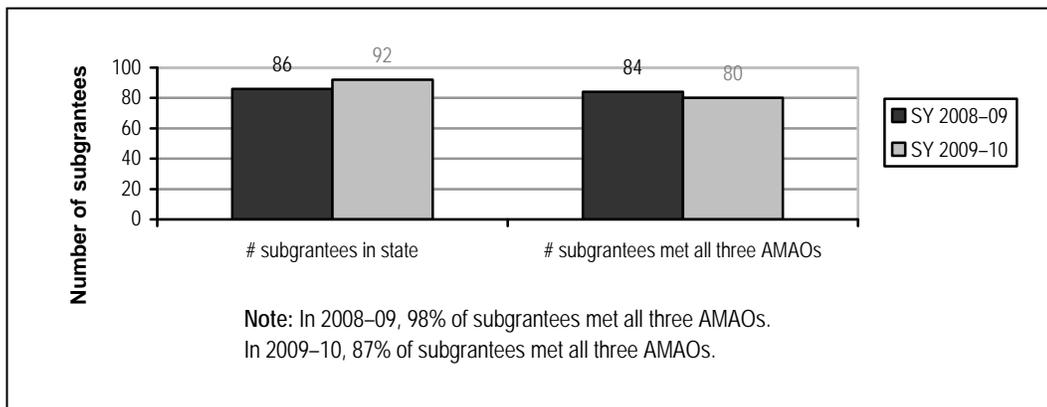
### Education Staff Information

**Number of certified/licensed teachers working in Title III language instruction educational programs and additional number needed in 5 years: School years 2008–09 and 2009–10**



### State and Subgrantee Information

**Number of subgrantees in the State and number/percentage that met all three annual measurable achievement objectives (AMAOs): School years 2008–09 and 2009–10**



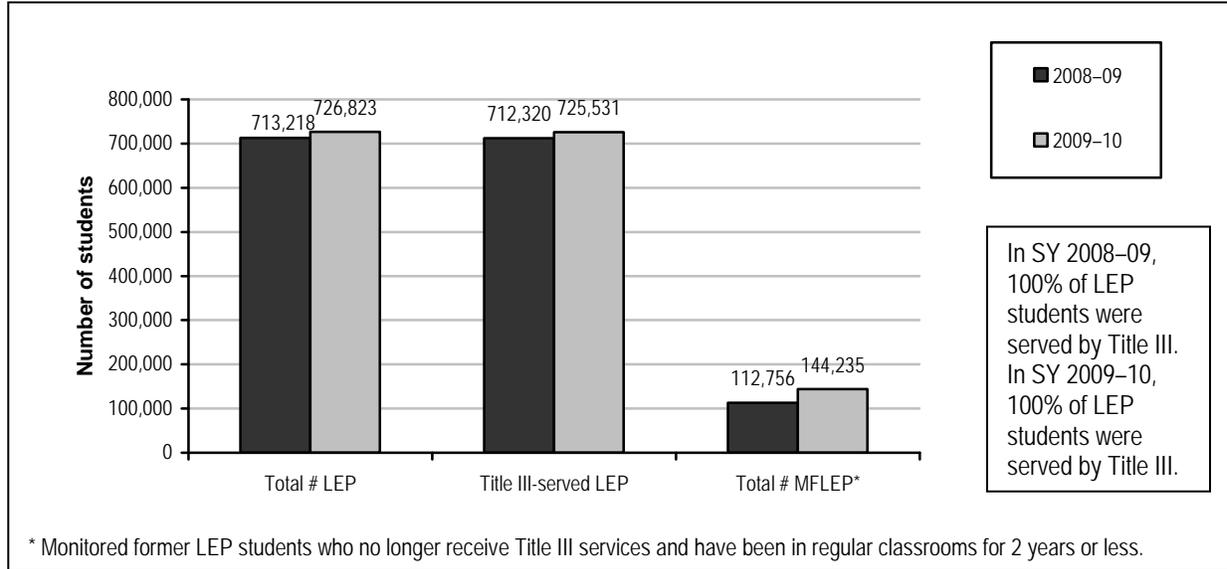
Additional State information:

- Title III funding for the State in SY 2008–09 was **\$5,122,035**; in SY 2009–10, funding was **\$5,998,028**.
- No Title III programs or activities were terminated by the State for failure to reach program goals during the report years.
- The State reported that it met all three AMAOs for SY 2008–09, but not for 2009–10.

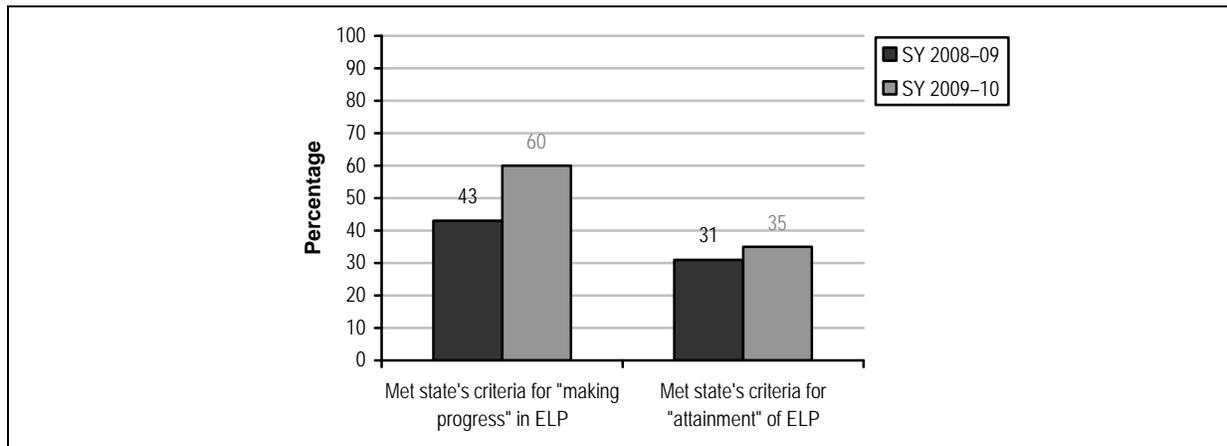
## Texas

### Information on Limited English Proficient Students

**Number and percentage of limited English proficient students and monitored former limited English proficient students in the State: School years 2008–09 and 2009–10**



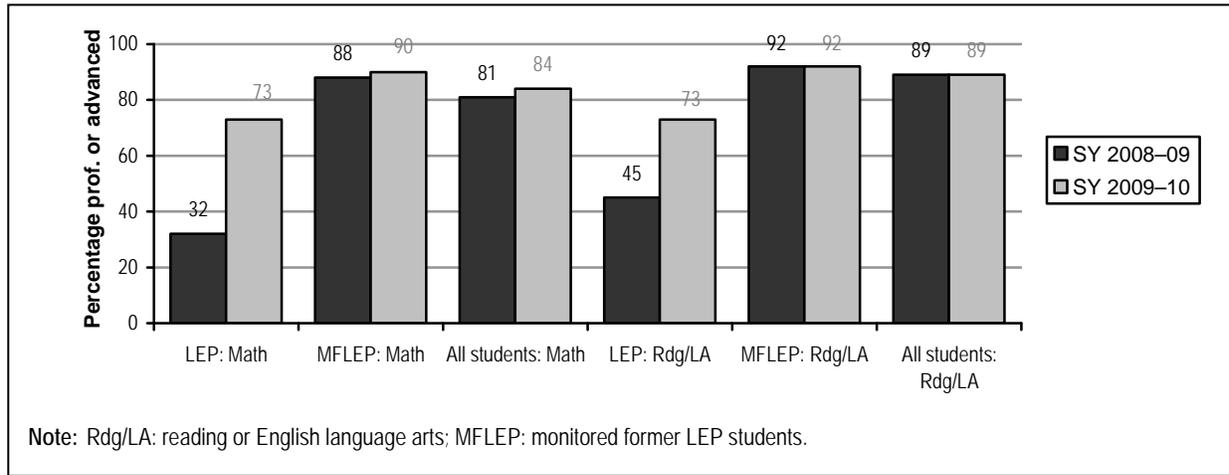
**Percentage of Title III-served students who made progress in English language proficiency and who attained English language proficiency: School years 2008–09 and 2009–10**



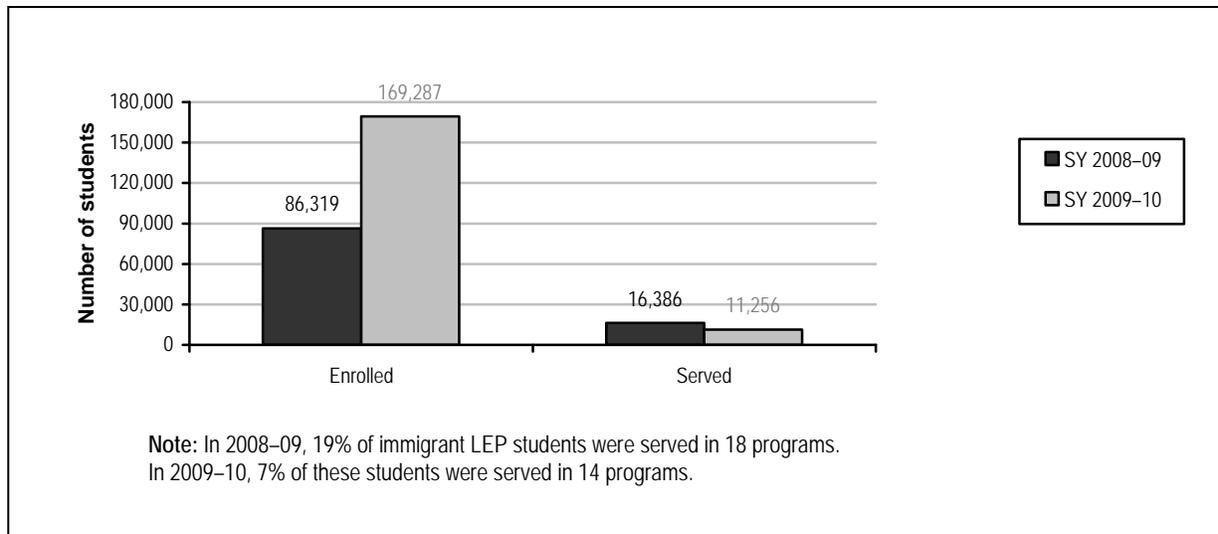
**Five native languages most commonly spoken by limited English proficient students, by number of students: School years 2008–09 and 2009–10**

SY 2008–09	Spanish	Vietnamese	Chinese	Arabic	Urdu
	630,898	12,777	3,660	3,490	3,166
SY 2009–10	Spanish	Vietnamese	Arabic	Chinese	Urdu
	644,379	13,235	4,010	3,818	3,341

**Percentage of LEP, MFLEP, and all students proficient or above in academic content areas, by group: School years 2008–09 and 2009–10**



**Number of immigrant students enrolled and number served in §3114(d)(1) programs: School years 2008–09 and 2009–10**



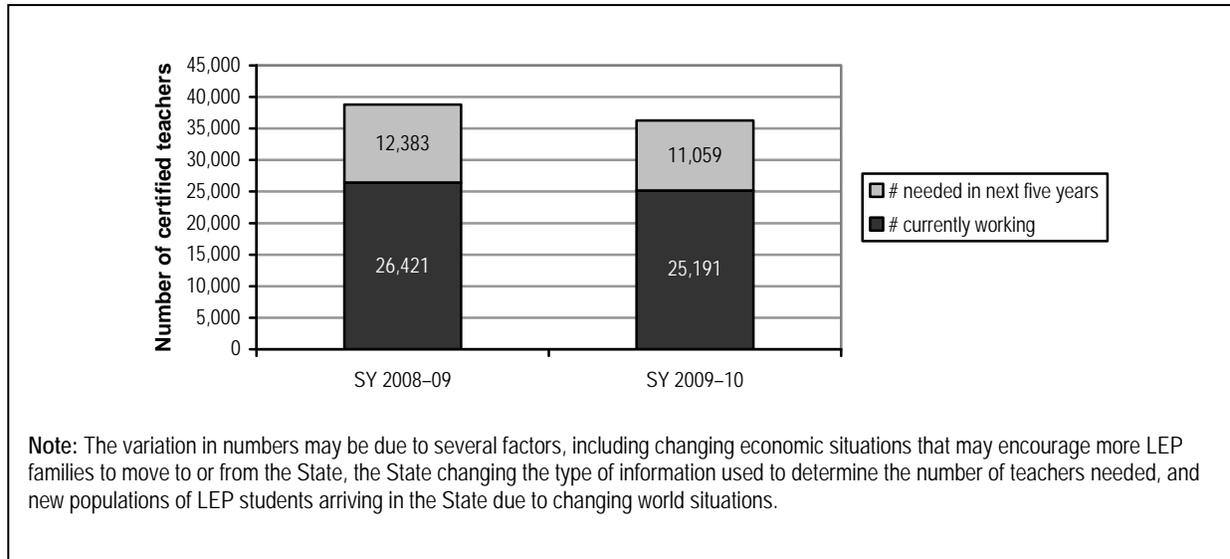
**Language instruction educational programs (LIEPs) implemented in the State: School years 2008–09 and 2009–10**

LIEPs that use English and another language		LIEPs that use only English	
✓	Two-way immersion		Structured English immersion
✓	Transitional bilingual	✓	Sheltered English instruction
✓	Dual language		Specially designed academic instruction in English (SDAIE)
	Developmental bilingual	✓	Content-based ESL
	Heritage language	✓	Pull-out ESL

Note: The State's subgrantees used the same LIEPs for both years of this report.

