

**U.S. DEPARTMENT OF EDUCATION**

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

**School Years 2020–2022**





This report was produced under U.S. Department of Education Contract No. GS-10F-0201T - National Clearinghouse for English Language Acquisition (NCELA) with Manhattan Strategy Group and WestEd. Melissa Escalante served as the contracting officer's representative. 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**

Denise Carter

*Acting Secretary*

**Office of English Language Acquisition**

Beatriz Ceja-Williams

*Acting Assistant Deputy Secretary and Director*

**January 2025**

This report is in the public domain. Authorization to reproduce it in whole or in part is granted. While permission to reprint this publication is not necessary, the citation should be: U.S. Department of Education, Office of English Language Acquisition, *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2020–22*, Washington, D.C., 2025.

The report is available on the Department of Education's website at

<https://ncela.ed.gov/biennial-reports-0>

**Availability of Alternate Formats**

On request, this publication is available in alternate formats, such as Braille, large print, or computer diskette. For more information, please contact the Department's Alternate Format Center at 202-260-0852 or by contacting the 504 coordinator via e-mail at [ofe@ed.gov](mailto:ofe@ed.gov).

**Notice to Limited English Proficient Persons**

If you have difficulty understanding English, you may request language assistance services for Department information that is available to the public. These language assistance services are available free of charge.

If you need more information about interpretation or translation services, please call 1-800-USA-LEARN (1-800-872-5327) (TTY: 1-800-877-8339), email us at [Ed.Language.Assistance@ed.gov](mailto:Ed.Language.Assistance@ed.gov), or write to U.S. Department of Education, Information Resource Center, 400 Maryland Ave., SW, Washington, DC 20202.



# Contents

<b>Exhibits .....</b>	<b>ii</b>
<b>Tables.....</b>	<b>vii</b>
<b>Executive Summary .....</b>	<b>1</b>
Overview.....	1
State Educational Agency Funding and Support Activities for English Learners .....	2
The English Learner Population .....	3
Instructional Programs and Educators for English Learners .....	4
Language Assessment and Accountability .....	5
Content-Area Assessment and Accountability.....	6
<b>1. Introduction.....</b>	<b>8</b>
Definition of English Learners.....	8
Overview of the School Years 2020–22 Biennial Report .....	9
Biennial Report SYs 2020–22 Data Sources .....	11
Data Limitations and Reporting.....	11
<b>2. SEA Funding and Support Activities for English Learners .....</b>	<b>14</b>
Title III Funding to SEAs.....	14
Title III Subgrants to Eligible LEAs.....	19
Activities Provided by Title III Subgrantees to Enhance the Teaching and Learning of ELs .....	20
<b>3. The English Learner Population .....</b>	<b>24</b>
Number of Identified English Learners and Number and Percentage of English Learners Who Participated in LIEPs Provided by LEAs Receiving Title III Subgrants .....	24
Immigrant Children and Youth .....	35
Number of Former English Learners .....	39
The Five Languages Most Commonly Spoken by English Learners .....	41
Puerto Rico’s Title III Grant: Supporting Spanish Learners.....	52
Immigrant Children and Youth .....	54
The Five Languages Most Commonly Spoken by Spanish Learners .....	55
<b>4. Instructional Programs and Educators for English Learners .....</b>	<b>57</b>
Language Instruction Educational Programs .....	57
Instructional Programs and Educators for Spanish Learners in Puerto Rico.....	65
<b>5. Language Assessment and Accountability .....</b>	<b>67</b>
Participation and Performance of ELs on ELP Assessments .....	67
ELs Not Attaining English Proficiency After Five Years .....	76
ELs Who Exited LIEPs in SYs 2020–21 and 2021–22: Percentage Attaining English Proficiency78	
<b>6. Content-Area Assessments and Accountability.....</b>	<b>81</b>
Statewide Mathematics Assessments: School Years 2020–21 and 2021–22 .....	82
Statewide Reading/Language Arts Assessments: School Years 2020–21 and 2021–22 .....	88
Statewide Science Assessments: School Years 2020–21 and 2021–22 .....	94
Content-Area Assessments and Accountability in Puerto Rico .....	100
<b>Appendix A: Detailed Data Tables.....</b>	<b>108</b>



## Exhibits

Exhibit 2.1. Maximum, Minimum, and Average Title III Allocations of State Educational Agencies: School Years 2020–21 and 2021–22 .....	15
Exhibit 2.2. Quartile of State Educational Agencies Receiving the Largest Percentage Increases in Title III Funding Compared with the Prior Year: School Years 2020–21 and 2021–22.....	15
Exhibit 2.3. State Educational Agencies with Decreases in Title III Funding from the Prior Year: School Years 2020–21 and 2021–22 .....	17
Exhibit 2.4. Number and Percentage of State Educational Agencies Providing Assistance to Local Educational Agencies Receiving Title III Subgrants by Type of Assistance Received: School Years 2020–21 and 2021–22 .....	19
Exhibit 2.5. Percentage of State Educational Agencies Reporting Subgrantees’ Activities Ranked by How Commonly They Occurred: School Year 2020–21.....	20
Exhibit 2.6. Percentage of State Educational Agencies Reporting Subgrantees’ Activities Ranked by How Commonly They Occurred: School Year 2021–22.....	22
Exhibit 3.1. Total Number of Identified English Learners and Number of Identified English Learners Who Participated in Language Instruction Educational Programs Provided by Local Educational Agencies Receiving Title III Subgrants: School Years 2002–03 Through 2021–22.....	25
Exhibit 3.2. Highest, Lowest, and Average Number or Median Percentage of Identified English Learners, Identified English Learners With Disabilities, and Identified English Learners Participating in Language Instruction Educational Programs in Local Educational Agencies Receiving Title III Subgrants: School Years 2020–21 and 2021–22 .....	26
Exhibit 3.3. Quartile of State Educational Agencies Identifying the Largest Percentages of Their Overall Elementary and Secondary Populations as English Learners: School Years 2020–21 and 2021–22 .....	27
Exhibit 3.4. Number of Identified English Learners by State Educational Agencies: School Year 2020–21 .....	29
Exhibit 3.5. Number of Identified English Learners by State Educational Agencies: School Year 2021–22.....	30
Exhibit 3.6. Number of Identified English Learners and Number of Identified English Learners Who Participated in Language Instruction Educational Programs Provided by Local Educational Agencies Receiving Title III Subgrants: School Years 2020–21 and 2021–22.....	32
Exhibit 3.7. Percentage of Identified English Learners Participating in Language Instruction Educational Programs by Quartile: School Year 2020–21 .....	33
Exhibit 3.8. Percentage of Identified English Learners Participating in Language Instruction Educational Programs by Quartile: School Year 2021–22 .....	34
Exhibit 3.9. Number of Immigrant Children and Youth Enrolled in School and Number and Percentage of Immigrant Children and Youth in Local Educational Agencies Receiving Title III Subgrants for Immigrant Children and Youth Educational Programs: School Years 2020–21 and 2021–22 .....	36
Exhibit 3.10. State Educational Agencies’ Percentages of Immigrant Children and Youth Enrolled in Local Educational Agencies Receiving Title III Subgrants for Such Students by Quartiles: School Year 2020–21 .....	37



Exhibit 3.11. State Educational Agencies’ Percentages of Immigrant Children and Youth Enrolled in Local Educational Agencies Receiving Title III Subgrants for Such Students by Quartiles: School Year 2021–22 .....	38
Exhibit 3.12. Number of Former English Learners by Years of Reporting After Exit: School Years 2020–21 and 2021–22 .....	40
Exhibit 3.13. Quartile of State Educational Agencies with the Highest Number of Former English Learners: School Years 2020–21 and 2021–22 .....	40
Exhibit 3.14. Top Five Languages Spoken by All Identified English Learners: School Years 2020–21 and 2021–22 .....	42
Exhibit 3.15. Number of the Nationwide Top Five Languages Spoken by English Learners State Educational Agencies Included in Their Top Five Languages: School Year 2020–21 .....	43
Exhibit 3.16. Number of the Nationwide Top Five Languages Spoken by English Learners State Educational Agencies Included in Their Top Five Languages: School Year 2021–22 .....	44
Exhibit 3.17. States Reporting Languages Other Than Spanish as the Language Most Frequently Spoken by English Learners: School Years 2020–21 and 2021–22 .....	44
Exhibit 3.18. Percentage of Spanish-Speaking English Learners State Educational Agencies Reported for School Year 2020–21 .....	45
Exhibit 3.19. Percentage of Spanish-Speaking English Learners State Educational Agencies Reported for School Year 2021–22 .....	46
Exhibit 3.20. State Educational Agencies Reporting Arabic Among the Five Most Common Languages Spoken by English Learners: School Year 2020–21 .....	47
Exhibit 3.21. State Educational Agencies Reporting Arabic Among Their Five Most Common Languages Spoken by English Learners: School Year 2021–22 .....	48
Exhibit 3.22. State Educational Agencies Reporting Chinese Among the Five Most Common Languages Spoken by English Learners: School Year 2020–21 .....	49
Exhibit 3.23. State Educational Agencies Reporting Chinese Among the Five Most Common Languages Spoken by English Learners: School Year 2021–22 .....	50
Exhibit 3.24. State Educational Agencies Reporting American Indian or Alaska Native Languages Among the Five Most Common Languages Spoken by English Learners: School Years 2017–18 Through 2021–22 .....	51
Exhibit 3.25. Number and Percentage of Identified Spanish Learners, Spanish Learners with Disabilities, and Spanish Learners Participating in Language Instruction Educational Programs in Local Educational Agencies Receiving Title III Subgrants in Puerto Rico Compared to the National Average Number and Median Percentages for English Learners: School Years 2020–21 and 2021–22 .....	53
Exhibit 3.26. Number of Immigrant Children and Youth Enrolled in School and Number and Percentage of Immigrant Children and Youth in Local Educational Agencies Receiving Title III Subgrants for Immigrant Children and Youth Educational Programs in Puerto Rico: School Years 2020–21 and 2021–22 .....	54
Exhibit 3.27. Top Five Languages Spoken by All Identified Spanish Learners in Puerto Rico: School Years 2020–21 and 2021–22 .....	55
Exhibit 3.28. Top Five Languages of English Learners Compared to Top Five Languages of Spanish Learners: School Years 2020–21 and 2021–22 .....	56



Exhibit 4.1. Language Instruction Educational Programs: School Years 2020–21 and 2021–22 .....	58
Exhibit 4.2. Approaches to Language Instruction Educational Programs: School Year 2020–21 .....	59
Exhibit 4.3. Approaches to Language Instruction Educational Programs: School Year 2021–22 .....	60
Exhibit 4.4. Percentage of State Educational Agencies by the Approach to Language Instruction Educational Programs Implemented by Title III Subgrantees: School Years 2020–21 and 2021–22 .....	61
Exhibit 4.5. Number of English Learners Enrolled by the Approach to Language Instruction Educational Programs Implemented by Title III Subgrantees: School Years 2020–2021 and 2021–22 .....	62
Exhibit 4.6. Number of Certified or Licensed Teachers Working in Language Instruction Educational Programs in School Years 2020–21 and 2021–22 and the Estimated Number of Additional Teachers Needed in the Next Five Years .....	63
Exhibit 4.7. Top Quartile of State Educational Agencies with the Lowest Ratios of English Learner Students to English Language Instructor: School Years 2020–21 and 2021–22 .....	65
Exhibit 4.8 Number and Percentage of Spanish Learners Enrolled by Approach to Language Instruction Educational Programs That Title III Subgrantees Implemented: School Years 2020–21 and 2021–22 .....	65
Exhibit 4.9. Number of Certified Teachers Working in Language Instruction Educational Programs for School Years 2020–21 and 2021–22 and the Estimated Number of Additional Teachers Needed in the Next Five Years .....	66
Exhibit 5.1. Results for English Learners Who Participated in Statewide English Language Proficiency Assessments by Grouping: School Years 2020–21 and 2021–22 .....	68
Exhibit 5.2. Percentage of All Identified English Learners Who Scored Proficient or Above Proficient on State English Language Proficiency Assessments by Quartile: School Year 2020–21 .....	70
Exhibit 5.3. Percentage of All Identified English Learners Who Scored Proficient or Above Proficient on State English Language Proficiency Assessments by Quartile: School Year 2021–22 .....	71
Exhibit 5.4. Top Quartile of State Educational Agencies by Percentages of All Identified English Learners Who Scored Proficient or Above Proficient on State English Language Proficiency Assessments: School Years 2020–21 and 2021–22 .....	71
Exhibit 5.5. Percentage of English Learners Participating in Language Instruction Educational Programs in Local Educational Agencies Receiving Title III Subgrants Who Scored Proficient or Above Proficient on State English Language Proficiency Assessments by Quartile: School Year 2020–21 .....	73
Exhibit 5.6. Percentage of English Learners Participating in Language Instruction Educational Programs in Local Educational Agencies Receiving Title III Subgrants Who Scored Proficient or Above Proficient on State English Language Proficiency Assessments by Quartile: School Year 2021–22 .....	74
Exhibit 5.7. Top Quartile of State Educational Agencies by Percentages of English Learners in LEAs Receiving Title III Subgrants Who Scored Proficient or Above Proficient on State English Language Proficiency Assessments: School Years 2020–21 and 2021–22 .....	75



Exhibit 5.8. Quartile of State Educational Agencies Reporting the Lowest Percentages of English Learners in Local Educational Agencies Receiving Title III Subgrants Who Were Not Proficient Within Five Years: School Years 2020–21 and 2021–22.....	76
Exhibit 5.9. Quartile of State Educational Agencies Reporting the Highest Percentages of English Learners in Local Educational Agencies Receiving Title III Subgrants Who Were Not Proficient Within Five Years: School Years 2020–21 and 2021–22.....	77
Exhibit 5.10. Quartile of State Educational Agencies Reporting the Highest Percentages of English Learners Who Exited Language Instruction Educational Programs Based on Achieving Proficiency on the English Language Proficiency Assessment and Meeting Other Exit Criteria, if Applicable: School Years 2020–21 and 2021–22 .....	79
Exhibit 5.11. Quartile of State Educational Agencies Reporting the Lowest Percentages of English Learners Who Exited Language Instruction Educational Programs Based on Achieving Proficiency on the English Language Proficiency Assessment and Meeting Other Exit Criteria, if Applicable: School Years 2020–21 and 2021–22 .....	79
Exhibit 6.1. Number and Percentage of All Students, Identified English Learners, and Former English Learners Who Participated in Statewide Mathematics Assessments: School Years 2020–21 and 2021–22 .....	82
Exhibit 6.2. Number and Percentage of All Students, Identified English Learners, and Former English Learners Who Scored Proficient or Above Proficient on Statewide Mathematics Assessments: School Years 2020–21 and 2021–22 .....	84
Exhibit 6.3. Comparison of the Percentage of Former English Learners Who Scored Proficient or Above Proficient on State Mathematics Assessments to the Percentage of All Students: School Year 2020–21.....	86
Exhibit 6.4. Comparison of the Percentage of Former English Learners Who Scored Proficient or Above Proficient on State Mathematics Assessments to the Percentage of All Students: School Year 2021–22.....	87
Exhibit 6.5. Number and Percentage of All Students, Identified English Learners, and Former English Learners Who Participated in Statewide Reading/Language Arts Assessments: School Years 2020–21 and 2021–22.....	89
Exhibit 6.6. Number and Percentage of All Students, Identified English Learners, and Former English Learners Who Scored Proficient or Above Proficient on Statewide Reading/Language Arts Assessments: School Years 2020–21 and 2021–22.....	91
Exhibit 6.7. Comparison of the Percentage of Former English Learners Who Scored Proficient or Above Proficient on State Reading/Language Arts Assessments to the Percentage of All Students: School Year 2020–21 .....	92
Exhibit 6.8. Comparison of the Percentage of Former English Learners Who Scored Proficient or Above Proficient on State Reading/Language Arts Assessments to the Percentage of All Students: School Year 2021–22 .....	93
Exhibit 6.9. Number and Percentage of All Students, Identified English Learners, and Former English Learners Who Participated in Statewide Science Assessments: School Years 2020–21 and 2021–22 .....	94
Exhibit 6.10. Number and Percentage of All Students, Identified English Learners, and Former English Learners Who Scored Proficient or Above Proficient on Statewide Science Assessments: School Years 2020–21 and 2021–22.....	96



Exhibit 6.11. Comparison of the Percentage of Former English Learners Who Scored Proficient or Above Proficient on State Science Assessments to the Percentage of All Students: School Year 2020–21 .....	98
Exhibit 6.12. Comparison of the Percentage of Former English Learners Who Scored Proficient or Above Proficient on State Science Assessments to the Percentage of All Students: School Year 2021–22 .....	99
Exhibit 6.13. Number of All Students, Identified Spanish Learners, and Former Spanish Learners Who Participated in Statewide Mathematics Assessments: School Year 2020–21 .....	100
Exhibit 6.14. Number and Percentage of All Students, Identified Spanish Learners, and Former Spanish Learners Who Scored Proficient or Above Proficient on Statewide Mathematics Assessments: School Year 2020–21 .....	101
Exhibit 6.15. Number of All Students, Identified Spanish Learners, and Former Spanish Learners Who Participated in Statewide Mathematics Assessments: School Year 2021–22 .....	101
Exhibit 6.16. Number and Percentage of All Students, Identified Spanish Learners, and Former Spanish Learners Who Scored Proficient or Above Proficient on Statewide Mathematics Assessments: School Year 2021–22 .....	102
Exhibit 6.17. Number of All Students, Identified Spanish Learners, and Former Spanish Learners Who Participated in Statewide Reading/Language Arts Assessments: School Year 2020–21 .....	102
Exhibit 6.18. Number and Percentage of All Students, Identified Spanish Learners, and Former Spanish Learners Who Scored Proficient or Above Proficient on Statewide Reading/Language Arts Assessments: School Year 2020–21 .....	103
Exhibit 6.19. Number of All Students, Identified Spanish Learners, and Former Spanish Learners Who Participated in Statewide Reading/Language Arts Assessments: School Year 2021–22 .....	103
Exhibit 6.20. Number and Percentage of All Students, Identified Spanish Learners, and Former Spanish Learners Who Scored Proficient or Above Proficient on Statewide Reading/Language Arts Assessments: School Year 2021–22 .....	104
Exhibit 6.21. Number of All Students, Identified Spanish Learners, and Former Spanish Learners Who Participated in Statewide Science Assessments: School Year 2020–21 .....	105
Exhibit 6.22. Number and Percentage of All Students, Identified Spanish Learners, and Former Spanish Learners Who Scored Proficient or Above Proficient on Statewide Science Assessments: School Year 2020–21 .....	105
Exhibit 6.23. Number of All Students, Identified Spanish Learners, and Former Spanish Learners Who Participated in Statewide Science Assessments: School Year 2021–22 .....	106
Exhibit 6.24. Number and Percentage of All Students, Identified Spanish Learners, and Former Spanish Learners Who Scored Proficient or Above Proficient on Statewide Science Assessments: School Year 2021–22 .....	106



## Tables

Table A-1. Title III Funding by State Educational Agency and Difference and Percentage Change: School Years 2020–21 and 2021–22 .....	108
Table A-2a. Number of English Learners Identified and Number and Percentage of English Learners Participating in Language Instruction Educational Programs in Local Educational Agencies Receiving Title III Subgrants: School Year 2020–21 .....	110
Table A-2b. Number of English Learners Identified and Number and Percentage of English Learners Participating in Language Instruction Educational Programs in Local Educational Agencies Receiving Title III Subgrants: School Year 2021–22 .....	112
Table A-3a. K–12 Immigrant Children and Youth Enrollment and Title III Participation: School Year 2020–21 .....	114
Table A-3b. K–12 Immigrant Children and Youth Enrollment and Title III Participation: School Year 2021–22 .....	116
Table A-4a. Most Commonly Spoken Languages, Other Than English: School Year 2020–21 .....	118
Table A-4b. Most Commonly Spoken Languages, Other Than English: School Year 2021–22 .....	120
Table A-5. Number of Former English Learners by Reporting Year: School Year 2020–21 .....	122
Table A-6. Number of Former English Learners by Reporting Year: School Year 2021–22 .....	124
Table A-7a. Number of Certified or Licensed Teachers Working in Title III-Supported Language Instruction Educational Programs and the Estimated Number of Additional Certified or Licensed Teachers Needed for Title III-Supported Language Instruction Educational Programs in the Next Five Years: School Year 2020–21 .....	126
Table A-7b. Number of Certified or Licensed Teachers Working in Title III-Supported Language Instruction Educational Programs and the Estimated Number of Additional Certified or Licensed Teachers Needed for Title III-Supported Language Instruction Educational Programs in the Next Five Years: School Year 2021–22 .....	128
Table A-8. Languages of Instruction in Dual Language or Two-Way Immersion Programs: School Year 2020–21 .....	130
Table A-9. Languages of Instruction in Transitional Bilingual Programs: School Year 2020–21 .....	132
Table A-10. Languages of Instruction in Newcomer Programs: School Year 2020–21 .....	134
Table A-11. Languages of Instruction in Other Programs: School Year 2020–21 .....	136
Table A-12. English-Only Language Instruction Educational Programs: School Year 2020–21 .....	138
Table A-13. Languages of Instruction in Dual Language or Two-Way Immersion Programs: School Year 2021–22 .....	140
Table A-14. Languages of Instruction in Transitional Bilingual Programs: School Year 2021–22 .....	142
Table A-15. Languages of Instruction in Newcomer Programs: School Year 2021–22 .....	144
Table A-16. Languages of Instruction in Other Programs: School Year 2021–22 .....	146
Table A-17. English-Only Language Instruction Educational Programs: School Year 2021–22 .....	148
Table A-18a. Participation, Progress, and Proficiency on English Language Proficiency Assessments of English Learners: School Year 2020–21 .....	150
Table A-18b. Participation, Progress, and Proficiency on English Language Proficiency Assessments of English Learners with Disabilities: School Year 2020–21 .....	152



Table A-19a. Participation, Progress and Proficiency on English Language Proficiency Assessments of English Learners: School Year 2021–22.....	154
Table A-19b. Participation, Progress, and Proficiency on English Language Proficiency Assessments of English Learners with Disabilities: School Year 2021–22 .....	156
Table A-20a. Number and Percentage of English Learners in Local Educational Agencies Receiving Title III Subgrants Who Successfully Exited English Learner Status: School Year 2020–21.....	158
Table A-20b. Number and Percentage of English Learners in Local Educational Agencies Receiving Title III Subgrants Who Successfully Exited English Learner Status: School Year 2021–22.....	160
Table A-21a. Number and Percentage of English Learners in Language Instruction Educational Programs in Local Educational Agencies Receiving Title III Subgrants Who Are Not Proficient After Five Years: School Year 2020–21 .....	162
Table A-21b. Number and Percentage of English Learners in Language Instruction Educational Programs in Local Educational Agencies Receiving Title III Subgrants Who Are Not Proficient After Five Years: School Year 2021–22 .....	164
Table A-22. Number and Percentage of All Students, Currently Identified English Learners, and Former English Learners Who Scored Proficient or Above Proficient on State Mathematics Assessments: School Year 2020–21.....	166
Table A-23. Number and Percentage of All Students, Currently Identified English Learners, and Former English Learners Who Scored Proficient or Above Proficient on State Mathematics Assessments: School Year 2021–22.....	168
Table A-24. Number and Percentage of All Students, Currently Identified English Learners, and Former English Learners Who Scored Proficient or Above Proficient on State Reading/ Language Arts Assessments: School Year 2020–21 .....	170
Table A-25. Number and Percentage of All Students, Currently Identified English Learners, and Former English Learners Who Scored Proficient or Above Proficient on State Reading/ Language Arts Assessments: School Year 2021–22.....	172
Table A-26. Number and Percentage of All Students, Currently Identified English Learners, and Former English Learners Who Scored Proficient or Above Proficient on State Science Assessments: School Year 2020–21 .....	174
Table A-27. Number and Percentage of All Students, Currently Identified English Learners, and Former English Learners Who Scored Proficient or Above Proficient on State Science Assessments: School Year 2021–22 .....	176



# Title III Grant Program Biennial Report: School Years 2020–2022

## Executive Summary

### Overview

This *Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program: School Years 2020–22* is the 10th report of state educational agencies' (SEAs') self-reported data on English learners (ELs) in local educational agencies (LEAs) receiving funds under Title III of the *Elementary and Secondary Education Act of 1965*, as amended (ESEA).<sup>1</sup> This report is intended for members of Congress but is also made available for public use. The report provides a snapshot of the status of efforts by the U.S. Department of Education (the Department) to hold states accountable for ensuring that all students classified as ELs make progress in attaining English language proficiency (ELP) and that ELs and immigrant children and youth are achieving in the content areas of mathematics, reading/language arts, and science at the high levels set by each state for all students. This report is populated primarily with data reported from states to the federal government via *EDFacts* data collection.<sup>2</sup>

While the organization of and content presented in the current report remains largely the same compared to the previous biennial report for school years (SY) 2018–2020, some differences exist. First, because one school year in this report (SY 2020–21) was heavily impacted by the COVID-19 pandemic, several chapters include additional context and data flags to support appropriate interpretation. Specifically, many SEAs experienced lower-than-usual student participation on state assessments in science, reading/language arts, mathematics, and ELP during SY 2020–21. Depleted and non-representative participation rates in academic assessments for SY 2020–21 can create apparent changes in EL classification or student achievement for this year that are more attributable to differences in the size of the EL population rather than actual changes in student achievement. Several chapters include additional text or reporting to discourage comparisons to prior school years and help readers understand how non-representative student participation may distort outcomes and trends.

Second, this report uses data from two new *EDFacts* file specifications administered for the first time in SY 2020–21. Both file specifications (FS210 and FS211) pertain to exit rates out of EL status and were scheduled to begin collection in SY 2019–20 before being suspended in the first year due to the COVID-19 pandemic. Both specifications also have direct parallels to older collections used in prior reports (FS204, DG840, and DG841), but are noted when they appear to alert readers to the change in data collection.

Lastly, the previous version of this report (2018–20) included a seventh chapter focused on implementing the Title III grant and reporting for Spanish learners (SLs) in Puerto Rico. In this report, data on SLs in Puerto Rico is reported within or alongside data on ELs from states in the first six chapters of the report, and no seventh chapter is included. Puerto Rico's SL data in these chapters

---

<sup>1</sup> Prior versions of *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program* are available at <https://ncela.ed.gov/biennial-reports-on-title-iii-state-formula-grants>. All references to the *ESEA* are to the *Elementary and Secondary Education Act of 1965*, as amended by the *Every Student Succeeds Act (ESSA)*, unless otherwise noted.

<sup>2</sup> Information about *EDFacts* can be found here: <https://www2.ed.gov/about/infos/ed/edfacts/index.html>. The majority of these data are also available for public download through the federal ED Data Express website (<https://eddataexpress.ed.gov/>), with the exception of three file specifications (FS137, FS138, and FS141), which are not reported with the same level of specificity in ED Data Express as is used for this report. More detail on this and other file specifications is provided in the full report.



is labeled or presented separately when necessary or appropriate. In chapters where data on ELs within states cannot be aggregated with data on SLs within Puerto Rico, a separate section is included within the chapter that reports Puerto Rico’s SL information on the same data points shared for ELs within states.

## State Educational Agency Funding and Support Activities for English Learners

Title III of the *ESEA* provides funding for SEAs to help ELs attain ELP and meet challenging state academic standards. The total amount of Title III funds allocated to the 52 SEAs<sup>3</sup> in FY 2020 (SY 2020–21) was \$723,620,590, a 6.8 percent increase over the previous year’s overall allocation (\$677,353,090 for FY 2019, SY 2019–20). As a result, the Title III allocations of 48 of the 52 SEAs increased in SY 2020–21 compared to the previous year. The increases ranged from 1.3 percent (Kansas) to 18.2 percent (District of Columbia). Total Title III allocations to the SEAs increased slightly again (1.3 percent) the next year, with 35 SEAs receiving increases in SY 2021–22. The largest increase for an individual SEA in SY 2021–22 was 7.9 percent (West Virginia).<sup>4</sup>

Providing technical assistance (TA) to LEAs with Title III subgrants is one of the SEA activities that, under section 3111(b)(2)(D) of the *ESEA*, may be funded with the SEA’s state activities set-aside funds. Each year, SEAs are asked to indicate if they had offered TA activities to LEA subgrantees in each of the following four areas:

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

For SYs 2020–21 and 2021–22, greater than 90 percent of SEAs reported that they provided TA to LEAs in all four categories. Just over a quarter of SEAs each year (25.5 percent in SY 2020–21 and 27.5 percent in SY 2021–22) reported TA activities in an “Other” category that did not align with any of the areas above.

Section 3115(c)(2) of Title III of the *ESEA* requires LEA subgrantees to use a portion of their subgrants to provide supplemental professional development activities for various audiences (e.g., EL instructors and principals).<sup>5</sup> Section 3115(d) of the *ESEA* details other activities designed to support the learning of ELs, which subgrantees may use their grant funds to implement. Title III subgrantees were asked to report to the SEA the number of LEA-level activities that they offered (e.g., parent and community engagement activities) to support the education of ELs using Title III funds in SYs 2020–21 and

---

<sup>3</sup> In this report, the word “State” or “States” may be used to refer inclusively to the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico. For details on the specific purposes of the Title III, Part A, please see section 3102 of the *ESEA*, as amended.

<sup>4</sup> More information on data sources for this report can be found starting on page 10 of this report.

<sup>5</sup> The other two activities required of LEA subgrantees are to increase the ELP of ELs by providing effective language instruction educational programs (LIEPs) and to provide and implement other effective activities and strategies that enhance or supplement LIEPs (listed under 3115(c)(1) and (3), respectively). Data related to LIEPs, instruction, and educators for ELs is summarized in the “Instructional Programs and Educators for English Learners” section of this executive summary, and in Chapter 4 of the full report.



2021–22. For both school years, providing professional development to EL instructors and other personnel was ranked as the first most common type of activity across all SEAs (72.5 percent) and as one of the five most common types of activity by 100 percent of SEAs. Other subgrantee activities that commonly ranked first among SEAs were supporting the development and implementation of language instruction educational programs (LIEPs) (37.3 percent of SEAs in SY 2020–21 and 43.1 percent in SY 2021–22) and offering parent and community engagement activities (37.3 percent in both years).<sup>6</sup> The activity that showed the largest year-over-year increase was “Providing tutorials and career and technical education.” Just over a quarter of SEAs (27.5 percent) reported this as one of their top five activities in SY 2020–21, compared to 33.3 percent of SEAs doing so in SY 2021–22, an increase of just under 6 percentage points.

## The English Learner Population

EL enrollment data from SYs 2020–21 and 2021–22 can be challenging to interpret due to disruptions to instruction, assessment, and policy implementation during SYs 2019–20 and 2020–21 because of the COVID-19 pandemic. It is likely that the number of current and former EL students in both SYs 2020–21 and 2021–22 may be distorted due to suppressed assessment participation in SY 2019–20 and suppressed exit rates in SYs 2019–20 and SY20–21.<sup>7</sup>

SEAs identified a total of 4,963,907 ELs in SY 2020–21. Of these, 97.8 percent (4,855,249 students) participated in LIEPs provided by LEAs receiving Title III subgrants. In SY 2021–22, the number of students identified as ELs was 5,264,304, or an increase of 300,397 students (6.1 percent) from the previous school year. For SY 2021–22, SEAs reported that 4,899,910 ELs (93.1 percent) participated in LIEPs offered by LEAs receiving Title III services. The total number of ELs identified as having a disability was 800,592 students in SY 2020–21 (16.1 percent of the total EL population), and 832,248 students in SY 2021–22 (15.8 percent). This translates to approximately 1 in 6 identified ELs with disabilities each year and is slightly higher than the 15 percent of all students receiving services under the Individuals with Disabilities Education Act (IDEA). SEAs also vary considerably in the proportion of identified ELs with disabilities, from approximately 1 in 20 students (5.5 percent and 5.7 percent of students in Louisiana SYs 2020–21 and 2021–22, respectively) to nearly 1 in 4 students (23.7 percent in New York in SY 2020–21 and 23.8 percent in Wyoming in SY 2021–22).

In addition to the grants awarded to LEAs to help ELs attain ELP, SEAs are directed under section 3114(d) of Title III to award up to 15 percent of the SEA allocation to LEAs that have experienced a significant increase in the number or percentage of immigrant children and youth, as determined by each state. The total number of immigrant children and youth enrolled in elementary and secondary schools was 990,449 in SY 2020–21 and 1,070,113 in SY 2021–22. In SY 2020–21, approximately 1 in 2 immigrant children and youth (464,015, or 46.8 percent) was enrolled in an LEA receiving Title III subgrants to support immigrant children and youth. This decreased to approximately 1 in 3 immigrant children and youth (381,121 students, or 36.5 percent) in SY 2021–22.

Section 3121(a)(5) of the *ESEA* requires SEAs to report various pieces of information about former ELs who have exited from EL status for four years after they have exited. The total number of reported former ELs was 1,078,555 students across 50 SEAs in SY 2020–21, and 1,291,697 students across

<sup>6</sup> Note that percentage values may add up to more than 100 percent across all activities if SEAs report multiple activities at equal rates among their grantees.

<sup>7</sup> Former ELs are ELs who were enrolled in LEAs receiving Title III subgrants and exited EL status after achieving proficiency in English.



51 SEAs in SY 2021–22. Both of these values are considerably lower than the last reported values for this population (1,857,779 in SY 2018–19; no data were collected or reported in SY 2019–20 due to waivers granted for the COVID-19 pandemic). Although only one formal waiver or exception was granted for assessment administration to the District of Columbia in SY 2020–2021, exit rates were nonetheless affected in both years due to disruptions in assessment participation and policy implementation in SY 2019–20 and SY 2020–21, which impacted how many ELs were eligible for exit. The number of former ELs should be interpreted with some caution given the irregular policy and assessment environment during this reporting period.

Nationally, the top five languages most commonly spoken by ELs in both SY 2020–21 and SY 2021–22 were, in descending order, Spanish, Arabic, Chinese (Mandarin or Cantonese), Vietnamese, and Portuguese. SEAs reporting languages other than Spanish as the most common native language spoken by ELs in SYs 2020–21 and 2021–22 include Alaska (Yup'ik languages), Hawaii (Iloko), Maine (Somali), and Vermont (Nepali).

## Instructional Programs and Educators for English Learners

SEAs can choose to implement LIEPs that develop language and literacy in English and another language, or in English only. Seventy-five percent of the 51 SEAs reporting LIEP data for SY 2020–21 indicated that one or more LEAs receiving Title III subgrants implemented LIEP models under both approaches (English and another language, and English-only/other),<sup>8</sup> and 78 percent reported the same in SY 2021–22. Only 11 SEAs in SY 2020–21 and 10 in SY 2021–22 reported using their Title III subgrants exclusively for English-only LIEPs.

At the student level, across SYs 2020–21 and 2021–22, most ELs were enrolled in LIEPs utilizing English as a Second Language (ESL) and content-based ESL models, with more than 75 percent of ELs enrolled in these English-only/other programs each school year. Although approximately two-thirds of SEAs reported offering dual language or two-way immersion programs, the total number of ELs enrolled in these types of programs is comparatively small. Only 6.8 percent of ELs participating in LIEPs offered by Title III subgrantees attended a dual language program in SYs 2020–21 and 2021–22.

There are many educators, including certified or licensed EL instructors, working to support ELs' learning. SEAs reported the total number of EL instructors working in LIEPs in SYs 2020–21 and 2021–22. They also projected the number of additional EL instructors they anticipate needing to staff LIEPs in the next five years. The number of EL instructors increased by 5.2 percent (from 392,789 to 413,315 teachers) between SY 2020–21 and SY 2021–22. The projected demand for additional EL instructors remained stable over the same period, with figures reported in the range of 99,227 to 99,745. Nationwide, the ratio of ELs participating in LIEPs to EL instructors stayed steady at approximately 12 EL students to 1 EL instructor (12:1) between 2020–21 and 2021–22, though there was considerable variation across states. In SY 2020–21, the ratios ranged from approximately 2:1 (Montana) to 426:1 (Kentucky). In SY 2021–22, Alabama had the lowest ratio (2:1), while Alaska had the highest ratio (261:1). Across both years, the number of SEAs reporting ratios exceeding 100:1 doubled, from five SEAs in SY 2020–21 to ten SEAs in SY 2021–22.

---

<sup>8</sup> Note that, for reporting purposes, newcomer and “other” programs are grouped into the “English-only” program category, since it is not possible to discern whether these programs use another language or not.



## Language Assessment and Accountability

SEAs reported data for SYs 2020–21 and 2021–22 about the ELP progress and proficiency for all identified ELs, and for ELs who participated in LIEPs provided by LEAs receiving Title III subgrants. Some of the data for these school years can be challenging to interpret due to disruptions to instruction, assessment, and policy implementation during SYs 2019–20 and 2020–21 because of the COVID-19 pandemic. The impact of these disruptions on data validity and interpretations is noted below, and in the full chapter.

In SY 2020–21, only 81 percent of identified ELs and 79 percent of ELs participating in LIEPs in LEAs receiving Title III subgrants participated in an ELP assessment. In SY 2021–22, these numbers increased to approximately 97 in every 100 identified ELs, and 100 percent of ELs in LEAs receiving Title III subgrants. The numbers were similar for ELs served by Title III who are identified as having a disability: approximately 80 percent were assessed in SY 2020–21, compared to 96 percent in SY 2021–22. The low participation numbers in SY 2020–21 mean that the population of students who participated in ELP assessments may not always be representative of the full EL population. Differences between SY 2020–21 and SY 2021–22 presented in this report, or comparisons of these two school years to similar data from previous school years, may appear distorted due to suppressed assessment participation and ELP exit rates in SY 2020–21.

As expected, across all reported EL groups (i.e., identified ELs, ELs in LEAs receiving Title III subgrants, and ELs with disabilities in LEAs receiving Title III subgrants), roughly three times as many ELs made progress towards proficiency than attained proficiency, as defined by their SEA. In SY 2020–21, 8.2 percent of identified ELs and 8.3 percent of ELs in LEAs receiving Title III subgrants scored proficient on the state ELP assessment, while 26.0 percent of identified ELs and 26.7 percent of ELs participating in LIEPs made progress toward attaining ELP. The proportion of students in all of these groups increased in SY 2021–22, with 12.0 percent of identified ELs and ELs in LEAs receiving Title III subgrants scoring proficient, and 28.1 percent of identified ELs and 35.8 percent of ELs participating in LIEPs making progress toward attaining ELP.

The data shows a similar pattern among ELs with disabilities. The percentage of ELs with disabilities in LEAs receiving Title III subgrants who made progress in attaining ELP increased from 3.3 percent in SY 2020–21 to 6.5 percent in SY 2021–22. Similarly, the percentage of ELs with disabilities receiving Title III services who made progress towards attaining ELP increased from 17.9 percent in SY 2020–21 to 25.2 percent in SY 2021–22. Notably, all of these percentages are lower than those reported for all identified ELs, and for all ELs in LEAs receiving Title III subgrants.

In addition to reporting progress and attainment in ELP, LEAs that receive a Title III subgrant from their SEA are required to report the “number and percentage of English learners who have not attained English language proficiency within five years of initial classification as an English learner and first enrollment in the local educational agency.”<sup>9</sup> As noted in the opening of this executive summary, a new data collection was administered for the first time in SY 2020–21 to obtain this information. Due to data quality issues (potentially stemming from the novelty of the new data collection, as well disruptions to exiting from EL status related to the COVID-19 pandemic), this *Biennial Report* does not report data from SY 2020–21. In SY 2021–22, SEAs reported that 1,141,871 ELs in LEAs receiving Title III subgrants had not attained English proficiency within five years after being classified as an EL. Across states, the percentage of ELs who had remained in status for more than five years as

---

<sup>9</sup> ESEA section 3121(a)(6).



of SY 2021–22 ranged from a low of 16.9 percent (Florida) to a high of 99.6 percent (Missouri); the median was 80.3 percent.

Section 3121(a)(4) of the *ESEA* requires LEAs receiving Title III subgrants to report the number and percentage of ELs who exited LIEPs “based on their attainment of English language proficiency,” as defined by their SEA. For similar reasons as those cited immediately above, only data for SY 2021–22 are included in this *Biennial Report*. In SY 2021–22, the percentage of students who exited from EL status ranged from a low of 0.7 percent (New Mexico) to a high of 62.1 percent (South Dakota).

## Content-Area Assessment and Accountability

The final chapter of this *Biennial Report* examines the extent to which ELs and former ELs demonstrated academic proficiency in the areas of mathematics, reading/language arts, and science in SYs 2020–21 and 2021–22. It analyzes the assessment results of ELs and former ELs compared to all students who participated in the statewide academic assessments. As in other chapters, some of the SYs 2020–21 and 2021–22 data presented in this chapter can be challenging to interpret due to disruptions to instruction, assessment, and policy implementation during SYs 2019–20 and 2020–21 because of the COVID-19 pandemic.

Specifically, assessment participation rates were generally lower than usual across all states and content areas in SY 2020–21. In mathematics, for example, overall assessment participation was 82.3 percent for all students and 80.5 percent for identified ELs. SEAs ranged considerably in their participation rates for this year, from a low of 7.3 percent of all students and 4.7 percent of identified ELs (New Mexico) to highs of 99 percent or higher for both groups (West Virginia), with a state median of 90.4 percent for all students and 89.1 percent for identified ELs. In SY 2021–22, participation rates returned to more typical levels of 95 percent or more of students, as required by the *ESEA*. Specifically, the overall percentages for identified ELs and for all students were approximately 96 percent, with an SEA median of 97.2 percent for both groups. The patterns and percentages for participation are virtually identical in both years for reading/language arts assessments.

These lower participation rates in SY 2020–21 have implications for the interpretation and generalizability of assessment results in that school year. Specifically, lower assessment participation rates mean that the population of students who participated in assessments in this year may not always be representative of the full EL population. Comparisons between the two school years in this report, or with data from previous years, may be distorted and misleading and are therefore discouraged.

In terms of achievement, nationwide, approximately 1 in 3 students (37.2 percent) who took the statewide mathematics assessment in SY 2020–21 scored proficient or above proficient, as defined by their SEA. Identified ELs scored proficient or above at roughly half this rate (16.7 percent of all identified ELs), while former ELs had higher rates of proficiency in mathematics (38.5 percent). The pattern values look similar in SY 2021–22, with 39.3 percent of all students, 20.9 percent of identified ELs, and 43.4 percent of former ELs scoring proficient or above that year. The relatively larger difference across years for proficiency rates among identified ELs may reflect the lower participation rates in SY 2020–21, however. Similarly, in reading/language arts, approximately 45 percent of students who participated in statewide assessments in SY 2020–21 scored proficient or above, compared to 17.0 percent of identified ELs, and more than 49 percent of former ELs. The reported numbers and patterns in SY 2021–22 are similar to those for mathematics, with similar pass rates compared to the previous year, but larger differences for identified ELs and former ELs: nearly 46



percent of all students, 22.0 percent of identified ELs, and 54 percent of former ELs scored proficient or above.

Participation rates in science assessments were considerably lower than in other content areas in SY 2020–21. In this area, only 41.1 percent of all students and 10.9 percent of identified ELs participated in assessments, with even lower SEA medians of 38.2 percent and 8.0 percent, respectively. The main reason for this difference is that six states either received waivers for science testing in this school year or conducted field testing for new science assessments. Achievement results in science for SY 2020–21 are, thus, particularly non-representative of the full population. In this year, 44 percent of all students scored proficient or above on their state science assessment, compared to 15.5 percent of identified ELs, and 41.9 percent of former ELs. Notably, this is the only instance in which former ELs had lower proficiency rates compared to all students.

Participation rates in science assessments returned to more typical pre-pandemic levels in SY 2021–22, with 94.3 percent of all eligible students, and 93.7 percent of identified ELs participating. SEA median percentages for both groups were also above 96.0 percent in SY 2021–22. In this year, the percentages of all students and former ELs who scored proficient or above both stayed relatively consistent with the previous school year (42.7 percent and 43.0 percent, respectively), and the percentage of identified ELs increased to 17.5 percent.



# 1. Introduction

Title III, Part A of the *Elementary and Secondary Education Act of 1965 (ESEA)* provides formula grants to state educational agencies (SEAs) to help support the educational needs of students identified as English learners (ELs).<sup>10</sup> This *Biennial Report to Congress on the Implementation of the Title III Formula Grant Program* provides information on the implementation of the Title III, Part A formula grant (Title III) for school years (SYs) 2020–21 and 2021–22.

This introductory chapter:

- defines ELs according to the *ESEA*,
- provides an overview of the contents of this report,
- discusses the various data sources used for this report, and
- previews the impacts the COVID-19 pandemic had on the SY 2020–21 data needed for this report.

## Definition of English Learners

According to section 8101(20) of the *ESEA*, an EL is defined as “an individual—

- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C)
  - (i) who was not born in the United States or whose native language is a language other than English;<sup>11</sup>
  - (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
  - (II) who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; or
  - (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual—
  - (i) the ability to meet the challenging State academic standards;
  - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
  - (iii) the opportunity to participate fully in society.”

---

<sup>10</sup> In the *ESEA* and in this report, the word “State” or “States” may be used to refer inclusively to the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico. For details on the specific purposes of Title III, Part A, please see section 3102 of the *ESEA*, as amended.

<sup>11</sup> In 2007–08, the Commonwealth of Puerto Rico (henceforth referred to as Puerto Rico) modified the methodology for reporting students in Puerto Rico from English learners to Spanish learners (SLs), as instruction in Puerto Rico schools is in Spanish. All references to Puerto Rico in the text refer to students learning Spanish, even if the discussion uses the term ELs. Thus, while Title III data generally reflect students learning English, it always reflects students needing to achieve proficiency in the language of instruction while also mastering academic content in that language.