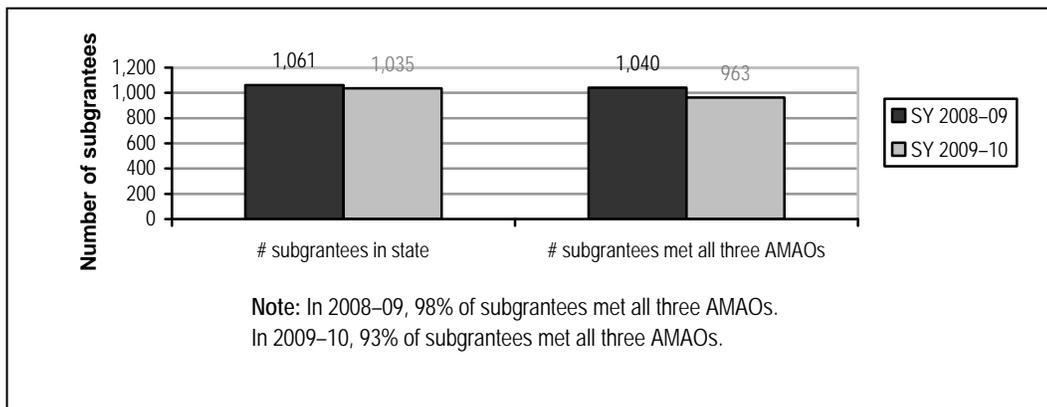
### Education Staff Information

**Number of certified/licensed teachers working in Title III language instruction educational programs and additional number needed in 5 years: School years 2008–09 and 2009–10**



### State and Subgrantee Information

**Number of subgrantees in the State and number/percentage that met all three annual measurable achievement objectives (AMAOs): School years 2008–09 and 2009–10**



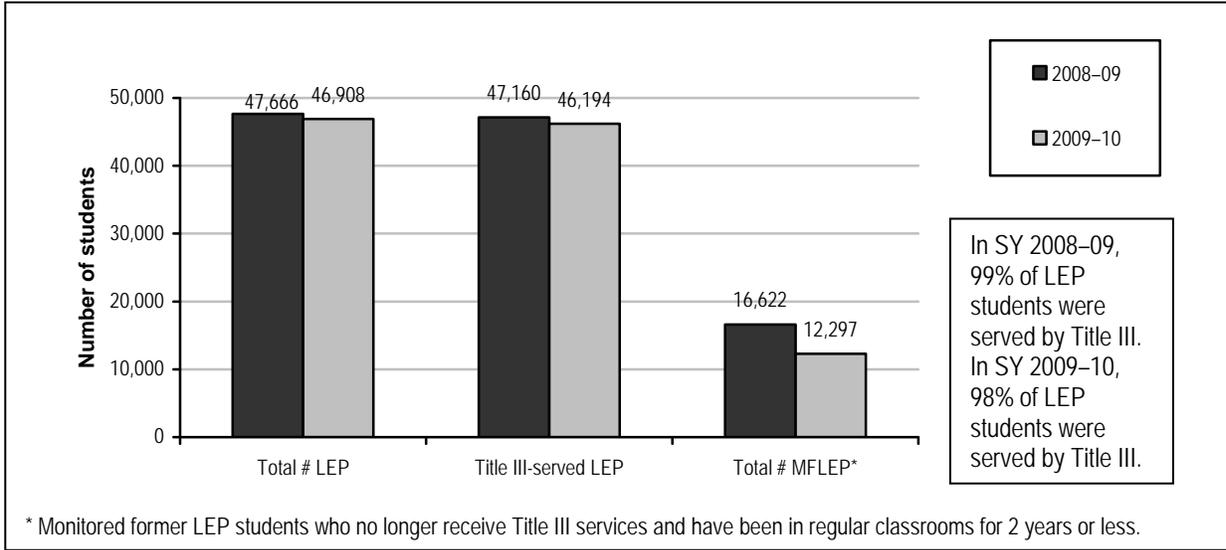
Additional State information:

- Title III funding for the State in SY 2008–09 was **\$93,022,484**; in SY 2009–10, funding was **\$98,711,971**.
- No Title III programs or activities were terminated by the State for failure to reach program goals during the report years.
- The State reported that it met all three AMAOs for SYs 2008–09 and 2009–10.

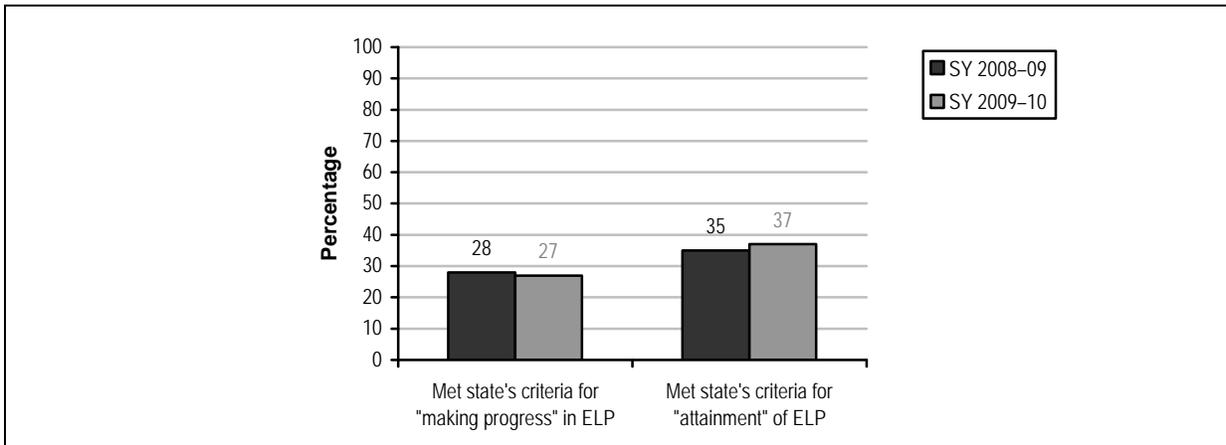
## Utah

### Information on Limited English Proficient Students

**Number and percentage of limited English proficient students and monitored former limited English proficient students in the State: School years 2008–09 and 2009–10**



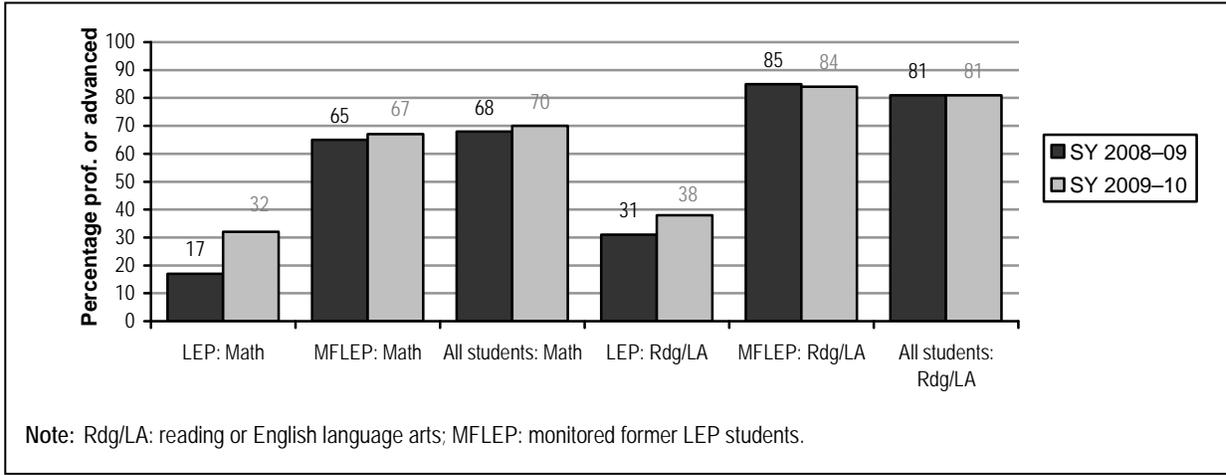
**Percentage of Title III-served students who made progress in English language proficiency and who attained English language proficiency: School years 2008–09 and 2009–10**



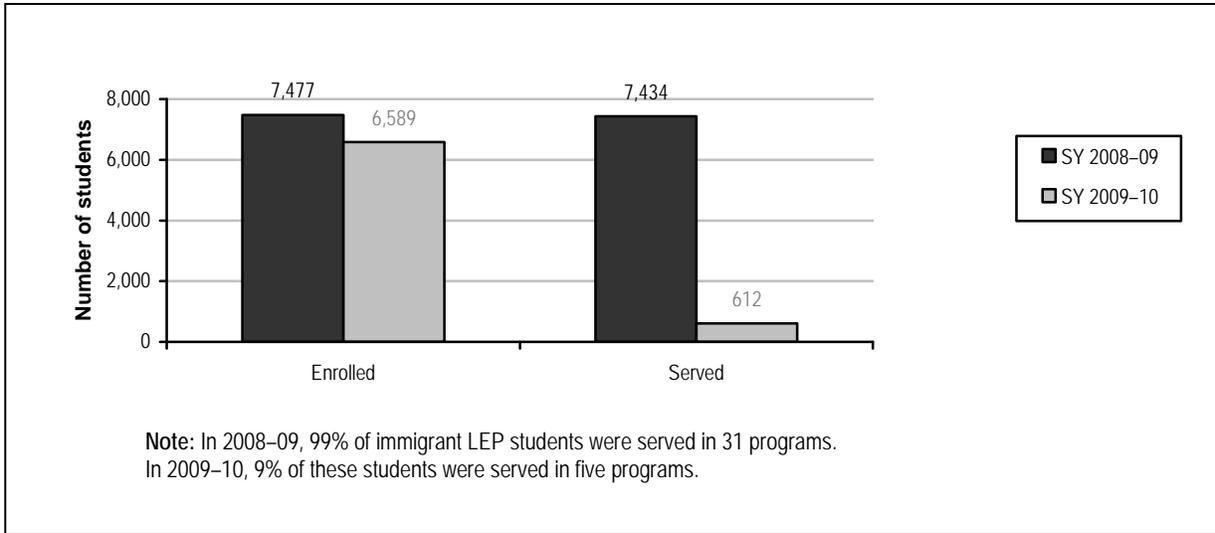
**Five native languages most commonly spoken by limited English proficient students, by number of students: School years 2008–09 and 2009–10**

SY 2008–09	Spanish	Navajo	Vietnamese	Tonga (Tonga Islands)	Samoan
	39,482	1,037	740	656	565
SY 2009–10	Spanish	Navajo	Vietnamese	Tonga (Tonga Islands)	Somali
	38,404	1,198	808	655	591

**Percentage of LEP, MFLEP, and all students proficient or above in academic content areas, by group: School years 2008–09 and 2009–10**



**Number of immigrant students enrolled and number served in §3114(d)(1) programs: School years 2008–09 and 2009–10**

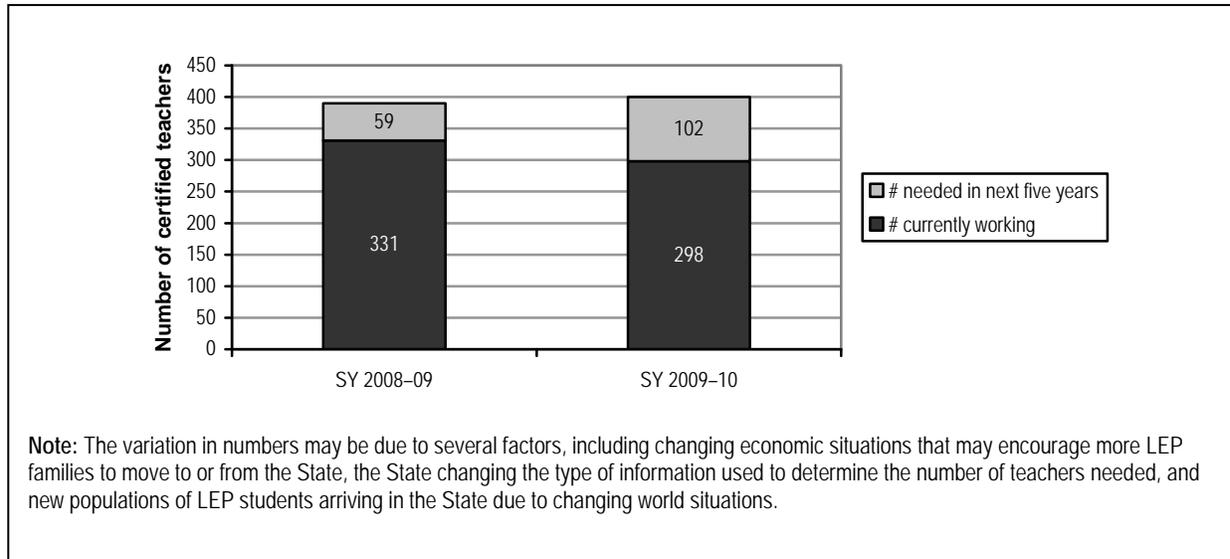


**Language instruction educational programs (LIEPs) implemented in the State: School years 2008–09 and 2009–10**

SY 08–09	SY 09–10	LIEPs that use English and another language	SY 08–09	SY 09–10	LIEPs that use only English
✓	✓	Two-way immersion	✓		Structured English immersion
✓	✓	Transitional bilingual	✓	✓	Sheltered English instruction
✓	✓	Dual language	✓	✓	Specially designed academic instruction in English (SDAIE)
✓	✓	Developmental bilingual	✓	✓	Content-based ESL
✓	✓	Heritage language	✓	✓	Pull-out ESL

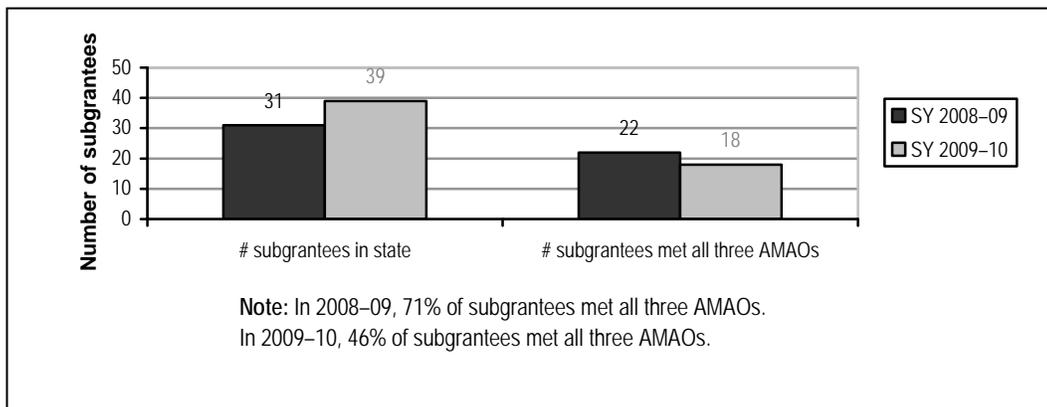
### Education Staff Information

**Number of certified/licensed teachers working in Title III language instruction educational programs and additional number needed in 5 years: School years 2008–09 and 2009–10**



### State and Subgrantee Information

**Number of subgrantees in the State and number/percentage that met all three annual measurable achievement objectives (AMAOs): School years 2008–09 and 2009–10**



Additional State information:

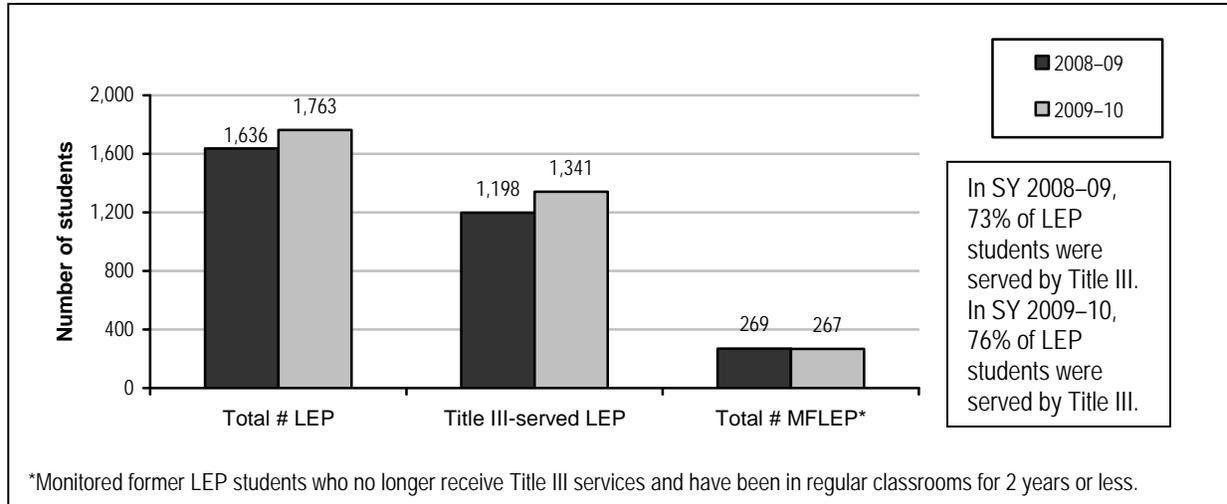
- Title III funding for the State in SY 2008–09 was **\$4,718,942**; in SY 2009–10, funding was **\$5,322,574**.
- No Title III programs or activities were terminated by the State for failure to reach program goals during the report years.
- The State reported that it did not meet all three AMAOs in either 2008–09 or 2009–10.

## Vermont

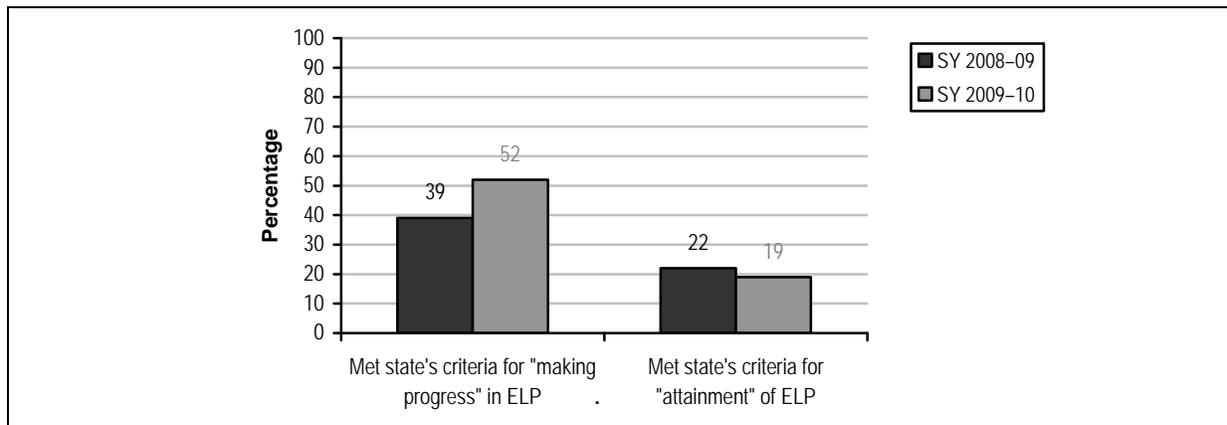
**Note:** The State tests students in the fall; thus, much of the data reflects the previous school year (e.g., 2008–09 data were collected in the fall of 2007–08).

### Information on Limited English Proficient Students

**Number and percentage of limited English proficient students and monitored former limited English proficient students in the State: School years 2008–09 and 2009–10**



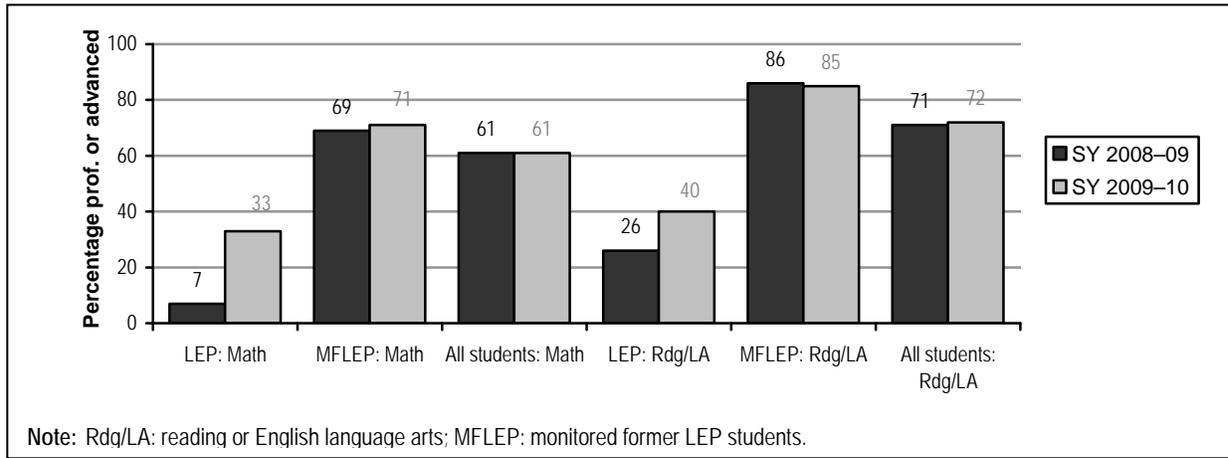
**Percentage of Title III-served students who made progress in English language proficiency and who attained English language proficiency: School years 2008–09 and 2009–10**



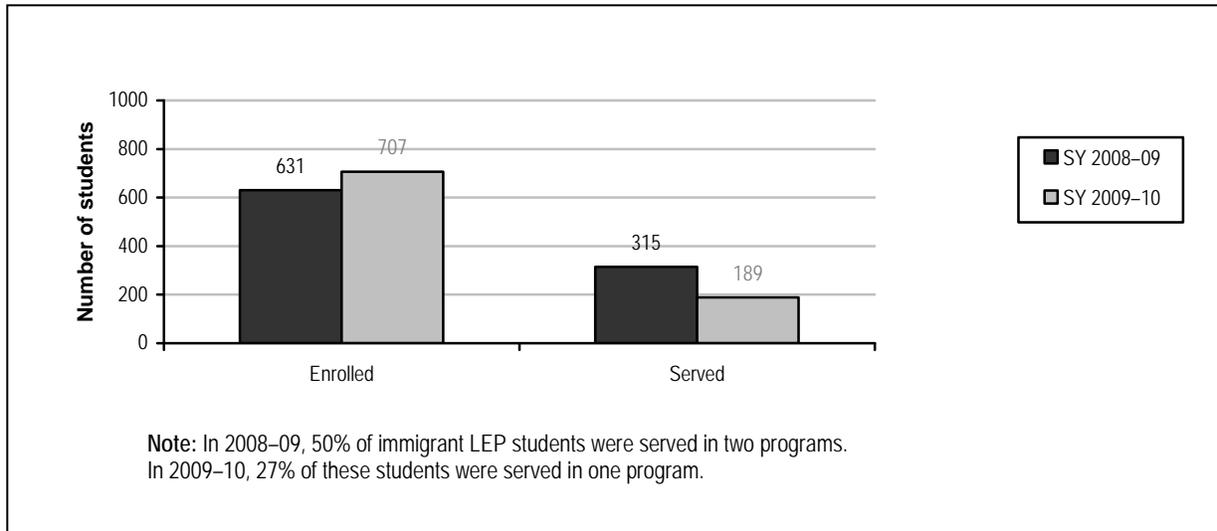
**Five native languages most commonly spoken by limited English proficient students, by number of students: School years 2008–09 and 2009–10**

SY 2008–09	Bosnian	Cushitic (Other)	Spanish	Vietnamese	Chinese
	171	171	155	148	123
SY 2009–10	Maay	Spanish	Bosnian	Vietnamese	Chinese
	178	166	134	130	127

**Percentage of LEP, MFLEP, and all students proficient or above in academic content areas, by group: School years 2008–09 and 2009–10**



**Number of immigrant students enrolled and number served in §3114(d)(1) programs: School years 2008–09 and 2009–10**



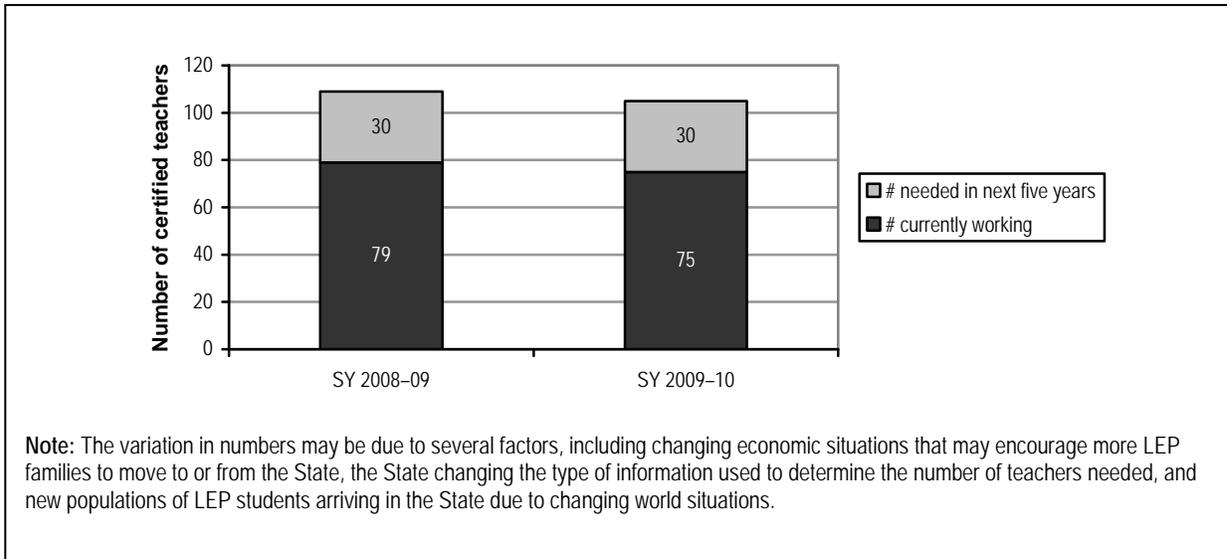
**Language instruction educational programs (LIEPs) implemented in the State: School years 2008–09 and 2009–10**

LIEPs that use English and another language		LIEPs that use only English	
	Two-way immersion		Structured English immersion
	Transitional bilingual	✓	Sheltered English instruction
	Dual language		Specially designed academic instruction in English (SDAIE)
	Developmental bilingual	✓	Content-based ESL
	Heritage language	✓	Pull-out ESL

Note: The State’s grantees used the same LIEPs for both years of this report.

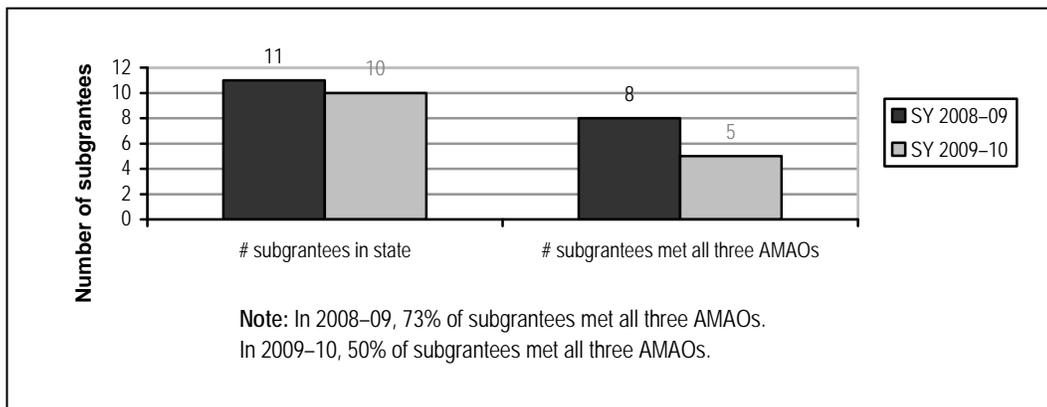
### Education Staff Information

**Number of certified/licensed teachers working in Title III language instruction educational programs and additional number needed in 5 years: School years 2008–09 and 2009–10**



### State and Subgrantee Information

**Number of subgrantees in the State and number/percentage that met all three annual measurable achievement objectives (AMAOs): School years 2008–09 and 2009–10**



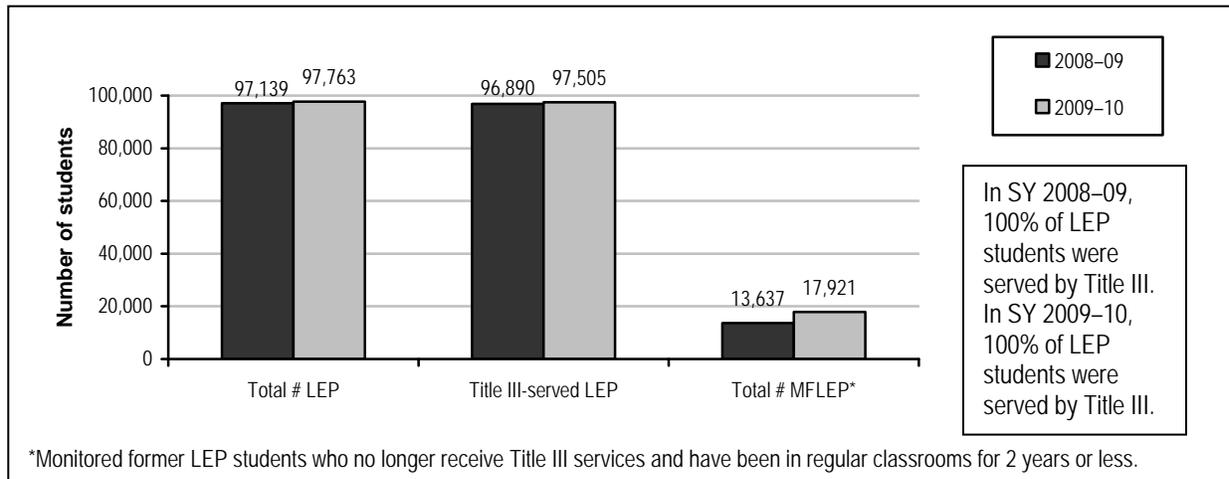
Additional State information:

- Title III funding for the State in SY 2008–09 was **\$500,000**; in SY 2009–10, funding was **\$500,000**.
- No Title III programs or activities were terminated by the State for failure to reach program goals during the report years.
- The State reported that it did not meet all three AMAOs in either 2008–09 or 2009–10.