## Overview of the School Years 2020–22 Biennial Report

The *ESEA* prescribes the process and contents of the Title III biennial report. Section 3121(a) directs eligible entities (i.e., local educational agencies [LEAs]) that receive a Title III subgrant from an SEA to provide the SEA with a report detailing the activities they conducted, and the children served annually. SEAs are then required to “prepare and submit every second year to the Secretary a report on programs and activities carried out by the State educational agency under this part and the effectiveness of such programs and activities in improving the education provided to English learners” based on subgrantees’ reports.<sup>12</sup> Section 3122(b) of the *ESEA* requires the Secretary to submit a biennial report on the implementation of Title III across all SEAs to Congress. It further stipulates that the biennial report must contain the following information:

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

### *The Structure of the Biennial Report*

This *Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program: School Years 2020–22* is the tenth report of SEAs’ self-reported data on ELs in LEAs receiving Title III funds.<sup>13</sup> This report is intended for members of Congress but is also made available for public use. To ensure that the data are clear and useful, all sources of data appear in citations.

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

Chapter	Title	Contents
1	Introduction	This chapter provides the policy context for the <i>Biennial Report</i> , the Title III definition of ELs, and an overview of the report’s chapters. It includes a description of the data sources used and discusses the limitations of the report.

<sup>12</sup> *ESEA* section 3122(a)

<sup>13</sup> Prior versions of *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program* are available at <https://ncela.ed.gov/biennial-reports-on-title-iii-state-formula-grants>.



Chapter	Title	Contents
2	SEA Funding and Support Activities for English Learners	This chapter reports on the Title III funding SEAs received for SYs 2020–22. It describes the assistance SEAs provided to their subgrantees under section 3111(b)(2)(D) of the <i>ESEA</i> . It also reports on professional learning activities offered by Title III subgrantees and the types of assistance offered by SEAs in this area for SYs 2020–22.
3	The English Learner Population	<p>A snapshot of the EL population in SYs 2020–21 and 2021–22 is presented in this chapter. The data include</p> <ul style="list-style-type: none"> <li>• the number of ELs in elementary and secondary schools in the SEA as a whole and in LEAs receiving Title III funds,</li> <li>• the number of ELs identified as having a disability,</li> <li>• the number of immigrant children and youth enrolled in LEAs receiving Title III subgrants designated to support this group of students,</li> <li>• the number of exited or former ELs, and</li> <li>• the most commonly spoken languages among identified ELs.</li> </ul> <p>The data also include notations about the impact of the COVID-19 pandemic on group numbers and composition during SY 2020–21 and relevant notes for interpretation.</p>
4	Instructional Programs and Educators for English Learners	This chapter presents information about the different types of LIEPs offered by LEAs receiving Title III subgrants. It includes data on the number of ELs enrolled in each type of LIEP. In addition, information is provided on the current number of certified or licensed teachers serving ELs in LIEPs, and SEAs' estimated number of additional teachers needed during the next five years.
5	Language Assessment and Accountability	The major focus of this chapter is on ELP assessments and performance. Specifically, it includes data on the participation and achievement of all identified ELs in the SEAs and of ELs in LEAs receiving Title III subgrants. The chapter also provides data on ELs who attained English proficiency and were exited and on ELs who did not attain proficiency within five years. The data include notations about the impact of the COVID-19 pandemic on assessment participation during SY 2020–21 and relevant notes for interpretation. Full assessment participation resumed in SY 2021–22.
6	Content-Area Assessment and Accountability	This chapter provides data on the participation and performance of identified ELs and exited ELs on statewide assessments of reading/language arts, mathematics, and science. As with ELP assessments, the data include notations about the impact of the COVID-19 pandemic on assessment participation during SY 2020–21 and relevant notes for interpretation. Full assessment participation resumed in SY 2021–22.
A	Detailed Data Tables	Appendix A includes detailed information referenced in the report's chapters and detailed data tables.

The previous version of this report (2018–20) included a seventh chapter focused on implementing the Title III grant and reporting for SLs in Puerto Rico. In this report, data on SLs in Puerto Rico is reported within or alongside data on ELs from states in the first six chapters of the report, and no seventh chapter is included. Puerto Rico's SL data in these chapters is labeled or presented separately when necessary or appropriate. Specifically, in chapters where aggregation of ELs within states cannot be aggregated with data on SL students in Puerto Rico, a separate section is included within the chapter that reports Puerto Rico's SL information on the same data points that have been shared for ELs.



## Biennial Report SYs 2020–22 Data Sources

This report is populated primarily with data reported from states to the federal government via *EDFacts* data collection.<sup>14</sup> The majority of these data are also available for public download through the federal ED Data Express website, with a few exceptions.<sup>15</sup> Specifically, data on ELP test participation (file specification[FS]137), Title III English Language Test Proficiency participation (FS138), and EL enrollment (FS141) in this report are based on federal *EDFacts* data that are not reported with the same level of specificity as in ED Data Express.<sup>16</sup>

Three new *EDFacts* file specifications were administered for the first time in SY 2020–21. All three were scheduled to begin collection in SY 2019–20 but were suspended in the first year due to the COVID-19 pandemic. The file specifications include the following:

- There are now two new collections (FS210 and FS211) pertaining to exit rates out of EL status. Both new collections have direct parallels to older collections used in prior reports (FS204, DG840, and DG841). No disruptions or changes are anticipated for these files.
- The third new collection, FS205, represents progress in achieving the ELP indicator status. This report will mark the first time that these data are shared.

These new data collections will primarily affect Chapter 5 (reporting on ELP assessment participation and achievement, including exit rates).

In addition to *EDFacts* data, this report uses data from three other sources. First, the total enrollment of K-12 students is populated from publicly available data within the Elementary/Secondary Information System (ELSi) maintained by the National Center for Education Statistics. Second, State Funding History Tables are downloaded from publicly available financial data maintained by the U.S. Department of Education (the Department).<sup>17</sup> Finally, there are some data that can be found only on states' Consolidated State Performance Report (CSPR) manual entry forms, including data on professional learning and technical assistance activities at the SEA and LEA levels. In the instances when data points are available through both CSPR manual entry and *EDFacts*, the data from *EDFacts* are prioritized for this report.

## Data Limitations and Reporting

This *Biennial Report* includes SY 2020–21, the second year that the COVID-19 pandemic impacted U.S. schools and students. In March 2020, nearly all schools pivoted to provide virtual instruction to most students, including ELs, and many continued virtual instruction in some or all months of SY 2020–21.<sup>18</sup> The Department offered SEAs flexibility in timing windows, assessment length, and options for offering tests remotely during SY 2020–21.<sup>19</sup> However, many states were not equipped to offer

---

<sup>14</sup> <https://www2.ed.gov/about/inits/ed/edfacts/index.html>

<sup>15</sup> <https://eddataexpress.ed.gov/>

<sup>16</sup> Specifically, this report uses more detailed *EDFacts* data on student assessment participation and languages spoken compared to what is available in ED Data Express.

<sup>17</sup> Publicly available financial data of, “State History Tables by Program” is available here: <https://www.ed.gov/about/ed-overview/annual-performance-reports/budget/us-department-of-education-budget-history> for download.

<sup>18</sup> Responses from the 2021 NAEP Monthly School Survey (a nationally representative sampling available from <https://ies.ed.gov/schoolsurvey/mss-report/>) indicated that in May 2021, 52% of Grade 4 students and 46% of Grade 8 students across the United States were enrolled in public schools offering full-time and in-person instruction. In the same month, 24% of Grade 4 students were enrolled in public schools offering remote/online and in-person hybrid instruction, while 24% of Grade 4 students were enrolled in public schools offering only remote/online instruction. The reported values for Grade 8 students were 24% and 30%, respectively.

<sup>19</sup> <https://www.ed.gov/news/press-releases/us-department-education-releases-guidance-states-assessing-student-learning-during-pandemic>



remote assessments and were heavily impacted by health and safety concerns related to student testing. The District of Columbia was also granted a waiver for testing this school year due to a high rate of remote-only learning.<sup>20</sup> As a result, many SEAs experienced lower-than-usual student participation on state assessments in science, reading/language arts, mathematics (for all students in applicable grades), and ELP assessments for all ELs during SY 2020–21.<sup>21</sup> No data points for this report are completely missing in SY 2020–21; however, non-representative participation may complicate data interpretability for multiple chapters of the report. Depleted and non-representative participation rates in academic assessments for SY 2020–21 can create apparent changes in EL classification or student achievement for this year that are more attributable to population differences rather than actual changes in student achievement.

For example, without proper interpretation, SY 2020–21 could represent a seeming increase in the EL population size (and a corresponding decrease in rates and numbers of exited ELs) that stems from lower exit rates during the pandemic. These lower rates may originate due to several factors, including reduced participation in ELP assessments, state, or local discretion in opting to keep students in EL status during the pandemic to continue their access to supports, and reporting issues at the state or local levels due to pandemic disruptions. For academic assessments, achievement outcomes and trends impacted by the non-representativeness of the student sample in SY 2020–21 could distort achievement trends in problematic ways if not interpreted with consideration for participation rates.

Interpretation of trends for the following data are previewed here and will be directly addressed in subsequent chapters of the report:

- In Chapter 3, language proficiency assessment participation issues and their impact on EL exit rates are acknowledged in the chapter introduction. Within the chapter, reported values for identified and served ELs, as well as the number of former or exited ELs, are noted with an asterisk (\*) and accompanying notes cautioning that any apparent changes are likely due to policies or assessment participation related to exit rather than to true increases in the number of students in the K-12 population.
- In Chapter 5, language proficiency assessment participation issues and their impact on EL exit rates and achievement are acknowledged in the chapter introduction. Explanation is provided to discourage the comparison of SY 2020–21 to other school years when making interpretations. Explanation is also provided in the chapter introduction and the note section of all relevant tables about exit rates to detail why rates for both reporting years may differ from prior years due to factors such as assessment participation, local policy discretion, or reporting issues.
- In Chapter 6, academic content assessment participation issues and their impact on reported achievement are acknowledged in the chapter introduction. Explanation is provided to discourage the comparison of SY 2020–21 to other school years and to highlight accompanying data from approved federal or non-federal sources (e.g., state report cards, reports from the WIDA consortium) provided throughout the chapter to support interpretations.

---

<sup>20</sup> <https://nceo.umn.edu/docs/OnlinePubs/NCEOReport429.pdf>. For example, see accountability reporting from the California Department of Education for the 2020-21 school year: <https://www.cde.ca.gov/ta/ac/sc/stacctreportcard.asp>

<sup>21</sup> Data analyzed for this report revealed a wide range of values for the percentage of students within a state that participated in state assessments in SY 2020–21. According to EdFacts data, the percentage of students within each state that participated in state language arts assessments that school year ranged from 6.3% to 99.6%. Mathematics assessments had a similar participation range in SY 2020–21, varying from 7.6% to 99.5%.



The school years in this report also included large infusions of additional Elementary and Secondary School Emergency Relief (ESSER) funding to states as part of the Coronavirus Aid, Relief, and Economic Security (CARES) Act in March 2020, the Coronavirus Response and Relief Supplemental Appropriations (CRSSA) Act in December 2020, and the American Rescue Plan (ARP) in March 2021. Because these programs specifically highlighted ELs as an appropriate focus under their allowable-use cases, ESSER funds are acknowledged in the introduction of Chapter 4, which focuses on educators and instructional programs for ELs. When possible, data are cited to provide information about how states used their funds; this is intended to help readers interpret the enrollment numbers and activities reported in this chapter for SY 2020–21 in relation to other years.

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



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

Title III of the *ESEA* provides funding for SEAs to help ensure that ELs attain ELP and meet challenging state academic standards.<sup>22</sup> This chapter discusses Title III grants, the Department’s process for allocating Title III funds to SEAs, grant amounts awarded in SYs 2020–21 and 2021–22, and the requirements SEAs must meet to receive these grants. Because SEAs make Title III subgrants to LEAs, this chapter reviews the eligibility requirements for LEAs to receive these funds and the activities for which LEAs may use Title III funds, once received. This chapter also includes information related to the TA and other forms of assistance SEAs provided LEAs receiving Title III subgrants in SYs 2020–21 and 2021–22, as well as information on the use of Title III funds for LEA activities to enhance the teaching and learning of ELs.

### Title III Funding to SEAs

Section 3111(c) of the *ESEA* instructs the Secretary to use 92.5 percent of the annual Title III appropriation for grants to SEAs, which in turn provide subgrants to LEAs and consortia of LEAs. The Secretary reserves a portion of the Title III appropriation for three purposes: (1) entities supporting Native American and Alaska Native children, (2) grants to outlying areas, and (3) national activities such as funding the National Clearinghouse for English Language Acquisition.<sup>23</sup> Beginning in SY 2017–18, up to an additional 0.5 percent is reserved for an evaluation of Title III as permitted by section 8601 of the *ESEA*.

Beginning in SY 2017–18, under the *ESEA*, SEA allocations have been determined by a combination of data from the American Community Survey (ACS) and the number of students assessed for ELP in each SEA.<sup>24</sup> Eighty percent of each SEA’s allocation is based on its number of ELs (as determined by ACS data and the number of ELs assessed on the ELP assessment), and 20 percent is based on its number of immigrant children and youth (as determined by ACS data).<sup>25</sup> The Department calculates Title III allocations based on the numbers of ELs and immigrant children and youth in the SEA in relation to the numbers of ELs and immigrant students across all SEAs. Section 3111(c)(2)(B) of the *ESEA* guarantees a minimum allocation of \$500,000 per SEA per fiscal year, regardless of the number of ELs and immigrant students in an SEA. Puerto Rico’s Title III allocation may not exceed 0.5 percent of the total amount allocated to all states for the fiscal year.<sup>26</sup>

The total amount of Title III funds allocated to the 52 SEAs in FY 2020 (SY 2020–21) was \$723,620,590.<sup>27</sup> This was higher than the previous amount allocated to these SEAs in FY 2019 (SY 2019–20), which totaled \$677,353,090.<sup>28</sup> In FY 2021 (SY 2021–22), a slightly higher amount (+1.3%) of \$732,874,090 was allocated to the 52 SEAs.

The Title III allocations each SEA received for SY 2020–21 and SY 2021–22 are listed in Table A-1 in Appendix A. Exhibit 2.1 below presents the maximum, minimum, and average SEA allocations for SYs 2020–21 and 2021–22.

<sup>22</sup> All references to the *ESEA* are to the *Elementary and Secondary Education Act of 1965*, as amended.

<sup>23</sup> *ESEA* section 3111(c)(1)

<sup>24</sup> *ESEA* section 3111(c)(3)

<sup>25</sup> *ESEA* section 3111(c)(2)

<sup>26</sup> *ESEA* section 3111(c)(2)(D)

<sup>27</sup> Includes the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico

<sup>28</sup> SY 2019–20 funding allocations are available in the previous version of this report, *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program: School Years 2018–2020*, available at <https://ncela.ed.gov/sites/default/files/2023-05/OELABiennialReportSYs2018-20b-508.pdf>.



**Exhibit 2.1. Maximum, Minimum, and Average Title III Allocations of State Educational Agencies:  
School Years 2020–21 and 2021–22**

	SY 2020–21		SY 2021–22	
	Amount	SEA	Amount	SEA
Maximum SEA Allocation	\$ 148,959,688	California	\$ 149,265,123	California
Minimum SEA Allocation	\$500,000	Montana, Vermont, Wyoming	\$500,000	Montana, Vermont, Wyoming
Average Allocation	\$13,915,781		\$14,093,733	

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

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

Given that the numbers of ELs and immigrant children and youth fluctuate each school year, SEAs often see increases or decreases in their Title III allocations from year to year. States may also see changes to their Title III allocations as a result of increases or decreases in the federal appropriation of Title III funding. In SYs 2020–21 and SY 2021–22, three SEAs (Montana, Vermont, and Wyoming) experienced no changes to their Title III allocation and received the state minimum of \$500,000. Table A-1 in Appendix A details any increases or decreases in SEAs' allocations from the prior fiscal year. Exhibit 2.2 presents the quartile of SEAs that received the largest percentage increases in their allocations from the prior year.<sup>29</sup>

**Exhibit 2.2. Quartile of State Educational Agencies Receiving the Largest Percentage Increases in  
Title III Funding Compared with the Prior Year: School Years 2020–21 and 2021–22**

SY 2020–21			SY 2021–22		
Top-Ranked SEAs by Percentage of Increased Title III Funding	Percentage Increase in Funding From SY 2019–20	Amount of Title III Funding SY 2020–21	Top-Ranked SEAs by Percentage of Increased Title III Funding	Percentage Increase in Funding From SY 2020–21	Amount of Title III Funding SY 2021–22
District of Columbia	18.2%	\$1,471,543	West Virginia	7.9%	\$558,634
Delaware	17.0%	\$1,343,430	Louisiana	7.2%	\$4,282,700
Rhode Island	16.9%	\$2,193,093	South Carolina	6.8%	\$5,447,134
Maine	15.2%	\$895,288	Georgia	6.4%	\$18,491,232
Missouri	13.8%	\$5,405,911	Maryland	5.4%	\$13,354,580
Tennessee	12.7%	\$7,467,304	Missouri	5.4%	\$5,699,968
Maryland	12.0%	\$12,665,046	Tennessee	5.4%	\$7,870,027
Kentucky	11.8%	\$4,449,412	Nebraska	5.0%	\$3,921,154
Utah	11.4%	\$5,021,691	New Jersey	5.0%	\$21,827,322
Mississippi	11.2%	\$1,751,243	Nevada	4.6%	\$7,393,861
Massachusetts	11.2%	\$17,114,993	Alabama	4.1%	\$4,205,117
Georgia	10.9%	\$17,375,007	Delaware	3.8%	\$1,393,972

<sup>29</sup> SY 2019–20 funding allocations are available in the previous version of this report, *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program: School Years 2018–2020*, available at <https://ncela.ed.gov/sites/default/files/2023-05/OELABiennialReportSYs2018-20b-508.pdf>.



SY 2020–21			SY 2021–22		
Top-Ranked SEAs by Percentage of Increased Title III Funding	Percentage Increase in Funding From SY 2019–20	Amount of Title III Funding SY 2020–21	Top-Ranked SEAs by Percentage of Increased Title III Funding	Percentage Increase in Funding From SY 2020–21	Amount of Title III Funding SY 2021–22
Nebraska	10.7%	\$3,733,534	Rhode Island	3.2%	\$2,263,010

**NOTE:** Puerto Rico's data is included in the quartile rankings underlying this exhibit.

**SOURCES:** U.S. Department of Education, *Budget History Tables: FY 1980–FY 2021 President's Budget*. <https://www2.ed.gov/about/overview/budget/history/index.html>

The total amount of Title III allocations to the SEAs increased in SY 2020–21 as compared to SY 2019–20, and as a result, individual SEAs experienced allocation increases as high as 18.2 percent (District of Columbia). Total Title III allocations to the SEAs increased slightly (1.3 percent) between SY 2020–21 and SY 2021–22, with the largest increase for an individual SEA at 7.9 percent (West Virginia).

- In SY 2020–21, the Title III allocations of one state (West Virginia) saw a slight decrease in their EL population, resulting in a 0.6 percentage point decrease in allocation. Forty-eight out of the 52 SEAs increased from the previous year. The increases ranged from 1.3 percent (Kansas) up to 18.2 percent (District of Columbia). Three SEAs (Montana, Vermont, and Wyoming) received the same minimum allocation in both years, while.
- Thirty-five SEAs saw their Title III allocations increase in SY 2021–22 from SY 2020–21. The increases ranged from less than 1.0 percent (Alaska, California, Illinois, Maine, Massachusetts, Michigan, North Carolina, Texas) to 7.9 percent (West Virginia).
- Although the SEAs receiving the largest increases in either year are spread across the United States, there is heavy representation from the northeastern (e.g., Delaware, Massachusetts, Rhode Island) and southeastern (e.g., Georgia, South Carolina, Tennessee) regions of the country. Seven states appear in the quartile of largest increases in both SYs: Delaware, Georgia, Maryland, Missouri, Nebraska, Rhode Island, and Tennessee.
- Puerto Rico's allocation for SY 2020–21 was 6.8 percent larger than in SY 2019–20. In SY 2021–22, Puerto Rico's allocation increased another 1.3 percent from the prior fiscal year.

In general, SEAs' Title III allocations may decline because of decreases in their relative EL and immigrant student populations and fluctuations in available Title III funding. In the period covered by this report, there was not a decrease in available Title III funding, which means that SEA allocation decreases across this period are due to changes in relative EL and immigrant student populations. Exhibit 2.3 shows the quartile of SEAs that saw the largest percentage decreases in their allocations from the prior year.

- In SY 2020–21, the Title III allocations of only one SEA (West Virginia) decreased by 0.6 percent when compared to SY 2019–20. In the following school year, the allocations of 14 of the 52 SEAs saw decreases ranging from 0.02 percent (New York) to 4.4 percent (Wisconsin), when compared to SY 2020–21.



**Exhibit 2.3. State Educational Agencies with Decreases in Title III Funding from the Prior Year:  
School Years 2020–21 and 2021–22**

SY 2020–21			SY 2021–22		
SEAs Ranked by Percentage of Decreased Title III Funding	Percentage Decrease in Funding From SY 2019–20	Amount of Title III Funding SY 2020–21	SEAs Ranked by Percentage of Decreased Title III Funding	Percentage Decrease in Funding From SY 2020–21	Amount of Title III Funding SY 2021–22
West Virginia	-0.6%	\$517,878.00	Wisconsin	-4.4%	\$7,177,390
			South Dakota	-4.2%	\$963,154
			North Dakota	-4.0%	\$533,791
			Oklahoma	-3.3%	\$5,583,756
			Hawaii	-3.1%	\$3,544,302
			New Hampshire	-2.1%	\$1,059,482
			Arizona	-1.0%	\$14,356,444
			Arkansas	-0.8%	\$3,764,361
			New Mexico	-0.7%	\$4,906,513
			District of Columbia	-0.6%	\$1,462,006
			Idaho	-0.6%	\$2,452,804
			Kansas	-0.3%	\$4,723,906
			Colorado	-0.2%	\$10,299,436
			New York	-0.02%	\$57,301,488

**NOTE:** Puerto Rico's data is included in the rankings underlying this exhibit. Only one state reported decreases from SY 2019–20 to 2020–21.

**SOURCES:** U.S. Department of Education, *Budget History Tables: FY 1980–FY 2021 President's Budget*. <https://www2.ed.gov/about/overview/budget/history/index.html>

### ***SEA Eligibility and Required Use of Funds***

To receive a Title III allocation in any fiscal year, an SEA must have a plan approved by the Department. Under ESEA section 8302, each SEA submitted and received approval for a consolidated state plan, which details its plan for administering Title III funds.<sup>30</sup> The consolidated state plan requires a general assurance that each ESEA program will be administered following all applicable statutes, regulations, program plans, and applications.<sup>31</sup>

In accepting a Title III grant, the SEA agrees to award at least 95 percent of the allocation it receives as subgrants to eligible LEAs or consortia of LEAs for them to carry out activities outlined in ESEA section 3115. The SEA determines the amount of the subgrants based on the population of ELs in each LEA; however, an LEA (or consortium of LEAs) may receive a subgrant only if the number of ELs in the LEA results in a subgrant of at least \$10,000.<sup>32</sup> An LEA that does not, on its own, have a sufficient number of ELs to meet the minimum subgrant amount may form a consortium with one or more additional LEAs.<sup>33</sup> An SEA also must reserve up to 15 percent of total grant funds to make one or more

<sup>30</sup> ESEA sections 3113 and 8302

<sup>31</sup> ESEA section 8304

<sup>32</sup> ESEA section 3114(b)

<sup>33</sup> ESEA sections 3114(b) and 3201(3)



subgrants to LEAs that have experienced a significant increase in the number of immigrant children and youth.<sup>34</sup>

The SEA may reserve up to 5 percent of its total allocation to carry out state-level activities.<sup>35</sup>

Allowable state-level activities under *ESEA* section 3111(b)(2) include:

- establishing and implementing, in consultation with LEAs, standardized statewide entrance and exit procedures;
- providing effective professional development activities;
- planning, evaluation, administration, and interagency coordination related to Title III subgrants;
- providing technical assistance to LEAs; and
- From the amount that the SEA reserves for state activities, an SEA also may use up to 50 percent or \$175,000 (whichever is greater) to pay for planning and direct administrative costs related to Title III.<sup>36</sup>

### ***SEA Assistance to LEAs Receiving Title III Subgrants***

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

SEAs reported the types of TA they provided to LEAs during SYs 2020–21 and 2021–22 in accordance with section 3122(b)(4) of the *ESEA*. To report this information, SEAs were provided with these four categories and asked to indicate if they had offered TA activities in each category:<sup>37</sup>

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

For SYs 2020–21 and 2021–22, all SEAs reported the type(s) of technical assistance they provided to LEAs using Title III grant funds.<sup>38</sup> As Exhibit 2.4 shows, a high percentage (greater than 90 percent) of SEAs provided TA to LEAs in all four categories.<sup>39</sup> In addition, 13 of the SEAs in SY 2020–21 and 14 of the SEAs in 2021–22 reported providing TA to LEAs in the “Other” category, since the type of assistance they provided did not fit any of the categories above.

<sup>34</sup> *ESEA* section 3114(d)

<sup>35</sup> *ESEA* section 3111(b)(2)

<sup>36</sup> *ESEA* section 3111(b)(3)

<sup>37</sup> During SYs 2020–21 and 2021–22, SEAs were asked to report on technical assistance that provided recognition, which may have included providing financial awards, to recipients of subgrants under section 3115 that significantly improved the achievement and progress of ELs. However, as this data element is not required as a form of technical assistance under section 3111(b)(2)(D), this biennial report and subsequent ones will not report on this data element.

<sup>38</sup> The activities listed here are those SEAs report using Title III funds to provide. They do not include all the activities conducted by SEAs with other funding sources.

<sup>39</sup> U.S. Department of Education, *Consolidated State Performance Report: SYs 2020-21 and 2021-22*.



**Exhibit 2.4. Number and Percentage of State Educational Agencies Providing Assistance to Local Educational Agencies Receiving Title III Subgrants by Type of Assistance Received:  
School Years 2020–21 and 2021–22**

SY 2020–21			SY 2021–22		
Technical Assistance Funded with Title III Funds	Number of SEAs	Percentage	Technical Assistance Funded with Title III Funds	Number of SEAs	Percentage
Helping ELs meet the same challenging state academic standards that all children are expected to meet	50	98.0%	Helping ELs meet the same challenging state academic standards that all children are expected to meet	50	98.0%
Identifying and implementing effective LIEPs and curricula for teaching English learners	49	96.1%	Identifying and implementing effective LIEPs and curricula for teaching English learners	48	94.1%
Identifying (or developing) and implementing measures of English proficiency	46	90.2%	Identifying (or developing) and implementing measures of English proficiency	47	92.2%
Strengthening and increasing parent, family, and community engagement in programs that serve ELs	49	96.1%	Strengthening and increasing parent, family, and community engagement in programs that serve ELs	49	96.1%
Other	13	25.5%	Other	14	27.5%

**SOURCE:** U.S. Department of Education, *Consolidated State Performance Report: SYs 2020-21 and 2021-22*.

## Title III Subgrants to Eligible LEAs

An SEA awards subgrants to eligible entities (i.e., LEAs or consortia of LEAs) within the SEA for each fiscal year. To be eligible to receive a subgrant, a subgrant applicant must have a local Title III plan approved by the SEA that contains specific information and assurances.<sup>40</sup> When the SEA has a consolidated state plan, as all SEAs do, the SEA must allow LEAs to submit a consolidated local plan; therefore, most LEAs do not have separate Title III local plans.<sup>41</sup> An LEA with Title III subgrants may use up to 2 percent of its subgrant for direct administrative costs.<sup>42</sup>

## Subgrantees' Required and Authorized Title III Activities

Section 3115(c) of the *ESEA* details the LEAs with Title III subgrants are required to implement. These include:

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

<sup>40</sup> *ESEA* section 3116

<sup>41</sup> *ESEA* section 8305

<sup>42</sup> *ESEA* section 3115(b)



The *ESEA* also sets forth activities that subgrantees are authorized to use their Title III funds to support.<sup>43</sup> Unlike the required subgrantee activities mentioned above, these authorized activities are optional; the LEA decides which of these activities it will implement to fulfill the purposes of its Title III subgrant.<sup>44</sup>

It is important to note that all SEA and LEA activities funded with Title III funds must supplement but not supplant federal, state, and local public funds that, in the absence of such availability, would have been expended for programs for ELs and immigrant children and youth.<sup>45</sup>

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

Section 3115(c)(2) of the *ESEA* requires subgrantees to use a portion of their subgrants to provide supplemental professional development activities for various audiences (e.g., EL instructors and principals). Section 3115(d) of the *ESEA* details other activities designed to support the learning of ELs, which subgrantees may use their grant funds to implement. This section of the chapter summarizes information on the professional learning and other types of activities that subgrantees used Title III funds to support in SYs 2020–21 and 2021–22. Title III subgrantees may have provided other professional learning opportunities and implemented other activities to support EL students in their communities; however, the data reported here are limited to only those activities that were funded by LEAs' Title III subgrants.

To gather these data, Title III subgrantees were asked to report to the SEA the number of LEA-level activities that they offered (e.g., parent and community engagement activities) to support the education of ELs using Title III funds in SYs 2020–21 and 2021–22. Across the country, SEAs are different sizes and have different numbers of subgrantees. To account for this, it is most meaningful to compare SEAs based on which activities were most frequently reported among all their subgrantees. Exhibit 2.5 summarizes the percentage of SEAs whose subgrantees reported each type of subgrantee activity within their five most common activities offered for SY 2020–21. It is possible that some activities were tied for the same rank if two or more activities were reported by the same number of subgrantees within an SEA.

**Exhibit 2.5. Percentage of State Educational Agencies Reporting Subgrantees' Activities Ranked by How Commonly They Occurred: School Year 2020–21**

Subgrantee Title III-Funded Activity	Percentage of SEAs in which this activity was ranked as the 1st most common	Percentage of SEAs in which this activity was ranked as the 2nd most common	Percentage of SEAs in which this activity was ranked as the 3rd most common	Percentage of SEAs in which this activity was ranked as the 4th most common	Percentage of SEAs in which this activity was ranked as the 5th most common
Enhancing existing LIEPs and programs for restructuring and reforming schools with ELs	15.7%	5.9%	13.7%	11.8%	7.8%

<sup>43</sup> *ESEA* section 3115(d)

<sup>44</sup> *ESEA* section 3115(a)

<sup>45</sup> *ESEA* section 3115(g)



Subgrantee Title III-Funded Activity	Percentage of SEAs in which this activity was ranked as the 1st most common	Percentage of SEAs in which this activity was ranked as the 2nd most common	Percentage of SEAs in which this activity was ranked as the 3rd most common	Percentage of SEAs in which this activity was ranked as the 4th most common	Percentage of SEAs in which this activity was ranked as the 5th most common
Improving instruction of ELs with disabilities	11.8%	2.0%	11.8%	7.8%	21.6%
Improving LIEPs by upgrading curricula, instructional materials, software, and assessment procedures	21.6%	27.5%	17.6%	17.6%	5.9%
Offering programs to help ELs achieve success in post-secondary education	5.9%	3.9%	2.0%	2.0%	9.8%
Offering parent and community engagement activities	37.3%	17.6%	17.6%	11.8%	9.8%
Providing professional development to teachers and other personnel serving ELs	70.6%	21.6%	3.9%	3.9%	0.0%
Providing tutorials and career and technical education	11.8%	3.9%	3.9%	5.9%	2.0%
Supporting implementation of schoolwide programs	13.7%	9.8%	7.8%	19.6%	23.5%
Supporting the development and implementation of LIEPs	37.3%	25.5%	15.7%	7.8%	3.9%
Supporting the development and implementation of pre-school programs	5.9%	2.0%	3.9%	5.9%	3.9%
Other	5.9%	0.0%	3.9%	0.0%	0.0%

**NOTES:** The percentages above do not add up to 100 percent across rows since the table includes only SEAs' top five most common activities among their subgrantees. It is possible for a column to total greater than 100 percent because some activities were tied for an SEA across multiple columns.

**SOURCE:** U.S. Department of Education, Consolidated State Performance Report SY 2020-21.

- The largest percentage of SEAs (70.6 percent) ranked providing professional development to EL instructors and other personnel directly working with ELs as the most common activity that Title III subgrantees implemented in SY 2020–21. One hundred percent of SEAs reported this activity in the top five most common activities.



- The other subgrantee activities that commonly ranked first among SEAs were supporting the development and implementation of LIEPs and offering parent and community engagement activities (37.3 percent each). SEAs were also very likely to report these activities as being within their top five most common activities among their subgrantees, with 90.2 percent and 94.1 percent doing so, respectively.
- Most SEAs (90.2 percent) also reported “improving LIEPs by upgrading curricula, instructional materials, software, and assessment procedures” as being within the top five most commonly funded activities among their subgrantees.

Exhibit 2.6 shows the results of the data SEAs reported on subgrantees’ Title III-funded activities for SY 2021–22. The same process described above for collecting and ranking activities by how often SEAs reported them is used.

**Exhibit 2.6. Percentage of State Educational Agencies Reporting Subgrantees’ Activities Ranked by How Commonly They Occurred: School Year 2021–22**

Subgrantee Title III-Funded Activity	Percentage of SEAs in which this activity was ranked as the 1st most common	Percentage of SEAs in which this activity was ranked as the 2nd most common	Percentage of SEAs in which this activity was ranked as the 3rd most common	Percentage of SEAs in which this activity was ranked as the 4th most common	Percentage of SEAs in which this activity was ranked as the 5th most common
Enhancing existing LIEPs and programs for restructuring and reforming schools with ELs	17.6%	9.8%	7.8%	9.8%	13.7%
Improving instruction of ELs with disabilities	9.8%	5.9%	5.9%	15.7%	7.8%
Improving LIEPs by upgrading curricula, instructional materials, software, and assessment procedures	19.6%	23.5%	21.6%	19.6%	3.9%
Offering programs to help ELs achieve success in post-secondary education	5.9%	0.0%	2.0%	3.9%	9.8%
Offering parent and community engagement activities	37.3%	23.5%	13.7%	11.8%	5.9%
Providing professional development to teachers and other personnel serving ELs	72.5%	19.6%	3.9%	3.9%	0.0%
Providing tutorials and career and technical education	5.9%	5.9%	7.8%	3.9%	9.8%



Subgrantee Title III-Funded Activity	Percentage of SEAs in which this activity was ranked as the 1st most common	Percentage of SEAs in which this activity was ranked as the 2nd most common	Percentage of SEAs in which this activity was ranked as the 3rd most common	Percentage of SEAs in which this activity was ranked as the 4th most common	Percentage of SEAs in which this activity was ranked as the 5th most common
Supporting implementation of school-wide programs	11.8%	9.8%	11.8%	17.6%	19.6%
Supporting the development and implementation of LIEPs	43.1%	23.5%	9.8%	3.9%	13.7%
Supporting the development and implementation of pre-school programs	3.9%	3.9%	9.8%	3.9%	2.0%
Other	5.9%	2.0%	2.0%	3.9%	0.0%

**NOTE:** The percentages above do not add up to 100 percent across rows since the table includes only SEAs' top five most common activities among their subgrantees. It is possible for a column to total greater than 100 percent because some activities were tied for an SEA across multiple columns.

**SOURCE:** U.S. Department of Education, Consolidated State Performance Report SY 2021–22.

- The SY 2021–22 analysis of Title III subgrantee activities yielded results similar to the SY 2020–21 analysis. Providing professional development to EL instructors and other personnel was once again ranked as the first most common type of activity across all SEAs (72.5 percent) and as one of the five most common types of activity by 100 percent of SEAs.
- “Providing tutorials and career and technical education” showed the largest year-over-year increase in the percentage of SEAs reporting it as one of the five most common activities. In SY 2020–21, just under 27.5 percent of SEAs reported this activity in their top five most common activities, compared to 33.3 percent of SEAs in SY 2021–22, an increase of just under 6 percentage points.
- “Improving instruction of ELs with disabilities” showed the largest year-over-year decrease in the percentage of SEAs reporting it as one of the five most common activities, with a drop of 9.8 percentage points in SEAs doing so in SY 2021–22.

It is important to remember that the activities in Exhibits 2.5 and 2.6 include only the activities funded by Title III grants. It does not reflect all the activities subgrantees employed to support ELs that were funded through other sources.



### 3. The English Learner Population

This chapter provides an overview of the EL population across all states during SYs 2020–21 and 2021–22.<sup>46</sup> The data presented in this chapter include:

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

The data from SYs 2020–21 and 2021–22 presented in this chapter can be challenging to interpret due to disruptions to instruction, assessment, and policy implementation during SYs 2019–20 and 2020–21 because of the COVID-19 pandemic. It is likely that the number of current and former EL students in both SYs 2020–21 and 2021–22 may be distorted due to suppressed assessment participation in SY 2019–20 and suppressed exit rates in SYs 2019–20 and SY20–21.

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

SEAs report the number of students identified as ELs during each school year and the number and percentage of ELs who participated in LIEPs offered by LEAs with Title III subgrants.<sup>47, 48</sup> Overall, the number of students identified as ELs and the percentage of ELs participating in LIEPs have increased since these numbers were first reported in the *Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program: School Years 2002–2004*. There are several potential reasons for this increase, including the increase in foreign-born students, the number of children in immigrant households, and changes to EL identification practices and EL reclassification criteria. In addition, total K–12 enrollment has increased by more than 800,000 students during this same period.<sup>49</sup>

Exhibit 3.1 presents longitudinal data for each of the school years from 2002 to 2022. It depicts the year-by-year fluctuations in the number of identified ELs and the number of ELs participating in LIEPs during this 20-year period. Since SY 2002–03, SEAs have generally been identifying more ELs.

<sup>46</sup> Since students in Puerto Rico receive instruction in Spanish, they are excluded from certain exhibits within this chapter that report specifically on EL students (e.g., total number of EL students, top home languages spoken by EL students). Exhibits that do not include Puerto Rico will be accompanied by a note stating, “Puerto Rico is not included.” If an exhibit does not include Puerto Rico, the corresponding data will be reported in a special section at the end of the chapter.

<sup>47</sup> To identify ELs, most states provide a home language survey (HLS) to parents or guardians that helps schools and LEAs identify which students are *potential* ELs and who will require an assessment of their English language proficiency to determine if they are eligible for services in Title III-supported LIEPs. If the results of a screening assessment show that a student is an EL, that student must be offered language services and may receive supplemental services funded by Title III. Under *ESEA* section 1112(e)(3)(A) (viii), parents have the right to opt out or remove their children from Title III-supported LIEPs. <https://www2.ed.gov/policy/elsec/leg/essa/essatitleiiienglishlearners10219.pdf>

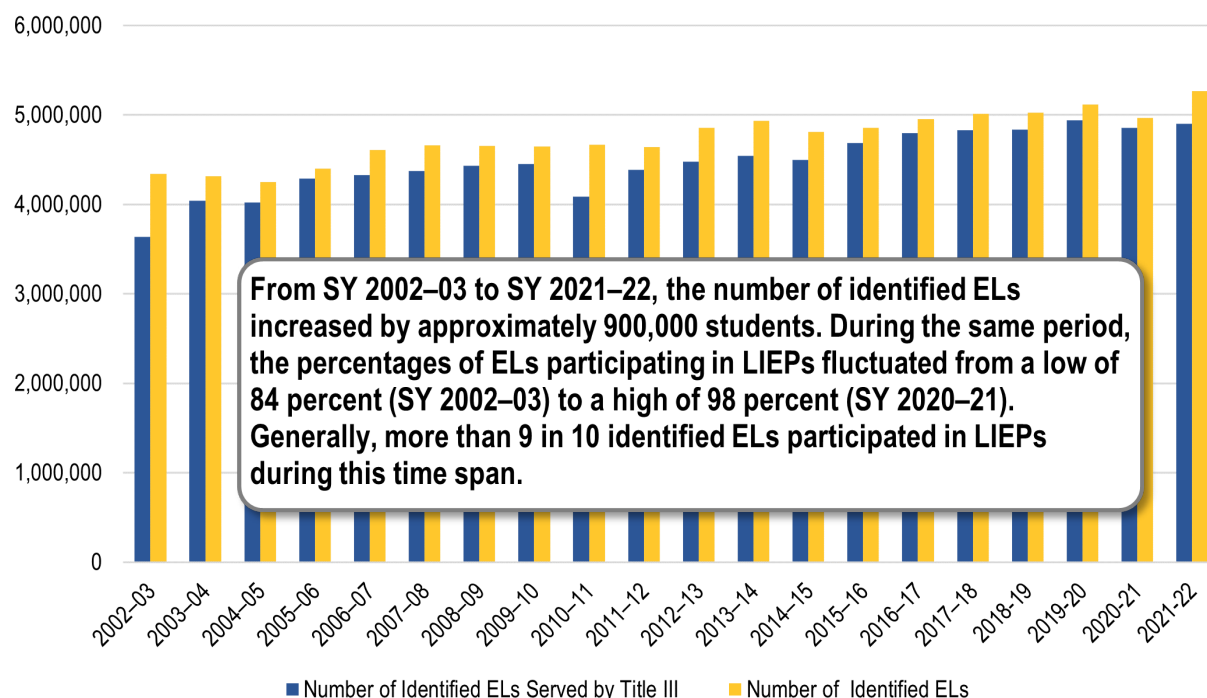
<sup>48</sup> The LIEPs discussed throughout this chapter are LIEPs provided by LEAs receiving Title III subgrants for supplementing the education of ELs. Any exceptions will be noted.

<sup>49</sup> Totals include Puerto Rico and the District of Columbia. Summarized from data tables provided by the National Center for Educational Statistics, *Elementary/Secondary Information System*. <https://nces.ed.gov/ccd/elsi/>



Beginning in SY 2003–04, approximately 9 in 10 identified ELs have participated in LIEPs provided by LEAs receiving Title III funds.

**Exhibit 3.1. Total Number of Identified English Learners and Number of Identified English Learners Who Participated in Language Instruction Educational Programs Provided by Local Educational Agencies Receiving Title III Subgrants: School Years 2002–03 Through 2021–22**



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

**SOURCES:** U.S. Department of Education, ED Data Express SY 2020–21; U.S. Department of Education, ED Data Express SY 2021–22; U.S. Department of Education, The Biennial Report to Congress on the Implementation of Title III State Formula Grant Program: School Years 2018–2020

- In SY 2002–03, SEAs reported identifying 4,340,006 ELs; by SY 2021–22, the number of identified ELs totaled 5,264,304, an increase of 21.3 percent, or 924,298 additional students. By comparison, the entire K–12 population increased by only 1.7 percent (822,065 students) during the same 20-year period.<sup>50</sup>
- The percentage of identified ELs who participated in LIEPs provided by LEAs with Title III subgrants also rose during this period. In SY 2002–03, more than 8 in 10 identified ELs (83.8 percent) participated in LIEPs provided by LEAs receiving Title III funds. In SY 2021–22, more than 9 in 10 ELs (93.1 percent) participated in LIEPs provided by Title III subgrants.<sup>51</sup>

### ***A Closer Look at SY 2020–21 and SY 2021–22***

SEAs identified a total of 4,963,907 ELs in SY 2020–21. Of these, 97.8 percent (4,855,249) participated in LIEPs provided by LEAs receiving Title III subgrants. In SY 2021–22, the number of

<sup>50</sup> Totals include Puerto Rico and the District of Columbia. Summarized from data tables provided by the National Center for Educational Statistics, *Elementary/Secondary Information System*. <https://nces.ed.gov/ccd/elsi/>

<sup>51</sup> The data for SYs 2017–2022 are from ED Facts and ED Data Express. Data for the previous school years are from the Consolidated State Performance Reports.



students identified as ELs was 5,264,304, or an increase of 300,397 students (6.1 percent) from the previous school year. For SY 2021–22, SEAs reported that 4,899,910 ELs (93.1 percent) participated in LIEPs offered by LEAs receiving Title III services. As noted above, the apparent increase in the population and decrease in LIEP participation may be a result of nearly proficient students remaining in EL status due to disruptions from the COVID-19 pandemic.

For SY 2020–21, SEAs reported that approximately 1 in 7 ELs (16.1 percent, or 800,828 ELs) was identified as having a disability. For the following school year, SEAs reported 832,479, or 15.8 percent, of all identified ELs had a disability.

Exhibit 3.2 summarizes the upper and lower limits of the number of identified ELs, the percentage of identified ELs with disabilities, and the percentage of identified ELs participating in LIEPs provided by LEAs with Title III subgrants across all SEAs for SYs 2020–21 and 2021–22. Individual SEA data on the number of identified ELs, the number and percentage of identified ELs with disabilities, and the number and percentage of identified ELs participating in LIEPs provided by LEAs with Title III subgrants can be found in Tables A-2a and A-2b in Appendix A.

**Exhibit 3.2. Highest, Lowest, and Average Number or Median Percentage of Identified English Learners, Identified English Learners With Disabilities, and Identified English Learners Participating in Language Instruction Educational Programs in Local Educational Agencies Receiving Title III Subgrants: School Years 2020–21 and 2021–22**

	SY 2020–21			SY 2021–22		
	Highest	Lowest	Average Number or Median Percentage	Highest	Lowest	Average Number or Median Percentage
Number of Identified ELs	1,062,264 (California)	1,686 (West Virginia)	97,321	1,127,627 (California)	1,711 (Vermont)	103,208
Percentage of Identified ELs with Disabilities	23.7% (New York)	5.7% (Louisiana)	16.5%	23.8% (Wyoming)	5.5% (Louisiana)	16.6%
Percentage of Identified ELs Participating in LIEPs	100% (California Connecticut Hawaii Maryland Nevada West Virginia)	73.0% (Vermont)	95.9%	100% (Maryland Nevada West Virginia)	48.9% (Georgia)	94.9%

**NOTES:** Puerto Rico is not included. Two SEAs (CA and CT) reported percentages of identified ELs participating in LIEPs in LEAs receiving Title III subgrants greater than 100%; these values were manually adjusted to 100%. The percentages noted here differ from those in Exhibit 3.3 because they are derived from summing all values across all states and taking a percentage, versus identifying the median percentage observed in any state.

**SOURCES:** U.S. Department of Education, ED Data Express SY 2020–21; U.S. Department of Education, ED Data Express SY 2021–22

- California reported the largest number of identified ELs for both SY 2020–21 and SY 2021–22 (1,062,264 and 1,127,627, respectively). On the other end of the spectrum, West Virginia reported the smallest number of identified ELs for SY 2020–21, while Vermont reported the smallest number of identified ELs the following school year. The average number of identified ELs within a state was 97,321 in SY 2020–21 and rose to 103,208 in SY 2021–22. California has had the largest EL population for the last five years.



- The five SEAs reporting the largest numbers of identified ELs in both school years were, in descending order, California, Texas, Florida, New York, and Illinois. Together, these five SEAs accounted for approximately 3 in 5 identified ELs across all SEAs. The same five states have been in the top 10 for five years.
- The five SEAs reporting the smallest numbers of identified ELs for SY 2020–21 were, in ascending order, West Virginia, Vermont, Wyoming, Montana, and North Dakota. This list was essentially the same for 2021–22; in ascending order, the SEAs were Vermont, West Virginia, Wyoming, Montana, and North Dakota. With the exception of Vermont, the same four states have been in the bottom 10 for five years.

### *Number of Identified ELs and K–12 Enrollment*

In general, many of the SEAs with the largest student populations (California, Texas, and Florida) also reported the largest number of identified ELs. Exhibit 3.3 presents SEAs in the top quartile of all SEAs based on their percentage of enrolled elementary and secondary students identified as ELs, the number of identified ELs, and the national rank of these 13 SEAs according to the size of their elementary and secondary enrollments.

**Exhibit 3.3. Quartile of State Educational Agencies Identifying the Largest Percentages of Their Overall Elementary and Secondary Populations as English Learners: School Years 2020–21 and 2021–22**

SY 2020–21				SY 2021–22			
Top-Ranked SEAs by Percentage of Elementary and Secondary Population Identified as ELs	Estimated Percentage of Enrolled Elementary and Secondary Students Identified as ELs	Number of Identified ELs	National Rank Order by Size of Elementary and Secondary Enrollment Fall 2020	Top-Ranked SEAs by Percentage of Elementary and Secondary Population Identified as ELs	Estimated Percentage of Enrolled Elementary and Secondary Students Identified as ELs	Number of Identified ELs	National Rank Order by Size of Elementary and Secondary Enrollment Fall 2021
Texas	20.1%	1,034,543	2	Texas	21.1%	1,093,968	2
California	17.7%	1,062,264	1	New Mexico	19.4%	59,564	38
New Mexico	16.0%	49,497	36	California	19.1%	1,127,627	1
Nevada	13.7%	64,601	33	Nevada	14.1%	67,003	32
Rhode Island	12.2%	16,684	44	Illinois	13.3%	239,519	5
District of Columbia	12.0%	9,347	50	District of Columbia	13.0%	10,035	50
Illinois	12.0%	218,480	5	Rhode Island	12.7%	17,289	46
Washington	11.8%	125,822	14	Delaware	11.7%	16,147	45
Alaska	11.0%	13,894	47	Washington	11.6%	123,785	14
Delaware	10.7%	14,581	46	Maryland	11.5%	98,566	19
Colorado	10.5%	90,155	19	Alaska	11.0%	14,017	47
Maryland	10.3%	88,834	18	Massachusetts	10.9%	97,154	17
Massachusetts	10.3%	92,076	17	Colorado	10.8%	91,907	20

**NOTES:** Puerto Rico is not included; Estimated percentages were calculated by dividing the number of identified ELs by the total elementary and secondary enrollment of each SEA.

**SOURCES:** U.S. Department of Education, ED Data Express SY 2020–21; U.S. Department of Education, ED Data Express SY 2021–22; National Center for Educational Statistics, Elementary/Secondary Information System. <https://nces.ed.gov/ccd/elsi/>



In SY 2020–21, the total number of elementary and secondary students enrolled in all 52 SEAs was 49,651,880.<sup>52</sup> That same year, SEAs identified a total of 4,963,907 ELs, or an estimated 10 percent of all elementary and secondary students (1 in 10 students).<sup>53</sup> SEAs reported a total of 49,692,627 K–12 students in the following school year.<sup>54</sup> Of these, an estimated 10.6 percent were identified as ELs or SLs.<sup>55</sup>

- In the Fall SY 2020–21, 17.7 percent of students in California were identified as ELs. California had both the largest elementary and secondary school enrollment and number of identified ELs in the nation that year, but not the highest percentage of students identified as ELs.
- Texas had the second-largest total K–12 enrollment and the highest estimated percentage of K–12 students identified as ELs. One in five students (20.1 percent) enrolled in Texas schools was identified as an EL in SY 2020–21.
- The SEAs with the third- through sixth-largest percentages of identified ELs (the District of Columbia, New Mexico, Nevada, and Rhode Island) all ranked in the bottom half of SEAs in terms of the size of their total student enrollments (36th, 33rd, 44th, and 50th, respectively).
- The remaining SEAs in the top quartile based on the estimated percentage of students identified as ELs included a mixture in terms of the size of their K–12 student populations. Five states that serve relatively large K–12 populations (Colorado, Illinois, Maryland, Massachusetts, and Washington all rank in the top 20 nationwide) are listed alongside two SEAs with small total student enrollments but relatively high percentages of students identified as ELs. Delaware ranks 46th in terms of the size of its K–12 population, while Alaska is ranked 47th.

As seen in Exhibit 3.3, when the number of identified ELs in SY 2021–22 was compared to the Fall 2021 total student enrollments, the SEAs listed do not change from those listed in SY 2020–21, and their rankings in terms of the size of their K–12 populations also remain nearly identical. However, the ranking of SEAs in terms of the percentages of students identified as ELs does change slightly.

- Although California had the largest K–12 enrollments in Fall 2021, it had the third-highest estimated percentage of identified ELs in SY 2021–22 (19.1 percent). The percentage of identified ELs was slightly higher than the previous school year.
- Texas, which is ranked second in terms of K–12 enrollment, had the highest estimated percentage of identified ELs at 21.1 percent, more than 1 in 5 students, in SY 2021–22.
- New Mexico jumped to the second-largest percentage (19.4 percent), followed by Nevada and Illinois at the fourth- and fifth-largest percentages of identified ELs based on total K–12 enrollments (14.1 percent and 13.3 percent, respectively) in SY 2021–22.

<sup>52</sup> Includes Puerto Rico and the District of Columbia. Source: National Center for Educational Statistics, *Enrollment in public elementary and secondary schools, by level, grade, and state or jurisdiction: Fall 2020*. [https://nces.ed.gov/programs/digest/d21/tables/dt21\\_203.40.asp](https://nces.ed.gov/programs/digest/d21/tables/dt21_203.40.asp)

<sup>53</sup> Includes 519 Spanish learners in Puerto Rico

<sup>54</sup> Includes Puerto Rico and the District of Columbia. Source: National Center for Educational Statistics, *Enrollment in public elementary and secondary schools, by level, grade, and state or jurisdiction: Fall 2021*. [https://nces.ed.gov/programs/digest/d22/tables/dt22\\_203.40.asp](https://nces.ed.gov/programs/digest/d22/tables/dt22_203.40.asp)

<sup>55</sup> Students in Puerto Rico are not classified as ELs, but Spanish learners (SLs).

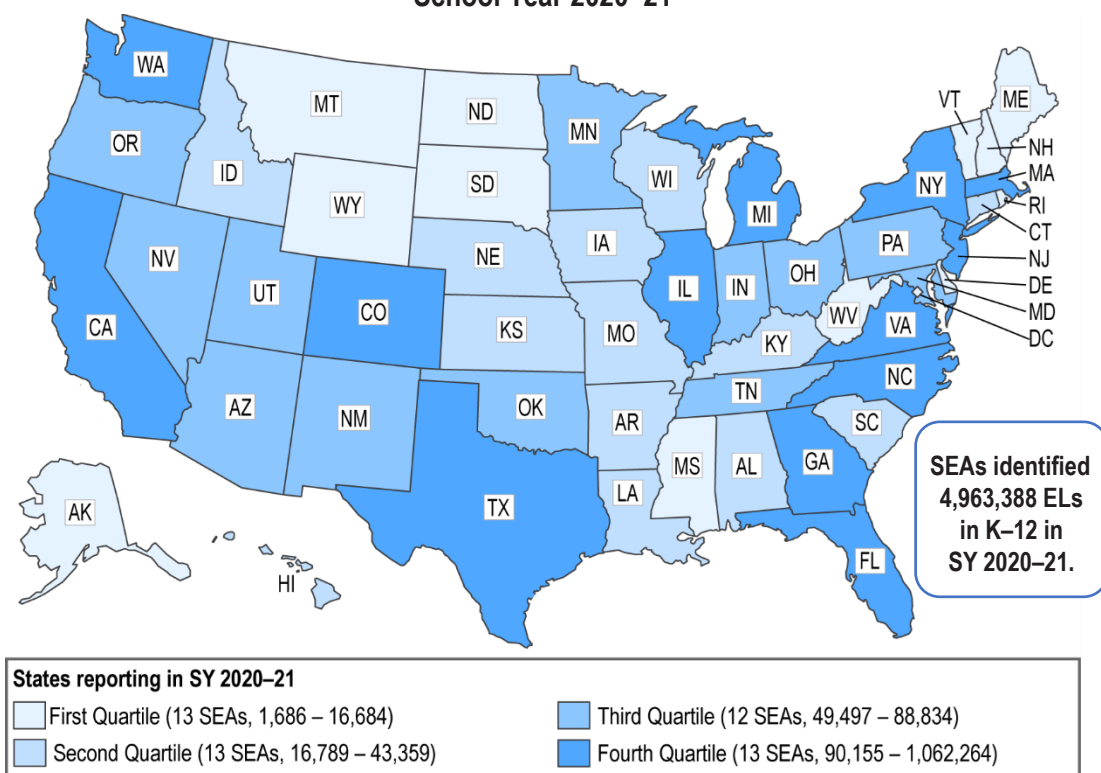


- The District of Columbia, the SEA with the second-smallest elementary and secondary enrollment, ranks sixth for SEAs in terms of the estimated percentage of its student population identified as ELs (13.0 percent) in SY 2021–22.
- The remaining SEAs in the list range from an estimated 12.7 to 10.8 percent of their elementary and secondary students identified as ELs in SY 2021–22.

### *Number of Identified ELs in SYs 2020–21 and 2021–22 by Quartile*

Exhibits 3.4 and 3.5 depict the distribution of the number of identified ELs by SEA in SY 2020–21 and SY 2021–22, respectively. These maps organize SEAs into quartiles based on the size of their EL population. For the actual numbers of identified ELs by SEA, please refer to Tables A-2a and A-2b in Appendix A.

**Exhibit 3.4. Number of Identified English Learners by State Educational Agencies:  
School Year 2020–21**

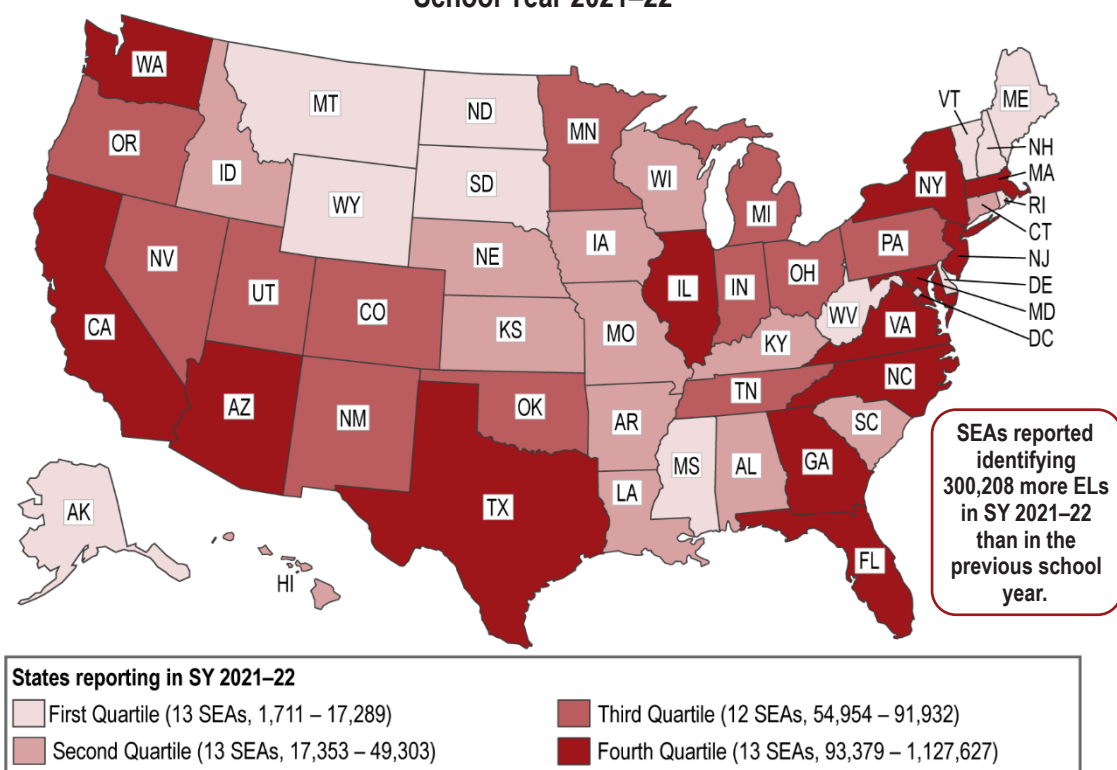


**NOTE:** Puerto Rico is not included.

**SOURCE:** U.S. Department of Education, *ED Data Express SY 2020–21*



### Exhibit 3.5. Number of Identified English Learners by State Educational Agencies: School Year 2021–22



**NOTE:** Puerto Rico is not included.

**SOURCE:** U.S. Department of Education, ED Data Express SY 2021–2.

### *ELs With Disabilities: SYs 2020–21 and 2021–22*

The *ESEA* requires each SEA to report annually the number of ELs with disabilities.<sup>56</sup> The data on the number and percentage of ELs with disabilities in SYs 2020–21 and 2021–22 are presented for individual SEAs in Tables A-2a and A-2b, respectively, in Appendix A. Nationally, the number and percentage of ELs with disabilities vary greatly across SEAs. As is evident in Exhibit 3.2 above, the percentage of ELs identified as having a disability ranged from 5.7 percent (Louisiana) to 23.7 percent (New York) in SY 2020–21 with a median of 16.5 percent. For SY 2021–22, SEAs reported percentages from 5.5 percent (Louisiana) to 23.8 percent (Wyoming); with the same median of 16.6 percent the previous year.

- The total number of ELs identified as having a disability in SY 2020–21 was 800,592 students, or nearly 1 in 6 identified ELs (16.1 percent). The number of ELs identified as having a disability increased to 832,248 students, or 15.8 percent, of all identified ELs in SY 2021–22.
- The total number of children ages 3 to 21 who received services under the *Individuals with Disabilities Education Act (IDEA)* in SY 2021–22 was 7.3 million, or 15 percent of the total student population.<sup>57</sup> This translates to more than 1 in 7 elementary and secondary students with a disability.

<sup>56</sup> *ESEA* section 3121(a)

<sup>57</sup> U.S. Department of Education, National Center for Education Statistics. Fast Facts. <https://nces.ed.gov/fastfacts/display.asp?id=64>



- Nationally, the percentage of ELs identified as having a disability in SYs 2020–21 and 2021–22 (16.1 percent and 15.8 percent, respectively) is slightly higher than the 15 percent of all students receiving *IDEA* services. However, across SEAs in SY 2021–22, the reported percentages of ELs with disabilities ranged from a high of nearly 1 in 4 ELs (Wyoming) to a low of approximately 1 in 20 ELs (Louisiana).
- For SY 2020–21, 21 of the 51 SEAs were within one-tenth of a percentage point above the median percentage (16.6 percent of all SEAs).<sup>58</sup>
- Eleven SEAs (Connecticut, the District of Columbia, Illinois, Massachusetts, Nevada, New Hampshire, New Mexico, New York, Oregon, Wyoming, and Utah) had percentages of ELs with a disability that exceeded 20 percent, or approximately 1 in 5 identified ELs.
- In contrast, several SEAs reported numbers of ELs with disabilities that were well below the national median of ELs with disabilities (16.5 percent) and the percentage of all students with disabilities (16.1 percent) for SY 2020–21. Louisiana was the only SEA reporting that approximately only 1 in 20 ELs, or .05 percent, was identified as having a disability.
- The variance across the percentages SEAs reported of ELs identified as having a disability for SY 2021–22 mirrored that of the previous school year. Nine SEAs (Connecticut, the District of Columbia, Illinois, Massachusetts, Nevada, New Hampshire, New Mexico, New York, and Wyoming) reported percentages of at least 20 percent of ELs with a disability, or 1 in 5 ELs.<sup>59</sup> Conversely, Louisiana was again the only SEA to report that approximately only 1 in 20 ELs was identified as having a disability.

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

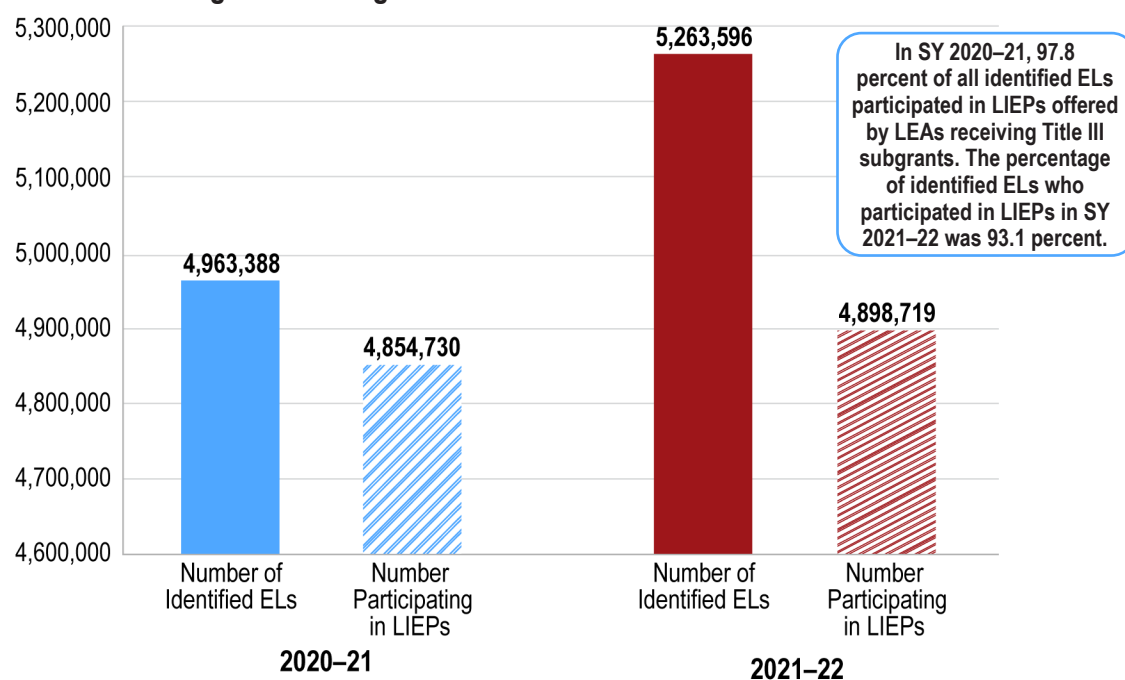
SEAs report the number of ELs who participated in LIEPs provided by LEAs with Title III subgrants. Exhibit 3.6 illustrates the number of identified ELs and the number participating in LIEPs in LEAs with Title III subgrants for SY 2020–21 and SY 2021–22. Tables A-2a and A-2b in Appendix A detail the number and percentage of ELs participating in LIEPs by SEA for these school years.

<sup>58</sup> For SY 2020–21, only 51 SEAs are included since Puerto Rico’s SLs are discussed later in this chapter.

<sup>59</sup> For SY 2020–21, only 51 SEAs are included since Puerto Rico’s SLs are discussed later in this chapter.



**Exhibit 3.6. Number of Identified English Learners and Number of Identified English Learners Who Participated in Language Instruction Educational Programs Provided by Local Educational Agencies Receiving Title III Subgrants: School Years 2020–21 and 2021–22**



**NOTE:** Puerto Rico is not included.

**SOURCES:** U.S. Department of Education, *ED Data Express* SY 2020–21; U.S. Department of Education, *ED Data Express* SY 2021–22

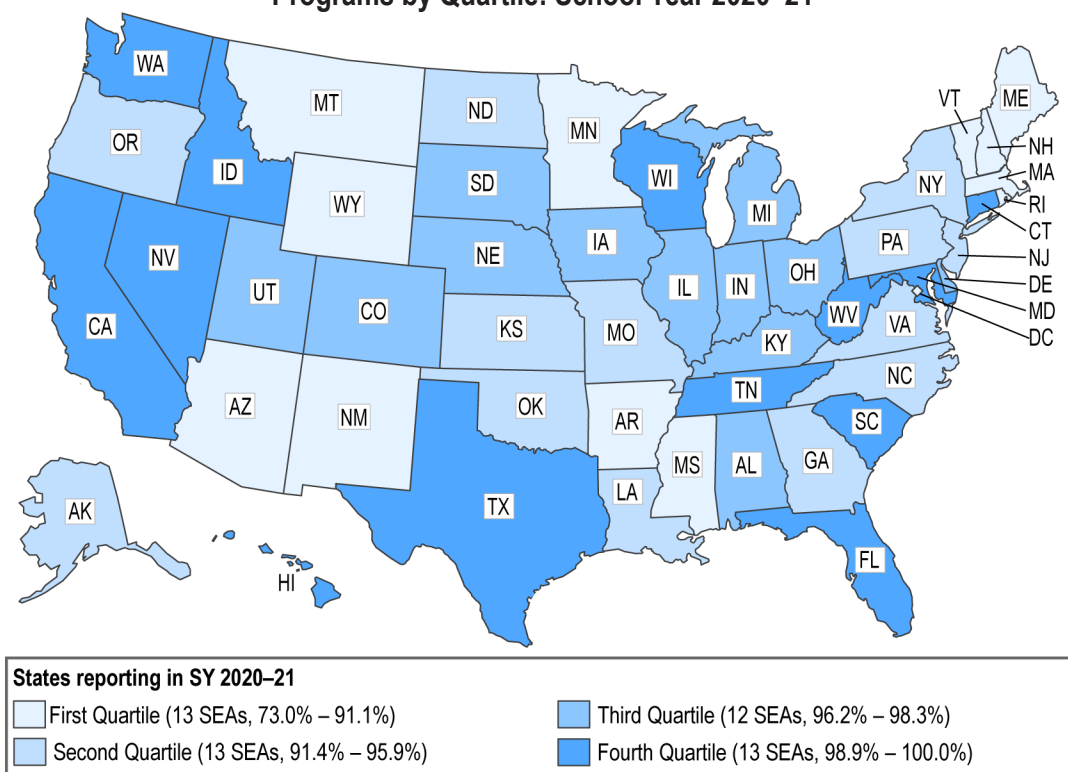
- In SY 2020–21, the percentage of identified ELs participating in LIEPs within a state ranged from 73.0 percent (Vermont) to 100 percent (California, Connecticut, Hawaii, Maryland, Nevada, and West Virginia) with a median percentage of 95.9 percent.
- The following year, the percentage of identified ELs participating in LIEPs within a state ranged from 48.9 percent (Georgia) to 100 percent (Maryland, Nevada, and West Virginia) with a median percentage of 94.9 percent.

Exhibits 3.7 and 3.8 depict the percentage of identified ELs who participated in LIEPs provided by LEAs receiving Title III subgrants in SYs 2020–21 and 2021–22, respectively. SEAs are color coded according to the quartile into which they fall when SEAs are ranked from smallest to largest percentages of identified ELs participating in LIEPs.<sup>60</sup>

<sup>60</sup> These quartiles are four groupings of SEAs ranked by the percentage of ELs served. For SYs 2020–21 and 2021–22, the quartiles are based on 51 SEAs (all but Puerto Rico are included). The 12–13 SEAs with the lowest percentage of ELs participating in LIEPs provided by LEAs receiving Title III subgrants are in the first quartile, the next 12–13 SEAs are in the second quartile, and so forth.



### Exhibit 3.7. Percentage of Identified English Learners Participating in Language Instruction Educational Programs by Quartile: School Year 2020–21



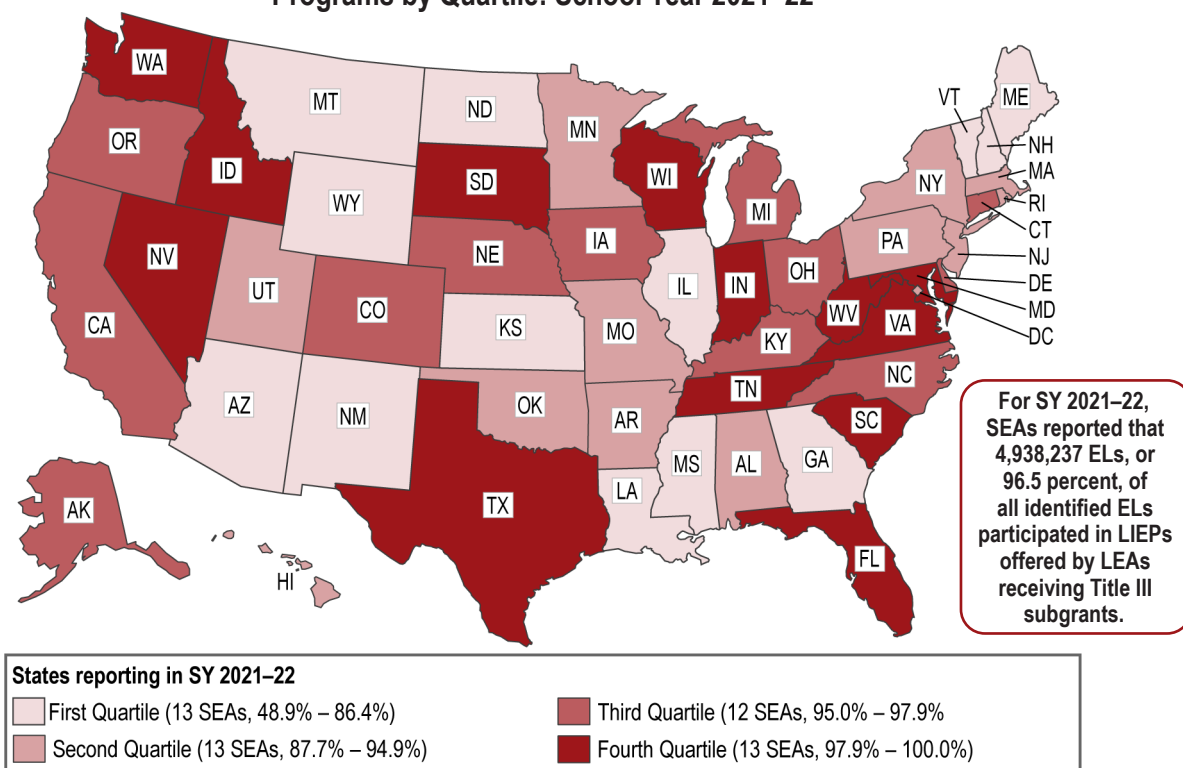
**NOTE:** Puerto Rico is not included. There were two SEAs (CA and CT) reporting values greater than 100% for the percentage of identified ELs participating in LIEPs in LEAs receiving Title III subgrants, these values were manually adjusted to 100%.

**SOURCE:** U.S. Department of Education, *ED Data Express SY 2020–21*

- The range of participation rates for the top quartile of SEAs that provided data was only 1.1 percentage points (98.9 to 100 percent). Of the 13 SEAs in the top quartile, five SEAs (California, Connecticut, Hawaii, Maryland, Nevada, and West Virginia) reported that all identified ELs participated in LIEPs offered by Title III subgrantees. The remaining eight SEAs reported participation rates of 98.9 to 99.9 percent.
- LIEP participation of identified ELs in the bottom quartile still reflected a majority of students, ranging from a low of 73.0 percent in Vermont to a high of 91.1 percent in the District of Columbia.



### Exhibit 3.8. Percentage of Identified English Learners Participating in Language Instruction Educational Programs by Quartile: School Year 2021–22



**NOTE:** Puerto Rico is not included.

**SOURCE:** U.S. Department of Education, *ED Data Express SY 2021–22*

- In SY 2021–22, the participation rates for the SEAs in the top quartile were also high, with three SEAs (Maryland, Nevada, and West Virginia) reporting a 100-percent participation rate. The remaining ten SEAs in the top quartile reported participation rates of more than 97.9 percent.
- All three SEAs reporting 100 percent participation in SY 2021–22 also reported 100 percent participation in SY 2020–21.
- In addition to the three SEAs mentioned above with 100 percent participation in both SYs 2020–21 and 2021–22, seven other SEAs were also in the top quartile in both school years (Florida, Idaho, South Carolina, Tennessee, Texas, Washington, and Wisconsin).
- For SY 2021–22, only three SEAs in the lowest quartile reported LIEP participation rates below 70 percent. They are, in ascending order, Georgia (48.9 percent), Illinois (55.3 percent), and Wyoming (69.5 percent).
- The SEA reporting the lowest percentages for SY 2020–21, Georgia (48.9 percent in SY 2020–21), reported LIEP participation rates of 95.0 percent for SY 2021–22. Similarly, Illinois (55.3 percent in SY 2020–21) reported LIEP participation rates of 96.9 percent for SY 2021–22.<sup>61</sup>

<sup>61</sup> **NOTE:** For SY 2020–21, COVID-19 impacted states' ability to collect and report data on ELs use of LIEPs.



## Immigrant Children and Youth

Some immigrant children and youth may be ELs that are included in the SEAs' total number of identified ELs and percentage of ELs participating in LIEPs provided by LEAs receiving Title III subgrants. However, not all immigrant children and youth are ELs, because not all such students speak a home language other than English or otherwise meet the definition of an EL in *ESEA* section 8101(20).<sup>62</sup> Under *ESEA* section 3201(5), the definition of “immigrant children and youth” is an individual who meets the following criteria:<sup>63</sup>

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

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

[SEAs] shall reserve not more than 15 percent of the agency's allotment under section 3111(c)(2) to award subgrants to eligible entities in the State that have experienced a significant increase, as compared to the average of the 2 preceding fiscal years, in the percentage or number of immigrant children and youth, who have enrolled, during the fiscal year for which the subgrant is made, in public and nonpublic elementary schools and secondary schools in the geographic areas under the jurisdiction of, or served by, such entities .... (*ESEA* section 3114(d)(1))

As this language requires, subgrants are based on increases in the population of immigrant children and youth and the SEA's definition of “significant increase.” As such, the criteria used to determine which LEAs receive subgrants under 3114(d)(1) typically vary across SEAs and may vary within an SEA from year to year.

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

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

Exhibit 3.9 presents the total number of K–12 immigrant children and youth that SEAs reported were enrolled in elementary and secondary schools in SYs 2020–21 and 2021–22 and the number and percentage enrolled in LEAs receiving Title III subgrants to serve that population. The ranges, averages, and median percentages of immigrant children and youth enrolled in elementary and secondary schools, and of those enrolled in LEAs receiving Title III subgrants under *ESEA* section 3114(d) for both school years are included. For data on immigrant children and youth for a specific SEA, please refer to Tables A-3a and A-3b in Appendix A.

<sup>62</sup> *ESEA* section 8101(20)

<sup>63</sup> *ESEA* section 3201(5)



**Exhibit 3.9. Number of Immigrant Children and Youth Enrolled in School and Number and Percentage of Immigrant Children and Youth in Local Educational Agencies Receiving Title III Subgrants for Immigrant Children and Youth Educational Programs: School Years 2020–21 and 2021–22**

	SY 2020–21		SY 2021–22	
	Number/ Percent	Number of SEAs Reporting	Number/ Percent	Number of SEAs Reporting
Number of immigrant children and youth enrolled in elementary and secondary schools	990,449	52	1,070,113	52
Range of numbers of enrolled immigrant children and youth reported by SEAs	84–173,655	52	73–177,490	52
Average number of immigrant children and youth enrolled across SEAs	19,047	52	20,579	52
Number of immigrant children and youth enrolled in LEAs receiving Title III subgrants for immigrant children and youth	464,015	50	381,314	48
Range of numbers of immigrant children and youth enrolled in LEAs receiving Title III subgrants for such students	3–102,989	50	10–105,814	48
Average number of immigrant children and youth enrolled in LEAs receiving Title III subgrants for immigrant children and youth	9,280	50	8,113	48
Percentage of immigrant children and youth enrolled in LEAs receiving Title III subgrants for immigrant children and youth	46.8%	50	35.6%	48
Range of percentages of immigrant children and youth enrolled in LEAs receiving Title III subgrants for immigrant children and youth	0.3%–100%	50	0.8%–100%	48
Median percentage of immigrant children and youth enrolled in LEAs receiving Title III subgrants across SEAs	57.8%	50	27.3%	48

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

Puerto Rico's data is included in the exhibit above.

Missing data: In SY 2020–21, two SEAs (Alaska and Vermont) did not report the number of immigrant children and youth enrolled in LEAs receiving Title III subgrants for such students.

In SY 2021–22, four SEAs (the District of Columbia, Idaho, Vermont, and West Virginia) did not report the number of immigrant children and youth enrolled in LEAs receiving Title III subgrants for such students. Data on number of immigrant children and youth enrolled in LEAs receiving Title III subgrants are suppressed for one SEA (South Dakota) due to data quality concerns.

**SOURCES:** U.S. Department of Education, *EDFacts SY 2020–21*; U.S. Department of Education, *ED Data Express SY 2021–22*

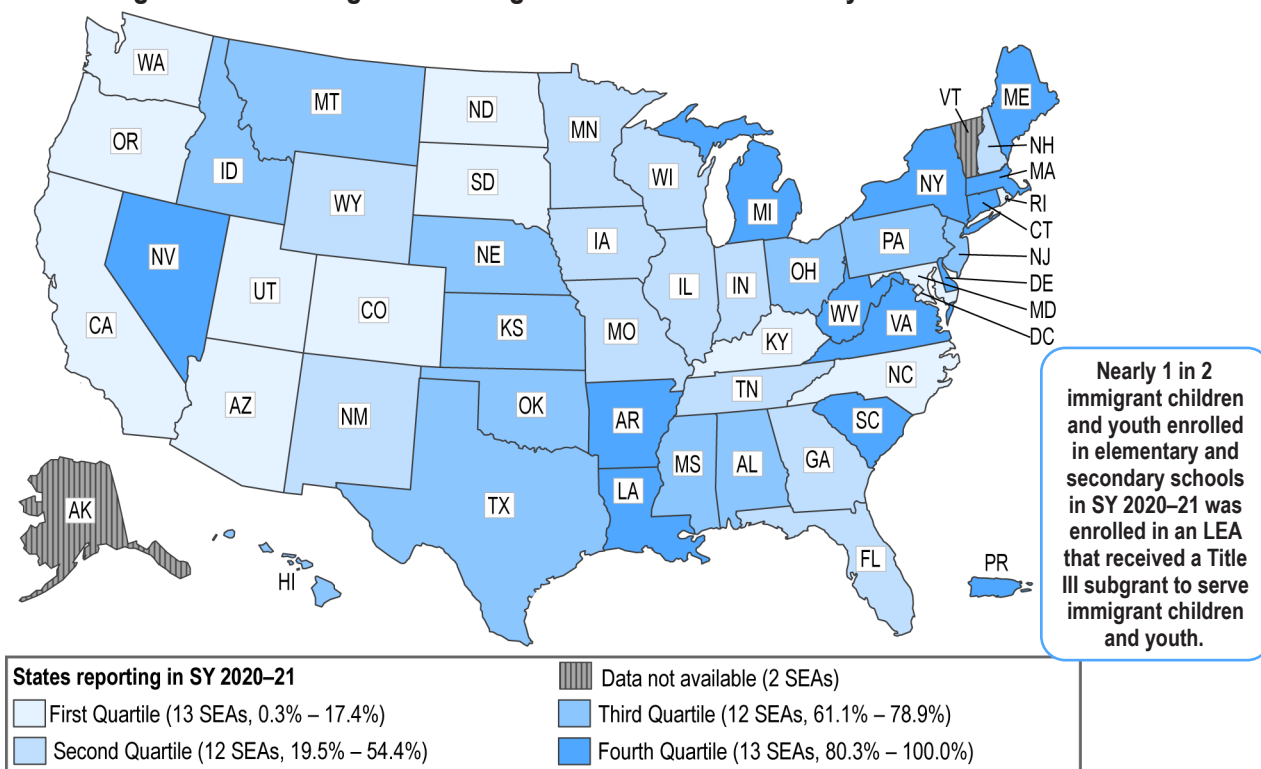
The total number of immigrant children and youth enrolled in elementary and secondary schools in SY 2020–21 was 990,449.

- Approximately 1 in 2 immigrant children and youth was enrolled in an LEA receiving Title III subgrants to support immigrant children and youth (464,015, or 46.8 percent).



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

**Exhibit 3.10. State Educational Agencies' Percentages of Immigrant Children and Youth Enrolled in Local Educational Agencies Receiving Title III Subgrants for Such Students by Quartiles: School Year 2020–21**



**NOTE:** Missing data: In SY 2020–21, two SEAs (Alaska and Vermont) did not report the number of immigrant children and youth enrolled in LEAs receiving Title III subgrants for such students.

**SOURCE:** U.S. Department of Education, *EDFacts SY 2020–21*

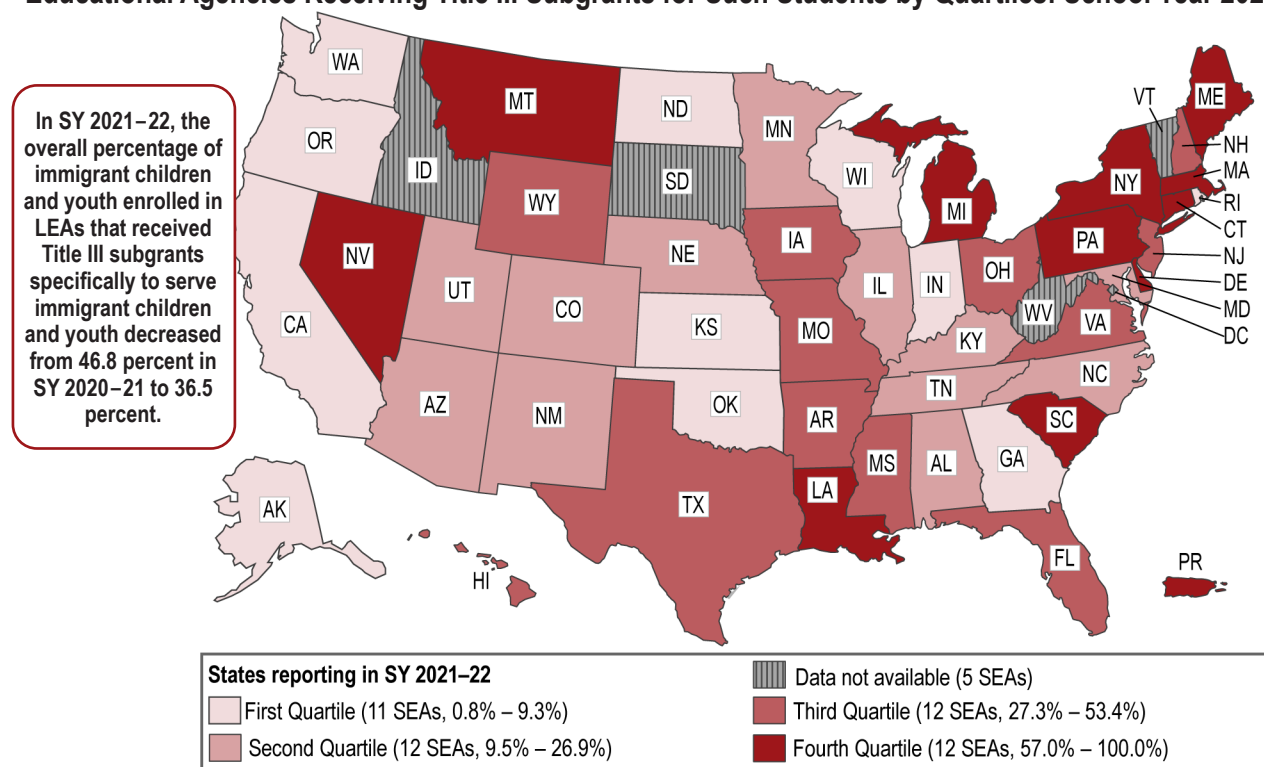
- In SY 2020–21, the percentage of immigrant students enrolled in LEAs receiving Title III subgrants for immigrant children and youth varied greatly among SEAs from a high of 100 percent (Arkansas, Connecticut, Louisiana, Nevada, Puerto Rico, and West Virginia) to a low of 0.3 percent (North Dakota).
- In addition to the six SEAs reporting 100 percent enrollments of immigrant children and youth in LEAs receiving Title III subgrants for this population, the remaining seven SEAs in the top quartile include, in descending order, Maine (92.2 percent) Virginia (91.1 percent), New York (87.1 percent), Michigan (86.8 percent), South Carolina (86.1 percent), Massachusetts (82.0 percent), and Delaware (80.3 percent).
- Four SEAs reported that fewer than 1 in 20 immigrant children and youth was enrolled in LEAs with Title III subgrants for those students. These SEAs are, in ascending order, North Dakota (0.3 percent), California (1.4 percent), Oregon (3.0 percent), and the District of Columbia (4.6 percent).

In SY 2021–22, SEAs reported enrolling 1,070,113 immigrant children and youth in their schools. In a decrease from the previous school year, approximately 1 in 3 immigrant children and youth was enrolled in an LEA receiving a Title III subgrant for immigrant children and youth that year (381,121



students, or 36.5 percent). Exhibit 3.11 presents SEAs color coded by quartile based on the percentage of immigrant children and youth enrolled in an LEA receiving a Title III subgrant to serve immigrant children and youth.

**Exhibit 3.11. State Educational Agencies' Percentages of Immigrant Children and Youth Enrolled in Local Educational Agencies Receiving Title III Subgrants for Such Students by Quartiles: School Year 2021–22**



**NOTE:** Missing data: In SY 2021–22, four SEAs (the District of Columbia, Idaho, Vermont, and West Virginia) did not report the number of immigrant children and youth enrolled in LEAs receiving Title III subgrants for such students. Data on the number of immigrant children and youth enrolled in LEAs receiving Title III subgrants are suppressed for one SEA (South Dakota) due to data quality concerns.

**SOURCE:** U.S. Department of Education, *ED Data Express SY 2021–22*

- The percentage of immigrant children and youth enrolled in LEAs receiving Title III subgrants for such students in SY 2021–22 ranged from a high of 100 percent to a low of 1.0 percent (Arkansas).
- Four SEAs (Connecticut, Delaware, Nevada, and Puerto Rico) reported that 100 percent of immigrant children and youth were enrolled in LEAs receiving Title III subgrants for those students. The remaining SEAs in the top quartile that served the largest percentages of immigrant children and youth in LEAs receiving Title III subgrants for such students are, in descending order, Louisiana (94.9 percent), Michigan (88.2 percent), South Carolina (87.2 percent), New York (86.5 percent), Maine (85.5 percent), Massachusetts (82.0 percent), Pennsylvania (81.9 percent), and Montana (57.0 percent).
- Eleven SEAs in the bottom quartile enrolling the fewest percentage of immigrant children and youth in LEAs receiving Title III subgrants to serve immigrant children and youth are, in ascending order, Washington (0.3 percent), California (0.8 percent), Oregon (0.9 percent), Alaska (1.0 percent), North Dakota (1.3 percent), Oklahoma (3.3 percent), Kansas (5.4 percent), Indiana (6.5 percent), Wisconsin (7.0 percent), Rhode Island (9.1 percent), and Georgia (9.3 percent).



Overall, the percentages of immigrant children and youth participating in LEAs receiving Title III subgrants for such students were much lower for most SEAs than the percentages of identified ELs participating in LIEPs provided by LEAs receiving Title III subgrants for ELs. In SY 2020–21, the percentage of immigrant children and youth in LEAs receiving Title III subgrants for this student population was 46.8 percent compared to 95.9 percent of ELs participating in LIEPs offered by LEAs receiving Title III subgrants for ELs. In SY 2021–22, the enrollment rate for immigrant children and youth in LEAs receiving Title III subgrants was 36.5 percent compared to 94.9 percent of ELs participating in LIEPs provided by LEAs receiving Title III subgrants. These differences can be attributed primarily to the fact that not many LEAs with immigrant children and youth receive Title III subgrants to serve this population, whereas every LEA with a sufficient EL population receives a Title III subgrant for educating ELs.

## Number of Former English Learners

The *ESEA* requires SEAs to report various pieces of information about former ELs who have exited from EL status.<sup>64</sup> For SY 2020–21, 50 SEAs reported the number of former ELs they followed over four years.<sup>65</sup> With only one formal waiver or exception granted to the District of Columbia for assessment administration in SY 2020–2021, exit rates were nonetheless affected in both years due to disruptions in assessment participation and policy implementation in SY 2019–20 and SY 2020–21. These disruptions impacted how many ELs were eligible for exit due to the prevalence of assessment scores as key criterion for exit. Former EL enrollment numbers are reported below, though they should be interpreted with some caution given the irregular policy and assessment environment during this period. Additional notes on exit rate considerations are provided in Chapter 5.