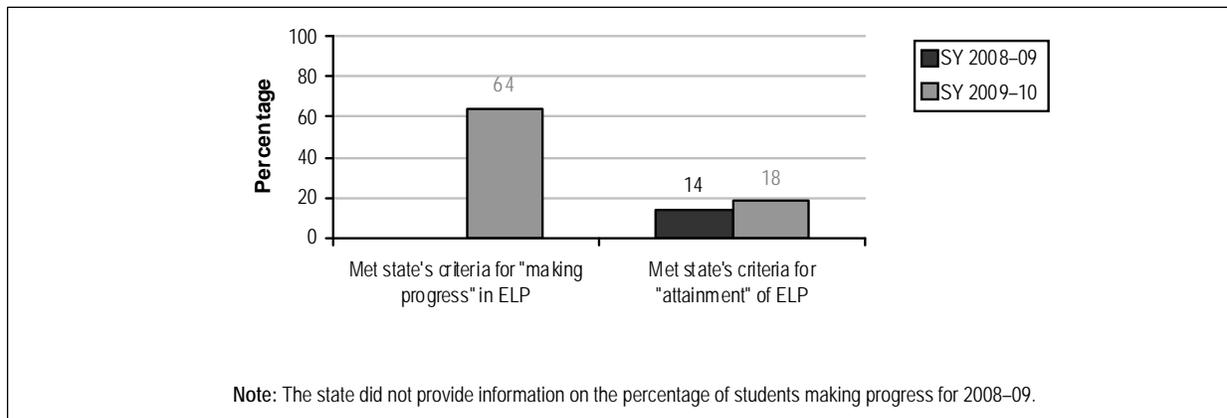
## Virginia

### Information on Limited English Proficient Students

**Number and percentage of limited English proficient students and monitored former limited English proficient students in the State: School years 2008–09 and 2009–10**



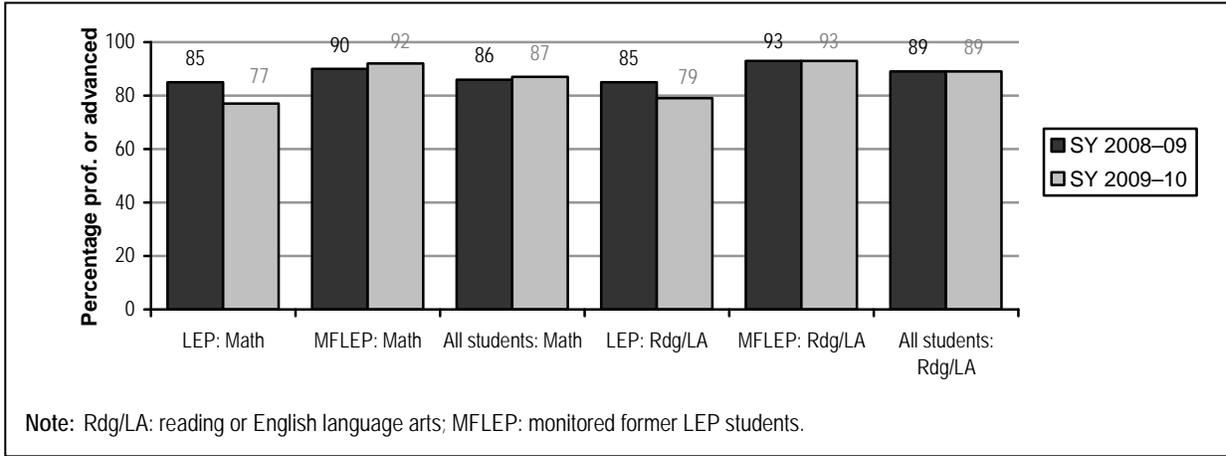
**Percentage of Title III-served students who made progress in English language proficiency and who attained English language proficiency: School years 2008–09 and 2009–10**



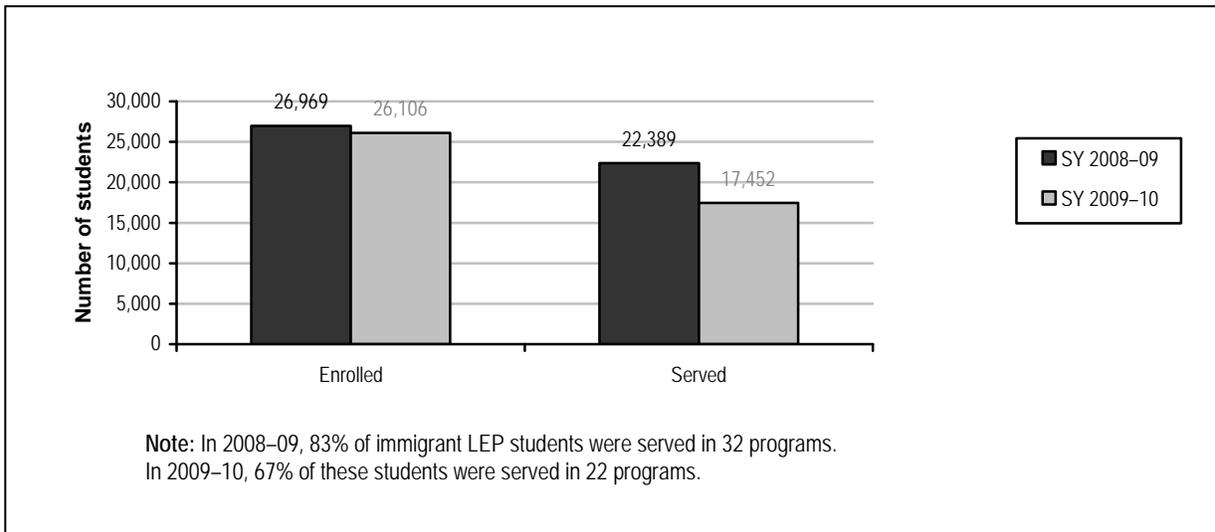
**Five native languages most commonly spoken by limited English proficient students, by number of students: School years 2008–09 and 2009–10**

SY 2008–09	Spanish	Korean	Arabic	Vietnamese	Urdu
	58,599	4,331	3,981	3,811	2,843
SY 2009–10	Spanish	Arabic	Korean	Vietnamese	Urdu
	59,735	4,367	3,871	3,741	2,953

**Percentage of LEP, MFLEP, and all students proficient or above in academic content areas, by group: School years 2008–09 and 2009–10**



**Number of immigrant students enrolled and number served in §3114(d)(1) programs: School years 2008–09 and 2009–10**



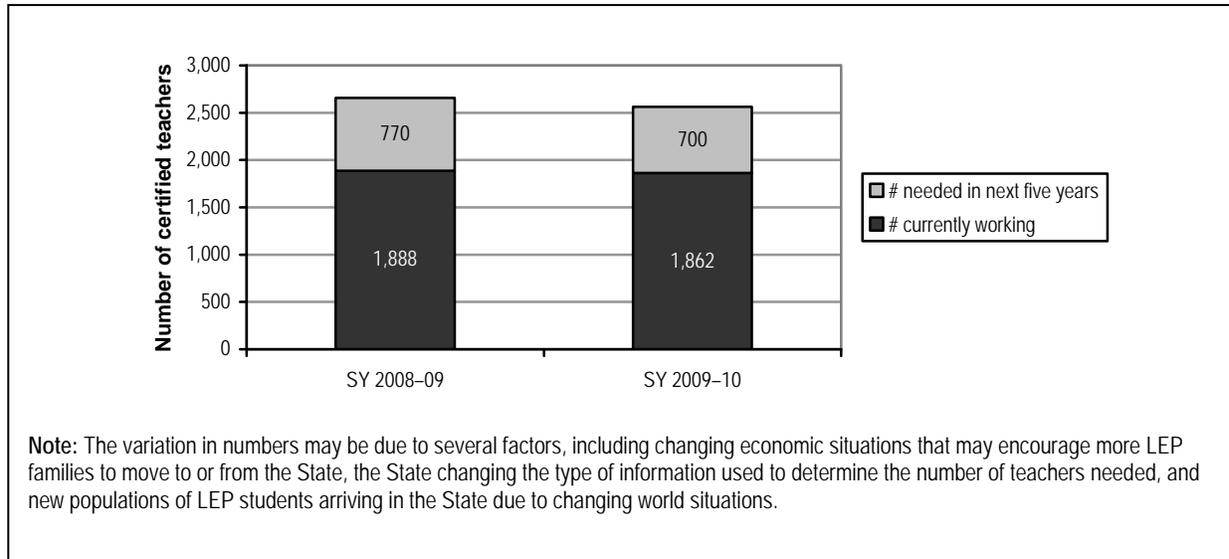
**Language instruction educational programs (LIEPs) implemented in the State: School years 2008–09 and 2009–10**

LIEPs that use English and another language		LIEPs that use only English	
✓	Two-way immersion	✓	Structured English immersion
✓	Transitional bilingual	✓	Sheltered English instruction
✓	Dual language	✓	Specially designed academic instruction in English (SDAIE)
✓	Developmental bilingual	✓	Content-based ESL
✓	Heritage language	✓	Pull-out ESL

Note: The State’s grantees used the same LIEPs for both years of this report.

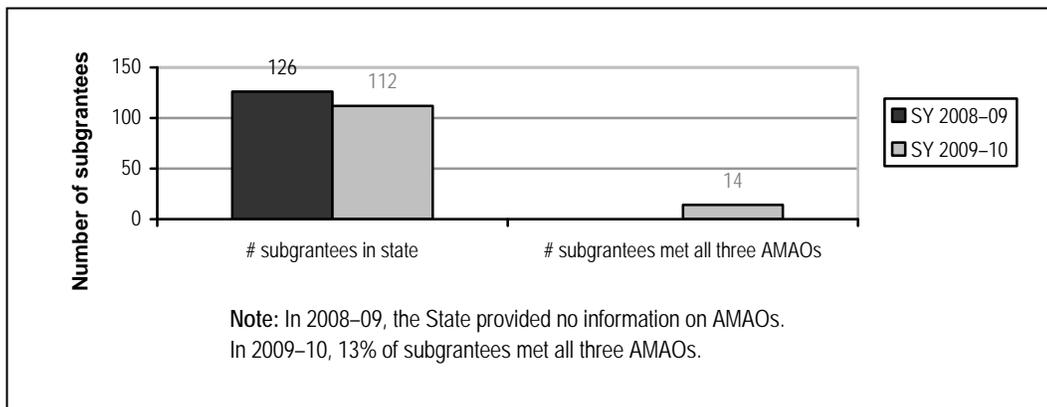
### Education Staff Information

**Number of certified/licensed teachers working in Title III language instruction educational programs and additional number needed in 5 years: School years 2008–09 and 2009–10**



### State and Subgrantee Information

**Number of subgrantees in the State and number/percentage that met all three annual measurable achievement objectives (AMAOs): School years 2008–09 and 2009–10**



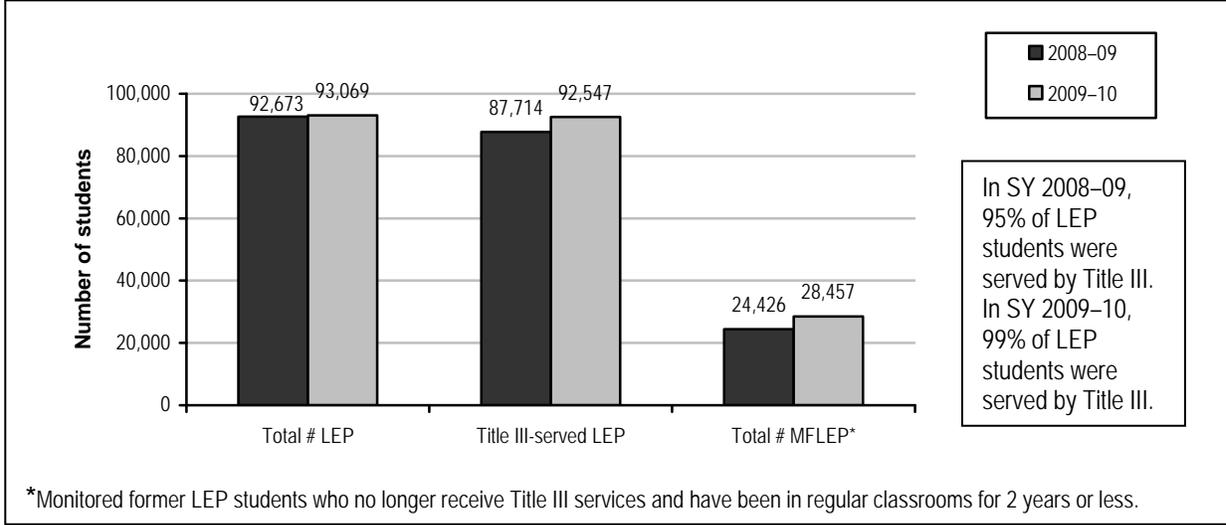
Additional State information:

- Title III funding for the State in SY 2008–09 was **\$11,992,523**; in SY 2009–10, funding was **\$11,448,020**.
- No Title III programs or activities were terminated by the State for failure to reach program goals during the report years.
- The State reported that it did not meet all three AMAOs for SY 2008–09, but that it did for 2009–10.