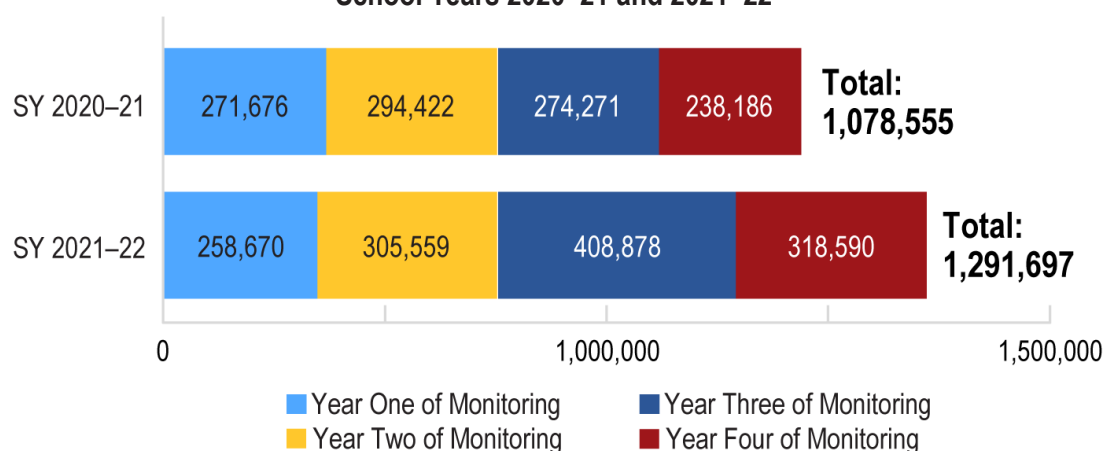
The total number of former ELs across 50 SEAs that reported data in SY 2020–21 was 1,078,555 students. In SY 2021–22, the total number of former ELs across 51 SEAs that reported data was 1,291,697 students. Exhibit 3.12 presents the total number of former ELs for SYs 2020–21 and 2021–22, broken out by the subtotals for each of the four years after they exited EL status in LEAs receiving Title III subgrants for ELs. The values for both years are considerably lower than the last reported values for this population (1,857,779 in SY 2018–19); no data were collected or reported in SY 2019–20 due to waivers granted for the COVID-19 pandemic.

---

<sup>64</sup> *ESEA* section 3121(a)(5)

<sup>65</sup> Vermont did not report the number of former ELs for SY 2020–21. Puerto Rico is not included, since its language of instruction is Spanish, and its Title III grant supports students with limited proficiency in Spanish, not English.



**Exhibit 3.12. Number of Former English Learners by Years of Reporting After Exit:  
School Years 2020–21 and 2021–22**

**NOTE:** For SY 2020–21, one SEA (Washington) did not report data for year one of monitoring, two SEAs (Kentucky and Louisiana) did not report data for years three and four of monitoring, one SEA (Utah) did not report data for year four of monitoring, and one SEA (New Mexico) did not report any data by years of monitoring after exit. For SY 2021–22, one SEA (District of Columbia) did not report data for year one of monitoring, one SEA (Washington) did not report data for year two of monitoring, one SEA (Kentucky) did not report data for years three and four of monitoring, and one SEA (Utah) did not report data for year four of monitoring.

**SOURCES:** U.S. Department of Education, *ED Data Express SY 2020–21*; U.S. Department of Education, *ED Data Express SY 2021–22*

Forty-six of the 51 SEAs that reported data on former ELs for SY 2020–21 provided data for four years. Two SEAs (Utah and Washington) reported the number of former ELs for three years, whereas Kentucky and Louisiana reported the number of former ELs for two years after they exited Title III.

Of the 46 SEAs that reported the number of former ELs over four years, their total numbers ranged from a high of 157,747 (Florida) to a low of 226 (Montana). Exhibit 3.13 presents the SEAs in the quartile reporting the largest numbers of former ELs, in descending order. To contextualize the number of former ELs reported, the number of ELs participating in LIEPs that these SEAs reported for SY 2020–21 is included. Data on the number of former ELs in SY 2020–21 for all SEAs can be found in Table A-5 in Appendix A.

**Exhibit 3.13. Quartile of State Educational Agencies with the Highest Number of  
Former English Learners: School Years 2020–21 and 2021–22**

SEA	Total Number of Former ELs Four Years After Exit: SY 2020–21	Total Number of ELs Participating in LIEPs: SY 2020–21	SEA	Total Number of Former ELs Four Years After Exit: SY 2021–22	Total Number of ELs Participating in LIEPs: SY 2021–22
FLORIDA	157,747	264,041	CALIFORNIA	283,357	1,083,021
TEXAS	136,760	1,033,257	FLORIDA	154,152	269,027
CALIFORNIA	61,022	1,089,013	TEXAS	94,899	1,092,763
ILLINOIS	59,385	211,718	NEW YORK	59,663	231,520
VIRGINIA	47,863	112,510	ILLINOIS	56,357	132,389
WASHINGTON	47,269	124,392	GEORGIA	44,368	65,387
COLORADO	44,035	88,127	WASHINGTON	41,560	121,239
GEORGIA	42,738	119,726	COLORADO	41,334	90,001



SEA	Total Number of Former ELs Four Years After Exit: SY 2020–21	Total Number of ELs Participating in LIEPs: SY 2020–21	SEA	Total Number of Former ELs Four Years After Exit: SY 2021–22	Total Number of ELs Participating in LIEPs: SY 2021–22
MASSACHUSETTS	39,752	82,627	VIRGINIA	41,078	117,297
OREGON	30,519	49,659	MASSACHUSETTS	37,589	90,414
MICHIGAN	29,349	87,176	LOUISIANA	27,930	27,207
NEVADA	26,710	64,592	MICHIGAN	26,661	88,870
OHIO	26,479	57,578	NEW JERSEY	24,987	106,698

**NOTES:** Former ELs are ELs who were enrolled in LEAs receiving Title III subgrants and exited EL status after achieving proficiency in English. The number of former ELs shown is the aggregate of the numbers of former ELs reported for one, two, three, and four years after exit.

**SOURCE:** U.S. Department of Education, *ED Data Express SY 2020–21*; U.S. Department of Education, *ED Data Express SY 2021–22*

- Most of the SEAs in the top quartile of SEAs reporting the largest numbers of former ELs are also SEAs with the largest numbers of ELs participating in LIEPs provided by Title III subgrantees.
- Massachusetts, Nevada, Ohio, and Oregon reported larger-than-expected numbers of former ELs for SY 2020–21 since they are not in the top quartile of SEAs reporting the largest numbers of ELs participating in LIEPs.

Forty-seven of the 51 SEAs that reported data on former ELs for SY 2021–22 provided data for all four years. Three SEAs (the District of Columbia, Utah, and Washington) reported the number of former ELs for three of the four years, whereas Kentucky reported the number of former ELs for two years after they exited Title III.

Of the 47 SEAs that reported the number of former ELs over a four-year period, their total numbers ranged from a high of 283,357 (California) to a low of 259 (Montana). Exhibit 3.13 presents the SEAs in the quartile reporting the largest numbers of former ELs, in descending order. To contextualize the number of former ELs reported, the number of ELs participating in LIEPs that these SEAs reported for SY 2021–22 is included. Data on the number of former ELs in SY 2021–22 for all SEAs can be found in Table A-6 in Appendix A.

- Maryland and North Carolina reported larger-than-expected numbers of former ELs in SY 2021–22 since they are not in the top quartile of SEAs reporting the largest numbers of ELs participating in LIEPs.
- When comparing the change in SEAs' reported total number of former ELs from SY 2020–21 to SY 2021–22, it is notable to see large changes for some of the SEAs that appear in the top quartile in at least one of those years. California, Louisiana, and New York reported increases in the total number of ELs that were greater than 100 percent from SY 2020–21 to SY 2021–22, while Ohio, Oregon, and Texas reported decreases greater than 20 percent over the same period.

## The Five Languages Most Commonly Spoken by English Learners

Each SEA reports the five languages most commonly spoken by the ELs it identifies every school year. In SY 2020–21, SEAs reported 50 different languages among the top five languages spoken by



ELs in their states' elementary and secondary schools.<sup>66</sup> In SY 2021–22, the number of different top five languages decreased slightly to 46.<sup>67</sup> The top five non-English languages spoken by the largest numbers of ELs in all SEAs in SY 2020–21 and SY 2021–22 are presented in Tables A-4a and A-4b, respectively, in Appendix A. It is important to note that the number of ELs presented for each language is not the total number of ELs who speak that language; rather, the number includes only ELs whose languages are among the top five in their SEAs.

Nationally, the top five languages most commonly spoken by ELs in SY 2020–21 were, in descending order, Spanish, Arabic, Chinese (Mandarin or Cantonese), Vietnamese, and Portuguese.<sup>68</sup> For SY 2021–22, the top five languages were the same. Exhibit 3.14 shows the total number and percentage of EL speakers for the top five languages across SEAs that included these languages among their top five languages by school year.<sup>69</sup>

**Exhibit 3.14. Top Five Languages Spoken by All Identified English Learners:  
School Years 2020–21 and 2021–22**

SY 2020–21			SY 2021–22		
Language	Number	% All ELs	Language	Number	% All ELs
Spanish; Castilian	3,745,460	75.5%	Spanish; Castilian	4,023,289	76.4%
Arabic	128,641	2.6%	Arabic	130,917	2.5%
Chinese	93,339	1.9%	Chinese	95,584	1.8%
Vietnamese	73,075	1.5%	Vietnamese	75,070	1.4%
Portuguese	43,426	0.9%	Portuguese	50,205	1.0%

**NOTE:** Puerto Rico is not included. Percentages are rounded to the nearest tenth.

**SOURCES:** U.S. Department of Education, *ED Data Express* SY 2020–21; U.S. Department of Education, *ED Data Express* SY 2021–22

- Nationwide, Spanish was spoken by the largest number and greatest percentage of ELs in both SYs 2020–21 and 2021–22.
- The number and percentage of Spanish-speaking ELs greatly exceeded the number and percentage of ELs who spoke Arabic, the second most commonly spoken language among identified ELs for both school years. Approximately 3 in 4 ELs spoke Spanish. By comparison, fewer than 3 in 100 ELs were Arabic speakers.

In SY 2020–21, no single state's top five languages exactly matched the top five languages reported across all states on the nationwide list displayed in Exhibit 3.14. Exhibit 3.15 indicates how many of the top five languages nationwide (i.e., Spanish, Arabic, Chinese, Vietnamese, and Portuguese) each SEA reported as its top five languages for SY 2020–21. In SY 2021–22, one SEA (Louisiana) did replicate all five top languages nationwide. Exhibit 3.16 displays SEAs according to the number of top five national languages (i.e., Spanish, Arabic, Chinese, Vietnamese, and Portuguese) they reported as the top five most commonly spoken languages by the ELs they identified for SY 2021–22.

<sup>66</sup> If an SEA reported languages coded as uncoded, undetermined, or languages that contain no linguistic content as one of their top five languages, these languages are included. English is excluded.

<sup>67</sup> If an SEA reported languages coded as uncoded, undetermined, or languages that contain no linguistic content as one of their top five languages, these languages are included. English is excluded.

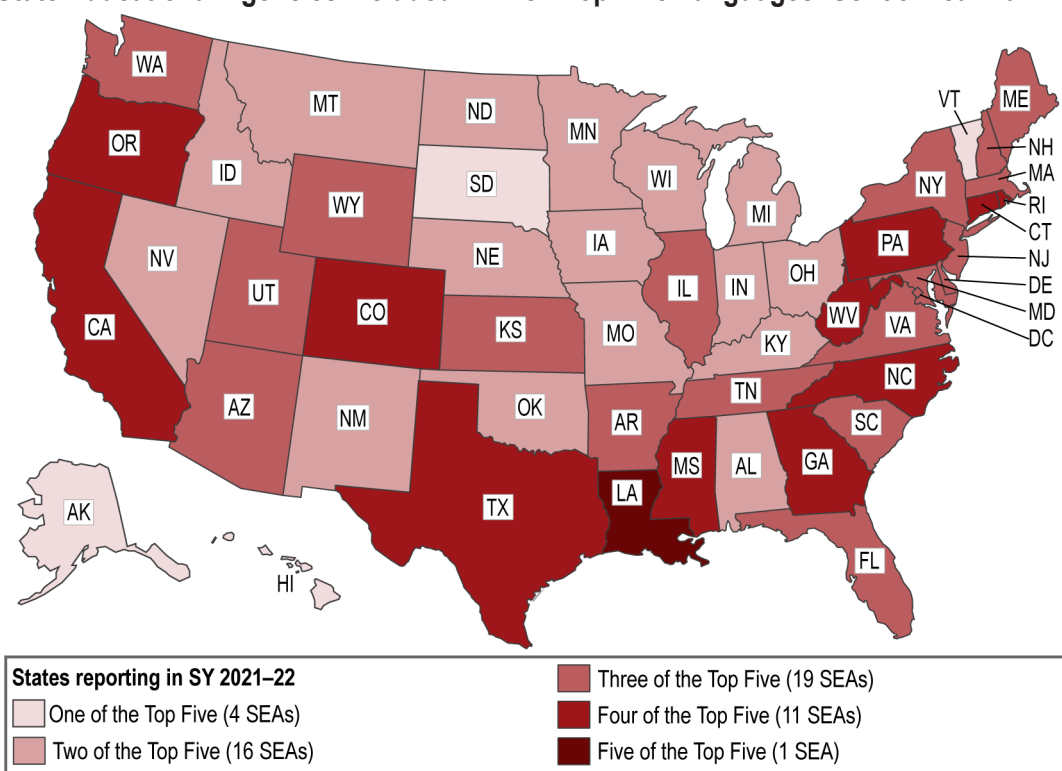
<sup>68</sup> Spanish is reported in the data as "Spanish; Castilian."

<sup>69</sup> The percentages of ELs speaking the top five languages are calculated by dividing the number of EL speakers of the language by the total number of identified ELs in each school year (i.e., SY 2020–21 = 5,024,930 identified ELs; SY 2021–22 = 5,116,439 identified ELs) and not just those enrolled in LEAs receiving Title III subgrants. English is excluded from these calculations.







**Exhibit 3.16. Number of the Nationwide Top Five Languages Spoken by English Learners  
State Educational Agencies Included in Their Top Five Languages: School Year 2021–22**


**NOTE:** Puerto Rico is not included.

**SOURCE:** U.S. Department of Education, *ED Data Express SY 2021–22*

- For both SYs 2020–21 and 2021–22, all SEAs included Spanish as one of the top five languages spoken by the ELs they identified.
- For both SYs 2020–21 and 2021–22, 47 of the 51 SEAs ranked Spanish as first among their five top languages for both school years.
- Four SEAs reported a language other than Spanish as spoken by the largest number of identified ELs in the state for both years. These four SEAs, the language they ranked first, and the percentage of ELs in the state who spoke the state's top language are displayed in Exhibit 3.17.

**Exhibit 3.17. States Reporting Languages Other Than Spanish as the Language Most Frequently Spoken  
by English Learners: School Years 2020–21 and 2021–22**

State	ELs' Most Frequently Spoken Language	SY 2020–21		SY 2021–22	
		Number	Percentage of English Learners in State	Number	Percentage of English Learners in State
Alaska	Yup'ik languages	4,969	35.8%	4,778	34.1%
Hawaii	Iloko	3,015	18.0%	3,422	19.7%
Maine	Somali	1,172	22.5%	1,129	20.8%
Vermont	Nepali	361	20.8%	347	20.3%

**NOTE:** Puerto Rico is not included.

**SOURCES:** U.S. Department of Education, *ED Data Express SY 2020–21*; U.S. Department of Education, *ED Data Express SY 2021–22*

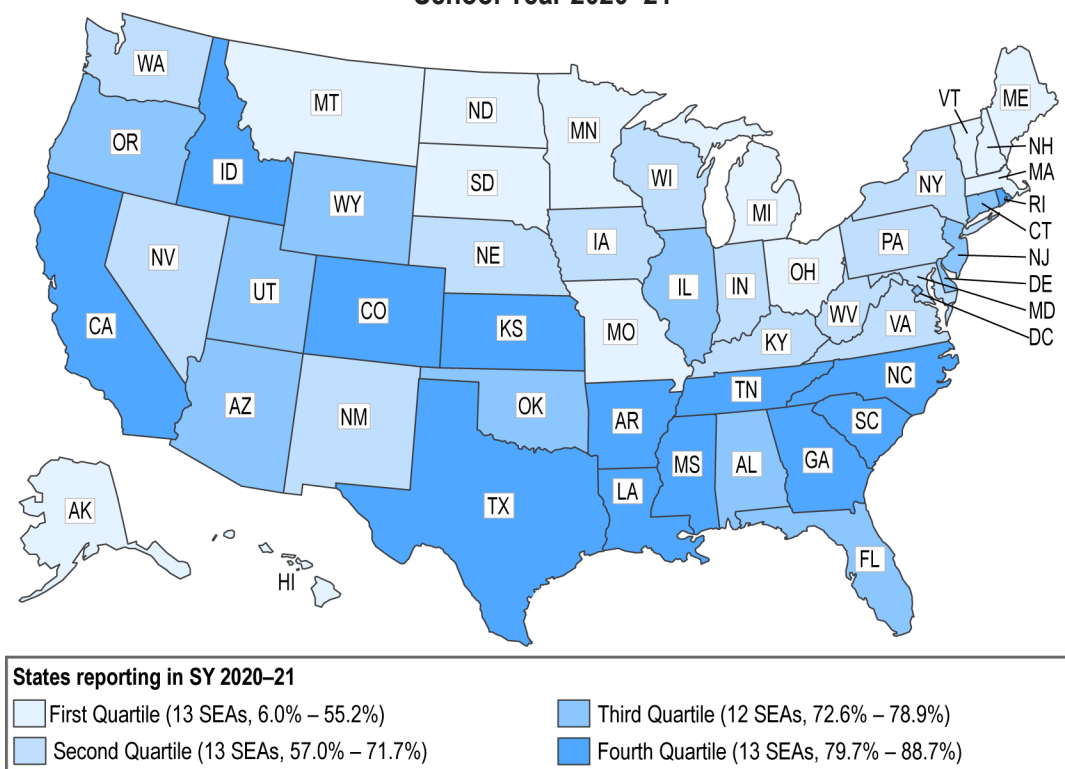


## *A Closer Look at EL Speakers of Spanish, Arabic, and Chinese*

The following section provides a more in-depth look at the top three languages SEAs reported ELs spoke in both SYs 2020–21 and 2021–22. Refer to Tables A-4a and A-4b in Appendix A to find data for individual SEAs.

**Spanish** appeared in every SEA’s list of the top five languages spoken by identified ELs. However, the percentage of Spanish-speaking ELs varied across SEAs. Exhibit 3.18 shows the percentage of Spanish-speaking ELs of each SEA’s total EL population in SY 2020–21 by quartile. Refer to Appendix Table A-4a for the total number of Spanish-speaking ELs reported by all SEAs. Spanish is the home language for more than 3.8 million EL students enrolled in the nation’s elementary and secondary schools. As mentioned previously, all SEAs included Spanish as one of the top five languages spoken by ELs in their jurisdiction.<sup>70</sup> However, the concentration of Spanish-speaking ELs in each SEA varies from 90 percent to fewer than 10 percent.

**Exhibit 3.18. Percentage of Spanish-Speaking English Learners State Educational Agencies Reported for School Year 2020–21**



**NOTE:** Puerto Rico is not included.

**SOURCE:** U.S. Department of Education, *ED Data Express SY 2020–21*

- In SY 2020–21, Texas reported the highest percentage of Spanish-speaking ELs across all SEAs (89.7 percent). Approximately 9 in 10 identified ELs in Texas spoke Spanish as their first language.
- In addition to Texas, the five SEAs reporting the largest percentages of Spanish-speaking ELs in SY 2020–21 are, in descending order, Louisiana (88.6 percent), North Carolina (84.3 percent), Mississippi (83.9 percent), Idaho (83.0 percent), and Kansas (82.9 percent).

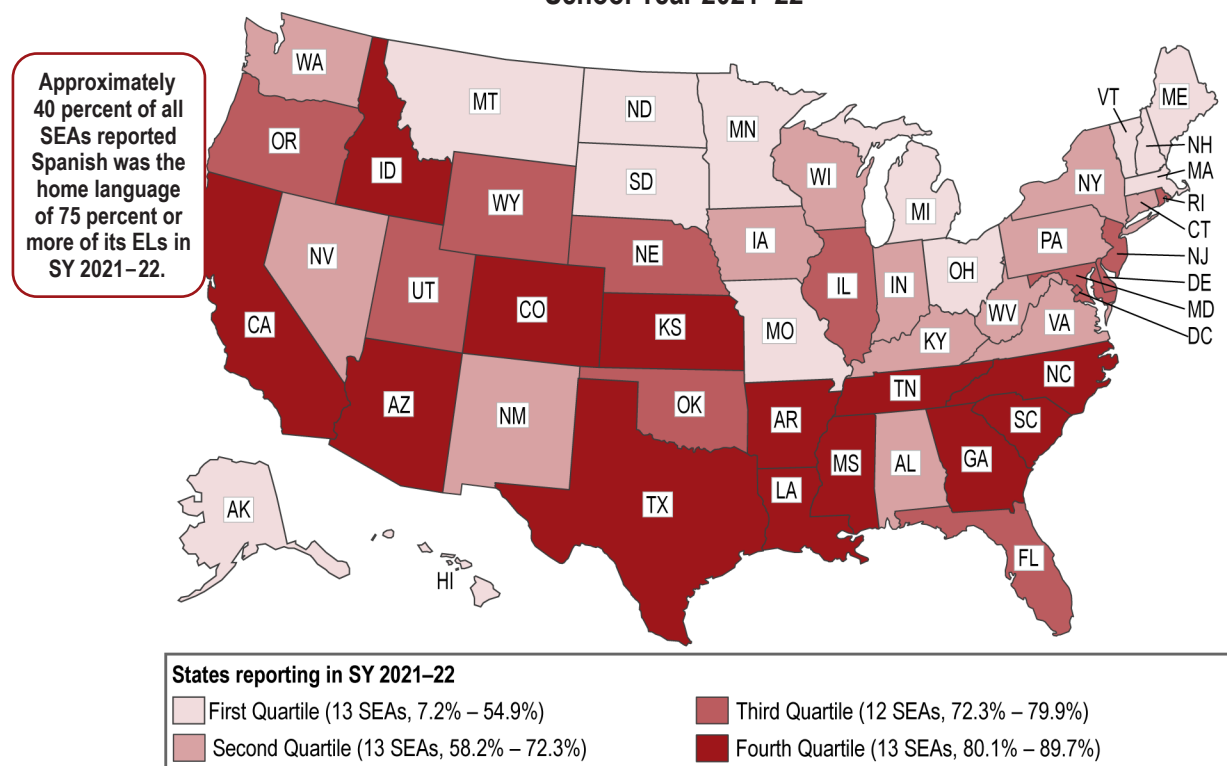
<sup>70</sup> Puerto Rico is not included since it has SLs instead of ELs. Spanish is the language of instruction in Puerto Rico’s public school system, and Title III supports students with limited Spanish proficiency.



- The three SEAs that reported the smallest percentages of Spanish-speaking ELs were Hawaii (7.2 percent), Maine (10.8 percent), and Vermont (12.2 percent).

The SY 2021–22 data regarding Spanish-speaking ELs reveal a pattern similar to the SY 2020–21 data. This similarity can be seen in Exhibit 3.19, which depicts by quartile the percentage of Spanish-speaking ELs among each SEA’s total EL population in SY 2021–22. Refer to Table A-4b in Appendix A for the total number of Spanish-speaking ELs reported by all SEAs.

**Exhibit 3.19. Percentage of Spanish-Speaking English Learners State Educational Agencies Reported for School Year 2021–22**



The two SEAs with the largest percentage of Spanish-speaking ELs in SY 2021–22 were Texas (89.7 percent) and Louisiana (88.6 percent).

- The remaining SEAs in the quartile of largest percentages of Spanish-speaking ELs are, in descending order, North Carolina (84.3), Mississippi (83.9 percent), Idaho (83.0 percent), Kansas (82.9 percent), Colorado (82.5 percent), Arkansas (82.1 percent), California (82.0 percent), Tennessee (81.4 percent), Georgia (80.8 percent), South Carolina (80.4 percent), and Arizona (80.1 percent).
- Most of the SEAs in the top quartile in SY 2021–22 were also in the top quartile in SY 2020–21, with only small differences indicating slight percentage increases or decreases. One SEA—Arizona—entered the quartile of the largest percentages of Spanish-speaking ELs in SY 2021–22, whereas Rhode Island dropped out of this quartile.
- Two of the three SEAs that reported the smallest percentages of Spanish-speakers for SY 2020–21 also reported the smallest percentages in SY 2021–22. These were, in descending

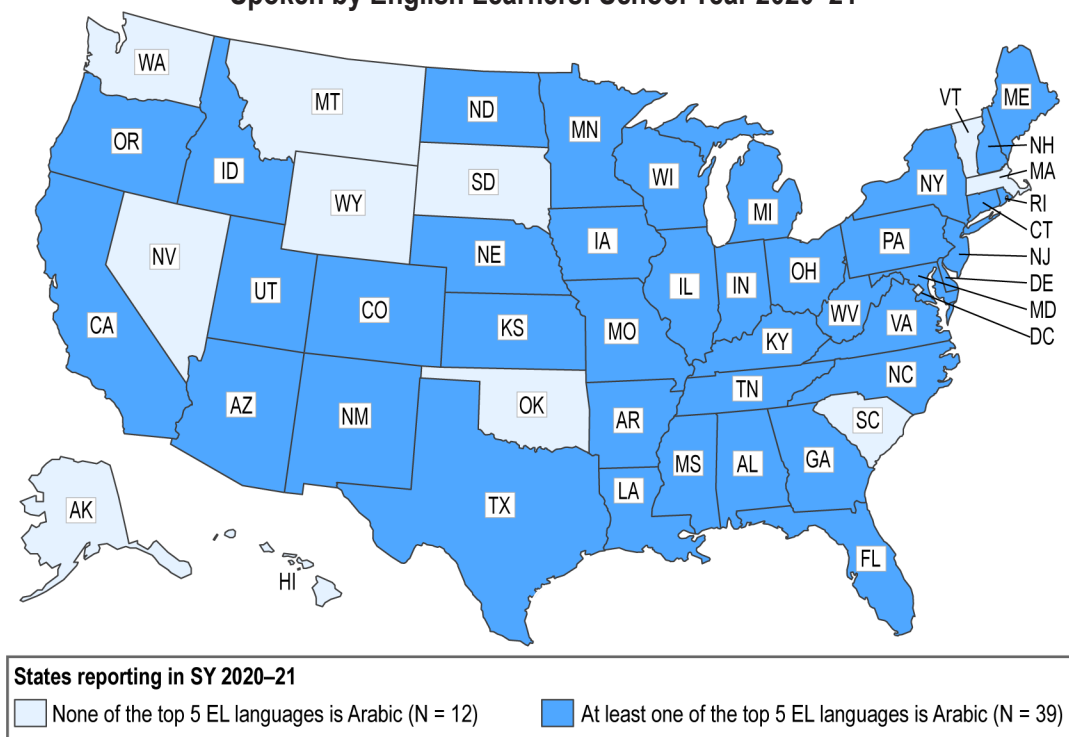


order, Maine (10.8 percent) and Hawaii (7.2 percent). Vermont (12.2 percent) replaced Montana (13.6 percent) as the third-lowest SEA by reported percentage of Spanish-speaking ELs.

Arabic was identified as the second most commonly spoken language among ELs in the United States. In SY 2020–21, SEAs listing Arabic as a top five language in their area reported a total number of 121,392 EL students whose home language was Arabic. The number of Arabic speakers has grown substantially, with more than a 200 percent increase from the 39,040 reported in SY 2006–07—the initial year that data on the home languages of ELs was collected. However, this trend is not one of consistent growth. There was a notable decline when compared to SY 2019–20, which had 131,554 Arabic-speaking ELs, down from the 135,870 reported in SY 2018–19. Nonetheless, Arabic was the language spoken by only 2.6 percent of identified ELs in SY 2020–21 for these SEAs.

A total of 39 SEAs reported Arabic among their top five languages for SY 2020–21. Exhibit 3.20 displays the SEAs that included Arabic among their top five languages.

**Exhibit 3.20. State Educational Agencies Reporting Arabic Among the Five Most Common Languages Spoken by English Learners: School Year 2020–21**



**NOTE:** Puerto Rico is not included.

**SOURCE:** U.S. Department of Education, *ED Data Express SY 2020–21*

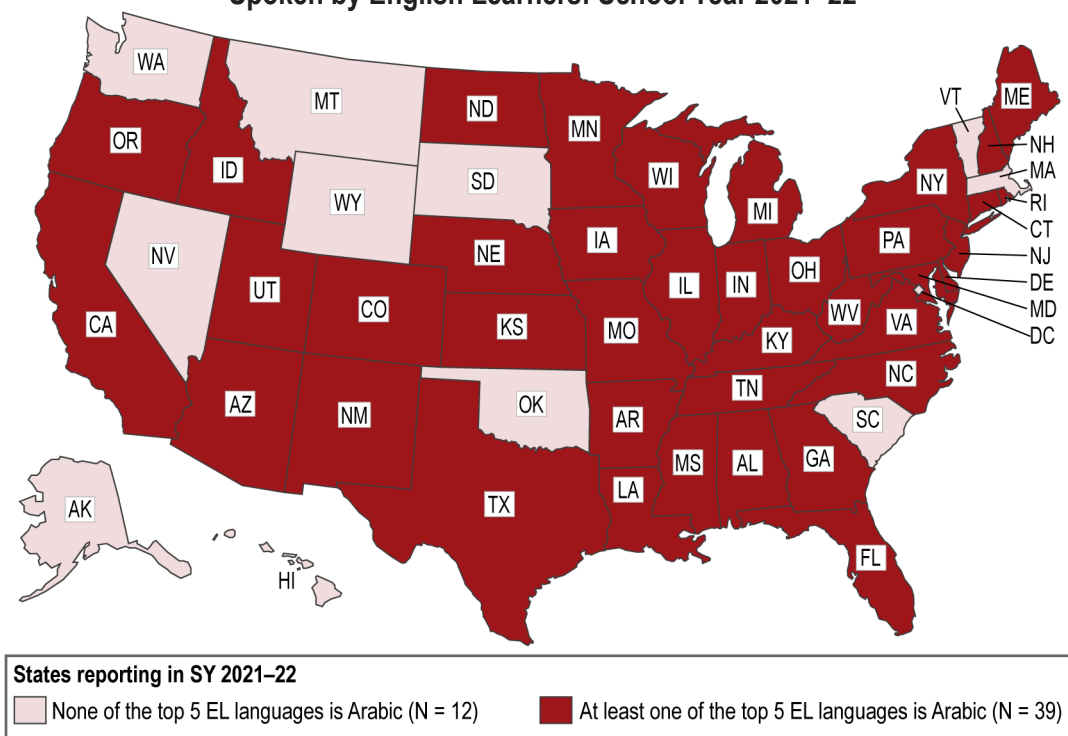
- Arabic was not the most frequently spoken language in any SEA, but it was the second most commonly spoken language among identified ELs in 12 SEAs.
- In SY 2020–21, the SEAs with the largest percentages of identified ELs who spoke Arabic were, in descending order, Michigan (26,128 students, or 28.9 percent), Maine (681 students, or 13.1 percent), West Virginia (108 students, or 6.4 percent), Tennessee (3,183 students, or 6.2 percent), Ohio (3,191 students, or 5.4 percent), Missouri (1,623 students, or 5.0 percent), and New York (12,104 students, or 5.0 percent).



- In Michigan, more than 1 in 4 identified ELs spoke Arabic as their first language.

In SY 2021–22, the total number of Arabic-speaking ELs across all SEAs decreased by 2 percent to 124,328. The patterns and distributions of Arabic-speaking ELs were similar to SY 2020–21, as can be seen below in Exhibit 3.21.

**Exhibit 3.21. State Educational Agencies Reporting Arabic Among Their Five Most Common Languages Spoken by English Learners: School Year 2021–22**



**NOTE:** Puerto Rico is not included

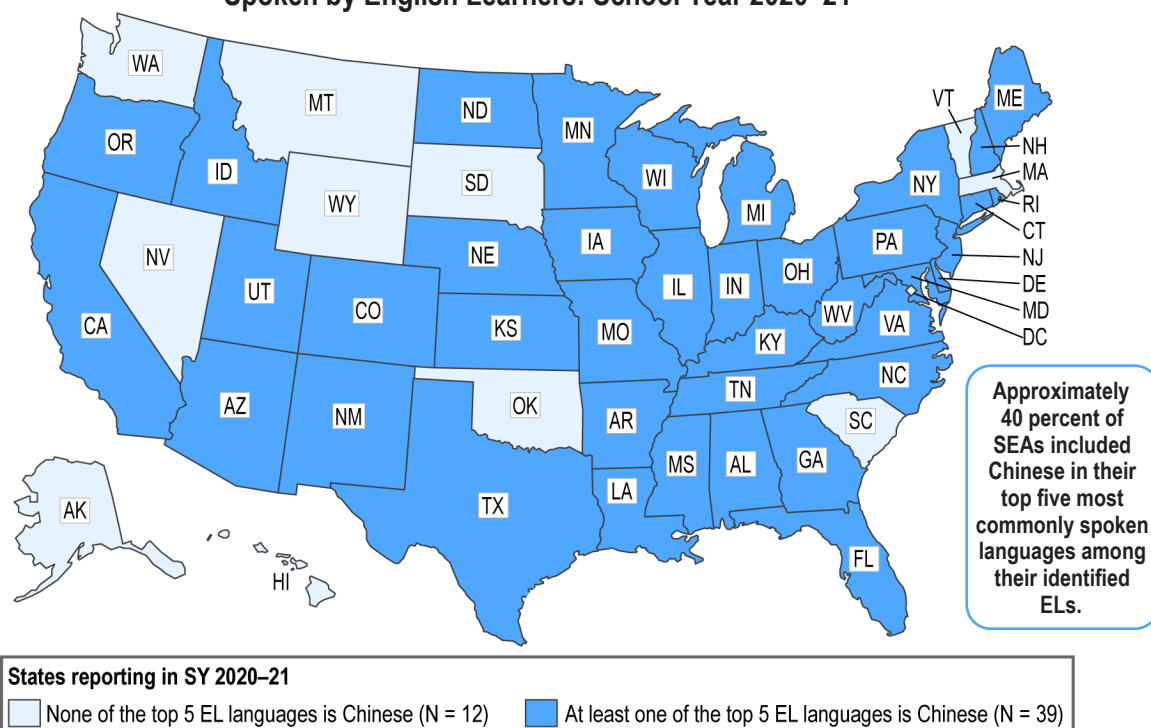
**SOURCE:** U.S. Department of Education, *ED Data Express SY 2021–22*.

- For SY 2021–22, Arabic appeared on the list of the top five languages for 39 SEAs. Of these SEAs, 12 identified Arabic as the home language spoken by the second-largest number of ELs in their jurisdictions.
- Michigan again reported the largest percentage of Arabic-speaking ELs at 28.5 percent. Maine remained the second-largest percentage at 12.5 percent.
- The SEAs that reported the largest percentages of Arabic-speaking ELs in SY 2021–22 were mostly the same SEAs as in SY 2020–21. In addition to Michigan and Maine, West Virginia, Tennessee, and Mississippi reported percentages of Arabic-speaking ELs that exceeded 5 percent.

**Chinese** was the third most commonly spoken home language of ELs across all SEAs in both SYs 2020–21 and 2021–22. In SY 2020–21, SEAs listing Chinese as a top five language reported a total number of 93,339, or 2.0 percent of all identified ELs. Although the number of Chinese speakers has been decreasing since SY 2018–19, 21 SEAs included Chinese among their top five languages. Exhibit 3.22 depicts which SEAs included Chinese among the top five languages spoken by the ELs they identified.



### Exhibit 3.22. State Educational Agencies Reporting Chinese Among the Five Most Common Languages Spoken by English Learners: School Year 2020–21



**NOTE:** Puerto Rico is not included. Four SEAs identified Chinese as the language spoken by the second-largest percentage of identified ELs in their states in SY 2020–21. These states were California (32,573 students, or 3.1 percent), New York (20,669, or 8.6 percent), Nevada (739, or 1.1 percent), and Wyoming (27, or 1.1 percent).

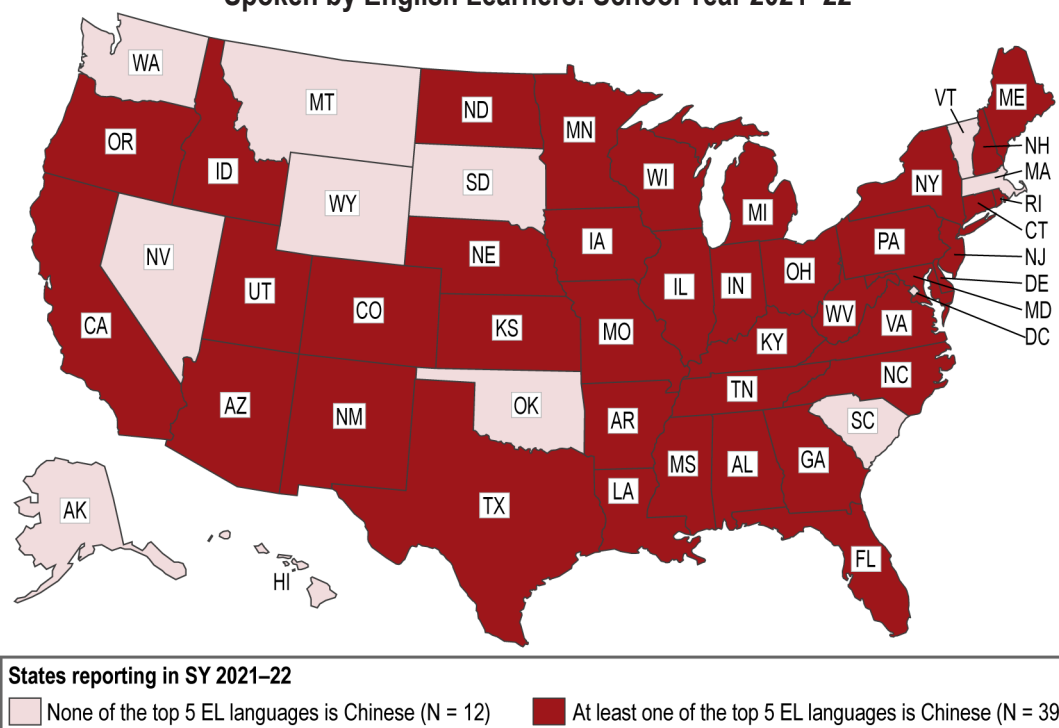
**SOURCE:** U.S. Department of Education, *ED Data Express SY 2020–21*

- Among SEAs listing Chinese as a top five language, the SEA reporting the largest percentage of Chinese-speaking ELs was New York at 8.6 percent (19,836 ELs). In addition to New York and California, the SEAs with percentages of Chinese speakers greater than 3 percent were Massachusetts at 3.3 percent (3,038 ELs) and Pennsylvania at 4.1 percent (2,949 ELs).
- Among SEAs listing Chinese as a top five language, the SEAs with the largest numbers of Chinese speakers are California (32,573 ELs), New York (19,836 ELs), Massachusetts (3,038 ELs), Washington (3,619 ELs), and Pennsylvania (2,949 ELs). Together, these five SEAs account for more than two-thirds of the total number of Chinese-speaking ELs reported by all SEAs in SY 2020–21.

As in SY 2020–21, 21 SEAs reported Chinese as one of the five home languages most commonly spoken by the ELs they identified in SY 2021–22. SEAs listing Chinese as a top five language reported a total number of 95,584 Chinese-speaking ELs, or a 2.4 percent increase from the previous year. Exhibit 3.23 shows which SEAs included Chinese among the five most commonly spoken languages of identified ELs.



### Exhibit 3.23. State Educational Agencies Reporting Chinese Among the Five Most Common Languages Spoken by English Learners: School Year 2021–22



**NOTE:** Puerto Rico is not included.

**SOURCE:** U.S. Department of Education, *ED Data Express SY 2021–22*

- Compared to SY 2020–21, the same four SEAs identified Chinese as the language spoken by the second-largest percentage of identified ELs in their states in SY 2021–22. These states were California (35,041 students, or 3.1 percent), New York (19,839, or 8.0 percent), Nevada (832, or 1.2 percent), and Wyoming (26, or 1.0 percent).
- Although pockets of Chinese-speaking ELs can be found across the nation, and although Chinese ranks as one of 21 SEAs' top five languages, many of these populations of identified ELs are small (e.g., Wyoming reported 26 ELs; Montana reported 46 ELs; West Virginia reported 85 ELs; the District of Columbia reported 811 ELs).
- As in the previous year, the SEAs reporting Chinese as a top five language with the largest numbers of identified ELs whose home language is Chinese were California, Massachusetts, New York, Pennsylvania, and Washington.

### *A Closer Look at American Indian and Alaska Native Languages*

The number and percentage of ELs whose home languages are American Indian or Alaska Native languages are relatively small and concentrated in a limited number of SEAs. Nevertheless, these numbers and percentages were sufficient to place these languages among the top five languages spoken by ELs in six SEAs. Information on the SEAs reporting ELs who speak American Indian or Alaska Native languages is summarized in Exhibit 3.24.



### Exhibit 3.24. State Educational Agencies Reporting American Indian or Alaska Native Languages Among the Five Most Common Languages Spoken by English Learners: School Years 2017–18 Through 2021–22

SEA	Language	SY 2017-18			SY 2018-19			SY 2019-20			SY 2020-21			SY 2021-22		
		Rank Order	Number	% ELs in SEA	Rank Order	Number	% ELs in SEA	Rank Order	Number	% ELs in SEA	Rank Order	Number	% ELs in SEA	Rank Order	Number	% ELs in SEA
Alabama	Central American Indian (Other)							2nd	710	2.2%	2nd	676	2.1%	2nd	620	1.8%
Alaska	Yup'ik Languages	1st	6,114	39.15%	1st	5,364	34.7%	1st	5,179	33.7%	1st	4,969	35.8%	1st	4,778	34.1%
Arizona	Navajo; Navaho	5th	545	0.71%	5th	498	0.6%	4th	851	1.1%	5th	668	0.8%	4th	897	1.0%
Montana	North American Indian	4th	58	1.86%	4th	65	1.9%	3rd	77	2.2%	3rd	107	3.0%	3rd	80	2.2%
New Mexico	Navajo; Navaho	NR	NR	NR	2nd	5,880	11.5%	2nd	5,591	10.6%	2nd	5,650	11.4%	2nd	6,659	11.2%
	North American Indian	NR	NR	NR	3rd	833	1.6%	3rd	921	1.7%	3rd	896	1.8%	3rd	955	1.6%
	Zuni	NR	NR	NR	4th	491	1.4%	4th	462	0.9%	4th	483	1.0%	4th	615	1.0%
Utah	Navajo; Navaho	2nd	788	1.71%	2nd	854	1.7%	4th	793	1.5%	4th	731	1.4%	4th	664	1.2%

**NOTES:** NR is "not reported." One SEA (New Mexico) did not report ELs' languages for SY 2017–18. In order to provide sufficient data to show longitudinal trends, data for the five most recent school years are included in the above exhibit.

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

For SYs 2017–18 and 2018–19, Central American Indian (Other) was not reported as one of the top five most common languages spoken by ELs in the state of Alabama, therefore those columns are left blank.

**SOURCES:** U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2014–15 and 2015–16* (OMB #1810-0724); U.S. Department of Education, *Consolidated State Performance Report: Part I: SY 2016–17* (OMB #1810-0724); U.S. Department of Education, *EDFacts SY 2017–18*; U.S. Department of Education, *ED Data Express SY 2020–21*; U.S. Department of Education, *ED Data Express SY 2021–22*

- Among SEAs who reported Navajo/Navaho as a top language in SY 2020–21, the total number of reported speakers was 7,049. In the following school year, SEAs reported a total of 8,220 ELs who are Navajo/Navaho speakers. Among SEAs' top five languages, these totals represent approximately 0.2 percent of all identified ELs, and the total in SY 2021–22 represents a 13.7 percent increase since SY 2018–19.
- As shown in Exhibit 3.24, the reported number of Navajo/Navaho speakers has increased over the last three years in New Mexico, maintained roughly the same number in Arizona, and has slightly decreased in Utah.
- The Yup'ik languages are indigenous to Alaska. SEAs identified a total of 4,969 ELs as speakers of Yup'ik languages in SY 2020–21 and a total of 4,778 in SY 2021–22. Nearly all ELs identified as speakers of Yup'ik languages are in Alaska.
- Despite consistently ranking first as the language most commonly spoken among identified ELs in Alaska, the total number of EL speakers of Yup'ik languages has decreased slightly each year since SY 2017–18.

The decline in the number of speakers of indigenous languages is long-standing. Congress passed the *Native American Languages Act (NALA)* in 1990. NALA was reauthorized in 2023 and specifically



lists, among other points of policy, the United States’ policy to “encourage and support the use of Native American languages as a medium of instruction in order to encourage and support— (A) Native American language survival, (B) educational opportunity,[(C)] increased student success and performance, (D) increased student awareness and knowledge of their culture and history, and (E) increased student and community pride.”<sup>71</sup>

### Efforts to Revitalize Indigenous Languages

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

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

Another such effort is the *Native American Language Program* (NAL@ED), a discretionary grant program implemented through the Office of Indian Education. The purposes of the NAL@ED program are to support schools that use Native American and Alaska Native languages as the primary language of instruction; maintain, protect, and promote the rights and freedom of Native Americans and Alaska Natives to use, practice, maintain, and revitalize their languages, as envisioned in the Native American Languages Act of 1990 (25 U.S.C. 2901 et seq.); and support the Nation’s First Peoples’ efforts to maintain and revitalize their languages and cultures, and to improve educational opportunities and student outcomes within Native American and Alaska Native communities.