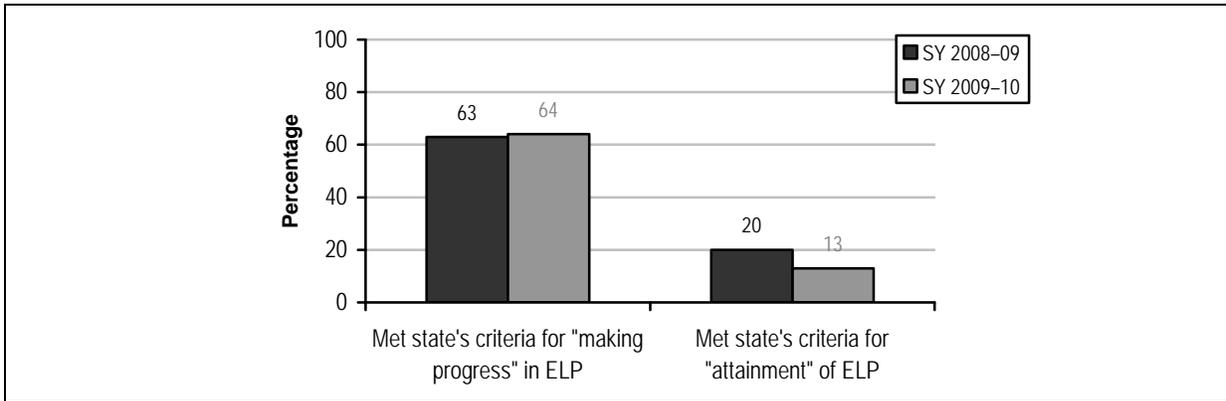
## Washington

### Information on Limited English Proficient Students

**Number and percentage of limited English proficient students and monitored former limited English proficient students in the State: School years 2008–09 and 2009–10**



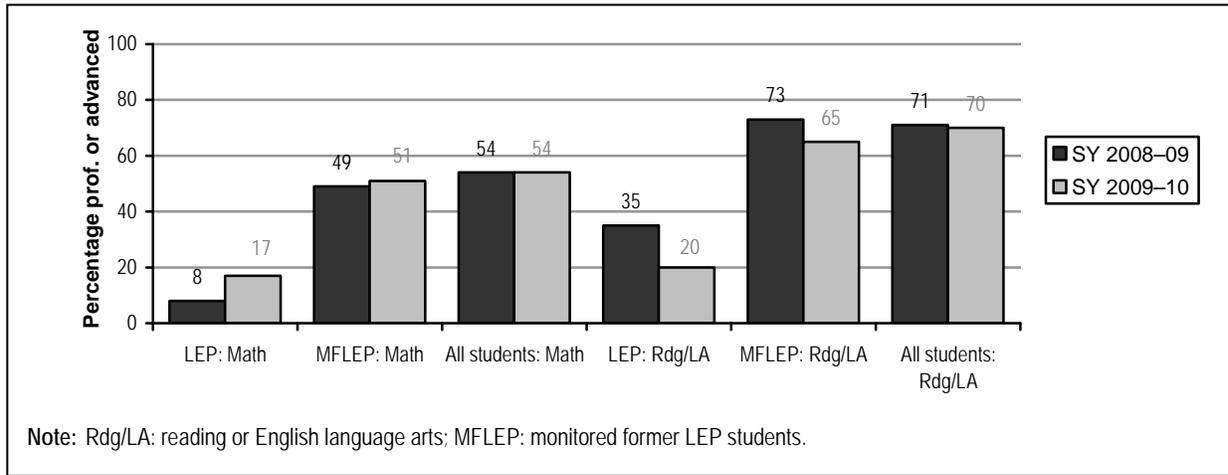
**Percentage of Title III-served students who made progress in English language proficiency and who attained English language proficiency: School years 2008–09 and 2009–10**



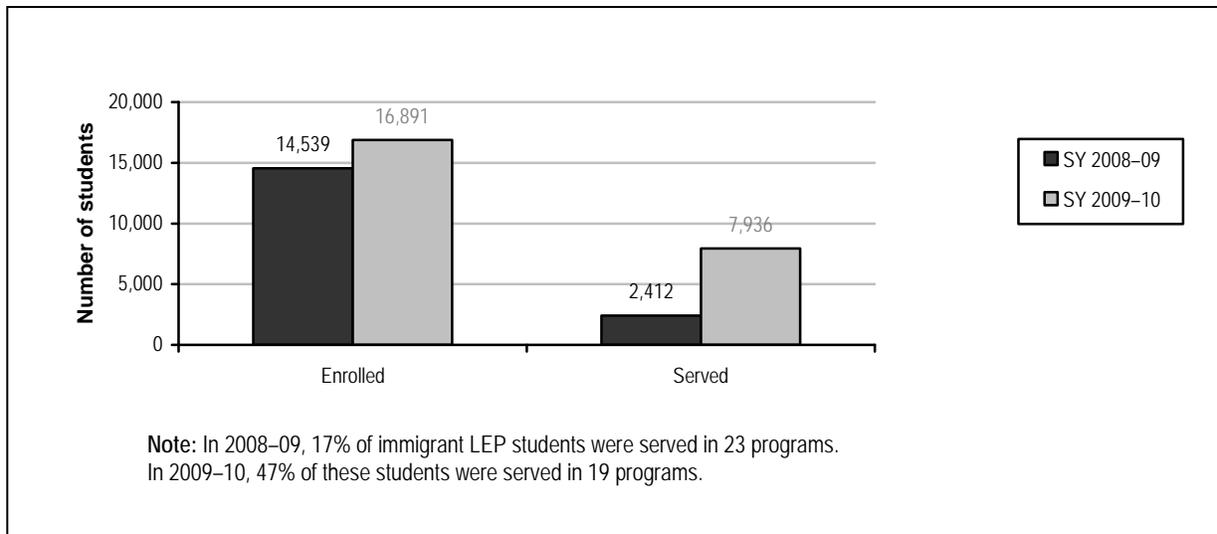
**Five native languages most commonly spoken by limited English proficient students, by number of students: School years 2008–09 and 2009–10**

SY 2008–09	Spanish	Russian	Vietnamese	Ukrainian	Somali
	60,897	4,469	3,707	2,402	2,230
SY 2009–10	Spanish	Russian	Vietnamese	Somali	Ukrainian
	61,924	4,235	3,628	2,304	2,221

**Percentage of LEP, MFLEP, and all students proficient or above in academic content areas, by group: School years 2008–09 and 2009–10**



**Number of immigrant students enrolled and number served in §3114(d)(1) programs: School years 2008–09 and 2009–10**



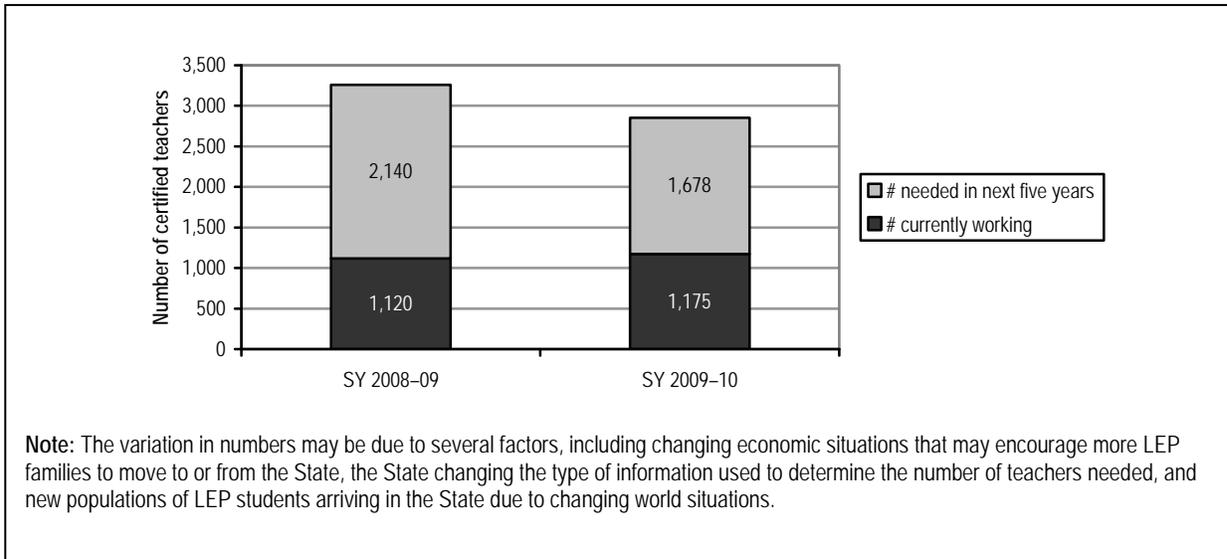
**Language instruction educational programs (LIEPs) implemented in the State: School years 2008–09 and 2009–10**

LIEPs that use English and another language		LIEPs that use only English	
	Two-way immersion		Structured English immersion
✓	Transitional bilingual	✓	Sheltered English instruction
✓	Dual language		Specially designed academic instruction in English (SDAIE)
✓	Developmental bilingual		Content-based ESL
	Heritage language		Pull-out ESL

Note: The State's subgrantees used the same LIEPs for both years of this report.

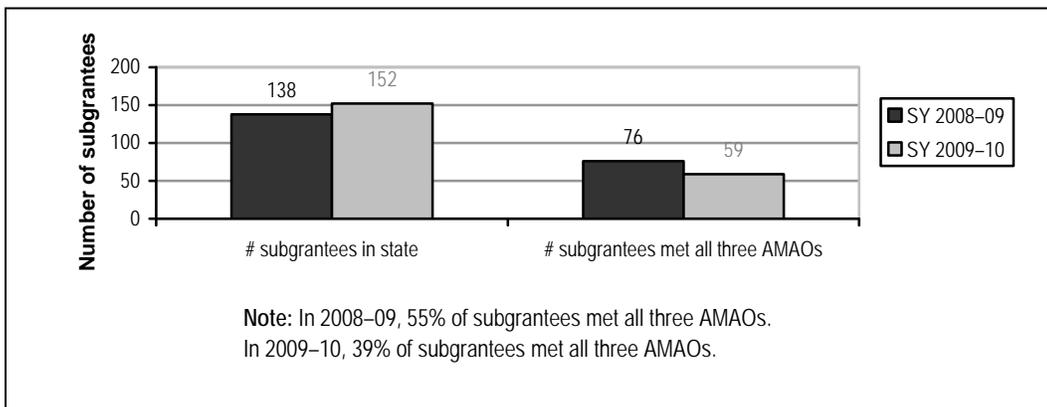
### Education Staff Information

**Number of certified/licensed teachers working in Title III language instruction educational programs and additional number needed in 5 years: School years 2008–09 and 2009–10**



### State and Subgrantee Information

**Number of subgrantees in the State and number/percentage that met all three annual measurable achievement objectives (AMAOs): School years 2008–09 and 2009–10**



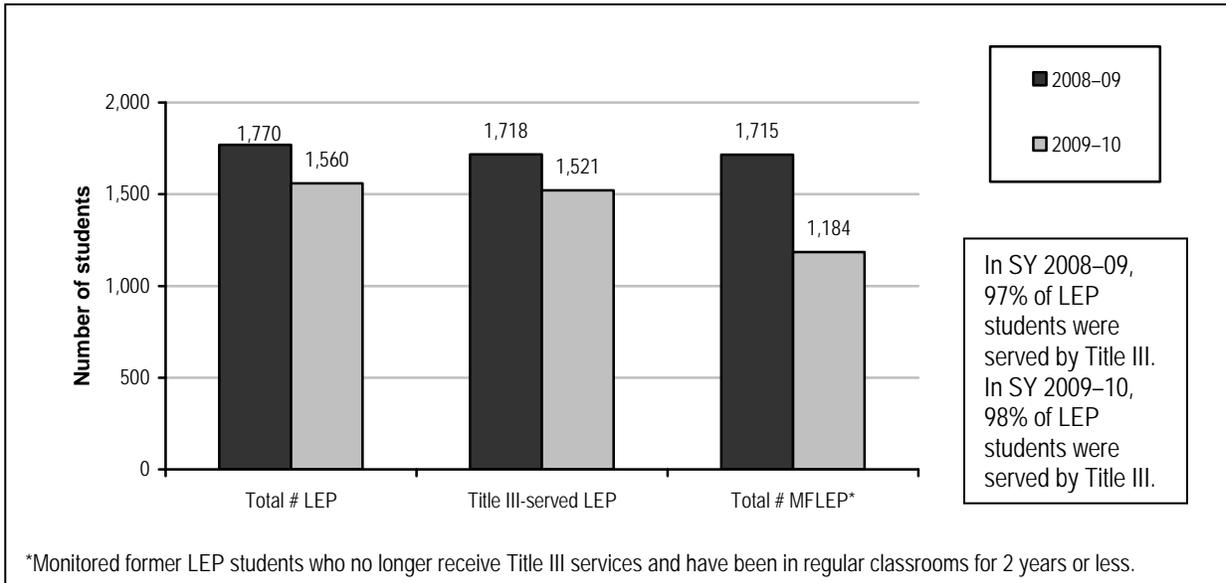
Additional State information:

- Title III funding for the State in SY 2008–09 was **\$14,234,059**; in SY 2009–10, funding was **\$16,488,896**.
- No Title III programs or activities were terminated by the State for failure to reach program goals during the report years.
- The State reported that it did not meet all three AMAOs in either 2008–09 or 2009–10.

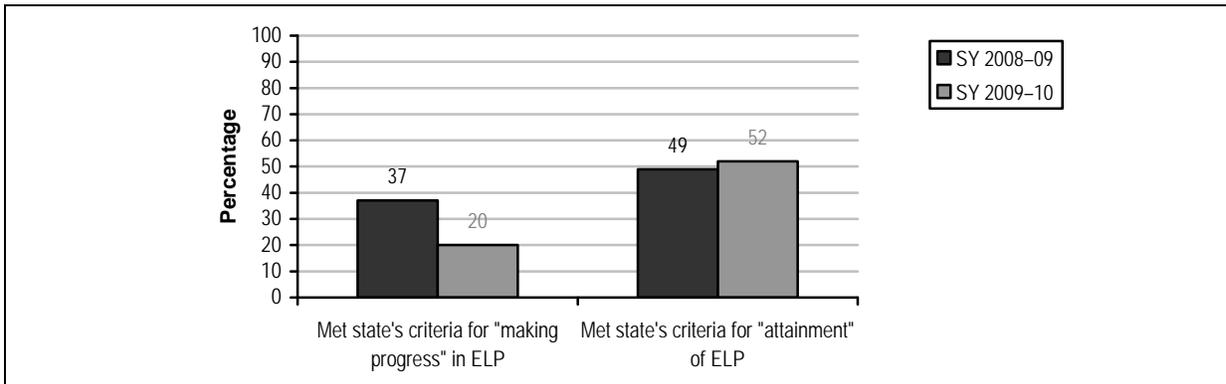
## West Virginia

### Information on Limited English Proficient Students

**Number and percentage of limited English proficient students and monitored former limited English proficient students in the State: School years 2008–09 and 2009–10**



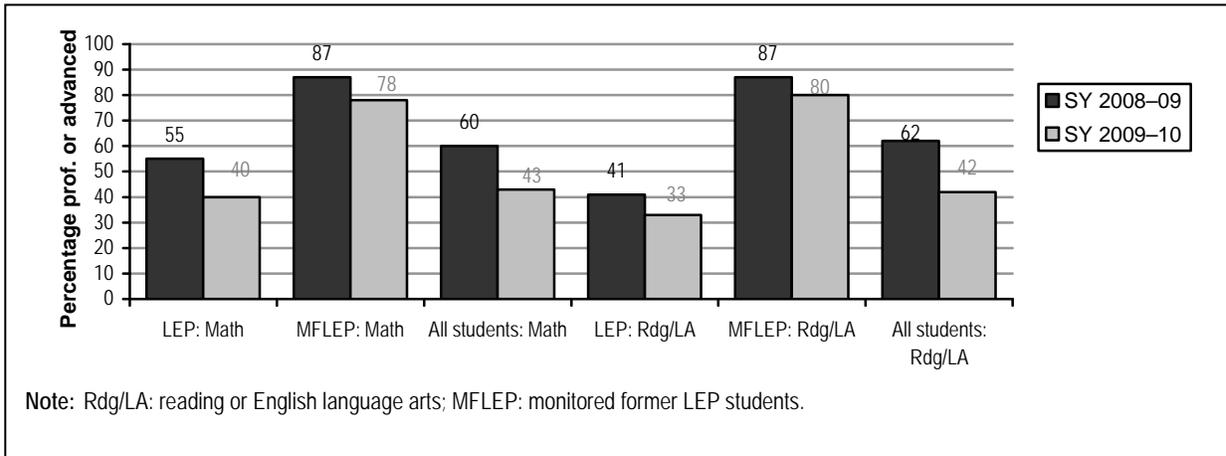
**Percentage of Title III-served students who made progress in English language proficiency and who attained English language proficiency: School years 2008–09 and 2009–10**



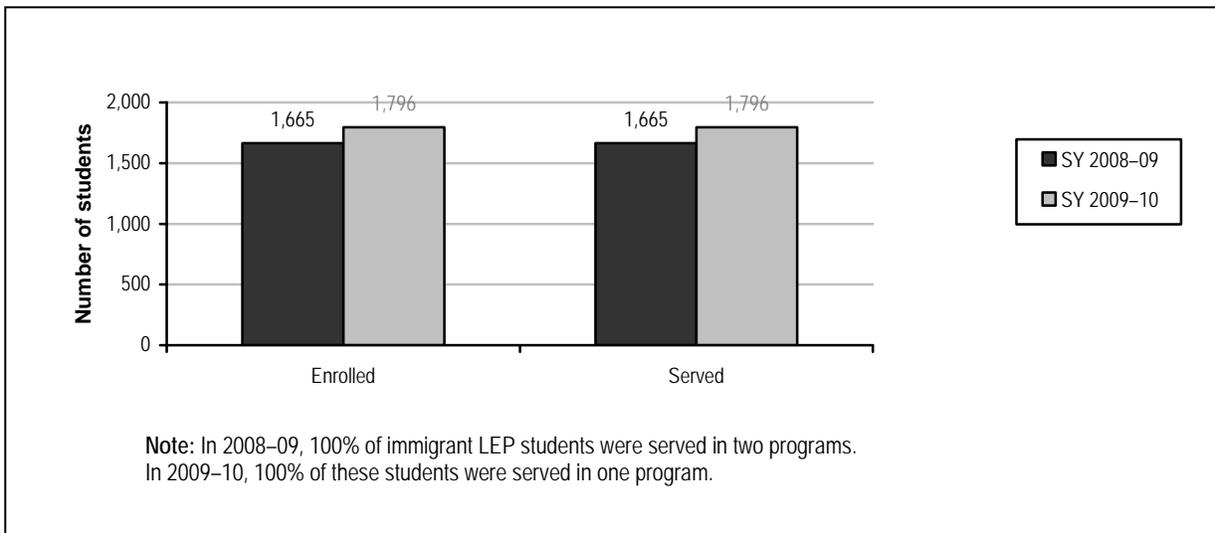
**Five native languages most commonly spoken by limited English proficient students, by number of students: School years 2008–09 and 2009–10**

SY 2008–09	Spanish	Chinese	Arabic	"Undetermined"	Vietnamese
	915	173	130	89	75
SY 2009–10	Spanish	"Uncoded languages"	Chinese	Arabic	Vietnamese
	809	191	168	119	69

**Percentage of LEP, MFLEP, and all students proficient or above in academic content areas, by group: School years 2008–09 and 2009–10**



**Number of immigrant students enrolled and number served in §3114(d)(1) programs: School years 2008–09 and 2009–10**

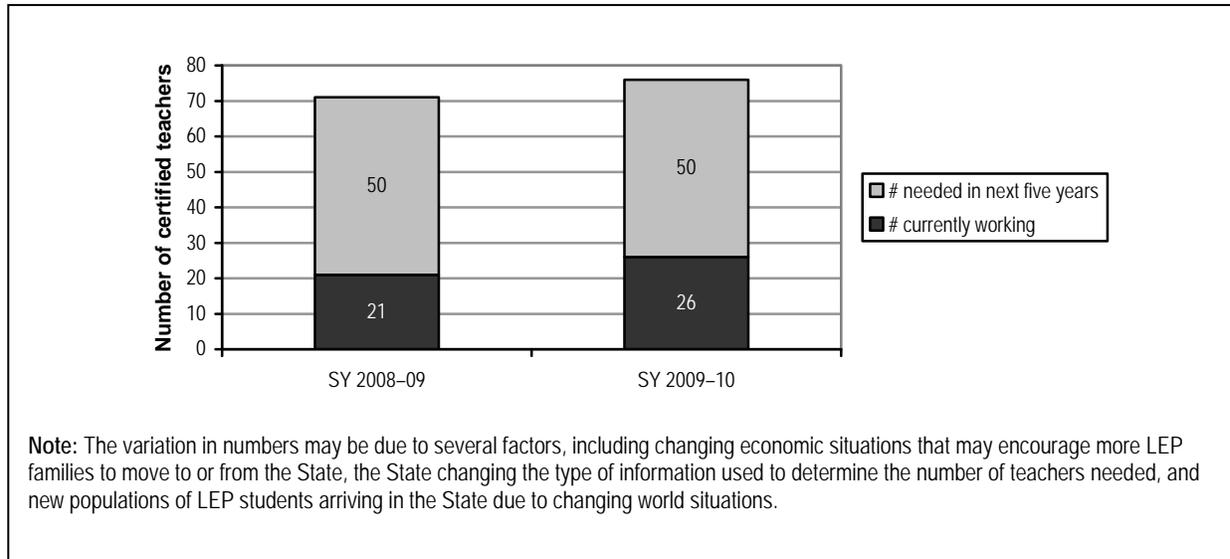


**Language instruction educational programs (LIEPs) implemented in the State: School years 2008–09 and 2009–10**

SY 08–09	SY 09–10	LIEPs that use English and another language	SY 08–09	SY 09–10	LIEPs that use only English
		Two-way immersion			Structured English immersion
		Transitional bilingual	✓		Sheltered English instruction
		Dual language			Specially designed academic instruction in English (SDAIE)
		Developmental bilingual	✓	✓	Content-based ESL
		Heritage language			Pull-out ESL

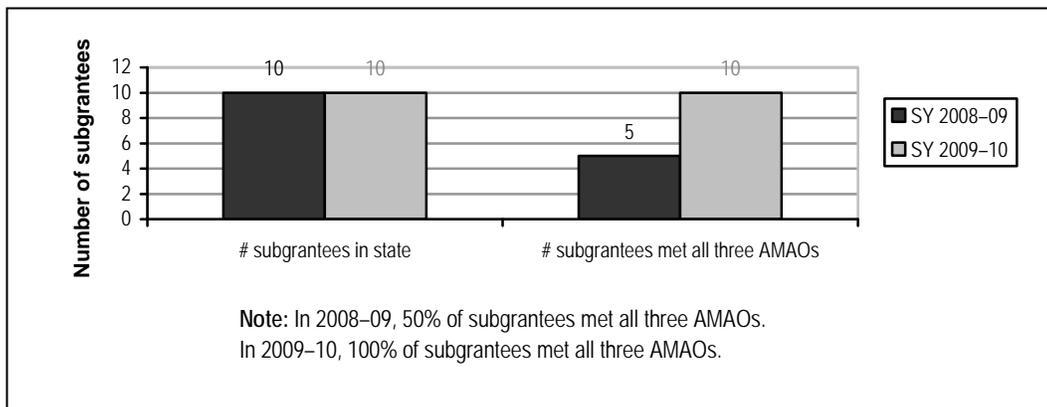
### Education Staff Information

**Number of certified/licensed teachers working in Title III language instruction educational programs and additional number needed in 5 years: School years 2008–09 and 2009–10**



### State and Subgrantee Information

**Number of subgrantees in the State and number/percentage that met all three annual measurable achievement objectives (AMAOs): School years 2008–09 and 2009–10**



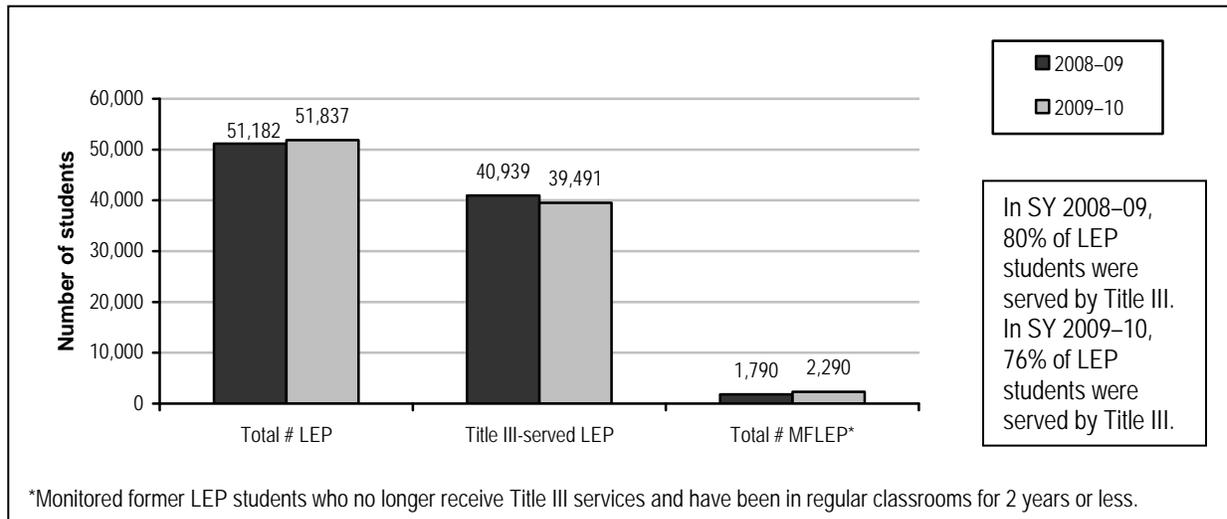
**Additional State information:**

- Title III funding for the State in SY 2008–09 was **\$639,775**; in SY 2009–10, funding was **\$677,170**.
- No Title III programs or activities were terminated by the State for failure to reach program goals during the report years.
- The State reported that it did not meet all three AMAOs in either 2008–09 or 2009–10.

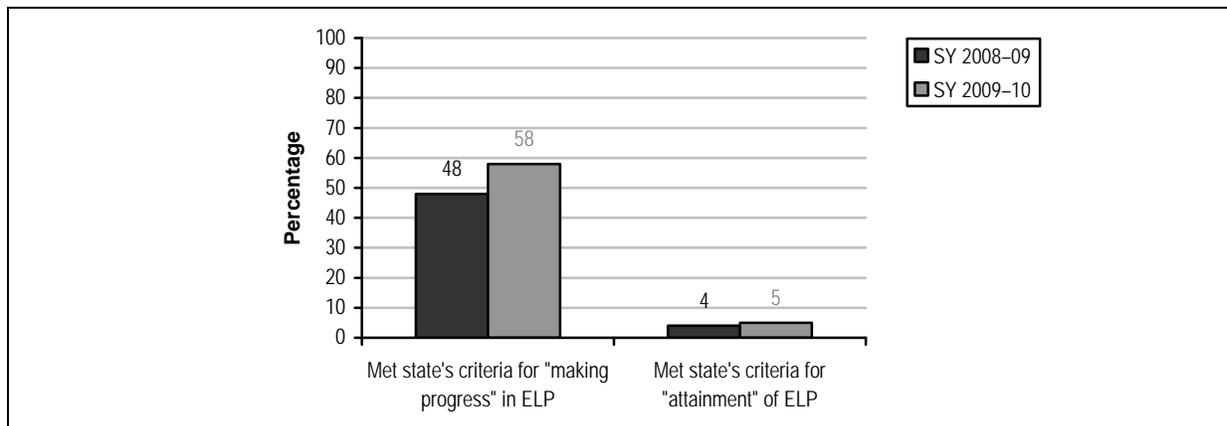
## Wisconsin

### Information on Limited English Proficient Students

**Number and percentage of limited English proficient students and monitored former limited English proficient students in the State: School years 2008–09 and 2009–10**



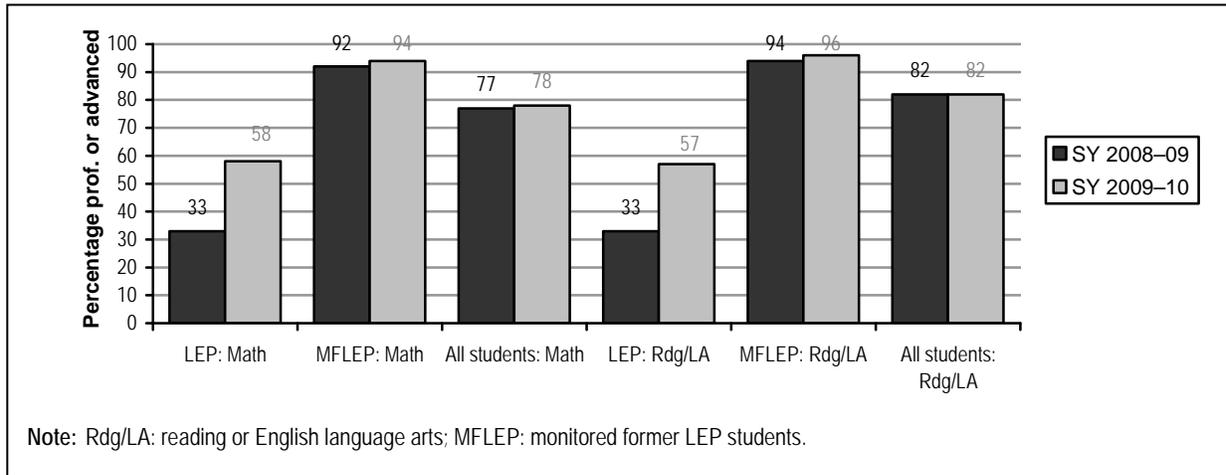
**Percentage of Title III-served students who made progress in English language proficiency and who attained English language proficiency: School years 2008–09 and 2009–10**