<sup>1</sup> U.S. Department of Education, *Native American and Alaska Native Children in School Program Fact Sheet*, [https://ncela.ed.gov/files/FundingNAM\\_FactSheet.pdf](https://ncela.ed.gov/files/FundingNAM_FactSheet.pdf)

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

## Puerto Rico’s Title III Grant: Supporting Spanish Learners

Spanish is the language of instruction in Puerto Rico. In SY 2007–08, Puerto Rico modified the methodology for reporting students supported by its Title III grant from students with “limited English proficiency” to those with “limited Spanish proficiency” or SLs. Therefore, Puerto Rico reports on students working to achieve proficiency in Spanish. To complement sections above that report on EL students and English language proficiency, this section focuses on Puerto Rico’s SLs during SYs 2020–22. Specifically, it provides an overview of Puerto Rico’s Spanish learner population in SYs 2020–22

<sup>71</sup> *Native American Languages Act*, 1990, P.L. 101-477, 25 U.S.C. 2901-2906, as amended through P.L. 117-337, enacted January 5, 2023



(i.e., numbers of SLs, percentage with disabilities, percentage participating in language instruction educational programs [LIEPs], and top five languages of identified SLs).

### *The Spanish Learner Population*

Puerto Rico reports the number of students identified as SLs during each school year and the number and percentage of SLs who participated in LIEPs offered by the LEA receiving a Title III subgrant. In addition, as with other SEAs, Puerto Rico reports the percentage of identified SLs who have disabilities. Exhibit 3.25 presents the numbers of identified SLs, the percentage of SLs participating in LIEPs, and the percentages of identified SLs with disabilities for SYs 2020–21 and 2021–22. In order to provide some context for Puerto Rico’s report, the nationwide average number, or median percentages of ELs across these groups is also presented.

**Exhibit 3.25. Number and Percentage of Identified Spanish Learners, Spanish Learners with Disabilities, and Spanish Learners Participating in Language Instruction Educational Programs in Local Educational Agencies Receiving Title III Subgrants in Puerto Rico Compared to the National Average Number and Median Percentages for English Learners: School Years 2020–21 and 2021–22**

	SY 2020–21		SY 2021–22	
	Puerto Rico’s Number or Percentage of SLs	National Average Number or Median Percentage of ELs	Puerto Rico’s Number or Percentage of SLs	National Average Number or Median Percentage of ELs
Number of Identified SLs/ELs	519	97,321	708	103,208
Percentage of Identified SLs/ELs With Disabilities	45.5%	16.5%	32.6%	16.6%
Percentage of Identified SLs/ELs Participating in LIEPs in LEAs Receiving Title III Subgrants	100%	95.9%	100%	94.9%

**NOTE:** Puerto Rico was not included in the calculations for the national average number or median percentage of ELs. For SY 2021–22, PR’s percentage of identified SLs participating in LIEPs in LEAs receiving Title III subgrants was greater than 100%; this value was manually adjusted to 100%.

**SOURCES:** U.S. Department of Education, *ED Data Express SY 2020–21*; U.S. Department of Education, *ED Data Express SY 2021–22*

For SY 2020–21, Puerto Rico reported 519 identified SLs among its K–12 school population. For SY 2021–22, the number of identified SLs was 708, nearly 40 percent higher than the previous school year.

- The number of identified SLs in SY 2020–21 is much smaller than the average number of identified ELs in the other 51 SEAs. The number of identified SLs is less than 1 percent (0.5 percent) of the average number of ELs identified in the same year.
- Identified SLs are a very small segment of Puerto Rico’s K–12 population. Puerto Rico reported a total school population of 276,413 for SY 2020–21 and 259,535 for SY 2021–22.<sup>72</sup> In terms of Puerto Rico’s K–12 enrollments over these two school years, identified SLs represent only 0.19 percent and 0.27 percent of all students, respectively. In comparison, approximately 10.0 percent of the K–12 school population nationwide are identified ELs.

<sup>72</sup> National Center for Educational Statistics, Elementary/Secondary Information System. <https://nces.ed.gov/ccd/elsi/>



Puerto Rico reported relatively large percentages of identified SLs who have disabilities in both SYs 2020–21 and 2021–22 compared to the percentages reported nationwide of identified ELs with disabilities. At least 1 of every 3 identified SLs in Puerto Rico was also identified as needing special education services. Nationally, the ratio of identified ELs with disabilities among the other 51 SEAs in SYs 2020–21 and 2021–22 was approximately 1 in 6.

We note that Puerto Rico Department of Education (PRDE) is a unitary system, meaning that PRDE is both the SEA and LEA for Puerto Rico. Puerto Rico reported that for both SYs 2020–21 and 2021–22, all identified SLs participated in LIEPs provided by its LEA which receives Title III funds. Among the 51 SEAs reporting the number of identified ELs participating in LIEPs, six other SEAs (California, Connecticut, Hawaii, Maryland, Nevada, and West Virginia) reported 100 percent participation in SY 2020–21, while only three other SEAs (Maryland, Nevada, and West Virginia) reported 100 percent participation in SY 2021–22.

## Immigrant Children and Youth

SEAs, including Puerto Rico, are directed under section 3114(d) of Title III to award subgrants that specifically target the education of immigrant children and youth.<sup>73</sup> Some immigrant children and youth may be SLs who are included in Puerto Rico’s total number of identified SLs. However, not all immigrant children and youth are SLs whose home language is other than Spanish.

Exhibit 3.26 presents the total number of K–12 immigrant children and youth that were enrolled in Puerto Rico’s elementary and secondary schools in SYs 2020–21 and 2021–22 and the number and percentage enrolled in LEAs receiving Title III subgrants to serve that population. The data on the national average or median percentage of immigrant children and youth are included for comparison.

**Exhibit 3.26. Number of Immigrant Children and Youth Enrolled in School and Number and Percentage of Immigrant Children and Youth in Local Educational Agencies Receiving Title III Subgrants for Immigrant Children and Youth Educational Programs in Puerto Rico: School Years 2020–21 and 2021–22**

	SY 2020–21		SY 2021–22	
	Puerto Rico’s Number or Percentage	National Average Number or Median Percentage	Puerto Rico’s Number or Percentage	National Average Number or Median Percentage
Number of immigrant children and youth enrolled in elementary and secondary schools	84	19,047	73	20,579
Number of immigrant children and youth enrolled in LEAs receiving Title III subgrants for immigrant children and youth	84	2,607	73	7,944
Percentage of immigrant children and youth enrolled in LEAs receiving Title III subgrants for immigrant children and youth	100%	57.8%	100%	27.1%

**NOTES:** Number of immigrant children and youth enrolled represents the number of students who meet the definition of immigrant children and youth under section 3201(5) and who were enrolled in the elementary or secondary schools in the SEA. Number of immigrant children and youth enrolled in

<sup>73</sup> ESEA, section 3114(d)



LEAs receiving Title III subgrants for immigrant children and youth represents the number of students who are enrolled in LEAs receiving subgrants under ESEA section 3114(d)(1). This number does not include immigrant children and youth who are enrolled in an LEA receiving a Title III formula grant to serve ELs under section 3114(a). PRDE is a unitary system and is both the SEA and LEA.

**SOURCES:** U.S. Department of Education, *EDFacts SY 2020–21*; U.S. Department of Education, *EDFacts SY 2021–22*

Puerto Rico’s number of immigrant children and youth enrolled in its K–12 schools is much smaller than the national averages for both SY 2020–21 and SY 2021–22. This is to be expected given the size of Puerto Rico’s school population. In contrast to the other 51 SEAs in which about half or fewer of the immigrant children and youth population participate in LEAs receiving Title III subgrants for this purpose, all of Puerto Rico’s immigrant children and youth are enrolled in its one LEA which receives a Title III grant to serve them.

## The Five Languages Most Commonly Spoken by Spanish Learners

Puerto Rico reported the same top five languages spoken by identified SLs for both SY 2020–21 and SY 2021–22. These languages are, in descending order, English, Haitian, Chinese, Arabic, and Mandingo. Exhibit 3.27 shows the total number and percentage of SL speakers for each of the top five languages.

**Exhibit 3.27. Top Five Languages Spoken by All Identified Spanish Learners in Puerto Rico: School Years 2020–21 and 2021–22**

SY 2020–21			SY 2021–22		
Language	Number	% of All SLs	Language	Number	% of All SLs
English	490	94.4%	English	694	98.0%
Haitian; Haitian Creole	11	2.1%	Arabic	5	0.7%
Spanish; Castilian	6	1.2%	Chinook jargon	4	0.6%
Chinese	5	1.0%	Spanish; Castilian	3	0.4%
Arabic	3	0.6%	Armenian (tied)	1	0.1%
			Hawaiian (tied)	1	0.1%

**SOURCES:** U.S. Department of Education, *EDFacts SY 2020–21*; U.S. Department of Education, *EDFacts SY 2021–22*

- For SYs 2020–21 and 2021–22, Puerto Rico reported that approximately 19 in 20 identified SLs spoke English as their home language.

Exhibit 3.28 presents a side-by-side comparison of the top five languages spoken by ELs nationally and SLs’ top five languages reported by Puerto Rico for SY 2020–21 and for SY 2021–22.



**Exhibit 3.28. Top Five Languages of English Learners Compared to Top Five Languages of Spanish Learners: School Years 2020–21 and 2021–22**

Rank Order	SY 2020–21					
	Home Languages of ELs	Number of ELs	Percentage of All ELs	Home Languages of SLs	Number of SLs	Percentage of All SLs
Most Common	Spanish; Castilian	3,745,460	75.5%	English	490	94.4%
2nd Most Common	Arabic	128,641	2.6%	Haitian; Haitian Creole	11	2.1%
3rd Most Common	Chinese	93,339	1.9%	Spanish; Castilian	6	1.2%
4th Most Common	Vietnamese	73,075	1.5%	Chinese	5	1.0%
5th Most Common	Portuguese	43,426	0.9%	Arabic	3	0.6%

Rank Order	SY 2021–22					
	Home Languages of ELs	Number of ELs	Percentage of All ELs	Home Languages of SLs	Number of SLs	Percentage of All SLs
Most Common	Spanish; Castilian	4,023,289	76.4%	English	694	98.0%
2nd Most Common	Arabic	130,917	2.5%	Arabic	5	0.7%
3rd Most Common	Chinese	95,584	1.8%	Chinook jargon	4	0.6%
4th Most Common	Vietnamese	75,070	1.4%	Spanish; Castilian	3	0.4%
5th Most Common	Portuguese	50,205	1.0%	Armenian (tied)	1	0.1%
				Hawaiian (tied)	1	0.1%

**SOURCES:** U.S. Department of Education, *EDFacts SY 2020–21*; U.S. Department of Education, *EDFacts SY 2021–22*

- Whereas English is the most commonly spoken language among SLs for both SYs 2020–21 and 2021–22, Spanish is the most commonly spoken language among ELs for both school years. The percentages of both SLs and ELs who are native speakers of the second through fifth most commonly spoken languages are much smaller.

Arabic and Chinese are included in the top five languages of both SLs and ELs for SY 2020–21, although the number of SLs whose home language is either Arabic or Chinese is in the single digits.



## 4. Instructional Programs and Educators for English Learners

In SY 2020–21, 97.8 percent of all identified ELs participated in language instruction educational programs (LIEPs) provided by LEAs receiving Title III subgrants.<sup>74</sup> The percentage of all identified ELs participating in such LIEPs in SY 2021–22 was 93.1 percent.<sup>75</sup>

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

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

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

The sections of this chapter include:

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

It is important to note that the data in the exhibit may count students more than once if they participate in multiple LIEPs. The percentages show the share of all EL students in each type of LIEP, but the total can exceed 100 percent due to this overlap.

### Language Instruction Educational Programs

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

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

Under this definition LEAs receiving Title III subgrants may offer a variety of LIEPs. The selection of an LIEP model is specific to each LEA, and varies by EL population size and diversity, staff preparedness and capacity, and SEA policies.<sup>76</sup>

<sup>74</sup> The number of ELs participating in LIEPs in SYs 2020–21 and 2021–22 was 6,121,701 and 6,189,892, respectively. The data presented in this chapter do not include data for Puerto Rico because its language of instruction is Spanish. Information on Puerto Rico’s LIEPs is presented in its own section at the end of this chapter.

<sup>75</sup> The LIEPs discussed throughout this chapter are those provided by LEAs receiving Title III subgrants. This report does not include information about LIEPs that are supported through other funding sources at the federal, state, or local level.

<sup>76</sup> U. S. Department of Education. (2012). *Language instruction educational programs (LIEPs): A review of the foundational literature*. <https://www2.ed.gov/rschstat/eval/title-iii/language-instruction-ed-programs-report.pdf>



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

#### Exhibit 4.1. Language Instruction Educational Programs: School Years 2020–21 and 2021–22

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

**SOURCE:** U.S. Department of Education, *EDFacts SY 2020–21*; U.S. Department of Education, *ED Data Express SY 2021–22*

SEAs may consult a glossary to more accurately classify the type of LIEP offered by an LEA receiving Title III subgrants.<sup>77</sup> The definitions of the terms used for the LIEP models listed in Exhibit 4.1 are as follows:

Under the category of “LIEPs that use English and another language”:

- *Dual language or two-way immersion:* The goal of these bilingual programs is for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom in which half of the students are native English speakers and half are native speakers of the other language.
- *Transitional bilingual or early-exit bilingual program (TBE):* This program utilizes a student’s primary language in instruction. The program maintains and develops skills in the primary language and culture while introducing, maintaining, and developing skills in English. The primary purpose of a TBE program is to facilitate the EL’s transition to an all-English instructional program while receiving academic subject instruction in the native language to the extent necessary.

Under the category of “English-only/other LIEPs”:

- *Content-based with integrated English as a second language (ESL):* This approach makes use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, and cognitive and study skills. English is used as the medium of instruction.
- *English as a Second Language (ESL):* This is a program of techniques, methodology, and special curricula designed to teach EL students English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. ESL instruction is usually in English with little use of native language. This type of instruction is also known as English language development (ELD).

<sup>77</sup> Office for Civil Rights, U.S. Department of Education. (2020). *Developing programs for English language learners: Glossary*. <https://www2.ed.gov/about/offices/list/ocr/ell/glossary.html>



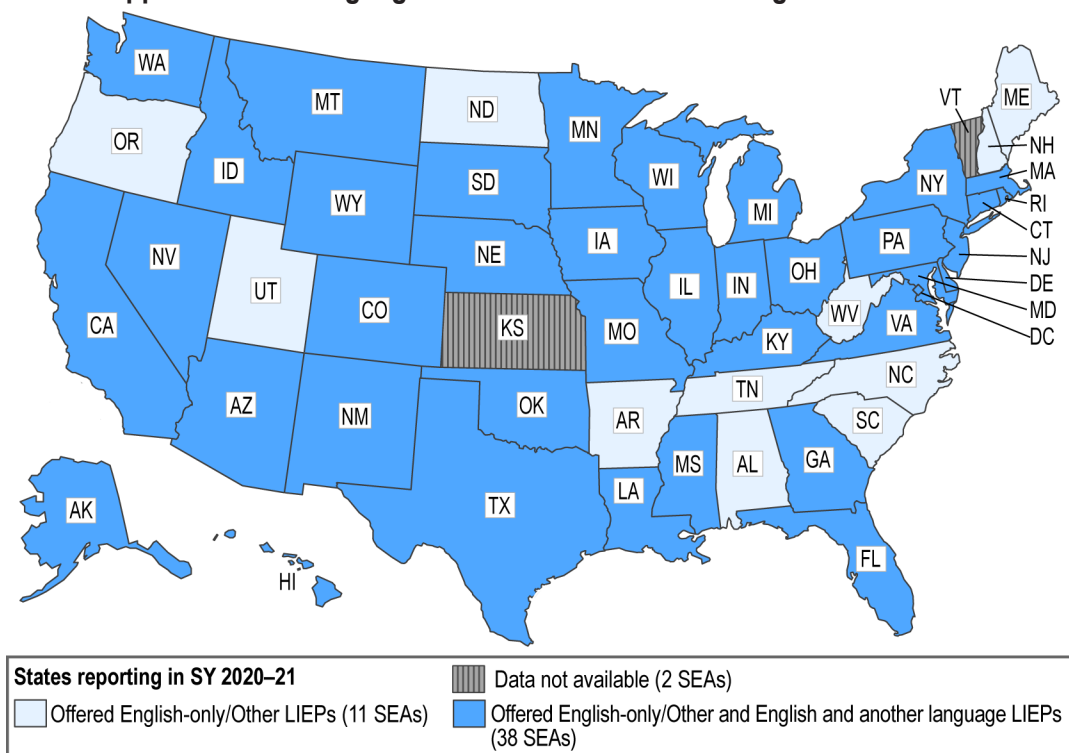
- *Newcomer program*: These programs are separate, relatively self-contained educational interventions designed to meet the academic and transitional needs of newly arrived immigrants. Typically, students attend these programs before they enter more traditional interventions (e.g., English language development programs or mainstream classrooms with supplemental ESL instruction).

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

Seventy-five percent of the 51 SEAs reporting LIEP data for SY 2020–21 indicated that one or more LEAs receiving Title III subgrants implemented LIEP models under both approaches, LIEPs that use English and another language and English-only/other.<sup>78</sup> Only 11 SEAs—Alabama, Arkansas, Maine, New Hampshire, North Carolina, North Dakota, Oregon, South Carolina, Tennessee, Utah, and West Virginia—reported using their Title III subgrants exclusively for English-only/other LIEPs.

Exhibit 4.2 is a color-coded map indicating which SEAs reported that Title III subgrantees offered English-only/other LIEP models or both English-only/other and another language models in SY 2020–21.

**Exhibit 4.2. Approaches to Language Instruction Educational Programs: School Year 2020–21**



Forty-nine SEAs reported data on the types of LIEPs their Title III subgrantees offered in SY 2020–21. Eleven SEAs reported that their subgrantees offered exclusively English-only/other LIEPs. Thirty-

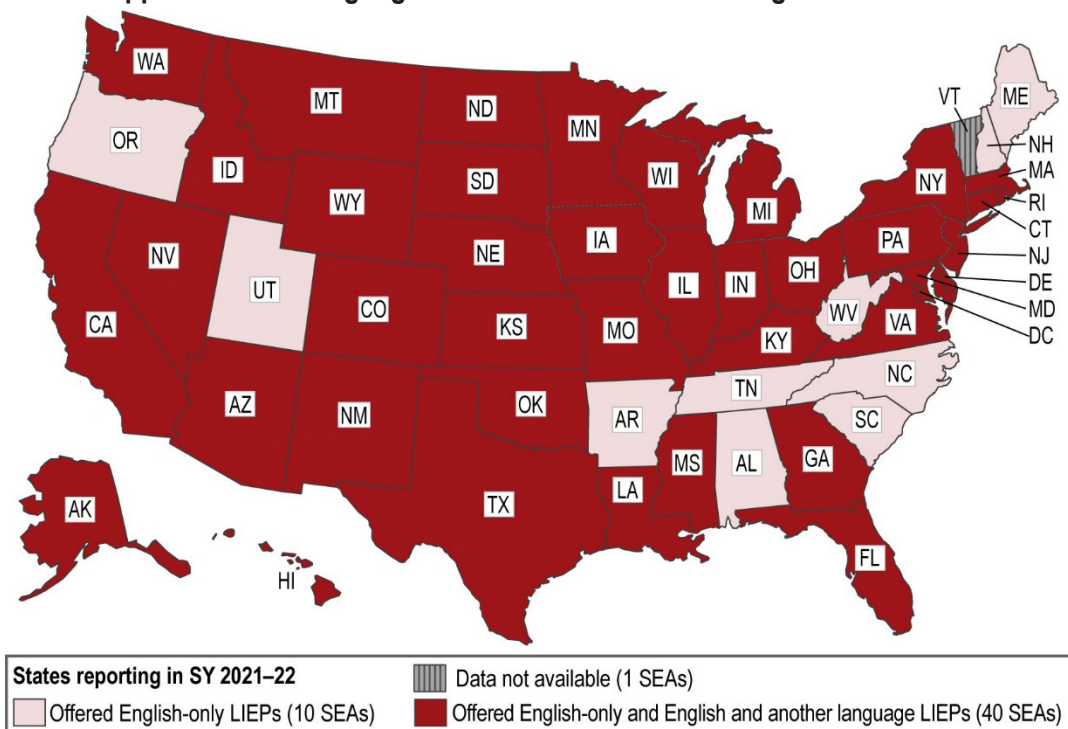
<sup>78</sup> Puerto Rico is not included because its LIEPs are for students with limited Spanish proficiency. Two other SEAs (Kansas and Vermont) did not submit data about the LIEPs they offered.



eight SEA subgrantees offered both English-only/other LIEPs and LIEPs that use English and another language.

Exhibit 4.3 is a color-coded map indicating which SEAs reported Title III subgrantees offered English-only/other LIEP models or both English-only/English and another language LIEP models in SY 2021–22.

**Exhibit 4.3. Approaches to Language Instruction Educational Programs: School Year 2021–22**

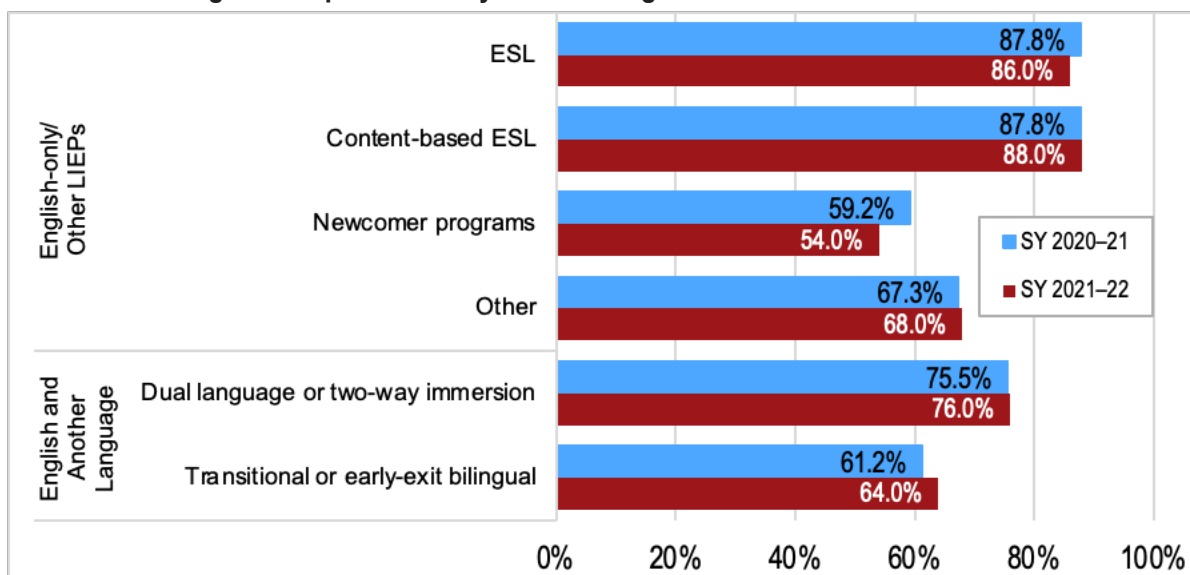


Comparing across SYs 2020–21 and 2021–22, the number of SEAs offering both types of programs remained stable (from 38 to 39 SEAs), with only one additional state (North Dakota) reporting offering programs in languages in addition to English.

Delving deeper into the LIEP data reveals that LEAs receiving Title III subgrants implemented some types of LIEPs more often than others. Exhibit 4.4 depicts the percentage of SEAs by approach to language instruction for ELs for SYs 2020–21 and 2021–22. The types of LIEPs are grouped according to approach: English and another language or English-only/other.



#### Exhibit 4.4. Percentage of State Educational Agencies by the Approach to Language Instruction Educational Programs Implemented by Title III Subgrantees: School Years 2020–21 and 2021–22



**NOTES:** The above percentages are based on denominators of 49 (SY 2020–21) and 50 (SY 2021–22). In SY 2020–21, two SEAs (Kansas and Vermont) did not submit their data, and in SY 2021–22, one SEA (Vermont) did not submit their data.

**SOURCES:** U.S. Department of Education, *EDFacts* SY 2020–21; U.S. Department of Education, *ED Data Express* SY 2021–22

#### ***LIEP Models: Number and Type Per State***

For SY 2020–21, 15 SEAs reported that their Title III subgrantees provided all the LIEP models listed on the federal data collection form. Two states, North Carolina, and Utah reported using a single model exclusively: North Carolina utilized the ESL model, while Utah reported using an “other” model.

In SY 2021–22, there was a slight change in the reporting of available LIEP models. Nevada and Wyoming joined the group of states where Title III subgrantees offered all listed LIEP models, indicating an increase in the diversity of language instruction programs compared to SY 2020–21. In addition, SY 2021–22 saw two states reduce the variety of LIEP models offered: Wyoming discontinued its newcomer program, and Minnesota no longer offered an ESL program. These adjustments indicate a shift in the range of language instruction options provided by Title III subgrantees in these states.

#### ***LIEP Approaches: LIEPs That Use English and Another Language***

- Between SYs 2020–21 and 2021–22, SEAs reported that their subgrantees provided a dual language or two-way immersion model remained stable, fluctuating between 75.5 and 76.0 percent.
- In SY 2021–22, SEAs reported that their subgrantees provided a transitional or early exit bilingual model slightly more often at 64 percent compared to 61.2 percent in SY 2020–21.

#### ***LIEP Approaches: English-Only/Other LIEPs***

- In both SYs 2020–21 –and 2021–22, content-based ESL LIEPs were the most frequently offered, with 87.8 to 88 percent of SEAs providing this type of program. ESL LIEPs closely followed with 87.8 to 86.0 percent of SEAs offering this type of program.
- Across the two school years, newcomer programs were offered the least often, fluctuating between 54.0 and 59.2 percent.



## ***Enrollment in Language Instruction Educational Programs in SYs 2020–21 and 2021–22***

SEAs were asked to report on the number of ELs enrolled in each type of LIEP. Exhibit 4.5 shows the number and percentage of ELs enrolled in each type of LIEP across the 49 SEAs in SY 2020–21 and 50 SEAs in SY 21–22 that provided data. In reviewing the numbers in the exhibit, it is important to note that SEAs may report more than one LIEP for each student if the student is participating in more than one LIEP. The percentages in these exhibits are based on the total number of unique EL students enrolled in the country, meaning they represent the percentage of all EL students who participate in each type of LIEP. The totals across all programs will, however, exceed the number of unique EL students because of double-counting from students' participation in multiple LIEPs.

**Exhibit 4.5. Number of English Learners Enrolled by the Approach to Language Instruction Educational Programs Implemented by Title III Subgrantees: School Years 2020–2021 and 2021–22**

Type of LIEP	SY 2020–21				SY 2021–22			
	Number Enrolled	Percentage Enrolled	Maximum Number Enrolled in Any SEA	Minimum Number Enrolled in Any SEA	Number Enrolled	Percentage Enrolled	Maximum Number Enrolled in Any SEA	Minimum Number Enrolled in Any SEA
ESL	2,791,108	45.6%	1,083,055	225	2,849,446	46.0%	1,068,114	194
Content-based with Integrated ESL	2,013,404	32.9%	974,095	80	2,072,182	33.5%	985,857	1
TBE or Early-Exit Bilingual	557,967	9.1%	223,231	1	493,760	8.0%	216,514	2
Dual Language or Two-Way Immersion	410,025	6.7%	205,641	1	428,728	6.9%	212,557	2
Other	307,753	5.0%	52,423	5	306,630	5.0%	54,398	4
Newcomer Programs	41,444	0.7%	16,202	1	39,190	0.6%	17,136	47

**NOTES:** For SY 2020–21, the “Maximum Number Enrolled” and “Minimum Number Enrolled” columns are the totals based on the numbers provided by all SEAs that reported subgrantees implementing that type of LIEP. The percentage enrolled is the percentage of ELs participating in each type of LIEP. These percentages total more than 100 percent since ELs could be counted more than once. These data are from 49 SEAs. Two SEAs (Kansas and Vermont) did not submit data. For 2021–22, these data are from 50 SEAs. One SEA (Vermont) did not submit their data.

**SOURCE:** U.S. Department of Education, *EDFacts SY 2020-21*; U.S. Department of Education, *ED Data Express SY 2021–22*

- Across SYs 2020–21 and 2021–22, most ELs were enrolled in LIEP programs utilizing ESL and content-based ESL, with more than 75.0 percent of ELs enrolled in these English-only/other programs each school year.
- Although approximately two-thirds of SEAs reported offering dual language or two-way immersion programs, the total number of ELs enrolled in these types of programs is comparatively small. Approximately only 6.7 percent of ELs participating in LIEPs offered by Title III subgrantees attended a dual language program in SY 2020–21.
- For both school years, the newcomer program model accounted for less than 1.0 percent of the total enrollment.



Tables A-2a and A-2b in Appendix A display EL enrollment numbers by type of LIEP for the SEAs that reported those data for SY 2020–21 and SY 2021–22, respectively.

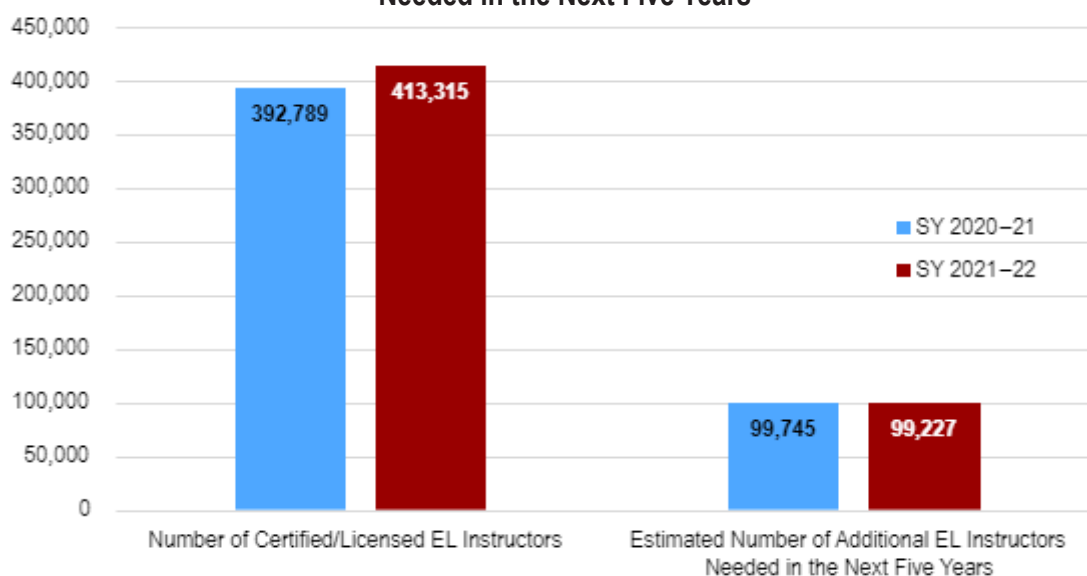
## Educators Supporting ELs

Many educators work to support ELs' learning. States may require that teachers who teach ELs language or content have additional certifications. The nature of these certifications and requirements vary from state to state.

The number of certified or licensed EL instructors working in LIEPs fluctuates from year to year for a variety of reasons, such as changes in the EL population or changes in a state's certification policies or requirements.<sup>79</sup> SEAs reported the total number of EL instructors working in LIEPs in SYs 2020–21 and 2021–22. They also projected the number of additional EL instructors they anticipate needing to staff LIEPs in the next five years. As SEAs are not required to disclose how they project the number of additional EL instructors needed, that information cannot be presented in this report.

Exhibit 4.6 shows the total number of EL instructors teaching in LIEPs provided by Title III subgrantees in SY 2020–21 and SY 2021–22 across all SEAs. It also includes the total estimated number of additional EL instructors SEAs reported needing in the next five years.

**Exhibit 4.6. Number of Certified or Licensed Teachers Working in Language Instruction Educational Programs in School Years 2020–21 and 2021–22 and the Estimated Number of Additional Teachers Needed in the Next Five Years**



**NOTES:** For SY 2020–21, these data are from 49 SEAs, since data from 3 SEAs (Alabama, Washington, and Wisconsin) were suppressed due to data quality concerns. For SY 2021–22, these data are from 51 SEAs. In both SYs, Puerto Rico is not included since Spanish is its language of instruction, and LIEPs are staffed by certified/licensed Spanish language instructors. Information on Puerto Rico's instructors are included in its own section at the end of this chapter.

**SOURCES:** U.S. Department of Education, *EDFacts SY 2020–21*; U.S. Department of Education, *ED Data Express SY 2021–22*

The number of EL instructors working in LIEPs increased by 5.2 percent between SY 2020–21 and SY 2021–22.

<sup>79</sup> Certified or licensed EL instructors are henceforth referred to as “EL instructors.”



- California reported the largest number of EL instructors of all SEAs for SY 2020–21 (193,708) and SY 2021–22 (197,796). California also saw a slight increase (2.1 percent) in the number of EL instructors across these two years.
- In contrast, Hawaii reported a 33.1 percent increase in the number of EL instructors from SY 2020–21 to SY 2021–22, increasing their total number of EL educators in SY 2021–22 to 189 from 142 in SY 2020–21.
- Indiana added 357 EL instructors in SY 2021–22 to their SY 2020–21 total of 1,437; nevertheless, Indiana still projected needing an additional 910 EL instructors in the next five years.
- Vermont, one of the SEAs with a smaller EL population, also reported the smallest number of EL instructors among all SEAs for both SY 2020–21 and SY 2021–22 (29 and 35, respectively).

During both SYs 2020–21 and 2021–22, SEAs as a whole provided consistent estimates for the additional number of EL instructors needed over the next five years. The projected demand for EL instructors remained stable, with figures reported in the range of 99,227 to 99,745.

- The projected need for additional EL instructors varied greatly among SEAs. For SY 2020–21, 11 SEAs estimated needing a 100 percent increase in the number of EL instructors, and two SEAs (Nevada and Kentucky) estimated needing an 800 percent increase in EL instructors. However, some SEAs projected increases of fewer than 1.0 percent (North Dakota and South Carolina).
- The number of estimated EL instructors SEAs reported needing in the next five years in SY 2021–22 also varied greatly. Some SEAs projected small increases in the number of EL instructors needed (e.g., Alabama estimated an increase of 2.4 percent), whereas other SEAs projected needing many more EL instructors. For example, Kentucky estimated needing ten times as many EL instructors in the next five years.

### ***Ratio of English Language Instructors to English Learners***

The ratio of EL students to EL instructors further informs our understanding of the educational experiences of ELs served in LIEPs provided by LEAs that received Title III subgrants. Nationwide, the ratio of ELs participating in LIEPs to EL instructors stayed steady at approximately 12 EL students to 1 EL instructor between 2020–21 and 2021–22 (12:1).

The ratio of EL students participating in LIEPs to EL instructors varied greatly across SEAs. In SY 2020–21, the ratios ranged from approximately 2:1 (Montana) to 426:1 (Kentucky). The ratios of EL students to EL instructor among nine SEAs were at or below the national ratio of 12:1 for EL students to EL instructor. Five SEAs had ratios exceeding 100:1.

A wide range of ratios for EL students to EL instructors was also seen in SY 2021–22. Alabama had the lowest ratio (2:1), while Alaska had the highest ratio (261:1). The ratios of EL students to EL instructor were at or below the national ratio of 12:1 in ten SEAs, whereas the ratios in three SEAs exceeded 100:1.

Exhibit 4.7 presents the “top” or first quartile of SEAs with the lowest ratios of EL students to EL instructor for both SYs 2020–21 and 2021–22. The ratios do not fluctuate much across the two years. To see the ratios calculated for each SEA, refer to Tables A-7a (SY 2020–21) and A-7b (SY 2021–22) in Appendix A.



### Exhibit 4.7. Top Quartile of State Educational Agencies with the Lowest Ratios of English Learner Students to English Language Instructor: School Years 2020–21 and 2021–22

SY 2020–21				SY 2021–22			
State	Number of ELs Participating in LIEPs	Number of Certified/Licensed EL Instructors	Ratio of Approximate Number of ELs to EL Instructor	State	Number of ELs Participating in LIEPs	Number of Certified/Licensed EL Instructors	Ratio of Approximate Number of ELs to EL Instructor
Montana	2,782	1,155	2:1	Alabama	31,661	16,989	2:1
Oklahoma	56,196	19,375	3:1	Oklahoma	59,289	19,124	3:1
Arizona	65,038	18,150	4:1	Montana	2,799	673	4:1
Florida	264,041	57,509	5:1	Arizona	73,899	15,012	5:1
California	1,089,013	193,708	6:1	Florida	269,027	53,489	5:1
New Mexico	38,900	5,887	7:1	California	1,083,021	197,796	5:1
Illinois	211,718	17,199	12:1	West Virginia	1,906	309	6:1
West Virginia	1,686	113	15:1	New Mexico	45,275	6,499	7:1
Louisiana	25,457	1,440	18:1	Illinois	132,389	18,543	7:1
Rhode Island	14,368	752	19:1	North Dakota	3,360	186	18:1
Utah	52,423	2,628	20:1	Rhode Island	15,781	824	19:1
Nebraska	21,533	1,053	20:1	Louisiana	27,207	1,409	19:1
				Nebraska	23,238	1,188	20:1

**NOTES:** The ratios of EL students to EL instructor were calculated by dividing the number of identified ELs in SY 2020–21 in LEAs receiving Title III funds by the total number of licensed or certified EL instructors in those LEAs in SY 2020–21, rounded to the nearest whole number. The ratios were calculated in the same manner for SY 2021–22. For SY 2020–21, the number of certified/licensed teachers working in LIEPs were suppressed for 3 SEAs (Alabama, Washington, and Wisconsin) due to data quality concerns.

**SOURCES:** U.S. Department of Education, *ED Data Express SY 2020–21*; U.S. Department of Education, *ED Data Express SY 2021–22*

## Instructional Programs and Educators for Spanish Learners in Puerto Rico

Spanish learners (SLs) in Puerto Rico participate in LIEPs that utilize a full immersion model in which all core subject areas are taught in Spanish. As described in Puerto Rico’s *ESEA* State Plan, all identified SLs are required to have an individualized educational and language development plan that describes all the services and supports the school will provide. The strategies used to support SLs include tutoring, team teaching, and virtual teaching. For example, schools in Puerto Rico established “Spanish Club” for SLs to meet with each other and with a bilingual SL educator to build their vocabulary in Spanish. Exhibit 4.8 presents enrollment data for SLs in these education programs.

### Exhibit 4.8 Number and Percentage of Spanish Learners Enrolled by Approach to Language Instruction Educational Programs That Title III Subgrantees Implemented: School Years 2020–21 and 2021–22

Type of LIEP	2020–21		2021–22	
	Number of SLs Enrolled	Percentage of SLs Enrolled in LIEP	Number of SLs Enrolled	Percentage of SLs Enrolled in LIEP
Other	519	100%	1,191	100%

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

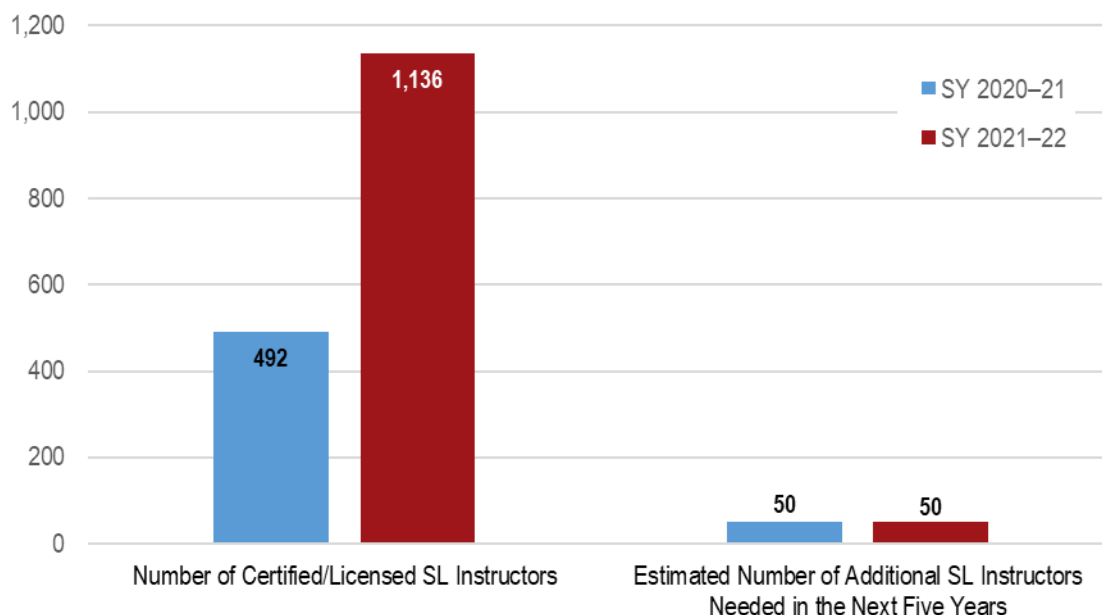
**SOURCES:** U.S. Department of Education, *ED Data Express SY 2020–21*; U.S. Department of Education, *ED Data Express SY 2021–22*; Puerto Rico State Plan 2023, <https://oese.ed.gov/files/2023/05/2023-PR-State-Plan.pdf>



## Educators Supporting SLs

As previously noted in this chapter, SEAs report the total number of certified instructors working in LIEPs and also project the number of additional certified instructors they anticipate needing to staff LIEPs in the next five years. Exhibit 4.9 presents the information Puerto Rico reported on the number of certified educators working in LIEPs in SYs 2020–21 and 2021–22 and the projected numbers of additional educators needed. Because SEAs are not required to disclose how they project the number of additional certified or licensed educators needed, that information cannot be presented here.

**Exhibit 4.9. Number of Certified Teachers Working in Language Instruction Educational Programs for School Years 2020–21 and 2021–22 and the Estimated Number of Additional Teachers Needed in the Next Five Years**



**SOURCES:** U.S. Department of Education, *ED Data Express SY 2020–21*; U.S. Department of Education, *ED Data Express SY 2021–22*

- The number of certified SL instructors Puerto Rico projected needing within the next five years was the same for both SYs 2020–21 and 2021–22.

The ratio of SL students to certified SL instructors informs our understanding of the educational experiences of SLs served in LIEPs provided by Puerto Rico’s Title III subgrant. In SY 2020–21, the ratio of SL students to SL educators was approximately 1:1 (i.e., 519 SLs to 492 educators). Puerto Rico’s ratio of SL students to SL educators for SY 2021–2022 was also approximately 1:1 (1,191 SLs to 1,136 educators).



## 5. Language Assessment and Accountability

A primary purpose of Title III of the *ESEA* is to help ELs attain English proficiency and develop high levels of academic achievement.<sup>80</sup> This chapter explores how ELs in SYs 2020–21 and 2021–22 fared in attaining English language proficiency (ELP).<sup>81</sup>

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

- developed from the four domains of speaking, listening, reading, and writing in English;
- designed to address the different proficiency levels of English learners; and
- aligned with challenging state academic standards.<sup>82</sup>

Each SEA must also administer, in all of its LEAs, an annual ELP assessment that is aligned with its English proficiency standards.<sup>83</sup> Therefore, ELP assessments are based on each SEA's ELP standards and may vary across SEAs. Even though SEAs can determine which ELP assessment to administer, a majority of SEAs choose to participate in either the World Class Instructional Design and Assessment (WIDA) or the English Language Proficiency Assessment for the 21st Century (ELPA21) consortium, resulting in some standardization across SEAs.

This chapter shows the progress and success ELs made toward attaining proficiency in English as measured by the results of each SEA's statewide ELP assessment. It examines data SEAs reported for SYs 2020–21 and 2021–22 for all identified ELs and for ELs who participated in LIEPs provided by LEAs receiving Title III subgrants.<sup>84</sup> SEAs reported ELP data disaggregated by the subgroups of former ELs and ELs with disabilities. SEAs also provided information on ELs who did not achieve proficiency within five years, as required by section 3121(a)(6) of the *ESEA*.

Some of the data presented in this chapter for SYs 2020–21 and 2021–22 can be challenging to interpret due to disruptions to instruction, assessment, and policy implementation during SYs 2019–20 and 2020–21 because of the COVID-19 pandemic. Specifically, in SY 2020–21, the population of students who participated in ELP assessments may not always be representative of the full EL population. Differences between SY 2020–21 and SY 2021–22 presented in this chapter, or comparisons of these two school years to similar data from previous school years, may appear distorted due to suppressed assessment participation and ELP exit rates in SY 2020–21.

### Participation and Performance of ELs on ELP Assessments

In SY 2020–21, nearly 81 percent of identified ELs participated in an ELP assessment.<sup>85</sup> In SY 2021–22, this number increased to approximately 97 percent of identified ELs. The participation rate for ELs participating in LIEPs in LEAs receiving Title III subgrants (i.e., ELs in Title III LEAs) was slightly lower than that of identified ELs in both school years. In SY 2020–21, about 79 in every 100 ELs participating in LIEPs in LEAs receiving Title III subgrants took the ELP assessment, whereas in SY 2021–22, the reported value was approximately 100 percent.<sup>86</sup>

<sup>80</sup> *ESEA* section 3102.

<sup>81</sup> In Puerto Rico, Title III supports the acquisition of Spanish, and LEAs that receive Title III subgrants administer Spanish language assessments to their learners. Unless otherwise noted, Puerto Rico's data are excluded from this chapter.

<sup>82</sup> *ESEA* section 1111(b)(1)(F).

<sup>83</sup> *ESEA* section 1111(b)(2)(G).

<sup>84</sup> Any reference to LIEPs is to LIEPs provided by LEAs receiving Title III subgrants, unless otherwise noted.

<sup>85</sup> The *ESEA* requires SEAs to assess all identified ELs' ELP each academic year, but various reasons exist why some SEAs report participation rates lower than 100 percent.

<sup>86</sup> Data on EL participation in ELP assessments and EL participation in Title III programs are collected in separate data collections and occur at different times during a given school year. Due to these discrepancies, the number of ELs participating in Title III subgrants may, at times, appear lower than the number of ELs participating in ELP assessments.