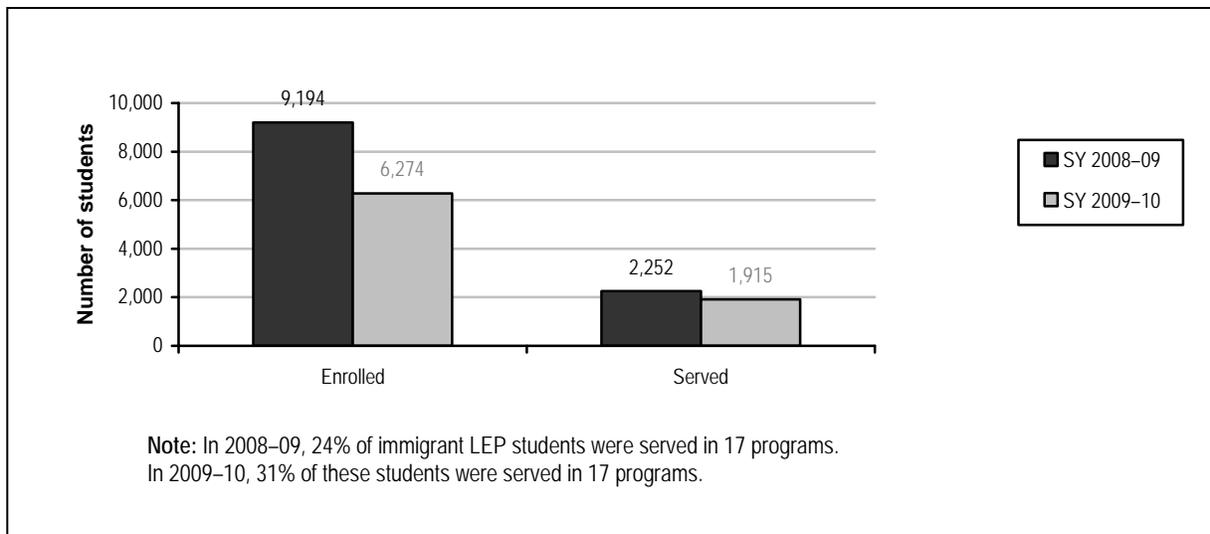
**Five native languages most commonly spoken by limited English proficient students, by number of students: School years 2008–09 and 2009–10**

SY 2008–09	Spanish	Hmong	Chinese	Russian	Albanian
	28,614	10,817	653	481	436
SY 2009–10	Spanish	Hmong	Chinese	Russian	Arabic
	29,553	9,846	700	493	460

**Percentage of LEP, MFLEP, and all students proficient or above in academic content areas, by group: School years 2008–09 and 2009–10**



**Number of immigrant students enrolled and number served in §3114(d)(1) programs: School years 2008–09 and 2009–10**



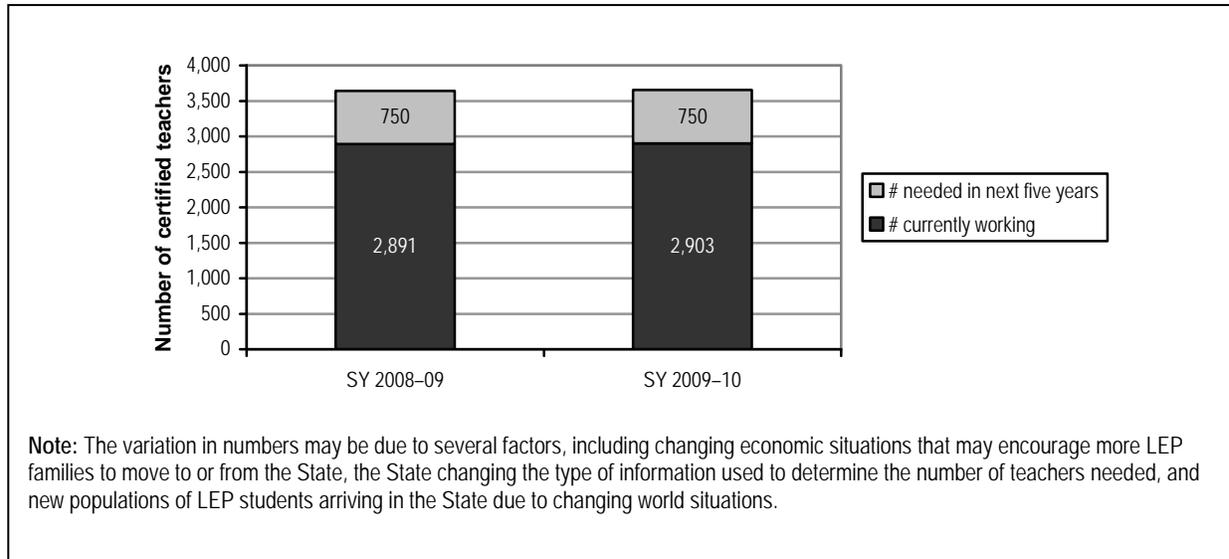
**Language instruction educational programs (LIEPs) implemented in the State: School years 2008–09 and 2009–10**

LIEPs that use English and another language		LIEPs that use only English	
✓	Two-way immersion	✓	Structured English immersion
✓	Transitional bilingual	✓	Sheltered English instruction
✓	Dual language	✓	Specially designed academic instruction in English (SDAIE)
✓	Developmental bilingual	✓	Content-based ESL
✓	Heritage language	✓	Pull-out ESL

Note: The State’s subgrantees used the same LIEPs for both years of this report.

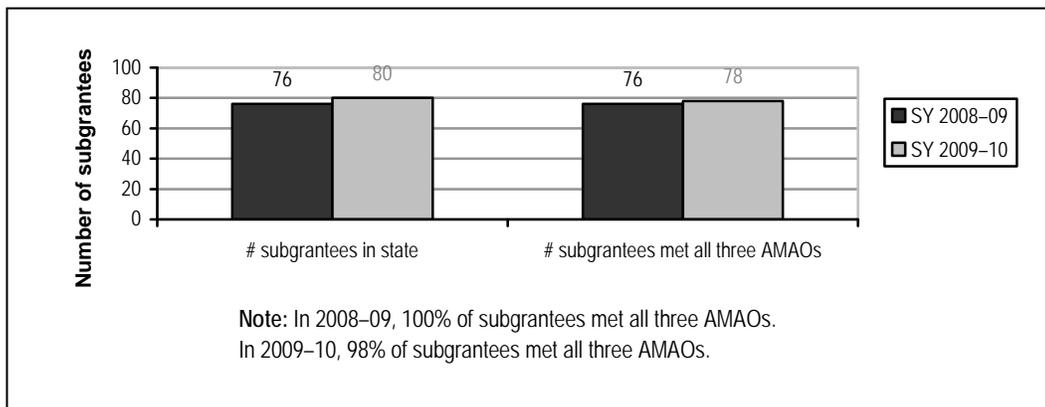
### Education Staff Information

**Number of certified/licensed teachers working in Title III language instruction educational programs and additional number needed in 5 years: School years 2008–09 and 2009–10**



### State and Subgrantee Information

**Number of subgrantees in the State and number/percentage that met all three annual measurable achievement objectives (AMAOs): School years 2008–09 and 2009–10**



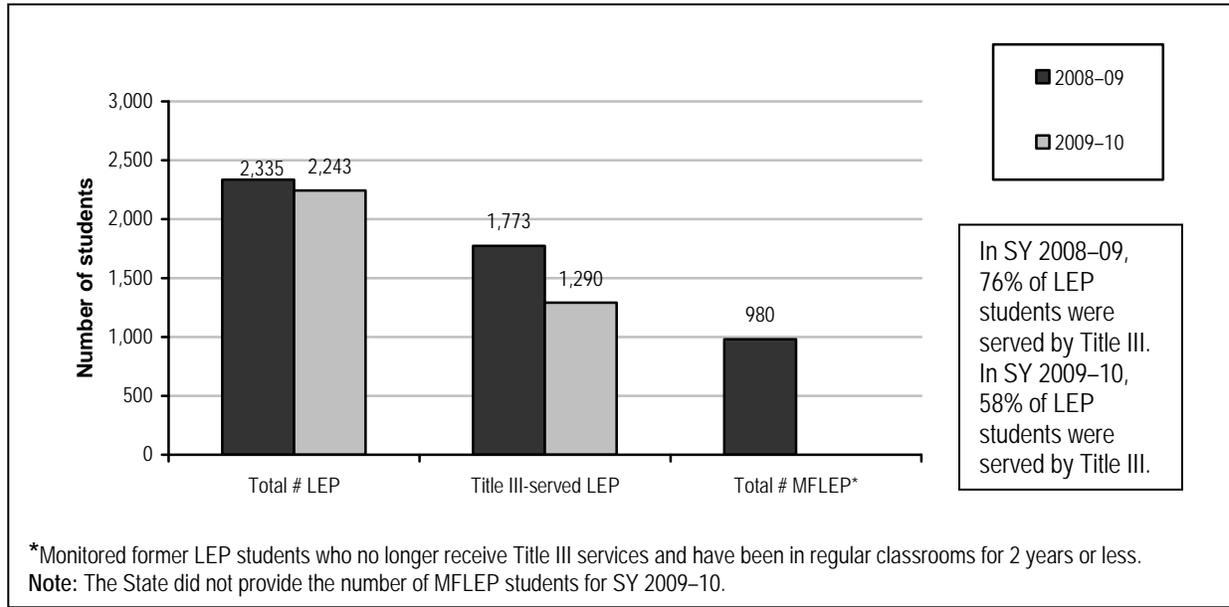
**Additional State information:**

- Title III funding for the State in SY 2008–09 was **\$6,396,351**; in SY 2009–10, funding was **\$7,091,009**.
- No Title III programs or activities were terminated by the State for failure to reach program goals during the report years.
- The State reported that it met all three AMAOs for SYs 2008–09 and 2009–10.

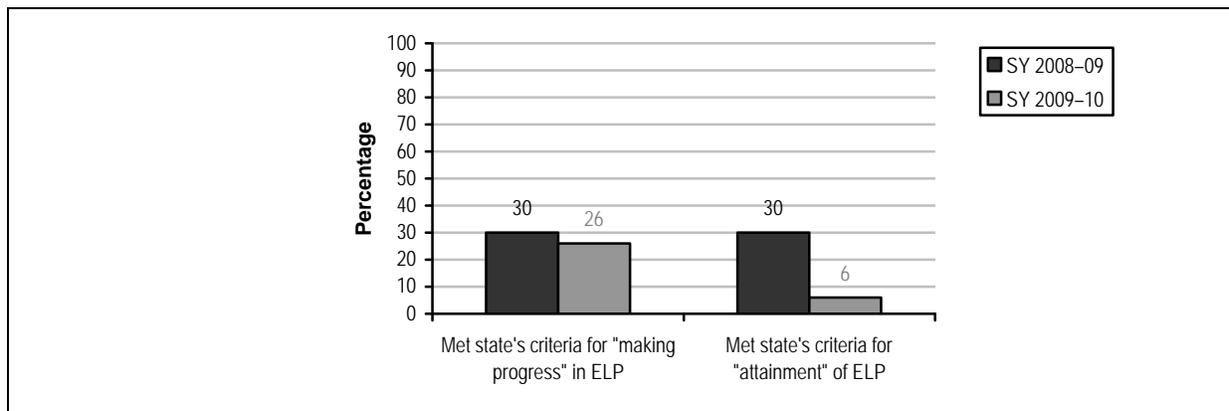
## Wyoming

### Information on Limited English Proficient Students

**Number and percentage of limited English proficient students and monitored former limited English proficient students in the State: School years 2008–09 and 2009–10**



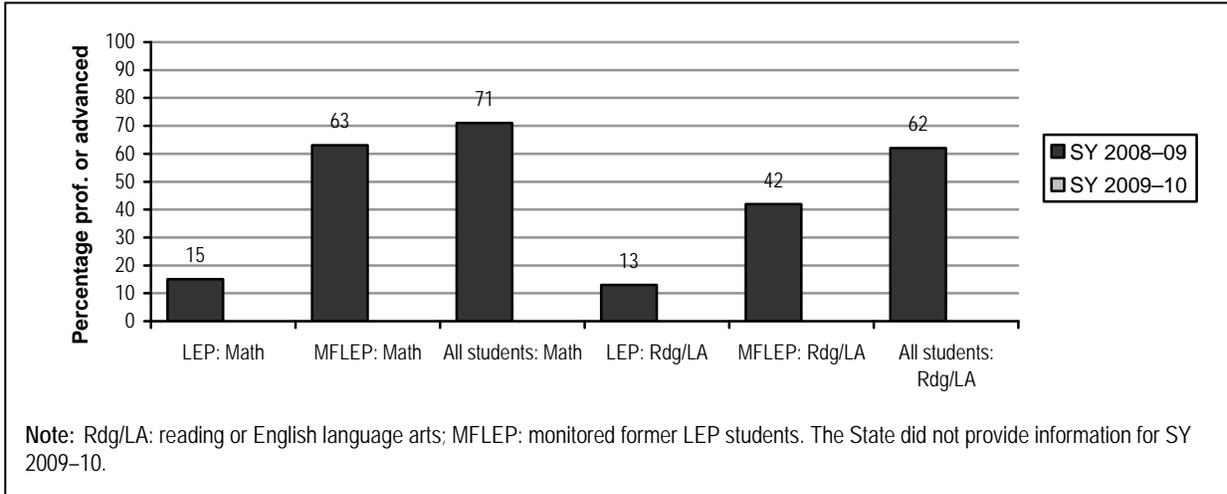
**Percentage of Title III-served students who made progress in English language proficiency and who attained English language proficiency: School years 2008–09 and 2009–10**



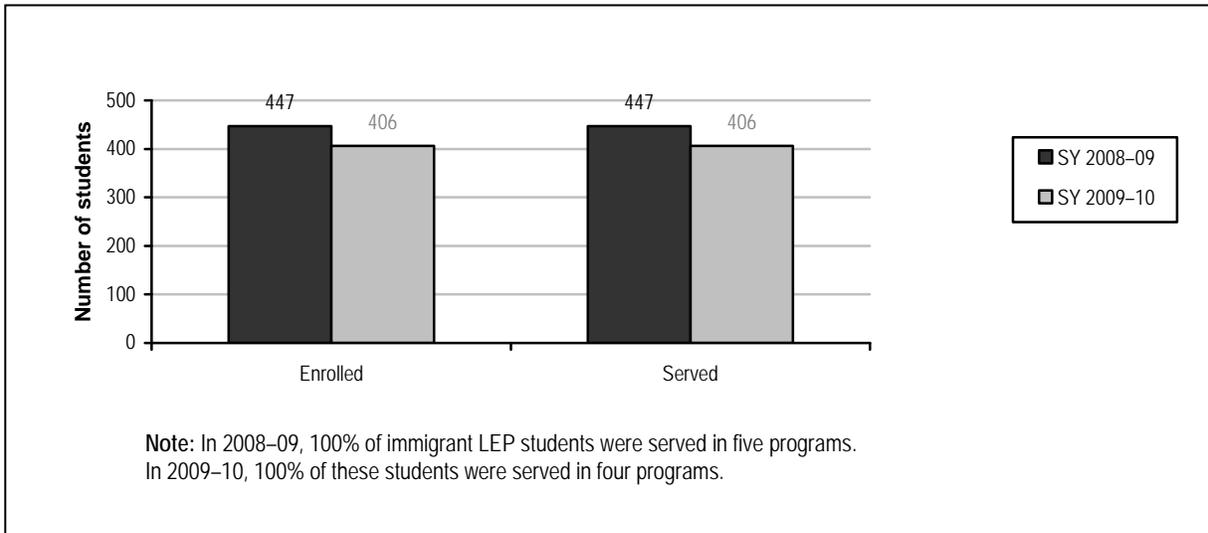
**Five native languages most commonly spoken by limited English proficient students, by number of students: School years 2008–09 and 2009–10**

SY 2008–09	Spanish	Arapaho	Korean	Filipino/Pilipino	Japanese
	2,111	132	12	8	8
SY 2009–10	Spanish	Arapaho	Arabic	Chinese	Russian
	1,646	242	31	22	20

**Percentage of LEP, MFLEP, and all students proficient or above in academic content areas, by group: School years 2008–09 and 2009–10**



**Number of immigrant students enrolled and number served in §3114(d)(1) programs: School years 2008–09 and 2009–10**

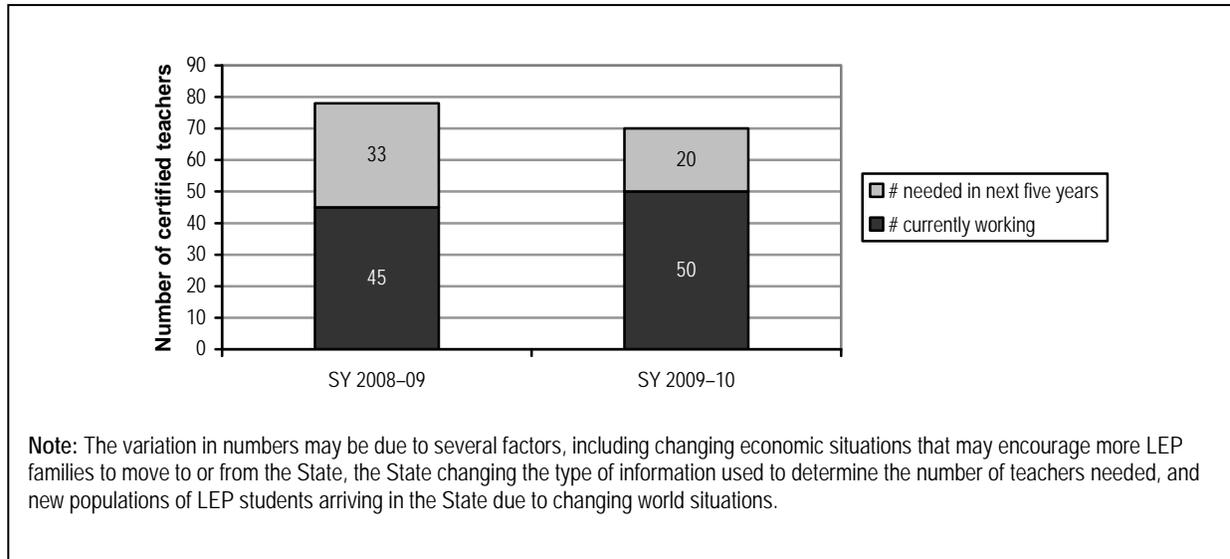


**Language instruction educational programs (LIEPs) implemented in the State: School years 2008–09 and 2009–10**

SY 08–09	SY 09–10	LIEPs that use English and another language	SY 08–09	SY 09–10	LIEPs that use only English
		Two-way immersion	✓	✓	Structured English immersion
		Transitional bilingual	✓	✓	Sheltered English instruction
	✓	Dual language	✓	✓	Specially designed academic instruction in English (SDAIE)
		Developmental bilingual	✓	✓	Content-based ESL
✓	✓	Heritage language	✓	✓	Pull-out ESL

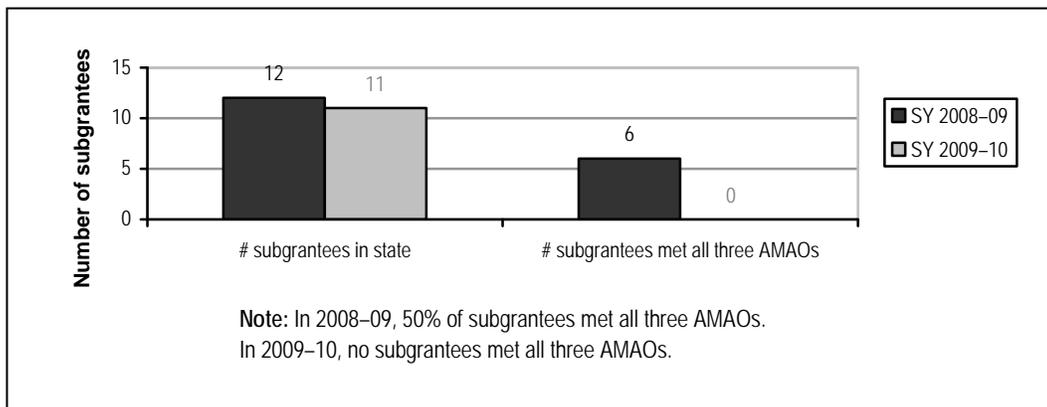
### Education Staff Information

**Number of certified/licensed teachers working in Title III language instruction educational programs and additional number needed in 5 years: School years 2008–09 and 2009–10**



### State and Subgrantee Information

**Number of subgrantees in the State and number/percentage that met all three annual measurable achievement objectives (AMAOs): School years 2008–09 and 2009–10**



Additional State information:

- Title III funding for the State in SY 2008–09 was **\$500,000**; in SY 2009–10, funding was **\$500,000**.
- No Title III programs or activities were terminated by the State for failure to reach program goals during the report years.
- The State reported that it did not meet all three AMAOs in either 2008–09 or 2009–10.

## **Appendix A: Summary of Results Organized According to the Nine Statute-Based Report Elements**

Title III of the Elementary and Secondary Education Act of 1965 (ESEA) requires that the Secretary of Education submit a report on the Title III State Formula Grant Program (also known as the English Language Acquisition State Grants program) to the Committee on Education and the Workforce of the House of Representatives, and the Committee on Health, Education, Labor, and Pensions of the Senate. This is the fourth such report submitted since the reauthorization of the ESEA as the No Child Left Behind Act of 2001. Section 3123 specifies nine reporting elements required to be included within the biennial report:

- (b) Every second year, the Secretary shall prepare and submit to the Committee on Education and the Workforce of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate a report—
  - (1) on programs and activities carried out to serve limited English proficient children under this part, and the effectiveness of such programs and activities in improving the academic achievement and English proficiency of children who are limited English proficient;
  - (2) on the types of language instruction educational programs used by local educational agencies or eligible entities receiving funding under this part to teach limited English proficient children;
  - (3) containing a critical synthesis of data reported by eligible entities to States under section 3121(a);
  - (4) containing a description of technical assistance and other assistance provided by State educational agencies under section 3111(b)(2)(C);
  - (5) containing an estimate of the number of certified or licensed teachers working in language instruction educational programs and educating limited English proficient children, and an estimate of the number of such teachers that will be needed for the succeeding 5 fiscal years;
  - (6) containing the major findings of scientifically based research carried out under this part;
  - (7) containing the number of programs or activities, if any, that were terminated because the entities carrying out the programs or activities were not able to reach program goals;
  - (8) containing the number of limited English proficient children served by eligible entities receiving funding under this part who were transitioned out of language instruction educational programs funded under this part into classrooms where instruction is not tailored for limited English proficient children; and
  - (9) containing other information gathered from the evaluations from specially qualified agencies and other reports submitted to the Secretary under this title when applicable.

Six of these elements are discussed in the main body of this report. In order to provide complete information, this appendix provides a short summary of the major findings of the report organized according to all nine of the statute-based reporting requirements of the ESEA.

### ***1. Programs and activities carried out to serve limited English proficient children and the effectiveness of such programs and activities in improving the academic achievement and English proficiency of children who are limited English proficient***

States provide language instruction educational programs (LIEPs) for limited English proficiency (LEP) students so that these students can attain proficiency in English and access the same challenging academic content as their English-proficient peers. A summary of the LIEPs provided by States is provided under number 2, below.

For each reporting year, States provided the percentage of students who made progress in learning English and the percentage who attained English proficiency (Table 7). Over school years (SY) 2008–09 and 2009–10, 33 States reported an increase in the percentage of students who made progress in learning English. In addition, 24 States and the District of Columbia reported an increase in the percentage of students who attained English proficiency. Several of the States not reporting an increase indicated that they had changed or modified their assessment(s) and/or their standards; others reported the same percentages in both years. In addition, more States provided data in SY 2009–10 than in SY 2008–09.

It is more difficult to provide a summary of changes in academic achievement over time. States report on the academic achievement of students in reading/language arts and mathematics in grades 3–8 and in one high school grade (see Table 8). Over SY 2008–09 to 2009–10, 35 States reported an increase in the percentage of students in the LEP subgroup who scored “proficient” or above in reading/language arts; 35 States reported an increase in the percentage of students in the LEP subgroup who scored “proficient” or above in mathematics.

### ***2. Types of LIEPs used to teach limited English proficient children***

Subgrantees may offer LIEPs in which both English and another language are used to provide instruction for LEP students. Such programs were implemented by subgrantees in 42 States and the District of Columbia in SY 2008–09 and in 43 States and the District of Columbia in SY 2009–10.

Subgrantees also may offer programs in which instruction is provided only in English. These types of LIEPs were offered by subgrantees in 49 States and the District of Columbia in SY 2008–09, while subgrantees in all 50 States and the District of Columbia implemented such programs in SY 2008–10.

### ***3. Critical synthesis of data reported by eligible entities to States under section 3121(a)***

Data required in §3121(a) relate to the reports that subgrantees provide to the State education agencies that issue the subgrants. There are four such data elements:

- A. A description of programs and activities carried out by entities using Title III funds. See number 2, above, for a synthesis.

- B. A description of the progress made by children in learning English and in meeting challenging State academic content and student academic achievement standards. See number 1, above, for a synthesis.
- C. Numbers and percentages of children who attained English proficiency by the end of the school year. See Table 7 for State-by-State percentages of LEP children who attained English proficiency; see number 8, below, for the total number of children who attained English proficiency.
- D. Progress made by children in meeting State academic content standards for 2 years after children exit LIEPs. Students who have exited LIEPs in the previous 2 years are known as monitored former LEP (MFLEP) students. Table 9 provides the total number of MFLEP students in SY 2008–09 and SY 2009–10; Table 10 provides their performance on assessments of mathematics and reading/language arts.

***4. Description of technical assistance and other assistance provided by State educational agencies under section 3111(b)(2)(C)***

During SY 2009–10, 49 States and the District of Columbia reported on the following types of technical assistance that they provided to subgrantees to improve the teaching and learning of LEP students:

- instructional strategies for LEP students;
- understanding and implementation of assessment of LEP students;
- understanding of the implementation of English language proficiency standards and academic content standards for LEP students;
- alignment of the curriculum in LIEPs to English language proficiency standards; and
- subject matter knowledge for teachers.

In addition, these States and the District of Columbia reported providing professional development activities to a total of 1,029,458 of the following types of participants:

- content classroom teachers;
- LEP classroom teachers;
- principals;
- administrators other than principals;
- other school personnel who were nonadministrative; and
- community-based organization personnel.

***5. Estimate of the number of certified or licensed teachers currently working in LIEPs and an estimate of the number of such teachers that will be needed for the succeeding 5 fiscal years***

For SY 2008–09, States reported a total of 344,048 certified or licensed teachers working in Title III programs, and States estimated needing an additional 51,419 teachers for SY 2012–13.

There were 394,111 such teachers reported for SY 2009–10, and States estimated needing an additional 47,185 teachers for SY 2013–14 (see Figure 2).

***6. Major findings of scientifically based research carried out with Title III funds***

The Consolidated State Performance Report data collection instrument did not collect these data for SY 2008–09 and 2009–10.

***7. Number of programs or activities, if any, that were terminated because the entities carrying out the programs or activities were not able to reach program goals***

During the 2 years of this report, only three States reported that they had terminated programs. In SY 2008–09, one State reported that it terminated three programs that were not able to reach program goals, and another State reported that it terminated four programs. In SY 2009–10, two States reported that they terminated one program each.

***8. Number of limited English proficient children who were transitioned out of language instruction educational programs***

For SY 2008–09, 49 States and the District of Columbia reported that a total of 908,604 LEP children attained English proficiency. For SY 2009–10, 50 States and the District of Columbia reported that a total of 1,144,177 LEP children attained English proficiency.

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

No other information was gathered from specially qualified agencies in either year of this report, and no other reports were submitted to the Secretary under Title III during either year of this report.

## **Appendix B: Comments from States on Calculations to Determine Number of Teachers Needed in 5 Years**

One of the Consolidated State Performance Report (CSPR) elements asked States to provide the number of certified/licensed teachers currently working in Title III-funded programs and the additional number they projected would be needed in 5 years (see Figure 2). Several States described how they calculated the projected number of additional teachers needed in 5 years. The explanations provided in the 2009–10 CSPR are as follows.

- “In order to get a more accurate number, we added the question about number of all certified/licensed teachers currently working in Title III language instruction educational programs, into our Web Portal so that it would include all certified teachers work [sic].”
- “This data is derived from LEAs that have applied for Title III funds up through 2/2/2011.”
- “Local educational agencies (LEAs) in California reported that almost all their teachers are authorized to teach English learner (EL) students. In very rare cases there were LEAs who have one or two teachers who are not authorized to teach EL students.”
- “Only one of our LEAs, DCPS, is required to have certified teachers (or to report certification status of teachers). As a result, these data reflect only the certified Title III teachers in DCPS, and not in our entire State education agency.”
- “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.”
- “Despite the current economic recession in Georgia, from 2008–09 to 2009–10 the ELL K–12 population in the State increased slightly more than 5%. While fewer new families are moving into Georgia for work reasons at this time, Georgia is designated as a key [sic]”
- “The student: teacher ratio for ELLs is about 53 to 1. In favor of equitable access to instruction, we need to reduce this for what is a very fast-growing population. We will have over 25,000 ELLs in the next 5 years.”
- “The number of certified/licensed teachers working in Title III programs appears to have a significant decrease over the prior year’s data. This is a result of changes in the data/reporting collection system. The License Personnel Report (LPR) collects information on [sic]”
- “This list may include some teachers who have their ELL endorsement, but are not currently teaching ELL courses. The State plans to do more investigation and amend the total number of ELL teachers when CSPR reopens.”
- “While ESOL teachers cannot be paid using Title III funds per the October 2, 2008, Supplement Not Supplant Provision of Title III of the ESEA and there was a decrease in the number of ESOL teachers in SC by approximately 9%; students are primarily [sic].”

- “This is figured as 5% growth for the teachers. We are seeing approximately that amount of growth in students.”
- “Source of teacher supply/demand in Wisconsin:  
<http://dpi.wi.gov/tepd/pdf/supdem07.pdf>.”

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