Disaggregated data for ELs with disabilities showed high participation rates for ELP assessments among this subgroup. SEAs reported that the English proficiency of 744,212 of the 776,808 ELs identified as having a disability was assessed in SY 2021–22, or nearly 96 in every 100 ELs with a disability. This was a reported increase from SY 2020–21 when 589,857 of the 736,873, or about 80 in every 100, ELs identified as having a disability were assessed.

Exhibit 5.1 summarizes the number of ELs who participated in ELP assessments across all SEAs. It also shows the number of ELs making progress toward proficiency in English as defined by the SEA for SYs 2020–21 and 2021–22. The information is presented for all identified ELs and for ELs in LEAs receiving Title III subgrants.

As noted earlier, the numbers for all identified ELs and ELs in LEAs with Title III subgrants are similar. It is important to remember that the group of all identified ELs includes only a small percentage of ELs enrolled in LEAs who are not receiving Title III subgrants.

**Exhibit 5.1. Results for English Learners Who Participated in Statewide English Language Proficiency Assessments by Grouping: School Years 2020–21 and 2021–22**

	SY 2020–21	SY 2021–22
All Identified ELs	4,963,388	5,263,596
Identified ELs Who Participated in ELP Assessments	4,003,753	5,130,402
Identified ELs Making Progress in Attaining ELP, as Defined by Each State	1,042,177	1,440,331
Overall Percentage of Identified ELs Making Progress in Attaining ELP	26.0%	28.1%
Identified ELs Scoring Proficient on the ELP Assessment	328,640	613,580
Overall Percentage of Identified ELs Scoring Proficient on the ELP Assessment	8.2%	12.0%
ELs in LEAs Receiving Title III Subgrants	4,854,730	4,898,719
ELs in LEAs Receiving Title III Subgrants Who Participated in ELP Assessments	3,832,628	4,912,645
ELs in LEAs Receiving Title III Subgrants Making Progress in Attaining ELP, as Defined by Each State	1,021,546	1,757,472
Overall Percentage of ELs in LEAs Receiving Title III Subgrants Making Progress in Attaining ELP	26.7%	35.8%
ELs in LEAs Receiving Title III Subgrants Scoring Proficient on the ELP Assessment	316,391	590,142
Overall Percentage of ELs in LEAs Receiving Title III Subgrants Scoring Proficient on the ELP Assessment	8.3%	12.0%
ELs with Disabilities Receiving Title III Services	736,873	776,808
ELs with Disabilities Receiving Title III Services Who Participated in ELP Assessments	589,857	744,212
ELs with Disabilities Receiving Title III Services Making Progress in Attaining ELP, as Defined by Each State	105,617	187,410
Overall Percentage of ELs With Disabilities Receiving Title III Services Making Progress in Attaining ELP	17.9%	25.2%
ELs with Disabilities Receiving Title III Services Scoring Proficient on the ELP Assessment	19,376	41,279
Overall Percentage of ELs with Disabilities Receiving Title III Services Scoring Proficient on the ELP Assessment	3.3%	5.5%



**NOTES:** For 2020–21 SY: Two SEAs (California and District of Columbia) did not provide any proficiency data for the three student groups. Two SEA (New Jersey and Oregon) did not provide data on the percentage making progress for the three student groups. One SEA (Minnesota) did not provide data on the percentage of ELs in LEAs Receiving Title III Subgrants making progress. One SEA (New Mexico) did not provide participation or proficiency data for the three student groups.

**SOURCE:** U.S. Department of Education, *EDFacts SY 2020–21*; U.S. Department of Education, *ED Data Express SY 2020–21*; U.S. Department of Education, *EDFacts SY 2021–22*; U.S. Department of Education, *ED Data Express SY 2021–22*

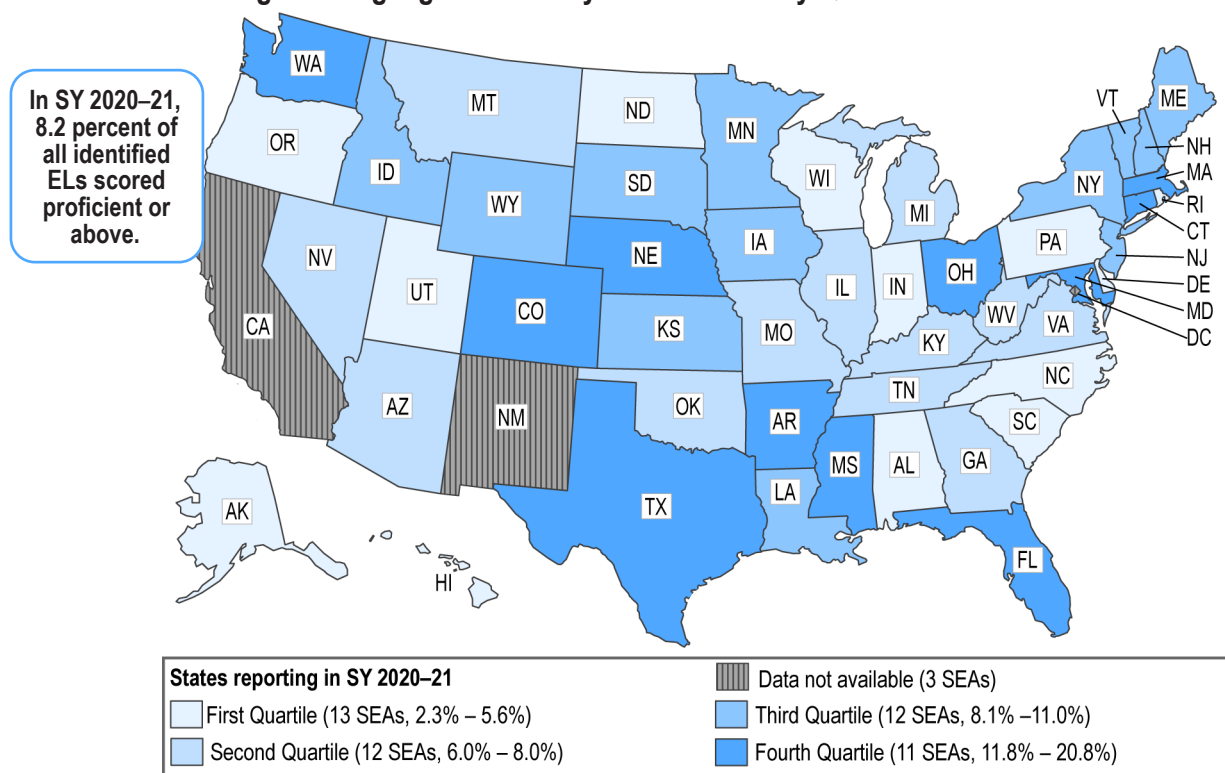
- In SY 2020–21, 8.2 percent of identified ELs scored proficient on the state ELP assessment. This result was consistent for the ELs in LEAs receiving Title III subgrants (8.3 percent). SEAs reported on ELs making progress toward attaining ELP proficiency, with almost 26 percent of identified ELs and 26.7 percent of ELs participating in LIEPs making progress toward attaining ELP in SY 2020–21. This progress continued in SY 2021–22, with 28.1 percent of identified ELs and 35.8 percent of ELs participating in LIEPs making progress toward attaining ELP.
- Across SY 2020–21 and SY 2021–22, the percentage of ELs with disabilities making progress on ELP assessments was lower than the percentage of all identified ELs and ELs in LEAs receiving Title III subgrants making progress on ELP assessments. In SY 2020–21, 17.9 percent of ELs with disabilities receiving Title III services were reported as making progress each year, while in SY 2021–22, this figure was 25.2 percent. However, the overall percentage of ELs with disabilities who scored proficient on the ELP assessment (3.3 percent) was approximately five percentage points fewer than the overall percentage of all identified ELs who scored proficient on the ELP assessment (8.2 percent) in SY 2020–21. This trend continued in 2021–22; the overall percentage of all identified ELs who scored proficient was 6.5 percentage points higher than ELs with disabilities.
- The finding that more ELs with disabilities demonstrated progress toward proficiency in English (17.9 percent in SY 2020–21 and 25.2 percent in SY 2021–22) than scored proficient (3.3 percent in SY 2020–21 and 5.5 percent in SY 2021–22) is consistent with the results of ELP assessments of all identified ELs and ELs in LEAs receiving Title III subgrants (see Exhibit 5.1 for proficiency rates of all identified ELs and ELs in LEAs receiving Title III subgrants).

### ***Results of ELP Assessments at the SEA Level: SYs 2020–21 and 2021–22***

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



## Exhibit 5.2. Percentage of All Identified English Learners Who Scored Proficient or Above Proficient on State English Language Proficiency Assessments by Quartile: School Year 2020–21

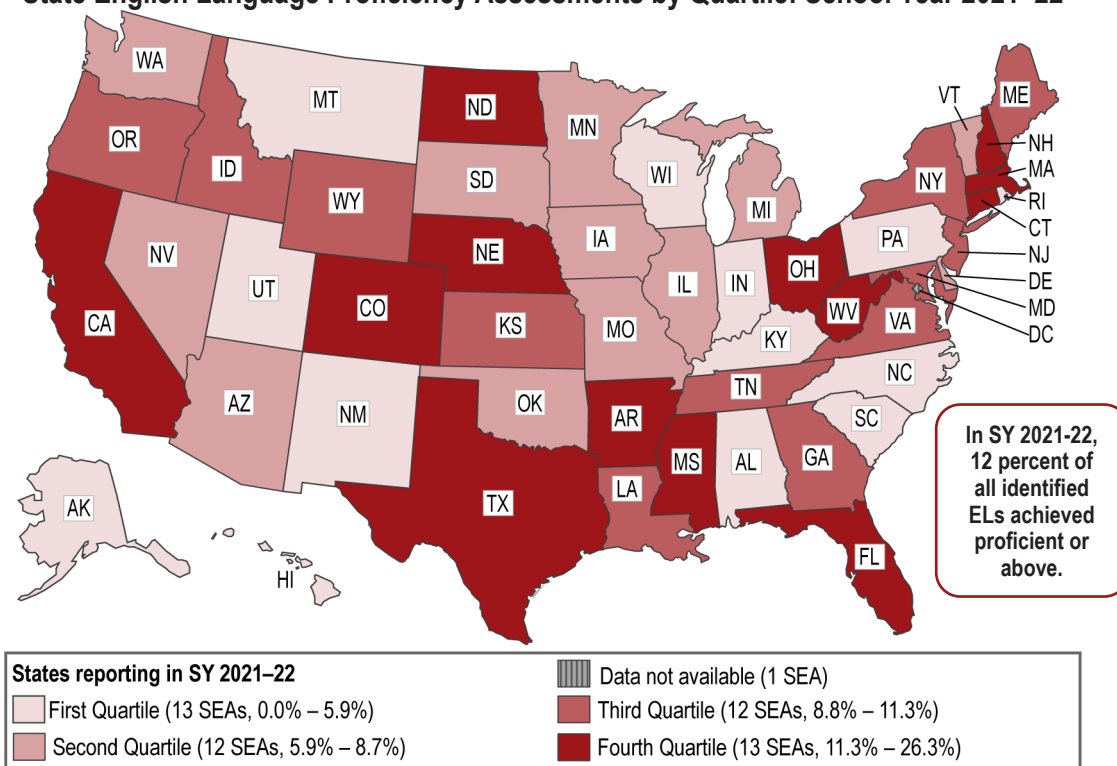


**NOTES:** Three SEAs (California, New Mexico, and Vermont) did not provide data for the number of ELs who attained proficiency. New Mexico also did not provide data on the total number of ELs who took the assessment. The SEAs were ranked from the lowest to highest percentage of ELs participating in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

**SOURCE:** U.S. Department of Education, *EDFacts SY 2020–21*



### Exhibit 5.3. Percentage of All Identified English Learners Who Scored Proficient or Above Proficient on State English Language Proficiency Assessments by Quartile: School Year 2021–22



The percentage of all identified ELs who attained English proficiency as measured by an ELP assessment in SY 2021–22 ranged from 26.3 percent (Mississippi) to 0.6 percent (Kentucky); the median was 8.8 percent. Exhibit 5.4 below presents the fourth (top) quartile of SEAs reporting the highest percentages of all identified ELs who scored proficient or above on state ELP assessments.

### Exhibit 5.4. Top Quartile of State Educational Agencies by Percentages of All Identified English Learners Who Scored Proficient or Above Proficient on State English Language Proficiency Assessments: School Years 2020–21 and 2021–22

SY 2020–21			SY 2021–22		
Top-Ranked SEAs by Percentage of All Identified ELs Who Scored Proficient or Above Proficient on State ELP Assessment	Number of All Identified ELs Who Scored Proficient or Above Proficient on State ELP Assessment	Percentage of All Identified ELs Who Scored Proficient or Above Proficient on State ELP Assessment	Top-Ranked SEAs by Percentage of All Identified ELs Who Scored Proficient or Above Proficient on State ELP Assessment	Number of All Identified ELs Who Scored Proficient or Above Proficient on State ELP Assessment	Percentage of All Identified ELs Who Scored Proficient or Above Proficient on State ELP Assessment
Ohio	11,542	20.8%	Mississippi	3,372	26.3%
Mississippi	2,302	18.8%	Ohio	14,003	21.6%
Florida	41,978	18.6%	Florida	46,958	18.3%
Colorado	10,726	15.5%	Colorado	13,966	15.9%
Arkansas	5,626	14.7%	California	168,664	15.8%



SY 2020–21			SY 2021–22		
Top-Ranked SEAs by Percentage of All Identified ELs Who Scored Proficient or Above Proficient on State ELP Assessment	Number of All Identified ELs Who Scored Proficient or Above Proficient on State ELP Assessment	Percentage of All Identified ELs Who Scored Proficient or Above Proficient on State ELP Assessment	Top-Ranked SEAs by Percentage of All Identified ELs Who Scored Proficient or Above Proficient on State ELP Assessment	Number of All Identified ELs Who Scored Proficient or Above Proficient on State ELP Assessment	Percentage of All Identified ELs Who Scored Proficient or Above Proficient on State ELP Assessment
Texas	118,577	14.0%	Texas	168,583	15.6%
Massachusetts	9,499	13.6%	Arkansas	5,513	13.9%
Connecticut	5,010	12.8%	Connecticut	6,042	13.2%
Maryland	920	12.8%	Massachusetts	12,751	12.6%
Nebraska	2,522	12.0%	North Dakota	452	12.2%
Washington	11,121	11.8%	Nebraska	2,954	12.1%
			West Virginia	224	11.4%
			New Hampshire	530	11.3%

**NOTES:** For SY 2020–21, three SEAs (California, the District of Columbia, and New Mexico) did not provide data for the number of ELs who attained proficiency. New Mexico also did not provide data on the total number of ELs who took the assessment.

For SY 2021–22, one SEA (the District of Columbia) did not provide data for the number of ELs who attained proficiency.

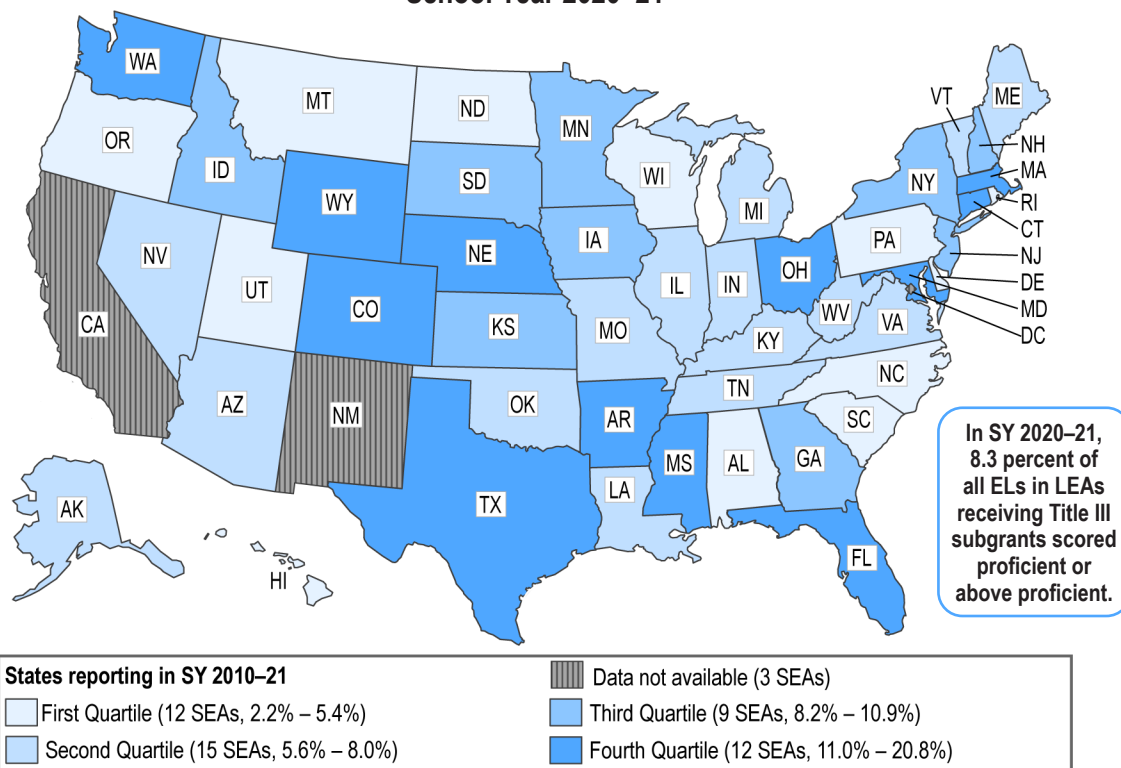
**SOURCE:** U.S. Department of Education, *EDFacts SY 2020–21*; U.S. Department of Education, *EDFacts SY 2021–22*

The SEAs in the quartile with the highest percentages of identified ELs scoring proficient or above proficient on the state ELP assessment are diverse in terms of the size of their EL populations. For example, Mississippi (an SEA in the bottom quartile in terms of the number of ELs) and Florida (an SEA in the top quartile in terms of the number of ELs) are both in the top five SEAs with the highest percentage of identified ELs scoring proficient or above proficient on the state ELP assessment in SY 2020–21.

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

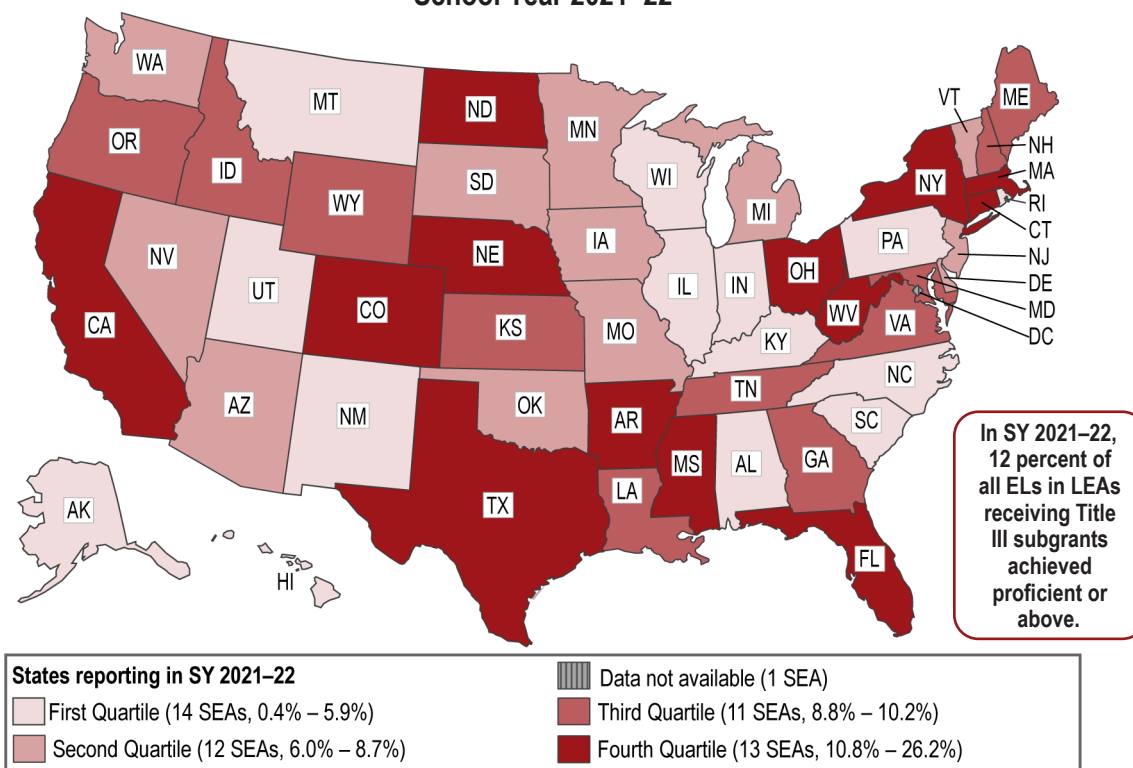


**Exhibit 5.5. Percentage of English Learners Participating in Language Instruction Educational Programs in Local Educational Agencies Receiving Title III Subgrants Who Scored Proficient or Above Proficient on State English Language Proficiency Assessments by Quartile:  
School Year 2020–21**





**Exhibit 5.6. Percentage of English Learners Participating in Language Instruction Educational Programs in Local Educational Agencies Receiving Title III Subgrants Who Scored Proficient or Above Proficient on State English Language Proficiency Assessments by Quartile:  
School Year 2021–22**



The percentage of ELs who participated in LIEPs in LEAs receiving Title III subgrants and who attained English proficiency as measured by an ELP assessment in SY 2021–22 ranged from 26.2 percent (Mississippi) to 0.4 percent (Kentucky); the median was 8.7 percent. Exhibit 5.7 presents the fourth (top) quartile of SEAs reporting the highest percentages of ELs in LEAs receiving Title III subgrants who scored proficient or above proficient. Across SYs 2020–21 and 2021–22, the same four SEAs had the highest percentage of ELs achieving proficiency or higher (Ohio, Mississippi, Florida, and Colorado).



**Exhibit 5.7. Top Quartile of State Educational Agencies by Percentages of English Learners in LEAs Receiving Title III Subgrants Who Scored Proficient or Above Proficient on State English Language Proficiency Assessments: School Years 2020–21 and 2021–22**

SY 2020–21			SY 2021–22		
Top-Ranked SEAs by Percentage of ELs in LEAs Receiving Title III Subgrants Scoring Proficient or Above Proficient on State ELP Assessment	Number of ELs in LEAs Receiving Title III Subgrants Who Scored Proficient or Above Proficient on State ELP Assessment	Percentage of ELs in LEAs Receiving Title III Subgrants Who Scored Proficient or Above Proficient on State ELP Assessment	Top-Ranked SEAs by Percentage of ELs in LEAs Receiving Title III Subgrants Scoring Proficient or Above Proficient on State ELP Assessment	Number of ELs in LEAs Receiving Title III Subgrants Who Scored Proficient or Above Proficient on State ELP Assessment	Percentage of ELs in LEAs Receiving Title III Subgrants Who Scored Proficient or Above Proficient on State ELP Assessment
Ohio	11,180	20.8%	Mississippi	2,812	26.2%
Mississippi	1,916	18.9%	Ohio	13,549	21.6%
Florida	41,923	18.6%	Florida	46,902	18.3%
Colorado	10,658	15.5%	Colorado	13,850	15.9%
Arkansas	4,949	14.7%	California	161,074	15.7%
Texas	118,561	14.0%	Texas	168,616	15.6%
Maryland	913	12.9%	Arkansas	4,805	13.8%
Massachusetts	8,303	12.8%	Connecticut	6,059	13.6%
Connecticut	4,778	12.6%	North Dakota	412	13.4%
Nebraska	2,523	12.0%	Massachusetts	11,961	12.3%
Washington	11,123	12.0%	Nebraska	2,943	12.1%
Wyoming	216	11.0%	West Virginia	216	11.0%
			New York	24,295	10.8%

**NOTES:** For SY 2020–21, three SEAs (California, the District of Columbia, and New Mexico) did not provide data for the number of ELs who scored proficient or above proficient on the state ELP assessment. New Mexico also did not provide data on the total number of ELs who took the assessment. For SY 2021–22, one SEA (the District of Columbia) did not provide data for the number of ELs who scored proficient or above proficient on the state ELP assessment.

**SOURCE:** U.S. Department of Education, *ED Data Express SY 2020–21*; U.S. Department of Education, *ED Data Express SY 2021–22*

Overall, more than twice as many ELs across all groups made *progress* toward attaining English proficiency compared with those who attained proficiency. As noted earlier, nationally in SY 2020–21, SEAs reported that 26 percent of all identified ELs made progress toward attaining English proficiency, whereas approximately 8.2 percent attained proficiency. Likewise, the percentage of ELs in LEAs receiving Title III subgrants who made progress toward attaining proficiency in English was 26.7 percent, while 8.3 percent attained proficiency. The most pronounced difference between making progress and attaining proficiency in English was among ELs with disabilities, where 17.9 percent made progress but only 3.3 percent scored at the proficient level or above in SY 2020–21. Similar trends are seen in SY 2021–22. For information on all SEAs that reported ELP data, refer to Tables A-18 and A-19 in Appendix A.



## ELs Not Attaining English Proficiency After Five Years

LEAs that receive a Title III subgrant from their SEA are required to report the “number and percentage of English learners who have not attained English language proficiency within five years of initial classification as an English learner and their first enrollment in the local educational agency.”<sup>87</sup>

In SY 2021–22, SEAs reported 1,141,871 ELs in LEAs receiving Title III subgrants had not attained English proficiency within five years after being classified as an EL. As expected, some of the SEAs reporting the largest numbers include California and Texas, which also have the largest enrollments of ELs. However, some SEAs with smaller EL populations reported relatively large numbers of ELs in LEAs receiving Title III subgrants who were unable to demonstrate they had attained English proficiency after five years. These SEAs include Georgia, Oklahoma, and South Carolina.

In addition to reporting on the number of ELs in this category, SEAs also reported percentages of ELs who had not attained English proficiency within five years after being classified as an EL. The percentages ranged from a low of 16.9 percent (Florida) to a high of 99.6 percent (Missouri); the median was 80.3 percent. Exhibit 5.8 presents the quartile of SEAs that had the lowest percentages of ELs in LEAs receiving Title III subgrants who did not attain proficiency on the SEA’s ELP assessment within five years of classification as an EL. In other words, more ELs in LEAs receiving Title III subgrants in these SEAs were able to attain proficiency in English within five years of being classified than in other SEAs.

Exhibits 5.8 and 5.9 do not include data from SY 2020–21 due to data collection and quality discrepancies across states. States and districts across the nation experienced significant assessment cancellations, disruptions, and delays due to the COVID-19 pandemic in SYs 2019–20 and 2020–21. These assessment disruptions have significant impacts on EL reclassification practices which rely on ELP assessment data. If an EL cannot demonstrate proficiency on an ELP assessment, it is highly unlikely that they can be reclassified. Due to the myriad of assessment disruptions and delays across states, which in turn affect reclassification and proficiency rates in ways that are representative of the inherent challenges of schooling and assessment during the pandemic rather than reflective of state and district efforts to serve and assess ELs during this period, data are suppressed for SY 2020–21.

**Exhibit 5.8. Quartile of State Educational Agencies Reporting the Lowest Percentages of English Learners in Local Educational Agencies Receiving Title III Subgrants Who Were Not Proficient Within Five Years: School Years 2020–21 and 2021–22<sup>88</sup>**

SY 2020–21			SY 2021–22		
SEA	Number of ELs in LEAs Receiving Title III Subgrants Who Were Not Proficient Within Five Years	Percentage of ELs in LEAs Receiving Title III Subgrants Who Were Not Proficient Within Five Years	SEA	Number of ELs in LEAs Receiving Title III Subgrants Who Were Not Proficient Within Five Years	Percentage of ELs in LEAs Receiving Title III Subgrants Who Were Not Proficient Within Five Years
			Florida	56,633	16.9%
			New Jersey	15,048	21.8%
			Michigan	36,788	27.7%

<sup>87</sup> ESEA section 3121(a)(6)

<sup>88</sup> Exhibits 5.8 through 5.11 do not include data from SY 2020–21 due to data collection and quality discrepancies across states. States and districts across the nation experienced significant assessment cancellations, disruptions, and delays due to the COVID-19 pandemic in SYs 2019–20 and 2020–21



SY 2020–21			SY 2021–22		
SEA	Number of ELs in LEAs Receiving Title III Subgrants Who Were Not Proficient Within Five Years	Percentage of ELs in LEAs Receiving Title III Subgrants Who Were Not Proficient Within Five Years	SEA	Number of ELs in LEAs Receiving Title III Subgrants Who Were Not Proficient Within Five Years	Percentage of ELs in LEAs Receiving Title III Subgrants Who Were Not Proficient Within Five Years
			Arizona	29,399	30.7%
			Mississippi	661	32.9%
			Wyoming	559	36.1%
			Nebraska	1,665	39.8%
			Alabama	14,818	41.8%
			Georgia	29,307	44.8%
			Idaho	8,567	46.6%
			Tennessee	2,975	47.2%
			Wisconsin	20,110	49.5%
			Ohio	6,981	52.7%

SY 2020–21 data were not included due to data quality issues.

**NOTE:** Data for one SEA (North Dakota) was suppressed due to data quality concerns.

**SOURCE:** U.S. Department of Education, *ED Data Express SY 2021–22*

Exhibit 5.9 presents the quartile of SEAs that reported the highest percentages of ELs who did not attain proficiency on the SEA’s ELP assessment within five years of classification as an EL for SY 2021–22. Smaller percentages of ELs in LIEPs in these SEAs were able attain proficiency in English within five years of being classified as an EL than in other SEAs. For the list of all SEAs that reported the percentage of ELs who did not score proficient on ELP assessments within five years of classification as an EL, see Table A-20b in Appendix A

**Exhibit 5.9. Quartile of State Educational Agencies Reporting the Highest Percentages of English Learners in Local Educational Agencies Receiving Title III Subgrants Who Were Not Proficient Within Five Years: School Years 2020–21 and 2021–22**

SY 2020–21			SY 2021–22		
SEA	Number of ELs in LEAs Receiving Title III Subgrants Who Were Not Proficient Within Five Years	Percentage of ELs in LEAs Receiving Title III Subgrants Who Were Not Proficient Within Five Years	SEA	Number of ELs in LEAs Receiving Title III Subgrants Who Were Not Proficient Within Five Years	Percentage of ELs in LEAs Receiving Title III Subgrants Who Were Not Proficient Within Five Years
			Missouri	7,191	99.6%
			Colorado	36,860	97.3%
			Montana	1,117	96.6%
			New Mexico	31,868	96.3%
			Alaska	8,432	95.8%
			Minnesota	12,644	94.7%
			Pennsylvania	19,787	94.6%

SY 2020–21 data were not included due to data quality issues.



SY 2020–21			SY 2021–22		
SEA	Number of ELs in LEAs Receiving Title III Subgrants Who Were Not Proficient Within Five Years	Percentage of ELs in LEAs Receiving Title III Subgrants Who Were Not Proficient Within Five Years	SEA	Number of ELs in LEAs Receiving Title III Subgrants Who Were Not Proficient Within Five Years	Percentage of ELs in LEAs Receiving Title III Subgrants Who Were Not Proficient Within Five Years
			Washington	130,772	94.4%
			Arkansas	9,178	94.0%
			Nevada	20,014	93.8%
			Maine	2,635	93.7%
			Kentucky	11,141	93.2%

**NOTE:** Data for one SEA (North Dakota) was suppressed due to data quality concerns.

**SOURCE:** U.S. Department of Education, *ED Data Express SY 2021–22*

Resources are available to help LEAs maximize ELs’ opportunities to attain proficiency in five years. For example, SEAs and LEAs can design and implement LIEPs that provide ELs with tools to succeed in both the English language and general education classrooms.<sup>89</sup> LEAs can also ensure that ELs with disabilities receive specialized instruction and related services as described in students’ individualized education programs (IEPs). While there is no requirement in the *IDEA* that language development goals be included in the IEP of each EL with a disability, the IEP team must ensure that each EL with a disability receives specially designed instruction and support services that are necessary to provide a free appropriate public education (FAPE) to the child.<sup>90</sup>

## ELs Who Exited LIEPs in SYs 2020–21 and 2021–22: Percentage Attaining English Proficiency

Section 3121(a)(4) of the *ESEA* requires LEAs receiving Title III subgrants to report the number and percentage of ELs who exited LIEPs “based on their attainment of English language proficiency.”<sup>91</sup> ELs who successfully exit LIEPs by meeting their state’s definition of ELP, which includes a score of proficient on their state’s ELP assessment and any additional criteria included in their state’s standardized statewide exit procedure, are considered former ELs. LEAs are required to report on the academic performance of former ELs for four years, as measured by state content assessments in mathematics, reading/language arts, and science.<sup>92</sup>

Exhibit 5.10 presents the quartile of SEAs reporting the highest percentages of ELs who exited LIEPs for SYs 2020–21 and 2021–22. Exhibit 5.11 displays the SEAs that reported the lowest percentages of ELs who exited LIEPs. Refer to Table A-21b in Appendix A to view the percentages and numbers of all SEAs that reported these data.

<sup>89</sup> U.S. Department of Education. (2016). *English learner toolkit for state and local education agencies (SEAs and LEAs)*. <https://ncela.ed.gov/educator-support/toolkits/english-learner-toolkit>

<sup>90</sup> U.S. Department of Education. (2021). *OSEP Policy Letter 21-03*. <https://sites.ed.gov/idea/files/policy-letter-11-15-2021-to-boals.pdf>

<sup>91</sup> Attaining English language proficiency would allow ELs to exit EL status. In many SEAs, scoring “proficient” on the ELP assessment is only one criterion for exiting EL status (i.e., scoring proficient on ELP assessment does not guarantee students are exited).

<sup>92</sup> *ESEA* section 3121(a)(5).



**Exhibit 5.10. Quartile of State Educational Agencies Reporting the Highest Percentages of English Learners Who Exited Language Instruction Educational Programs Based on Achieving Proficiency on the English Language Proficiency Assessment and Meeting Other Exit Criteria, if Applicable: School Years 2020–21 and 2021–22**

SY 2020–21			SY 2021–22		
SEA	Number of ELs Who Exited LIEPs	Percentage of ELs Who Exited LIEPs	SEA	Number of ELs Who Exited LIEPs	Percentage of ELs Who Exited LIEPs
			South Dakota	348	62.1%
			Vermont	78	19.8%
			Ohio	12,832	17.9%
			Oregon	3,684	17.9%
			Mississippi	1,604	15.0%
			New York	37,641	13.0%
			North Dakota	449	12.7%
			District Of Columbia	1,186	12.1%
			Florida	37,159	11.5%
			Nebraska	2,984	11.2%
			Georgia	14,137	10.6%
			Massachusetts	10,296	10.2%

SY 2020–21 data were not included due to data quality issues.

**NOTES:** Data on ELs who exited LIEPs based on achieving proficiency on the ELP assessment and meeting other exit criteria are suppressed for three SEAs (Hawaii, Tennessee, and Wyoming) due to data quality concerns. The percentages of ELs who exited Title III LIEPs were in a “manual entry” file; percentages were rounded to the nearest whole number.<sup>93</sup>

**SOURCE:** U.S. Department of Education, *ED Data Express SY 2021–22*

**Exhibit 5.11. Quartile of State Educational Agencies Reporting the Lowest Percentages of English Learners Who Exited Language Instruction Educational Programs Based on Achieving Proficiency on the English Language Proficiency Assessment and Meeting Other Exit Criteria, if Applicable: School Years 2020–21 and 2021–22**

SY 2020–21			SY 2021–22		
SEA	Number of ELs Who Exited LIEPs	Percentage of ELs Who Exited LIEPs	SEA	Number of ELs Who Exited LIEPs	Percentage of ELs Who Exited LIEPs
			New Mexico	343	0.7%
			Utah	77	0.9%
			New Hampshire	82	1.2%
			Nevada	1,486	1.3%
			Texas	16,603	1.4%
			Montana	73	2.4%
			Missouri	785	2.8%
			New Jersey	3,013	2.8%
			North Carolina	4,056	2.9%

SY 2020–21 data were not included due to data quality issues.

<sup>93</sup> Manual entry is a file where data are entered manually by SEAs rather than auto populated from *EDFacts*.



SY 2020–21			SY 2021–22		
SEA	Number of ELs Who Exited LIEPs	Percentage of ELs Who Exited LIEPs	SEA	Number of ELs Who Exited LIEPs	Percentage of ELs Who Exited LIEPs
			Iowa	1,163	3.7%
			Rhode Island	592	3.8%
			Indiana	3,015	4.1%

**NOTES:** Data on ELs who exited LIEPs based on achieving proficiency on the ELP assessment and meeting other exit criteria are suppressed for three SEAs (Hawaii, Tennessee, and Wyoming) due to data quality concerns. The percentages of ELs who exited Title III LIEPs were in a “manual entry” file; percentages were rounded to the nearest whole number.

**SOURCE:** U.S. Department of Education, *ED Data Express SY 2021–22*



## 6. Content-Area Assessments and Accountability

Title I of the *ESEA* requires SEAs to develop challenging statewide academic standards for the subject areas of mathematics, reading/language arts, and science.<sup>94</sup> The *ESEA* also requires SEAs to design and implement assessments that measure the academic achievement of students in these subject areas.<sup>95</sup> The law specifies the grade levels and frequency at which the mathematics, reading/language arts, and science assessments should be implemented. Each SEA is required to conduct statewide assessments based on the following schedule:<sup>96</sup>

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

Section 1111(b)(2)(B)(i) of the *ESEA* requires SEAs to administer the same academic assessments to measure the achievement of all students in the state’s public elementary and secondary schools. However, some exceptions exist. For example, it allows SEAs to administer academic assessments in a student’s native language (limited to a maximum of five years in reading/language arts).<sup>97</sup> Otherwise, ELs take the statewide content assessments in English. The *ESEA* also permits excluding recently arrived ELs who have been enrolled in school in the United States fewer than 12 months from one administration of the reading/language arts assessment or from including the results of the first administration of the reading/language arts assessment in the statewide accountability system.<sup>98</sup>

This chapter examines the extent to which ELs and former ELs demonstrated academic proficiency in the areas of mathematics, reading/language arts, and science in SYs 2020–21 and 2021–22. It analyzes the assessment results of ELs and former ELs compared to all students who participated in the statewide academic assessments.<sup>99</sup> It is important to use caution when interpreting the academic assessment results presented below, especially in making comparisons across SEAs.<sup>100</sup> Each SEA develops its own challenging state academic standards and assessments and establishes its benchmarks for proficiency. However, comparisons across student groups within the same state may be appropriate because most students complete the same statewide academic content assessments.

As in other chapters, some of the SYs 2020–21 and 2021–22 data presented in this chapter can be challenging to interpret due to disruptions to instruction, assessment, and policy implementation during SYs 2019–20 and 2020–21 because of the COVID-19 pandemic. Specifically, in SY 2020–21,

<sup>94</sup> *ESEA* section 1111(b)(1)

<sup>95</sup> *ESEA* section 1111(b)(2)

<sup>96</sup> *ESEA* section 1111(b)(2)(B)(v)

<sup>97</sup> *ESEA* sections 1111(b)(2)(B)(vii)(III) and (ix) permit assessments in a student’s native language, with the exception of the reading/language arts assessment, which may be administered in a student’s native language only until the student has attended school in the United States for three or more consecutive years (or, at the LEA’s discretion, an additional two years). It must be administered in English at that point.

<sup>98</sup> *ESEA* section 1111(b)(3)

<sup>99</sup> Former ELs are students who exited language instruction educational programs (LIEPs) provided by LEAs receiving Title III subgrants after attaining English proficiency and participate fully in classes alongside non-ELs. States may include the reading/language arts and mathematics assessment results for former ELs in the EL subgroup for up to four years when calculating performance on indicators that use results from those assessments in the statewide accountability system (*ESEA* section 1111(b)(3)(B)).

<sup>100</sup> In Puerto Rico, the language of instruction is Spanish. Title III supports students with limited proficiency in Spanish who participate in an LIEP for Spanish learners (SLs). Due to this difference, information related to Title III in Puerto Rico is presented within exhibits when appropriate or at the end of chapter within standalone exhibits. Exhibit notes will detail whether or not Puerto Rico’s data are excluded.



the population of students who participated in ELP assessments may not always be representative of the full EL population; this can cause confusion when interpreting these data alongside other school years. Differences between SY 2020–21 and SY 2021–22 presented in this chapter, or comparisons of these two school years to similar data from previous school years, may appear distorted due to lower assessment participation and suppressed ELP exit rates in SY 2020–2021<sup>101</sup>.

## Statewide Mathematics Assessments: School Years 2020–21 and 2021–22

Nationwide, 19,677,324 students participated in statewide mathematics assessments in SY 2020–21, and 23,786,233 students participated in statewide mathematics assessments in SY 2021–22. Exhibit 6.1 presents the overall total number and percentage of students who participated in the statewide mathematics assessments in SYs 2020–21 and 2021–22, disaggregated by EL status. It also displays the SEA maximum, minimum, and median numbers and percentages of students who took the statewide assessments for all students and identified ELs.<sup>102</sup> The total number of former ELs within each SEA was not reported in either school year, so it was only possible to report the number of former ELs participating in statewide mathematics assessments each year but not the percentage.

### Exhibit 6.1. Number and Percentage of All Students, Identified English Learners, and Former English Learners Who Participated in Statewide Mathematics Assessments: School Years 2020–21 and 2021–22

#### *Number of Students Who Participated in Statewide Mathematics Assessments*

	SY 2020–21			SY 2021–22		
	All Students	Identified ELs	Former ELs	All Students	Identified ELs	Former ELs
Total Number	19,677,324	1,964,711	742,766	23,786,233	3,100,712	1,071,803
SEA Maximum Number	2,484,448 (Texas)	537,187 (Texas)	120,524 (Florida)	3,002,827 (California)	831,292 (California)	282,851 (California)
SEA Minimum Number	16,563 (New Mexico)	839 (Vermont)	141 (Montana)	39,086 (Vermont)	955 (West Virginia)	177 (Montana)
SEA Median Number	324,742	19,618	7,975	348,013	26,201	9,073

#### *Percentage of Students Who Participated in Statewide Mathematics Assessments*

	SY 2020–21			SY 2021–22		
	All Students	Identified ELs	Former ELs	All Students	Identified ELs	Former ELs
Overall Percentage	82.3%	80.5%	NR	96.0%	95.9%	NR
SEA Maximum Percentage	99.5% (West Virginia)	99.0% (West Virginia)	NR	99.8% (West Virginia)	99.4% (Nebraska)	NR
SEA Minimum Percentage	7.3% (New Mexico)	4.7% (New Mexico)	NR	79.4% (Alaska)	79.6% (Tennessee)	NR
SEA Median Percentage	90.4%	89.1%	NR	97.2%	97.2%	NR

**NOTES:** The SY 2020–21 data for all students, identified ELs, and former ELs are missing for one SEA (the District of Columbia) because the SEA was granted an assessment waiver in SY 2020–21. Data on former ELs who participated are missing for two SEAs (New Mexico and Washington). Puerto Rico is not included in the summary values for SY 2020–21. Two SEAs (Colorado and Oregon) had lower-than-typical participation rates in SY 2020–21 because the math assessment was administered on a voluntary basis under an assessment waiver.

<sup>101</sup> See tables in Appendix for more details.

<sup>102</sup> All students includes ELs, non-ELs, and students with and without disabilities. Identified ELs refers to ELs identified in both school years and includes ELs with disabilities. Former ELs is the subgroup of ELs who exited LIEPs provided by LEAs receiving Title III subgrants based on their having attained proficiency in English one to four years prior to the reporting year.



The SY 2021–22 data for all students and identified ELs who participated and their rates are missing for two SEAs (Illinois and Utah). Puerto Rico is not included in the summary values for SY 2021–22. One SEA (Arizona) did not report achievement and participation data for grade 10, as these students weren't tested statewide in SY 2021–22.

NR = Not reported

**SOURCES:** U.S. Department of Education, *ED Data Express SY 2020–21*; U.S. Department of Education, *ED Data Express SY 2021–22*

In SY 2020–21, approximately 1 in 10 students who took statewide mathematics assessments was an EL, while about 1 in 26 students taking the assessment was a former EL. Among the students who took statewide mathematics assessments, SEAs reported almost three times as many who were identified ELs (nearly 2 million) compared to former ELs (approximately 740,000).

- Texas reported the largest number of mathematics test takers across all categories for SY 2020–21.
- The top five SEAs reporting the largest numbers of identified ELs taking their statewide mathematics assessments in SY 2020–21 were, in descending order, Texas (537,187), Florida (267,821), California (118,269), Illinois (72,760), and North Carolina (63,674).
- New Mexico reported the smallest number of all students taking the mathematics assessment in SY 2020–21; however, Vermont reported the fewest number of identified ELs participating in mathematics assessments, and Montana reported the fewest former ELs taking this statewide content assessment.
- The SEAs that were closest to the median numbers of participants for each group were Iowa (323,431 all students), Wisconsin (19,419 identified ELs), and Iowa (7,838 former ELs).

In SY 2021–22, approximately 1 in 8 students who took statewide mathematics assessments was an EL, while approximately 1 in 24 students taking the assessment was a former EL. Among the students who took statewide mathematics assessments, SEAs reported almost three times as many who were identified ELs (3.1 million) compared to former ELs (nearly 1.1 million).

- California, the SEA with the largest general K–12 population and EL population, reported the largest number of mathematics test takers across all categories for SY 2021–22.
- Of the five SEAs reporting the largest numbers of identified ELs taking their statewide mathematics assessments, California (831,292) reported the largest number for SY 2021–22. The other four SEAs were, in descending order, Texas (677,822), Florida (276,789), New York (109,807), and Virginia (93,607).
- Vermont reported the smallest number of all students taking the mathematics assessment in SY 2020–21; however, West Virginia reported the fewest number of identified ELs participating in mathematics assessments, and Montana reported the fewest former ELs taking this statewide content assessment.
- Three SEAs were the exact median for number of participants for each group: Louisiana (348,013 all students), South Carolina (26,201 identified ELs), and Missouri (9,073 former ELs).

Information on the numbers of all students, identified ELs, and former ELs who participated in the statewide mathematics assessment (i.e., valid test takers) for each SEA can be found in Tables A-22 and A-23 in Appendix A.



## Results of Statewide Mathematics Assessments: School Years 2020–21 and 2021–22

Nationwide, approximately 1 in 3 students (37.2 percent) who took the statewide mathematics assessment in SY 2020–21 scored proficient or above proficient as defined by the SEA. The percentage of identified ELs scoring proficient or above proficient in mathematics was lower than that of all students at 16.7 percent, or nearly half the percentage of all students. However, as shown in Exhibit 6.2 below, the overall percentage of former ELs who demonstrated proficiency in mathematics in SY 2020–21 was higher than all students (i.e., 38.5 percent versus 37.2 percent, respectively). These values look similar in SY 2021–22, with 39.3 percent of all students, 20.9 percent of identified ELs, and 43.4 percent of former ELs scoring proficient or above that year. Exhibit 6.2 presents the number and percentage of students who scored proficient or above proficient across the three groups, all students, identified ELs, and former ELs, in SYs 2020–21 and 2021–22.

### Exhibit 6.2. Number and Percentage of All Students, Identified English Learners, and Former English Learners Who Scored Proficient or Above Proficient on Statewide Mathematics Assessments: School Years 2020–21 and 2021–22

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

	SY 2020–21			SY 2021–22		
	All Students	Identified ELs	Former ELs	All Students	Identified ELs	Former ELs
Total Number	7,311,931	328,116	285,670	8,954,233	622,882	463,298
SEA Maximum Number	909,308 (Texas)	110,123 (Texas)	59,780 (Florida)	1,195,154 Texas	197,246 Texas	102,675 California
SEA Minimum Number	3,876 (New Mexico)	73 (New Mexico)	35 (Montana)	8,308 (District of Columbia)	153 (West Virginia)	65 (Montana)
SEA Median Number	96,787	1,764	2,320	110,668	2,734	3,597

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

	SY 2020–21			SY 2021–22		
	All Students	Identified ELs	Former ELs	All Students	Identified ELs	Former ELs
Overall Percentage	37.2%	16.7%	38.5%	39.3%	20.9%	43.4%
SEA Maximum Percentage	81.3% (Maine)	36.0% (Maine)	93.0% (Maine)	81.5% (Maine)	39.0% (Maine)	82.0% (Mississippi)
SEA Minimum Percentage	19.2% (Maryland)	2.4% (Rhode Island)	1.9% (Alabama)	19.3% (District of Columbia)	5.2% (Rhode Island)	10.6% (Arizona)
SEA Median Percentage	35.0%	9.2%	36.5%	37.8%	12.7%	41.1%

**NOTES:** The SY 2020–21 data for all students, identified ELs, and former ELs are missing for one SEA (the District of Columbia). Data on former ELs who participated are missing for two SEAs (New Mexico and Washington). Puerto Rico is not included in the summary values. Two SEAs (Arizona and Utah) did not report data for all grade levels.

The SY 2021–22 data for all students and identified ELs are missing for three SEAs (Illinois, Utah, and Virginia). Data for one SEA (Alabama) was suppressed due to data quality concerns. Puerto Rico is not included in the summary values. One SEA (Arizona) did not report achievement and participation data for grade 10, as these students were not tested statewide.

**SOURCES:** U.S. Department of Education, *ED Data Express SY 2020–21*; U.S. Department of Education, *ED Data Express SY 2021–22*



- As can be seen in the previous exhibit, Maine reported the largest percentage of students who scored proficient or above proficient in mathematics assessments for SY 2020–21 across each of the three groups: all students, identified ELs, and former ELs. Maine also reported the highest percentage of students scoring proficient for all students and identified ELs in SY 2021–22, while Mississippi reported the highest percentage of former ELs.
- The other SEAs in the top five SEAs that reported the largest percentages of identified ELs who scored proficient or above proficient on their mathematics assessments for SY 2020–21 were, in descending order, Florida (34.8 percent), South Carolina (27.5 percent), New York (25.7 percent), and Mississippi and West Virginia, which tied at 22.0 percent.
- Three of the top five SEAs that reported the largest percentages of identified ELs who scored proficient or above proficient on their mathematics assessments for SY 2020–21 remained in the top five in 2021–22: Maine (39.0 percent), Florida (38.9 percent), and Mississippi (29.6 percent). Texas (29.1 percent) and North Carolina (25.7 percent) reported the fourth- and fifth-highest totals this year.
- For SY 2020–21, Rhode Island reported that only 2.4 percent of all identified ELs participating in the state’s mathematics assessment scored proficient or above proficient, whereas 21 percent of all students in the state scored proficient or above proficient. The other SEAs in the bottom five SEAs that reported the lowest percentages of identified ELs scoring proficient or above proficient are, in ascending order, Arizona (3.1 percent), Colorado (3.2 percent), New Mexico (4.0 percent), and Maryland (4.4 percent).
- Four of the bottom five SEAs in percentages of identified ELs who scored proficient or above proficient on their mathematics assessments for SY 2020–21 remained in the bottom five in 2021–22: Rhode Island (5.2 percent), Arizona (5.5 percent), and Colorado and Maryland (tied at 6.1 percent). Oregon (5.7 percent) joined the bottom five this year, replacing New Mexico.
- Nationwide, nearly 4 of 10 (38.5 percent) former ELs who participated in the statewide mathematics assessments performed at the proficient or above proficient levels in SY 2020–21. Maine reported 93.0 percent of its former ELs achieved this status; this percentage is slightly higher than the percentage of all students (81.3 percent) performing at proficient or above proficient levels in the state.
- The other SEAs in the top five SEAs reporting the largest percentages of former ELs achieving proficient or above proficient on their statewide mathematics assessments in SY 2020–21 were, in descending order, Mississippi (70.0 percent), Iowa (64.2 percent), North Carolina (53.6 percent) and Arkansas (53.1 percent). In all these states, former ELs outperformed all students by a range of 0.1 to 34.8 percentage points.
- Four of five states remained in the top five SEAs reporting the largest percentages of former ELs achieving proficient or above proficient on their statewide mathematics assessments in SY 2021–22: Mississippi (82.0 percent), Maine (79.0 percent), Iowa (65.1 percent) and North Carolina (64.0 percent). Virginia (71.2 percent) replaced Arkansas in the top five this year.
- Not all SEAs reported large percentages of former ELs scoring proficient or above proficient in statewide mathematics assessments in SY 2020–21, nor did former ELs consistently outperform all students. Alabama’s percentage of former ELs achieving proficient or above proficient was only 1.9 percent, lower than the percentage of all students (22.0 percent) and identified ELs (8.0 percent) within the state. Arizona reported the lowest percentage of former ELs achieving proficient or above proficient in SY 2021–22 (10.6 percent), and this



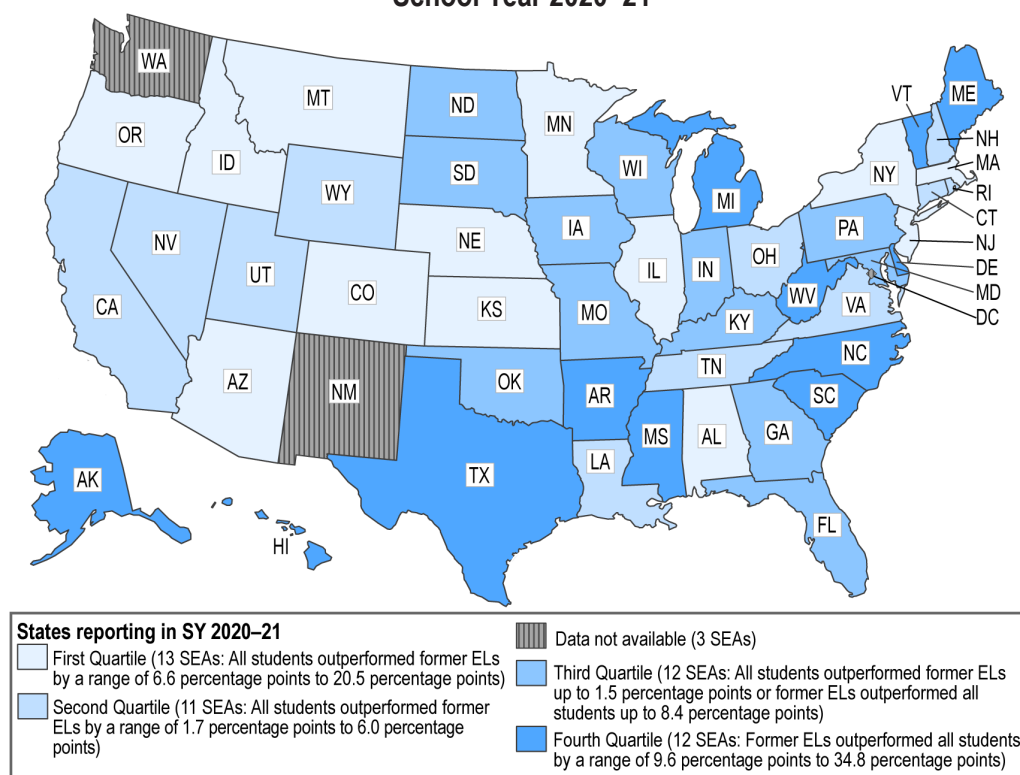
percentage was lower than the SEA's percentage of all students (34.8 percent) but higher than that of identified ELs (5.5 percent).

### *Comparison of the Results of All Students and Former English Learners: School Years 2020–21 and 2021–22*

Former ELs are students who exited LIEPs provided by LEAs receiving Title III subgrants because they attained English proficiency one to four years prior to the reporting period and are participating fully in classes alongside non-ELs. This section examines how this subgroup performed on statewide mathematics assessments in SYs 2020–21 and 2021–22.

Exhibits 6.3 and 6.4 below illustrate the results of a comparison between former ELs and all students for SYs 2020–21 and 2021–22, respectively. SEAs were ranked based on the largest percentage point difference between all students and former ELs who scored proficient or above proficient in mathematics. SEAs are color coded according to the quartile of their rank. To view the results of statewide mathematics assessments for all SEAs across all groups for SYs 2020–21 and 2021–22, refer to Tables A-22 and A-23 in Appendix A.

**Exhibit 6.3. Comparison of the Percentage of Former English Learners Who Scored Proficient or Above Proficient on State Mathematics Assessments to the Percentage of All Students: School Year 2020–21**



**NOTES:** The SEA ranking was calculated by subtracting the percentage of all students who scored proficient or above from the percentage of former ELs who scored proficient or above. The ranking was based on the percentage point differences. The third quartile in Exhibit 6.3 includes eight SEAs reporting former ELs outperformed all students (up to 8.4 percentage points higher) and four SEAs that reported all students outperformed former ELs (up to 1.5 percentage points higher).

Three SEAs (the District of Columbia, New Mexico, and Washington) did not provide complete data for this item. Puerto Rico is not included.

Two SEAs (Arizona and Utah) did not report data for all grade levels.

**SOURCE:** U.S. Department of Education, *ED Data Express SY 2020–21*



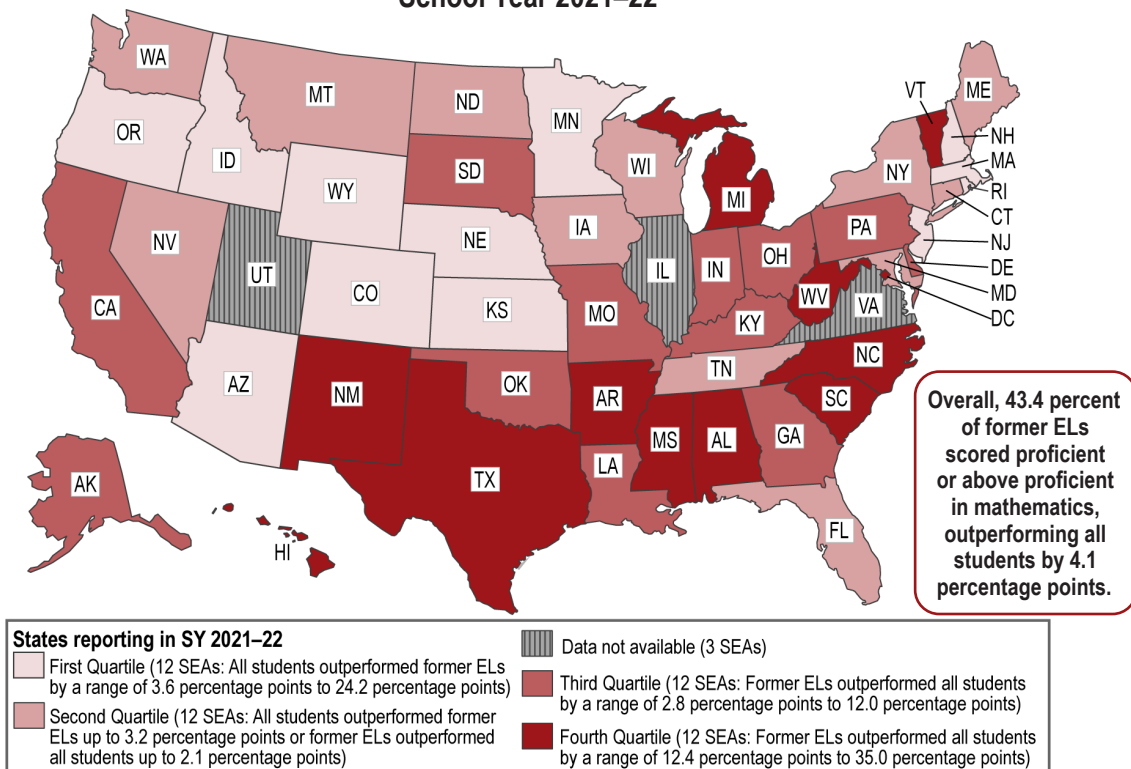
For SY 2020–21, 20 SEAs reported that the percentage of students who scored proficient or above proficient was higher among former ELs than all students. Among these 20 SEAs, former ELs outperformed all students by as much as 34.8 percentage points (Mississippi) and as few as 0.1 percentage point (Iowa).

- For SY 2020–21, two SEAs reported percentage point differences greater than 20 when comparing the percentages of former ELs and all students scoring proficient or above proficient in their statewide mathematics assessments. These SEAs are, in descending order, Mississippi (34.8 percent) and West Virginia (20.4 percent). In these SEAs, former ELs outperformed all students by a wide margin.

For this same school year, 28 SEAs reported that the percentage of former ELs demonstrating proficiency in mathematics was lower than that of all students. The percentage point differences between the two groups ranged from a low of 0.1 percentage point (North Dakota) to a high of 20.5 percentage points (Arizona).

- The percentage point difference between the percentage of all students scoring proficient or above proficient and the percentage of former ELs achieving this level exceeded 10 percentage points in four SEAs in SY 2020–21. In these SEAs—Colorado (14.4 percent), Minnesota (16.0 percent), Alabama (20.1 percent), and Arizona (20.5 percent)—all students outperformed former ELs on their statewide mathematics assessments by the widest margin of SEAs in this category.

**Exhibit 6.4. Comparison of the Percentage of Former English Learners Who Scored Proficient or Above Proficient on State Mathematics Assessments to the Percentage of All Students:  
School Year 2021–22**



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



quartile in Exhibit 6.4 includes six SEAs that reported former ELs outperformed all students (up to 2.1 percentage points higher) and six SEAs that reported all students outperformed former ELs (up to 3.2 percentage points higher).

Three SEAs (Illinois, Utah, and Virginia) did not provide complete data for this item. Data for one SEA (Alabama) was suppressed due to data quality concerns. Puerto Rico is not included.

One SEA (Arizona) did not report achievement and participation data for grade 10, as these students weren't tested statewide.

**SOURCE:** U.S. Department of Education, *ED Data Express SY 2021–22*

For SY 2021–22, 31 SEAs reported that the percentage of students who scored proficient or above proficient was higher among former ELs than all students. Among these 31 SEAs, former ELs outperformed all students by as much as 35.0 percentage points (Mississippi) and as few as 0.8 percentage points (Tennessee).

- For SY 2021–22, three SEAs reported percentage point differences greater than 20 when comparing the percentages of former ELs and all students scoring proficient or above proficient in their statewide mathematics assessments. These SEAs are, in descending order, Mississippi (35.0 percent), Texas (22.5 percent), and the District of Columbia (22.0 percent). In these SEAs, former ELs outperformed all students by a wide margin.

For this same school year, 18 SEAs reported that the percentage of former ELs demonstrating proficiency in mathematics was lower than that of all students. The percentage point differences between the two groups ranged from a low of 0.6 percentage points (North Dakota) to a high of 24.2 percentage points (Arizona).

- The percentage point difference between the percentage of all students scoring proficient or above proficient and the percentage of former ELs achieving this level exceeded 10 percentage points in four SEAs in SY 2021–22. In these SEAs—Colorado (10.3 percent), Nebraska (10.3 percent), Minnesota (14.2 percent), and Arizona (24.2 percent)—all students outperformed former ELs on their statewide mathematics assessments by the widest margin of SEAs in this category.

## Statewide Reading/Language Arts Assessments: School Years 2020–21 and 2021–22

The number of students who participated in the statewide reading/language arts assessments in SY 2020–21 (19,161,984) was comparable to the number who participated in the mathematics assessments that same year (19,677,324). Approximately the same number of identified ELs took the reading/language arts assessments as had taken the mathematics assessments in SY 2020–21 (1,938,997 compared to 1,964,711). The number of former ELs who participated in the reading/language arts assessments was nearly the same as the mathematics test takers in SY 2020–21 (747,100 and 742,766, respectively). The same pattern was true for SY 2021–22, with more participants from all three categories (all students, identified ELs, former ELs) that year but nearly identical numbers of students taking the reading/language arts assessments as the mathematics test takers. Exhibit 6.5 presents the total number of students who participated in statewide reading/language arts assessments in SYs 2020–21 and 2021–22, disaggregated by ELs and former ELs.<sup>103</sup> It also shows the SEAs with the largest and smallest numbers of students participating in reading/language arts assessments in both school years. The total number of former ELs within each SEA was not reported in either school year, so it

<sup>103</sup> All students includes ELs, non-ELs, and students with and without disabilities. Identified ELs refers to ELs identified in both school years and includes ELs with disabilities. Former ELs is the subgroup of ELs who exited LIEPs provided by LEAs receiving Title III subgrants based on their having attained proficiency in English one to four years prior to the reporting year.



was only possible to report the number of former ELs participating in statewide reading/language arts assessments each year but not the percentage.

**Exhibit 6.5. Number and Percentage of All Students, Identified English Learners, and Former English Learners Who Participated in Statewide Reading/Language Arts Assessments:  
School Years 2020–21 and 2021–22**

*Number of Students Who Participated in Statewide Reading/Language Arts Assessments*

	SY 2020–21			SY 2021–22		
	All Students	Identified ELs	Former ELs	All Students	Identified ELs	Former ELs
Total Number	19,161,984	1,938,997	747,100	24,922,823	3,244,052	1,078,592
SEA Maximum Number	2,538,084 (Texas)	561,745 (Texas)	129,426 (Florida)	2,998,610 (California)	820,119 (California)	283,357 (California)
SEA Minimum Number	11,390 (New Mexico)	857 (Vermont)	85 (Arizona)	39,179 (Vermont)	956 (West Virginia)	178 (Montana)
SEA Median Number	322,102	19,730	7,780	351,502	25,325	9,072

*Percentage of Students Who Participated in Statewide Reading/Language Arts Assessments*

	SY 2020–21			SY 2021–22		
	All Students	Identified ELs	Former ELs	All Students	Identified ELs	Former ELs
Overall Percentage	82.2%	80.8%	NR	95.9%	95.7%	NR
SEA Maximum Percentage	99.6% (West Virginia)	99.0% (West Virginia)	NR	99.8% (West Virginia)	99.4% (Nebraska)	NR
SEA Minimum Percentage	6.3% (New Mexico)	4.9% (New Mexico)	NR	77.6% (New York)	83.2% (New York)	NR
SEA Median Percentage	90.4%	90.0%	NR	97.4%	96.9%	NR

**NOTES:** In SY 2020–21, data for all students, identified ELs, and former ELs are missing for one SEA (the District of Columbia). Participation counts for Former ELs are missing for two SEAs (New Mexico and Washington). Puerto Rico was not included. One SEA (Arizona) did not report achievement and participation data for any subgroups in high school. Two SEAs (Colorado and Oregon) had lower than typical participation rates due to the Reading assessment being administered on a voluntary basis under an assessment waiver.

In SY 2021–22, data for all students and identified ELs are missing for one SEA (Utah). Puerto Rico was not included. One SEA (Arizona) did not report achievement and participation data for grade 10 as these students weren't tested statewide.

NR = Not reported

**SOURCES:** U.S. Department of Education, *ED Data Express* SY 2020–21; U.S. Department of Education, *ED Data Express* SY 2021–22

In SY 2020–21, approximately 1 in 10 students who took statewide reading/language arts assessments was an EL, while approximately 1 in 26 students taking the assessment was a former EL. Among the students who took statewide reading/language arts assessments, SEAs reported almost three times as many who were identified ELs (nearly 2 million) compared to former ELs (approximately 750 thousand).

- Texas reported the largest number of reading/language arts test takers for all students and identified ELs in SY 2020–21, whereas Florida reported the largest number of former ELs.
- The top five SEAs reporting the largest numbers of identified ELs taking their statewide reading/language arts assessments in SY 2020–21 were, in descending order, Texas (561,745), Florida (270,118), California (116,079), Illinois (73,825), and North Carolina (64,917).



- New Mexico reported the smallest number of all students taking the reading/language arts assessment in SY 2020–21; however, Vermont reported the fewest number of identified ELs participating in reading/language arts assessments, and Arizona reported the fewest former ELs taking this statewide content assessment.
- The SEAs that were at or closest to the median numbers of participants for each group were Iowa (322,102 all students), Pennsylvania (19,730 identified ELs), and Oklahoma (7,742 former ELs).

In SY 2021–22, approximately 1 in 8 students who took statewide reading/language arts assessments was an EL, while about 1 in 25 students taking the assessment was a former EL. Among the students who took statewide reading/language arts assessments, SEAs reported almost three times as many who were identified ELs (3.2 million) compared to former ELs (nearly 1.1 million).

- California, the SEA with the largest general K–12 population and EL population, reported the largest number of reading/language arts test takers across all categories for SY 2021–22.
- Of the five SEAs reporting the largest numbers of identified ELs taking their statewide reading/language arts assessments, California (820,119) reported the largest number for SY 2021–22. The other four SEAs were, in descending order, Texas (711,533), Florida (284,533), New York (105,969), and Virginia (89,247).
- Vermont reported the smallest number of all students taking the reading/language arts assessment in SY 2020–21; however, West Virginia reported the fewest number of identified ELs participating in reading/language arts assessments, and Montana reported the fewest former ELs taking this statewide content assessment.
- The SEAs that were at or closest to the median numbers of participants for each group were Louisiana (353,293 all students), South Carolina (25,734 identified ELs), and Oklahoma (9,072 former ELs).

### ***Results of Statewide Reading/Language Arts Assessments: School Years 2020–21 and 2021–22***

Approximately 45 percent of students who participated in statewide reading/language arts assessments in SY 2020–21 scored proficient or above proficient as defined by the SEA. Approximately 17 percent of identified ELs scored proficient or above proficient that year, while former ELs outperformed all students and identified ELs in SY 2020–21, with more than 49 percent scoring proficient or above. The reported numbers remained similar in SY 2021–22, with nearly 46 percent of all students, 22 percent of identified ELs, and 54 percent of former ELs scoring proficient or above. Exhibit 6.6 displays the overall number and percentage of students who scored proficient or above proficient in statewide reading/language arts assessments in both school years. For SEA-specific data on the numbers of all students, identified ELs, and former ELs who participated in statewide reading/language arts assessment (i.e., valid test takers) in SYs 2020–21 and 2021–22, refer to Tables A-24 and A-25 in Appendix A.



**Exhibit 6.6. Number and Percentage of All Students, Identified English Learners, and Former English Learners Who Scored Proficient or Above Proficient on Statewide Reading/Language Arts Assessments: School Years 2020–21 and 2021–22**

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

	SY 2020–21			SY 2021–22		
	All Students	Identified ELs	Former ELs	All Students	Identified ELs	Former ELs
Total Number	8,453,722	318,243	366,155	11,348,728	698,739	587,141
SEA Maximum Number	1,059,759 (Texas)	115,707 (Texas)	70,800 (Texas)	1,523,599 (Texas)	227,991 (Texas)	156,413 (California)
SEA Minimum Number	9,647 (New Mexico)	159 (Vermont)	9 (Arizona)	13,463 (District of Columbia)	105 (West Virginia)	84 (Montana)
SEA Median Number	130,206	1,756	3,379	148,657	2,355	4,344

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

	SY 2020–21			SY 2021–22		
	All Students	Identified ELs	Former ELs	All Students	Identified ELs	Former ELs
Total Percentage	45.3%	17.1%	49.0%	46.8%	22.5%	54.4%
SEA Maximum Percentage	85.0% (Maine)	46.0% (Maine)	92.0% (Maine)	84.1% (Maine)	51.0% (Maine)	90.0% (Maine)
SEA Minimum Percentage	24.9% (Oklahoma)	2.3% (Arizona)	1.9% (Alabama)	27.2% (Oklahoma)	4.1% (Rhode Island)	17.4% (Arizona)
SEA Median Percentage	46.7%	11.4%	50.8%	44.9%	12.3%	53.5%

**NOTES:** The SY 2020–21 data for all students, identified ELs, and former ELs are missing for two SEAs (the District of Columbia and Washington). Data on former ELs who participated are missing for one SEA (New Mexico). All students and identified ELs data are missing for one SEA (Virginia). One SEA (Arizona) did not report achievement and participation data for any subgroups in high school. Puerto Rico is not included.

The SY 2021–22 data for all students and identified ELs are missing for two SEAs (Utah and Virginia). Puerto Rico is not included. One SEA (Arizona) did not report achievement and participation data for grade 10 as these students weren't tested statewide.

**SOURCES:** U.S. Department of Education, *ED Data Express SY 2020–21*; U.S. Department of Education, *ED Data Express SY 2021–22*

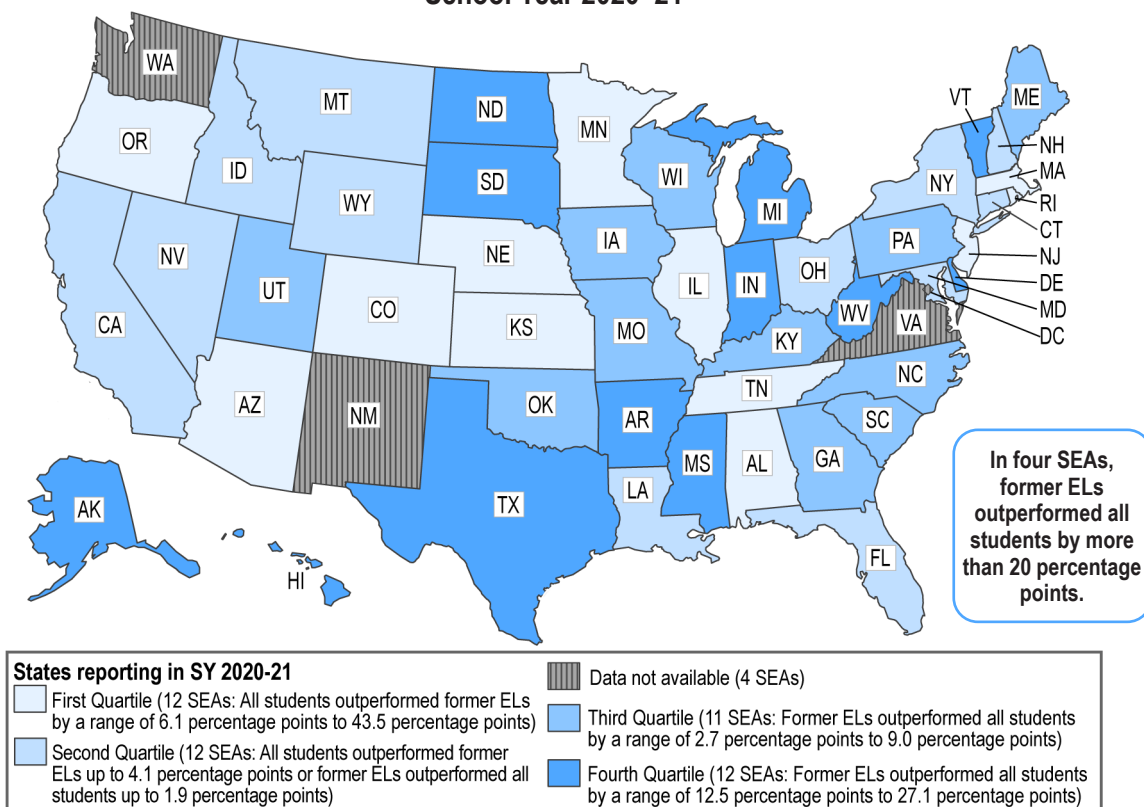
- Maine reported the highest percentages of all students, identified ELs, and former ELs scoring proficient or above proficient for both SY 2020–21 and SY 2021–22.
- Oklahoma reported the lowest percentages of all students scoring proficient or above proficient for both SY 2020–21 and SY 2021–22. Arizona reported the lowest percentage of identified ELs scoring proficient or above proficient in SY 2020–21, while Rhode Island reported the lowest percentage of identified ELs scoring proficient or above proficient in SY 2021–22. Alabama reported the lowest percentage of former ELs scoring proficient or above proficient in SY 2020–21. Arizona reported the lowest percentage of former ELs scoring proficient or above proficient in SY 2021–22.



## Comparison of the Results of All Students and Former English Learners: School Years 2020–21 and 2021–22

Exhibit 6.7 illustrates the results comparing the performance of former ELs to all students on reading/language arts assessments. SEAs are ranked based on the largest percentage point difference between all students and former ELs who demonstrated proficiency in reading/language arts. SEAs are color coded according to the quartile of their rank. Refer to Table A-24 in Appendix A for the reading/language arts assessment results reported by individual SEAs for SY 2020–21.

### Exhibit 6.7. Comparison of the Percentage of Former English Learners Who Scored Proficient or Above Proficient on State Reading/Language Arts Assessments to the Percentage of All Students: School Year 2020–21



**NOTES:** The SY 2020–21 data for all students, identified ELs, and former ELs are missing for two SEAs (the District of Columbia and Washington). Data on former ELs who participated are missing for one SEA (New Mexico). All students and identified ELs data are missing for Virginia. Puerto Rico is not included. One SEA (Arizona) did not report achievement and participation data for any subgroups in high school.

**SOURCE:** U.S. Department of Education, *ED Data Express SY 2020–21*

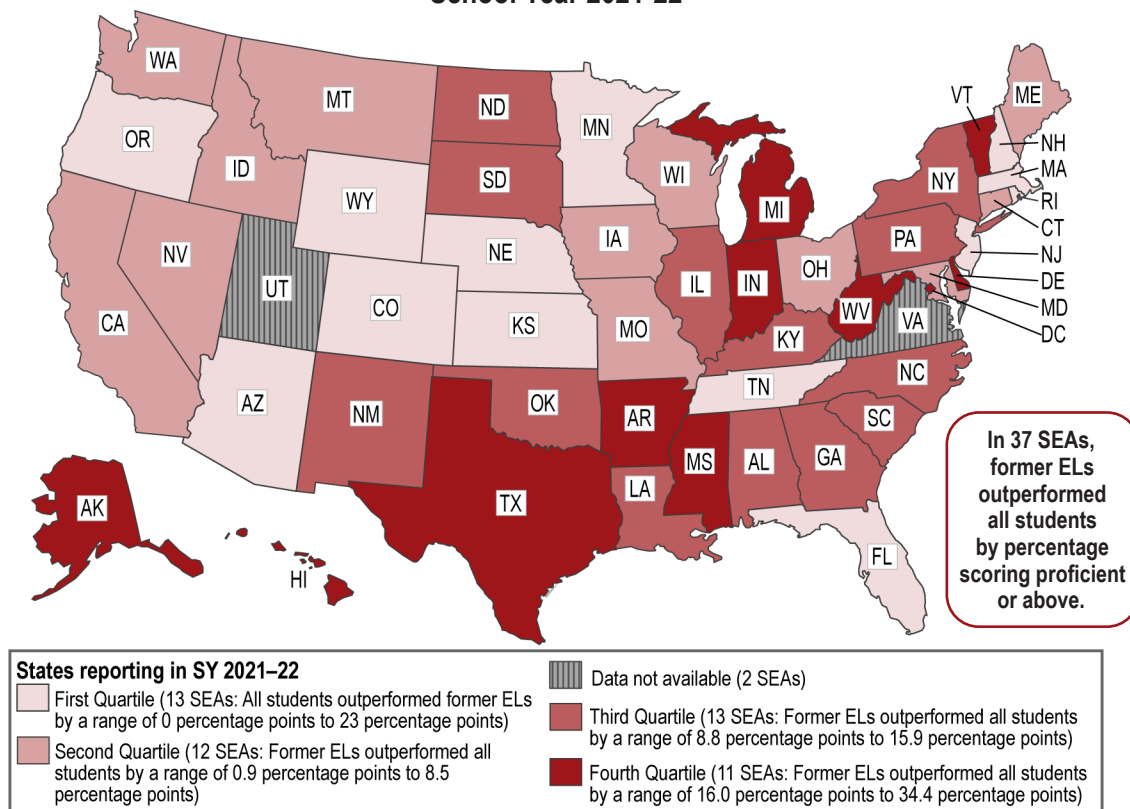
- Twenty-seven SEAs reported higher percentages of former ELs scoring proficient or above proficient in statewide reading/language arts assessments than all students for SY 2020–21. The percentage point difference between former ELs and all students ranged from a high of 27.1 percentage points (Mississippi) to a low of 0.4 percentage points (Connecticut).
- For SY 2020–21, the five SEAs with the largest percentage point differences between former ELs and all students in which former ELs outperformed all students are, in descending order, Mississippi (27.1 percentage points), West Virginia (24.5 percentage points), Hawaii (23.5 percentage points), Alaska (22.6 percentage points), and Texas (19.6 percentage points).



- For SY 2020–21, 20 SEAs reported lower percentages of former ELs scoring proficient or above proficient in reading/language arts assessments than all students. The percentage point differences between the two groups ranged from 0.7 percentage points (Idaho) to 43.5 percentage points (Alabama).

Exhibit 6.8 parallels Exhibit 6.7 for SY 2021–22 by comparing the performance of former ELs to all students on reading/language arts assessments.

**Exhibit 6.8. Comparison of the Percentage of Former English Learners Who Scored Proficient or Above Proficient on State Reading/Language Arts Assessments to the Percentage of All Students: School Year 2021–22**



**NOTES:** The SY 2021–22 data for all students and identified ELs are missing for two SEAs (Utah and Virginia). Puerto Rico is not included. One SEA (Arizona) did not report achievement and participation data for grade 10, as these students weren't tested statewide.

**SOURCE:** U.S. Department of Education, *ED Data Express SY 2021–22*

- Thirty-seven SEAs reported higher percentages of former ELs scoring proficient or above proficient in statewide reading/language arts assessments than all students for SY 2021–22. The percentage point difference between former ELs and all students ranged from a high of 34.4 percentage points (the District of Columbia) to a low of 0.9 percentage points (Idaho).
- For SY 2021–22, the five SEAs with the largest percentage point differences between former ELs and all students in which former ELs outperformed all students are, in descending order, the District of Columbia (34.4 percentage points), Mississippi (31.3 percentage points), Texas (25.9 percentage points), Hawaii (24.1 percentage points), and Michigan (23.0 percentage points).
- For SY 2021–22, 12 SEAs reported lower percentages of former ELs scoring proficient or above proficient in reading/language arts assessments than all students. The percentage point



differences between the two groups ranged from 3.1 percentage points (Rhode Island) to 23.0 percentage points (Arizona).

## Statewide Science Assessments: School Years 2020–21 and 2021–22

K–12 students are required to take statewide science assessments only three times: once during each of the grade spans of grade 3 through grade 5, grade 6 through grade 9, and grade 10 through grade 12.<sup>104</sup> Therefore, the number of students participating in statewide science assessments is markedly lower than the number of students taking the mathematics and reading/language arts assessments. In addition, multiple SEAs obtained waivers from administering the assessment, were conducting science field testing, or did not report any science assessment results in either SY 2020–21 or SY 2021–22 (see notes for Exhibit 6.9). As with the previous sections of this chapter, the results of the statewide science assessments are examined across three groups: all students, identified ELs, and former ELs. Exhibit 6.9 presents these data.<sup>105</sup> As with previous assessments, it was only possible to report the number of former ELs participating in science assessments each year but not the percentage.

### Exhibit 6.9. Number and Percentage of All Students, Identified English Learners, and Former English Learners Who Participated in Statewide Science Assessments: School Years 2020–21 and 2021–22

#### *Number of Students Who Participated in Statewide Science Assessments*

	SY 2020–21			SY 2021–22		
	All Students	Identified ELs	Former ELs	All Students	Identified ELs	Former ELs
Total Number	8,481,432	702,512	267,382	10,531,758	1,177,171	457,924
SEA Maximum Number	1,107,483 (Texas)	217,165 (Texas)	59,219 (Texas)	1,322,246 (Texas)	289,780 (Texas)	120,961 (California)
SEA Minimum Number	15,109 (Vermont)	277 (Vermont)	74 (North Dakota)	15,620 (District of Columbia)	372 (Vermont)	79 (Montana)
SEA Median Number	144,980	7,218	3,167	141,855	10,858	3,694

#### *Percentage of Students Who Participated in Statewide Science Assessments*

	SY 2020–21			SY 2021–22		
	All Students	Identified ELs	Former ELs	All Students	Identified ELs	Former ELs
Overall Percentage	41.1%	10.9%	NR	94.3%	93.7%	NR
SEA Maximum Percentage	84.3% (New York)	55.0% (New York)	NR	99.7% (West Virginia)	99.0% (Arkansas, Missouri, West Virginia)	NR
SEA Minimum Percentage	22.0% (New Jersey)	0.7% (Colorado)	NR	74.0% (Montana)	75.0% (New Hampshire)	NR

<sup>104</sup> ESEA sections 1111(b)(2)(B)(vii)(III) and (ix) permit assessments in a student's native language, with the exception of the reading/language arts assessment, which may be administered in a student's native language only until the student has attended school in the United States for three or more consecutive years (or, at the LEA's discretion, an additional two years). It must be administered in English at that point.

<sup>105</sup> All students includes ELs, non-ELs, and students with and without disabilities. Identified ELs refers to ELs identified in both school years and includes ELs with disabilities. Former ELs is the subgroup of ELs who exited LIEPs provided by LEAs receiving Title III subgrants based on their having attained proficiency in English one to four years prior to the reporting year.



	SY 2020–21			SY 2021–22		
	All Students	Identified ELs	Former ELs	All Students	Identified ELs	Former ELs
SEA Median Percentage	38.2%	8.0%	NR	96.8%	96.1%	NR

**NOTES:** The SY 2020–21 data for all students, identified ELs, and former ELs are missing for four SEAs (Alaska, the District of Columbia, New Mexico, and Washington). Data on former ELs who participated are missing for seven SEAs (Arizona, Idaho, Illinois, Maine, Montana, Nebraska, and Oregon). Puerto Rico is not included. Four SEAs (Alaska, Colorado, the District of Columbia, and New Mexico) were granted a waiver from administering the science assessment. Two SEAs (Montana and Nebraska) were conducting science field testing.

The SY 2021–22 data for all students, identified ELs, and former ELs are missing for one SEA (Colorado). Data on former ELs who participated are missing for one SEA (Maine). Data on all students and identified ELs who participated are missing for two SEAs (Utah and Virginia). Puerto Rico is not included. One SEA (Arizona) did not report data for grades 4, 6, and 7, as these students were not tested statewide.

**SOURCE:** U.S. Department of Education, *ED Data Express SY 2020–21*; U.S. Department of Education, *ED Data Express SY 2021–22*

The number of all students taking the statewide science assessment in SY 2020–21 (8,481,432) was less than half of the number of students who participated in the statewide mathematics and reading/language arts assessments (19,677,324 and 19,161,984 respectively). Consequently, the numbers of identified ELs and former ELs are also much lower for science assessments than for either the mathematics or reading/language arts assessments. The same pattern held true in SY 2021–22, with only 10.5 million students taking the science assessments compared with more than 23 million for mathematics and reading/language arts that year.

In SY 2020–21, approximately 1 in 12 students who took statewide science assessments was an EL, while approximately 1 in 32 students taking the assessment was a former EL. Among the students who took statewide science assessments, SEAs reported almost three times as many students who were identified ELs (702,512) compared to former ELs (267,382).

- Texas reported the largest number of science test takers for all students, identified ELs, and former ELs in SY 2020–21.
- The top five SEAs reporting the largest numbers of identified ELs taking their statewide science assessments in SY 2020–21 were, in descending order, Texas (217,165), Florida (86,674), California (27,323), Tennessee (25,440), and Utah (24,154).
- Vermont reported the smallest number of all students and identified ELs taking the science assessment in SY 2020–21, while North Dakota reported the fewest former ELs taking this statewide content assessment.
- The SEAs that were at or closest to the median numbers of participants for each group were Minnesota (144,980 all students), Pennsylvania (7,218 identified ELs), and Utah (2,826 former ELs).

In SY 2021–22, approximately 1 in 9 students who took statewide science assessments was an EL, while approximately 1 in 21 students taking the assessment was a former EL. Among the students who took statewide science assessments, SEAs reported more than twice as many who were identified ELs (1.2 million) compared to former ELs (nearly 500,000).

- Texas reported the largest number of science test takers within all students and identified ELs in SY 2021–22, whereas California was highest for former ELs.
- The five SEAs reporting the largest numbers of identified ELs taking their statewide science assessments for SY 2021–22 were, in descending order, Texas (289,780), California (279,864), Florida (99,574), Illinois (47,568), and New York (39,740).



- The District of Columbia reported the smallest number of all students taking the science assessment in SY 2021–22; however, Vermont reported the fewest number of identified ELs participating in science assessments, and Montana reported the fewest former ELs taking this statewide content assessment.
- The SEAs that were closest to the median numbers of participants for each group were Oklahoma (145,943 all students), Minnesota (10,932 identified ELs), and Oklahoma (3,627 former ELs).

### ***Results of Statewide Science Assessments: School Years 2020–21 and 2021–22***

Overall, 44 percent of students who participated in a statewide science assessment scored proficient or above proficient in SY 2020–21. However, among identified ELs taking the assessment, fewer than 17 percent scored proficient or above proficient in science that year. The percentage of former ELs scoring proficient or above proficient was more than double that of identified ELs, but in contrast to the overall results for mathematics and reading/language arts, the percentage of former ELs testing proficient or above proficient in science was lower than all students. Exhibit 6.10 displays the numbers and percentages of students scoring proficient or above proficient in statewide science assessments for each of the three groups. The number of SEAs with missing data, unreported data, or conducting field tests in either year is described in the notes section for this exhibit and should be considered when interpreting the overall participation numbers.

In SY 2021–22, the number of participants increased considerably from the previous year while other values changed slightly. More than 42.0 percent of all students, a slight decrease from SY 2020–21, scored proficient or above on the statewide science assessments, with identified ELs and former ELs increasing slightly to 17.5 percent and 43.0 percent, respectively. In this year, results for the science assessment aligned with results for mathematics and reading/language arts in that the percentage of former ELs testing proficient or above proficient in science was higher than for all students.

**Exhibit 6.10. Number and Percentage of All Students, Identified English Learners, and Former English Learners Who Scored Proficient or Above Proficient on Statewide Science Assessments: School Years 2020–21 and 2021–22**

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

	SY 2020–21			SY 2021–22		
	All Students	Identified ELs	Former ELs	All Students	Identified ELs	Former ELs
Total Number	3,549,190	105,269	112,002	4,530,466	206,118	196,798
SEA Maximum Number	474,946 (Texas)	36,844 (Texas)	32,570 (Texas)	605,589 (Texas)	71,286 (Texas)	32,901 (California)
SEA Minimum Number	2,488 (Montana)	20 (New Hampshire)	34 (North Dakota)	1,552 (District of Columbia)	19 (West Virginia)	24 (Montana)
SEA Median Number	54,233	500	1,202	59,399	700	1,439

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

	SY 2020–21			SY 2021–22		
	All Students	Identified ELs	Former ELs	All Students	Identified ELs	Former ELs
Total Percentage	44.0%	15.5%	41.9%	42.7%	17.5%	43.0%



	SY 2020–21			SY 2021–22		
	All Students	Identified ELs	Former ELs	All Students	Identified ELs	Former ELs
SEA Maximum Percentage	84.3% (New York)	55.0% (New York)	94.0% (Mississippi)	77.7% (New York)	45.8% (New York)	97.0% (Mississippi)
SEA Minimum Percentage	22.0% (New Jersey)	0.0% (Montana)	5.9% (Colorado)	10.0% (District of Columbia)	1.6% (Arizona)	3.3% (New Jersey)
SEA Median Percentage	38.2%	8.0%	40.0%	37.9%	9.2%	44.4%

**NOTES:** In SY 2020–21, data for all students, identified ELs, and former ELs are missing for three SEAs (District of Columbia, Alaska, and New Mexico). Four SEAs only reported number of participants for all students and identified ELs (Arizona, Idaho, Illinois, and Maine). Data for former ELs are missing for three SEAs (Nebraska, Oregon, and Washington). One SEA only reported data for all students and rate of proficient among former ELs (Montana). Puerto Rico is not included. Four SEAs (Alaska, District of Columbia, Colorado, and New Mexico) received a waiver for administering the science assessment. Five SEAs (Arizona, Idaho, Maine, Montana, and Nebraska) were conducting science field tests.

In SY 2021–22, data for all students, identified ELs, and former ELs are missing for one SEA (Colorado). Data for all students and identified ELs are missing for two SEAs (Utah and Virginia). Data for former ELs are missing for one SEA (Maine). Puerto Rico is not included. One SEA (Arizona) did not report data for grades 4, 6, and 7 as these students were not tested statewide.

**SOURCES:** U.S. Department of Education, *ED Data Express SY 2020–21*; U.S. Department of Education, *ED Data Express SY 2021–22*

- Texas reported the largest number of students scoring proficient or above proficient in its science assessment across all three groups in SY 2020–21 and in two of those groups (all students and identified ELs) in SY 2021–22.
- New York reported the highest percentage of science proficiency for all students in SY 2020–21 and SY 2021–22. Two other SEAs stayed in the group of top five SEAs with the largest percentages of all students scoring proficient or above proficient for both school years, North Carolina, and Ohio.
- For SY 2020–21, the five SEAs reporting the largest percentage of identified ELs scoring proficient or above proficient in their statewide science assessment are, in descending order, New York (55.0 percent), South Carolina (30.0 percent), Florida (29.2 percent), Pennsylvania (26.6 percent), and Mississippi (26.3 percent). The five SEAs with the lowest percentages of ELs scoring proficient or above proficient in science that year were, in ascending order, Montana (0.0 percent), Colorado (0.7 percent), Nevada (1.7 percent), and Delaware and Rhode Island (tied at 2.0 percent).
- In SY 2021–22, the five SEAs reporting the largest percentage of identified ELs scoring proficient or above proficient in their statewide science assessment are, in descending order, New York (45.8 percent), Nebraska (35.2 percent), North Carolina (32.0 percent), Florida (29.5 percent), and Mississippi (27.0 percent). The five SEAs with the lowest percentages of ELs scoring proficient or above proficient in science that year were, in ascending order, Arizona (1.6 percent), New Jersey (1.8 percent), Nevada (2.6 percent), Oregon (2.9 percent), and Delaware and New Hampshire (tied at 3.0 percent).
- Mississippi reported that nearly all (94.0 percent) former ELs who participated in the science assessment scored proficient or above proficient in SY 2020–21. The SEAs that reported the second- through fifth-highest percentages of former ELs who demonstrated proficiency in science are New York (72.1 percent), North Carolina (71.2 percent), Pennsylvania (68.0 percent), and South Carolina (58.0 percent).
- In SY 2021–22, Mississippi reported that nearly all (97.0 percent) former ELs who participated in the science assessment scored proficient or above proficient. The SEAs that



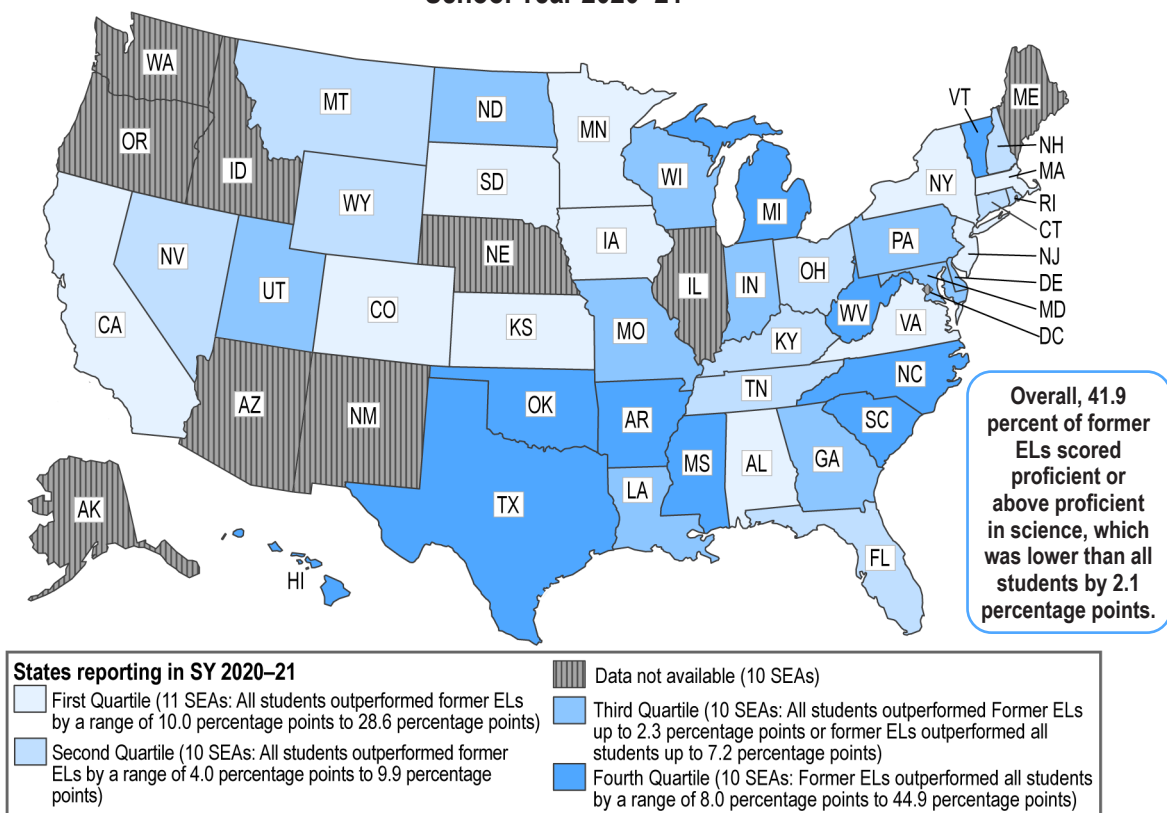
reported the second- through fifth-highest percentages of former ELs who demonstrated proficiency in science are North Carolina (85.9 percent), Pennsylvania (70.0 percent), South Carolina (66.7 percent), and Texas (66.5 percent).

For information on the numbers of all students, identified ELs, and former ELs who participated in statewide science assessments and the percentages that scored proficient or above proficient for all SEAs, refer to Tables A-26 and A-27 in Appendix A.

### ***Comparison of the Results of All Students and Former English Learners: School Years 2020–21 and 2021–22***

Exhibit 6.11 compares the percentages of former ELs and all students who scored proficient or above proficient on the statewide science assessment in SY 2020–21. SEAs are ranked and shown in color-coded quartiles. Refer to Table A-26 in Appendix A for the science assessment data each SEA reported for SY 2020–21.

**Exhibit 6.11. Comparison of the Percentage of Former English Learners Who Scored Proficient or Above Proficient on State Science Assessments to the Percentage of All Students: School Year 2020–21**



**NOTES:** The SY 2020–21 data for all students, identified ELs, and former ELs are missing for three SEAs (Alaska, the District of Columbia, and New Mexico). Four SEAs reported only the number of participants for all students and identified ELs (Arizona, Idaho, Illinois, and Maine). Data for former ELs are missing for three SEAs (Nebraska, Oregon, and Washington). One SEA reported only data for all students and the rate of students scoring proficient or above proficient among former ELs (Montana). Puerto Rico is not included.

Four SEAs (Alaska, Colorado, the District of Columbia, and New Mexico) received a waiver for administering the science assessment. Five SEAs (Arizona, Idaho, Maine, Montana, and Nebraska) were conducting science field tests.

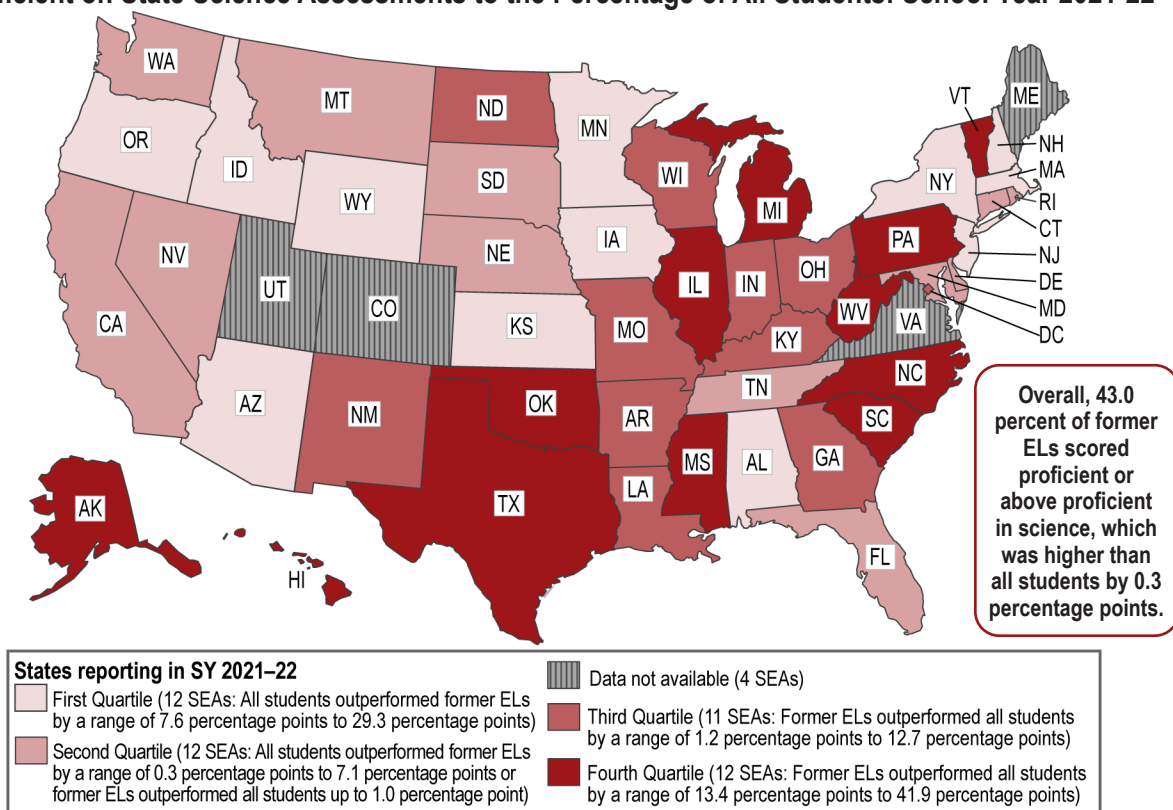
**SOURCES:** U.S. Department of Education, *EDFacts SY 2020–21*; U.S. Department of Education, *ED Data Express SY 2020–21*



- For SY 2020–21, 13 SEAs reported higher percentages of science proficiency for former ELs than for all students. The percentage point differences between the two groups in these SEAs ranged from 44.9 percentage points in Mississippi (94.0 percent of former ELs compared to 49.1 percent of all students in Mississippi) to 0.9 percentage points in Utah (46.0 percent of former ELs compared to 45.1 percent of all students in Utah).
- Twenty-eight SEAs reported science assessment results for SY 2020–21 that showed a smaller percentage of former ELs demonstrated proficiency in science compared to all students. The differences in the performance of these two groups ranged from 28.6 percentage points (Alabama) to 0.2 percentage point (Wisconsin).
- Despite the wide range in the percentage point differences between former ELs and all students, only seven SEAs reported differences of more than 20 percentage points between the two groups. In three SEAs (Michigan, Mississippi, and West Virginia), former ELs outperformed all students by 20 or more percentage points. In two SEAs (Arizona and Rhode Island), all students outperformed former ELs by 20 percentage points or more.

Exhibit 6.12 parallels Exhibit 6.11 for SY 2021–22 by comparing the performance of former ELs to all students on science assessments.

**Exhibit 6.12. Comparison of the Percentage of Former English Learners Who Scored Proficient or Above Proficient on State Science Assessments to the Percentage of All Students: School Year 2021-22**



**NOTES:** The SY 2021-22 data for all students, identified ELs, and former ELs are missing for one SEA (Colorado). Data for all students and identified ELs are missing for two SEAs (Utah and Virginia). Data for former ELs are missing for one SEA (Maine). Puerto Rico is not included.

One SEA (Arizona) did not report data for grades 4, 6, and 7, as these students were not tested statewide.

**SOURCES:** U.S. Department of Education, *EDFacts* SY 2021–22; U.S. Department of Education, *ED Data Express* SY 2021–22.



- For SY 2021–22, 24 SEAs reported higher percentages of science proficiency for former ELs than for all students. The percentage point differences between the two groups in these SEAs ranged from 41.9 percentage points in Mississippi to 1.0 percentage point in Delaware.
- Twenty-three SEAs reported science assessment results for SY 2021–22 that showed a smaller percentage of former ELs demonstrated proficiency in science compared to all students. The differences in the performance of these two groups ranged from 29.3 percentage points (Alabama) to 0.3 percentage points (Nevada).
- Despite the wide range in the percentage point differences between former ELs and all students, only five SEAs reported differences of more than 20 percentage points between the two groups. In four SEAs (Hawaii, Mississippi, North Carolina, and Texas), former ELs outperformed all students by 20 or more percentage points. In one SEA (Alabama), all students outperformed former ELs by 20 percentage points or more.

## Content-Area Assessments and Accountability in Puerto Rico

Title I of the *ESEA* requires SEAs to develop challenging statewide academic standards for the subject areas of mathematics, reading/language arts, and science.<sup>106</sup> The *ESEA* also requires SEAs to design and implement assessments that measure the academic achievement of students in these subject areas.<sup>107</sup> The following sections discuss the extent to which Puerto Rico’s identified SLs and former SLs demonstrated academic proficiency in the areas of mathematics, reading/language arts, and science in SY 2021–22.<sup>108</sup> Data on assessment participation and proficiency was not reported for any test subject or student group in SY 2020–21 and will always be marked in corresponding exhibits as “not reported.”

### Statewide Mathematics Assessment

Data on assessment participation and proficiency for all students, identified SLs, and former SLs in Puerto Rico were not reported for SY 2020–21. Exhibits 6.13 and 6.14 present the national comparisons for those years to provide context for comparison against other school years.

**Exhibit 6.13. Number of All Students, Identified Spanish Learners, and Former Spanish Learners Who Participated in Statewide Mathematics Assessments: School Year 2020–21**

	Puerto Rico’s Number of Students		National Minimum Number of Students	National Median Number of Students	National Maximum Number of Students
All Students	NR	All Students	16,563	324,742	2,484,448
Identified SLs	NR	Identified ELs	839	19,618	537,187
Former SLs	NR	Former ELs	141	7,975	120,524

**NOTES:** One SEA (the District of Columbia) did not report any mathematics assessment participation data for SY 2020–21 for any student group, so it is not included in the national numbers. Data on former ELs who participated are missing for two SEAs (New Mexico and Washington), so they are not included in the national numbers for former ELs.

**SOURCES:** U.S. Department of Education, *EDFacts SY 2020–21*; U.S. Department of Education, *ED Data Express SY 2020–21*

<sup>106</sup> *ESEA* section 1111(b)(1)

<sup>107</sup> *ESEA* section 1111(b)(2)

<sup>108</sup> Former SLs, like former ELs, are SLs who exited LIEPs based on their having attained proficiency in Spanish one to four years prior to the reporting period.



**Exhibit 6.14. Number and Percentage of All Students, Identified Spanish Learners, and Former Spanish Learners Who Scored Proficient or Above Proficient on Statewide Mathematics Assessments: School Year 2020–21**

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

	Puerto Rico's Number of Students		National Minimum Number of Students	National Median Number of Students	National Maximum Number of Students
All Students	NR	All Students	3,876	96,787	909,308
Identified SLs	NR	Identified ELs	73	1,764	110,123
Former SLs	NR	Former ELs	35	2,320	59,780

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

	Puerto Rico's Percentage of Students		National Minimum Percentage of Students	National Median Percentage of Students	National Maximum Percentage of Students
All Students	NR	All Students	19.2%	35.0%	81.3%
Identified SLs	NR	Identified ELs	2.4%	9.2%	36.0%
Former SLs	NR	Former ELs	1.9%	36.5%	93.0%

**NOTES:** One SEA (the District of Columbia) did not report any mathematics assessment proficiency data for SY 2020–21 for any student group, so it is not included in the national numbers. Data on former ELs scoring at or above proficiency are missing for two SEAs (New Mexico and Washington), so they are not included in the national numbers for former ELs.

**SOURCES:** U.S. Department of Education, *EDFacts SY 2020–21*; U.S. Department of Education, *ED Data Express SY 2020–21*

Exhibit 6.15 displays the numbers of mathematics test takers for Puerto Rico for three groups of students in SY 2021–22. The numbers of ELs participating in statewide mathematics assessments nationally are also presented. A total of 132,989 students participated in Puerto Rico's statewide mathematics assessment.<sup>109</sup> Of these students, 438 were identified SLs, and 393 were former SLs. The number of identified SLs and former SLs combined is approximately 0.6 percent of all students participating in the statewide mathematics assessment.

**Exhibit 6.15. Number of All Students, Identified Spanish Learners, and Former Spanish Learners Who Participated in Statewide Mathematics Assessments: School Year 2021–22**

	Puerto Rico's Number of Students		National Minimum Number of Students	National Median Number of Students	National Maximum Number of Students
All Students	132,989	All Students	39,086	348,013	3,002,827
Identified SLs	438	Identified ELs	955	26,201	831,292
Former SLs	393	Former ELs	177	9,073	282,851

**NOTES:** Two SEAs (Illinois and Utah) did not report mathematics assessment participation data for SY 2021–22 for all students and identified ELs, so they are not included in the national numbers.

**SOURCES:** U.S. Department of Education, *EDFacts SY 2021–22*; U.S. Department of Education, *ED Data Express SY 2021–22*

<sup>109</sup> The use of the term “statewide assessment” in this chapter refers to the assessments adopted and administered by the Commonwealth of Puerto Rico.



Exhibit 6.16 presents the number and percentage of students who scored proficient or above proficient in SY 2021–22 across the three groups: all students, identified SLs, and former SLs. A summary of the national mathematics assessment results of all students, identified ELs, and former ELs is provided for comparison. Approximately 1 in 5 students who took Puerto Rico’s statewide mathematics assessment in SY 2021–22 attained scores of proficient or above proficient as defined by the SEA. The percentage of identified SLs scoring proficient or above proficient in mathematics was nearly identical to that of all students, about 1 in 5 identified SLs, whereas 36 percent of former SLs demonstrated proficiency in mathematics in SY 2021–22.

**Exhibit 6.16. Number and Percentage of All Students, Identified Spanish Learners, and Former Spanish Learners Who Scored Proficient or Above Proficient on Statewide Mathematics Assessments: School Year 2021–22**

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

	Puerto Rico's Number of Students		National Minimum Number of Students	National Median Number of Students	National Maximum Number of Students
All Students	27,795	All Students	8,308	185,405	1,195,154
Identified SLs	92	Identified ELs	168	12,757	197,246
Former SLs	141	Former ELs	65	8,969	102,675

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

	Puerto Rico's Percentage of Students		National Minimum Percentage of Students	National Median Percentage of Students	National Maximum Percentage of Students
All Students	20.9%	All Students	19.3%	37.8%	81.5%
Identified SLs	21.0%	Identified ELs	5.2%	12.7%	39.0%
Former SLs	36.0%	Former ELs	10.6%	41.1%	82.0%

**NOTES:** The data for all students and identified ELs scoring proficient or above proficient on the mathematics assessment were not reported for three SEAs (Illinois, Utah, and Virginia), so they are not included in the national numbers. Data for one SEA (Alabama) was suppressed due to data quality concerns.

**SOURCES:** U.S. Department of Education, *EDFacts* SY 2021–22; U.S. Department of Education, *ED Data Express* SY 2021–22

### *Statewide Reading/Language Arts Assessment*

Data on assessment participation and proficiency for all students, identified SLs, and former SLs in Puerto Rico were not reported for SY 2020–21. Exhibits 6.17 and 6.18 present the national comparisons for those years to provide context for comparison against other school years.

**Exhibit 6.17. Number of All Students, Identified Spanish Learners, and Former Spanish Learners Who Participated in Statewide Reading/Language Arts Assessments: School Year 2020–21**

	Puerto Rico's Number of Students		National Minimum Number of Students	National Median Number of Students	National Maximum Number of Students
All Students	NR	All Students	11,390	322,102	2,538,084
Identified SLs	NR	Identified ELs	857	19,730	561,745
Former SLs	NR	Former ELs	85	7,780	129,426



**NOTES:** One SEA (the District of Columbia) did not report any reading/language arts assessment participation data for SY 2020–21 for any student group, so it is not included in the national numbers. Data on former ELs who participated are missing for two SEAs (New Mexico and Washington), so they are not included in the national numbers for former ELs.

**SOURCES:** U.S. Department of Education, *EDFacts SY 2020–21*; U.S. Department of Education, *ED Data Express SY 2020–21*

**Exhibit 6.18. Number and Percentage of All Students, Identified Spanish Learners, and Former Spanish Learners Who Scored Proficient or Above Proficient on Statewide Reading/Language Arts Assessments: School Year 2020–21**

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

	Puerto Rico's Number of Students		National Minimum Number of Students	National Median Number of Students	National Maximum Number of Students
All Students	NR	All Students	9,647	130,206	1,059,759
Identified SLs	NR	Identified ELs	159	1,756	115,707
Former SLs	NR	Former ELs	9	3,379	70,800

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

	Puerto Rico's Percentage of Students		National Minimum Percentage of Students	National Median Percentage of Students	National Maximum Percentage of Students
All Students	NR	All Students	24.9%	46.7%	85.0%
Identified SLs	NR	Identified ELs	2.3%	11.4%	46.0%
Former SLs	NR	Former ELs	1.9%	50.8%	92.0%

**NOTES:** Two SEAs (the District of Columbia and Washington) did not report any reading/language arts assessment participation data for SY 2020–21 for any student group, so they are not included in the national numbers. Data on former ELs who participated are missing for one SEA (New Mexico), so they are not included in the national numbers for former ELs.

**SOURCES:** U.S. Department of Education, *EDFacts SY 2020–21*; U.S. Department of Education, *ED Data Express SY 2020–21*

Exhibit 6.19 displays the numbers of reading/language arts test takers for Puerto Rico for three groups of students in SY 2021–22. The numbers of ELs participating in statewide reading/language arts assessments nationally are also presented. A total of 133,751 students participated in Puerto Rico's statewide reading/language arts assessment. Of these students, 441 were identified SLs, and 392 were former SLs. These totals are similar to those for the statewide mathematics assessment in Puerto Rico. The number of identified SLs and former SLs combined is approximately 0.6 percent of all students participating in the statewide reading/language arts assessment.

**Exhibit 6.19. Number of All Students, Identified Spanish Learners, and Former Spanish Learners Who Participated in Statewide Reading/Language Arts Assessments: School Year 2021–22**

	Puerto Rico's Number of Students		National Minimum Number of Students	National Median Number of Students	National Maximum Number of Students
All Students	133,751	All Students	39,179	351,502	2,998,610
Identified SLs	441	Identified ELs	956	25,325	820,119



	Puerto Rico's Number of Students		National Minimum Number of Students	National Median Number of Students	National Maximum Number of Students
Former SLs	392	Former ELs	178	9,072	283,357

**NOTES:** One SEA (Utah) did not report reading/language arts assessment participation data for SY 2021–22 for all students and identified ELs, so it is not included in the national numbers.

**SOURCES:** U.S. Department of Education, *EDFacts* SY 2021–22; U.S. Department of Education, *ED Data Express* SY 2021–22

Exhibit 6.20 presents the number and percentage of students who scored proficient or above proficient in SY 2021–22 across the three groups: all students, identified SLs, and former SLs. A summary of the national reading/language arts assessment results of all students, identified ELs, and former ELs is provided for comparison. Approximately 1 in 3 students who took Puerto Rico's statewide reading/language arts assessment in SY 2021–22 attained scores of proficient or above proficient as defined by the SEA. The percentage of identified SLs scoring proficient or above proficient in reading/language arts was lower than that of all students, approximately 1 in 5 identified SLs, whereas 38 percent of former SLs demonstrated proficiency in reading/language arts in SY 2021–22.

**Exhibit 6.20. Number and Percentage of All Students, Identified Spanish Learners, and Former Spanish Learners Who Scored Proficient or Above Proficient on Statewide Reading/Language Arts Assessments: School Year 2021–22**

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

	Puerto Rico's Number of Students		National Minimum Number of Students	National Median Number of Students	National Maximum Number of Students
All Students	47,482	All Students	13,463	148,657	1,523,599
Identified SLs	97	Identified ELs	105	2,355	227,991
Former SLs	149	Former ELs	84	4,344	156,413

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

	Puerto Rico's Percentage of Students		National Minimum Percentage of Students	National Median Percentage of Students	National Maximum Percentage of Students
All Students	35.5%	All Students	27.2%	44.9%	84.1%
Identified SLs	22.0%	Identified ELs	4.1%	12.3%	51.0%
Former SLs	38.0%	Former ELs	17.4%	53.5%	90.0%

**NOTES:** Two SEAs (Utah and Virginia) did not report reading/language arts assessment participation data for SY 2021–22 for all students and identified ELs, so they are not included in the national numbers.

**SOURCES:** U.S. Department of Education, *EDFacts* SY 2021–22; U.S. Department of Education, *ED Data Express* SY 2021–22

## *Statewide Science Assessment*

In Puerto Rico and the other 51 SEAs, K–12 students are required to take statewide science assessments at least three times during their elementary and secondary education: once during each of the grade spans of grade 3 through grade 5, grade 6 through grade 9, and grade 10 through grade 12.



Therefore, the number of students participating in statewide science assessments is much lower than the number of students taking either the mathematics or reading/language arts statewide assessments. In Puerto Rico, the number of students who participated in the statewide science assessment was less than half of the number of students taking the mathematics or reading/language arts assessments.

Data on assessment participation and proficiency for all students, identified SLs, and former SLs in Puerto Rico were not reported for SY 2020–21. Exhibits 6.21 and 6.22 present the national comparisons for those years to provide context for comparison against other school years.

**Exhibit 6.21. Number of All Students, Identified Spanish Learners, and Former Spanish Learners Who Participated in Statewide Science Assessments: School Year 2020–21**

	Puerto Rico's Number of Students		National Minimum Number of Students	National Median Number of Students	National Maximum Number of Students
All Students	NR	All Students	15,109	144,980	1,107,483
Identified SLs	NR	Identified ELs	277	7,218	217,165
Former SLs	NR	Former ELs	74	3,167	59,219

**NOTES:** Four SEAs (Alaska, the District of Columbia, New Mexico, and Washington) did not report any science assessment participation data for SY 2020–21 for any student group, so they are not included in the national numbers. Data on former ELs who participated are missing for seven SEAs (Arizona, Idaho, Illinois, Maine, Montana, Nebraska, and Oregon), so they are not included in the national numbers for former ELs. Four SEAs (Alaska, Colorado, the District of Columbia, and New Mexico) were granted a waiver from administering the science assessment. Two SEAs (Montana and Nebraska) were conducting science field testing.

**SOURCES:** U.S. Department of Education, *EDFacts* SY 2020–21; U.S. Department of Education, *ED Data Express* SY 2020–21

**Exhibit 6.22. Number and Percentage of All Students, Identified Spanish Learners, and Former Spanish Learners Who Scored Proficient or Above Proficient on Statewide Science Assessments: School Year 2020–21**

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

	Puerto Rico's Number of Students		National Minimum Number of Students	National Median Number of Students	National Maximum Number of Students
All Students	NR	All Students	2,488	54,233	474,946
Identified SLs	NR	Identified ELs	20	500	36,844
Former SLs	NR	Former ELs	34	1,202	32,570

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

	Puerto Rico's Percentage of Students		National Minimum Percentage of Students	National Median Percentage of Students	National Maximum Percentage of Students
All Students	NR	All Students	22.0%	38.2%	84.3%
Identified SLs	NR	Identified ELs	0.7%	8.0%	55.0%
Former SLs	NR	Former ELs	5.9%	40.0%	94.0%

**NOTES:** Three SEAs (Alaska, the District of Columbia, and New Mexico) did not report any science assessment proficiency data for SY 2020–21 for any student group, so they are not included in the national numbers. Data on former ELs scoring proficient or above proficient are missing for three SEAs (Nebraska, Oregon, and Washington), so they are not included in the national numbers for former ELs. Four SEAs (Arizona, Idaho, Illinois, and Maine) did not report science proficiency data for all students and current ELs, so they are not included in the national numbers. Four SEAs (Alaska, Colorado, the District of Columbia, and New Mexico) were granted a waiver from administering the science assessment. Two SEAs (Montana and Nebraska) were conducting science field testing.

**SOURCES:** U.S. Department of Education, *EDFacts* SY 2020–21; U.S. Department of Education, *ED Data Express* SY 2020–21



Exhibit 6.23 displays the numbers of science test takers for Puerto Rico for the three groups of students in SY 2021–22. The numbers of ELs participating in statewide science assessments nationally are also presented. A total of 56,956 students participated in Puerto Rico’s statewide science assessment. Of these students, 170 were identified SLs, and 128 were former SLs. The number of identified SLs and former SLs combined is approximately 0.5 percent of all students participating in the statewide science assessment.

**Exhibit 6.23. Number of All Students, Identified Spanish Learners, and Former Spanish Learners Who Participated in Statewide Science Assessments: School Year 2021–22**

	<b>Puerto Rico's Number of Students</b>		<b>National Minimum Number of Students</b>	<b>National Median Number of Students</b>	<b>National Maximum Number of Students</b>
All Students	56,956	All Students	15,620	141,855	1,322,246
Identified SLs	170	Identified ELs	372	10,858	289,780
Former SLs	128	Former ELs	79	3,694	120,961

**NOTES:** One SEA (Colorado) did not report any science assessment participation data for SY 2021–22 for any student group, so it is not included in the national numbers. Data on former ELs who participated are missing for one SEA (Maine), and data on all students and current ELs are missing for two SEAs (Utah and Virginia), so they are not included in the national numbers.

**SOURCES:** U.S. Department of Education, *EDFacts SY 2021–22*; U.S. Department of Education, *ED Data Express SY 2021–22*

**Exhibit 6.24. Number and Percentage of All Students, Identified Spanish Learners, and Former Spanish Learners Who Scored Proficient or Above Proficient on Statewide Science Assessments: School Year 2021–22**

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

	<b>Puerto Rico's Number of Students</b>		<b>National Minimum Number of Students</b>	<b>National Median Number of Students</b>	<b>National Maximum Number of Students</b>
All Students	20,561	All Students	1,552	59,399	605,589
Identified SLs	41	Identified ELs	19	700	71,286
Former SLs	50	Former ELs	24	1,439	32,901

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

	<b>Puerto Rico's Percentage of Students</b>		<b>National Minimum Percentage of Students</b>	<b>National Median Percentage of Students</b>	<b>National Maximum Percentage of Students</b>
All Students	36.1%	All Students	10.0%	37.9%	77.7%
Identified SLs	24.0%	Identified ELs	1.6%	9.2%	45.8%
Former SLs	39.0%	Former ELs	3.3%	44.4%	97.0%

**NOTES:** One SEA (Colorado) did not report any science assessment proficiency data for SY 2021–22 for any student group, so it is not included in the national numbers. The data for all students and identified ELs scoring proficient or above proficient on the science assessment were missing for two SEAs (Utah and Virginia), and data for former ELs are missing for one SEA (Maine), so they are not included in the national numbers.

**SOURCES:** U.S. Department of Education, *EDFacts SY 2021–22*; U.S. Department of Education, *ED Data Express SY 2021–22*

Exhibit 6.24 presents the number and percentage of students who scored proficient or above proficient in SY 2021–22 across the three groups: all students, identified SLs, and former SLs. A summary of the national science assessment results of all students, identified ELs, and former ELs is provided for



comparison. Approximately 1 in 3 students who took Puerto Rico’s statewide science assessment in SY 2021–22 scored proficient or above proficient as defined by the SEA. The percentage of identified SLs scoring proficient or above proficient in science was lower than that of all students, approximately 1 in 4 identified SLs, whereas 39 percent of former SLs demonstrated proficiency in science in SY 2021–22. This value replicates a trend across all three content area assessments reported, in which former ELs had a higher percentage of students scoring proficient or above proficient than all students on the mathematics, reading/language arts, and science assessments in SY 2021–22.



## Appendix A: Detailed Data Tables

NOTE: In the “Summary Info” section for all tables, values represent corresponding values from the rows above. For example, values in the “Minimum” row represent the smallest value from each column in the table, e.g., “\$500,000.00” is the smallest value for the “2020–21 Title III Funding” and the smallest “Percentage Change Over Previous Year” is “-4.4%”. All total, average, median, minimum, and maximum calculations include Puerto Rico, unless otherwise stated. This applies to all Appendix tables. “NR” indicates that a SEA did not report any data for a given reporting category, meanwhile, “S” indicates that the SEA did report data, but that data was suppressed due to data quality concerns.

**Table A-1. Title III Funding by State Educational Agency and Difference and Percentage Change: School Years 2020–21 and 2021–22**

State	2020–21 Title III Funding	2021–22 Title III Funding	Year Over Year Difference	Percentage Change Over Previous Year
<b>Total</b>	\$ 723,620,590.00	\$ 732,874,090.00	\$ 9,253,500.00	1.3%
<b>Alabama</b>	\$ 4,040,965.00	\$ 4,205,117.00	\$ 164,152.00	4.1%
<b>Alaska</b>	\$ 1,369,301.00	\$ 1,376,178.00	\$ 6,877.00	0.5%
<b>Arizona</b>	\$ 14,500,499.00	\$ 14,356,444.00	\$ (144,055.00)	-1.0%
<b>Arkansas</b>	\$ 3,795,001.00	\$ 3,764,361.00	\$ (30,640.00)	-0.8%
<b>California</b>	\$ 148,959,688.00	\$ 149,265,123.00	\$ 305,435.00	0.2%
<b>Colorado</b>	\$ 10,324,217.00	\$ 10,299,436.00	\$ (24,781.00)	-0.2%
<b>Connecticut</b>	\$ 6,577,249.00	\$ 6,779,184.00	\$ 201,935.00	3.1%
<b>Delaware</b>	\$ 1,343,430.00	\$ 1,393,972.00	\$ 50,542.00	3.8%
<b>District Of Columbia</b>	\$ 1,471,543.00	\$ 1,462,006.00	\$ (9,537.00)	-0.6%
<b>Florida</b>	\$ 49,953,322.00	\$ 51,185,896.00	\$ 1,232,574.00	2.5%
<b>Georgia</b>	\$ 17,375,007.00	\$ 18,491,232.00	\$ 1,116,225.00	6.4%
<b>Hawaii</b>	\$ 3,659,017.00	\$ 3,544,302.00	\$ (114,715.00)	-3.1%
<b>Idaho</b>	\$ 2,467,058.00	\$ 2,452,804.00	\$ (14,254.00)	-0.6%
<b>Illinois</b>	\$ 25,463,457.00	\$ 25,481,119.00	\$ 17,662.00	0.1%
<b>Indiana</b>	\$ 8,907,466.00	\$ 9,186,206.00	\$ 278,740.00	3.1%
<b>Iowa</b>	\$ 4,353,027.00	\$ 4,443,804.00	\$ 90,777.00	2.1%
<b>Kansas</b>	\$ 4,736,418.00	\$ 4,723,906.00	\$ (12,512.00)	-0.3%
<b>Kentucky</b>	\$ 4,449,412.00	\$ 4,589,063.00	\$ 139,651.00	3.1%
<b>Louisiana</b>	\$ 3,994,781.00	\$ 4,282,700.00	\$ 287,919.00	7.2%
<b>Maine</b>	\$ 895,288.00	\$ 897,016.00	\$ 1,728.00	0.2%
<b>Maryland</b>	\$ 12,665,046.00	\$ 13,354,580.00	\$ 689,534.00	5.4%
<b>Massachusetts</b>	\$ 17,114,993.00	\$ 17,199,595.00	\$ 84,602.00	0.5%
<b>Michigan</b>	\$ 12,847,212.00	\$ 12,878,101.00	\$ 30,889.00	0.2%
<b>Minnesota</b>	\$ 10,704,132.00	\$ 10,880,048.00	\$ 175,916.00	1.6%



State	2020–21 Title III Funding	2021–22 Title III Funding	Year Over Year Difference	Percentage Change Over Previous Year
Mississippi	\$ 1,751,243.00	\$ 1,800,042.00	\$ 48,799.00	2.8%
Missouri	\$ 5,405,911.00	\$ 5,699,968.00	\$ 294,057.00	5.4%
Montana	\$ 500,000.00	\$ 500,000.00	\$ –	0.0%
Nebraska	\$ 3,733,534.00	\$ 3,921,154.00	\$ 187,620.00	5.0%
Nevada	\$ 7,070,867.00	\$ 7,393,861.00	\$ 322,994.00	4.6%
New Hampshire	\$ 1,082,418.00	\$ 1,059,482.00	\$ (22,936.00)	-2.1%
New Jersey	\$ 20,792,691.00	\$ 21,827,322.00	\$ 1,034,631.00	5.0%
New Mexico	\$ 4,942,681.00	\$ 4,906,513.00	\$ (36,168.00)	-0.7%
New York	\$ 57,314,305.00	\$ 57,301,488.00	\$ (12,817.00)	0.0%
North Carolina	\$ 15,628,691.00	\$ 15,695,270.00	\$ 66,579.00	0.4%
North Dakota	\$ 555,873.00	\$ 533,791.00	\$ (22,082.00)	-4.0%
Ohio	\$ 11,272,619.00	\$ 11,625,929.00	\$ 353,310.00	3.1%
Oklahoma	\$ 5,772,896.00	\$ 5,583,756.00	\$ (189,140.00)	-3.3%
Oregon	\$ 7,268,924.00	\$ 7,366,214.00	\$ 97,290.00	1.3%
Pennsylvania	\$ 16,093,849.00	\$ 16,505,262.00	\$ 411,413.00	2.6%
Puerto Rico	\$ 3,618,103.00	\$ 3,664,370.00	\$ 46,267.00	1.3%
Rhode Island	\$ 2,193,093.00	\$ 2,263,010.00	\$ 69,917.00	3.2%
South Carolina	\$ 5,102,291.00	\$ 5,447,134.00	\$ 344,843.00	6.8%
South Dakota	\$ 1,005,623.00	\$ 963,154.00	\$ (42,469.00)	-4.2%
Tennessee	\$ 7,467,304.00	\$ 7,870,027.00	\$ 402,723.00	5.4%
Texas	\$ 125,960,340.00	\$ 126,702,660.00	\$ 742,320.00	0.6%
Utah	\$ 5,021,691.00	\$ 5,084,906.00	\$ 63,215.00	1.3%
Vermont	\$ 500,000.00	\$ 500,000.00	\$ –	0.0%
Virginia	\$ 14,731,003.00	\$ 15,168,901.00	\$ 437,898.00	3.0%
Washington	\$ 18,341,433.00	\$ 18,761,659.00	\$ 420,226.00	2.3%
West Virginia	\$ 517,878.00	\$ 558,634.00	\$ 40,756.00	7.9%
Wisconsin	\$ 7,507,800.00	\$ 7,177,390.00	\$ (330,410.00)	-4.4%
Wyoming	\$ 500,000.00	\$ 500,000.00	\$ –	0.0%
<b>SUMMARY INFO</b>				
Average	\$ 13,915,780.58	\$ 14,093,732.50	\$ 177,951.92	1.5%
Median	\$ 5,254,101.00	\$ 5,515,445.00	\$ 64,897.00	1.3%
Minimum	\$ 500,000.00	\$ 500,000.00	\$ (330,410.00)	-4.4%
Maximum	\$ 148,959,688.00	\$ 149,265,123.00	\$ 1,232,574.00	7.9%



**Table A-2a. Number of English Learners Identified and Number and Percentage of English Learners Participating in Language Instruction Educational Programs in Local Educational Agencies Receiving Title III Subgrants: School Year 2020–21**

State	Total Number of Identified ELs	Number of ELs Identified with Disabilities	Percentage of Identified ELs with Disabilities	Number of ELs in LIEPs in LEAs with Title III Subgrants	Percentage of ELs in LIEPs in LEAs with Title III Subgrants	Number of ELs Exited from in LIEPs in LEAs with Title III Subgrants
<b>Total</b>	<b>4,963,907</b>	<b>800,828</b>	<b>16.1%</b>	<b>4,855,249</b>	<b>97.8%</b>	
Alabama	32,630	3,950	12.1%	31,497	96.5%	SY 2020–21 data are not reported due to data quality concerns.
Alaska	13,894	2,295	16.5%	13,195	95.0%	
Arizona	81,594	13,289	16.3%	65,038	79.7%	
Arkansas	39,265	5,945	15.1%	34,652	88.3%	
California	1,062,264	194,820	18.3%	1,089,013	100.0%	
Colorado	90,155	15,423	17.1%	88,127	97.8%	
Connecticut	39,333	8,410	21.4%	41,905	100.0%	
Delaware	14,581	2,839	19.5%	14,039	96.3%	
District of Columbia	9,347	1,924	20.6%	8,515	91.1%	
Florida	264,546	33,227	12.6%	264,041	99.8%	
Georgia	125,963	19,408	15.4%	119,726	95.0%	
Hawaii	16,769	2,138	12.7%	16,769	100.0%	
Idaho	18,426	3,196	17.3%	18,268	99.1%	
Illinois	218,480	47,993	22.0%	211,718	96.9%	
Indiana	67,938	10,602	15.6%	66,695	98.2%	
Iowa	30,410	5,283	17.4%	29,580	97.3%	
Kansas	42,694	6,204	14.5%	39,070	91.5%	
Kentucky	31,842	4,230	13.3%	30,637	96.2%	
Louisiana	27,339	1,562	5.7%	25,457	93.1%	
Maine	5,210	1,031	19.8%	4,026	77.3%	
Maryland	88,834	11,548	13.0%	88,803	100.0%	
Massachusetts	92,076	19,561	21.2%	82,627	89.7%	
Michigan	90,374	10,845	12.0%	87,176	96.5%	
Minnesota	72,754	13,120	18.0%	65,238	89.7%	
Mississippi	13,127	1,587	12.1%	10,124	77.1%	
Missouri	32,512	3,660	11.3%	29,720	91.4%	
Montana	3,627	689	19.0%	2,782	76.7%	
Nebraska	22,223	2,576	11.6%	21,533	96.9%	
Nevada	64,601	12,983	20.1%	64,592	100.0%	
New Hampshire	4,759	1,000	21.0%	3,700	77.7%	
New Jersey	95,042	10,336	10.9%	89,240	93.9%	



State	Total Number of Identified ELs	Number of ELs Identified with Disabilities	Percentage of Identified ELs with Disabilities	Number of ELs in LIEPs in LEAs with Title III Subgrants	Percentage of ELs in LIEPs in LEAs with Title III Subgrants	Number of ELs Exited from in LIEPs in LEAs with Title III Subgrants
New Mexico	49,497	11,487	23.2%	38,900	78.6%	SY 2020–21 data are not reported due to data quality concerns.
New York	239,954	56,954	23.7%	230,169	95.9%	
North Carolina	114,901	19,217	16.7%	108,486	94.4%	
North Dakota	4,018	636	15.8%	3,805	94.7%	
Ohio	59,519	8,875	14.9%	57,578	96.7%	
Oklahoma	60,282	9,811	16.3%	56,196	93.2%	
Oregon	52,230	10,613	20.3%	49,659	95.1%	
Pennsylvania	71,571	11,495	16.1%	67,247	94.0%	
Puerto Rico	519	236	45.5%	519	100.0%	
Rhode Island	16,684	2,658	15.9%	14,368	86.1%	
South Carolina	42,731	6,418	15.0%	42,620	99.7%	
South Dakota	6,529	1,017	15.6%	6,415	98.3%	
Tennessee	51,568	6,674	12.9%	51,080	99.1%	
Texas	1,034,543	116,504	11.3%	1,033,257	99.9%	
Utah	54,067	10,850	20.1%	52,423	97.0%	
Vermont	1,734	296	17.1%	1,265	73.0%	
Virginia	117,553	22,629	19.3%	112,510	95.7%	
Washington	125,822	23,979	19.1%	124,392	98.9%	
West Virginia	1,686	295	17.5%	1,686	100.0%	
Wisconsin	43,359	7,915	18.3%	43,198	99.6%	
Wyoming	2,531	595	23.5%	1,973	78.0%	
<b>SUMMARY INFO</b>						
Average	95,460	15,401	17.1%	93,370	93.2%	
Median	43,045	7,295	16.6%	42,263	96.1%	
Minimum	519	236	5.7%	519	73.0%	
Maximum	1,062,264	194,820	45.5%	1,089,013	100.0%	

**NOTE:** Two SEAs (CA and CT) had percentages of identified ELs participating in LIEPs in LEAs receiving Title III subgrants greater than 100 percent; these were reduced to 100 percent. Number of ELs exited from LIEPs in LEAs with Title III subgrants were not reported due to data quality concerns.



**Table A-2b. Number of English Learners Identified and Number and Percentage of English Learners Participating in Language Instruction Educational Programs in Local Educational Agencies Receiving Title III Subgrants: School Year 2021–22**

State	Total Number of Identified ELs	Number of ELs Identified with Disabilities	Percentage of Identified ELs with Disabilities	Number of ELs in LIEPs in LEAs with Title III Subgrants	Percentage of ELs in LIEPs in LEAs with Title III Subgrants	Number of ELs Exited from in LIEPs in LEAs with Title III Subgrants
<b>Total</b>	<b>5,264,304</b>	<b>832,479</b>	<b>15.8%</b>	<b>4,899,910</b>	<b>93.1%</b>	<b>328,694</b>
Alabama	34,965	4,416	12.6%	31,661	90.6%	1,871
Alaska	14,017	2,282	16.3%	13,327	95.1%	810
Arizona	93,379	15,034	16.1%	73,899	79.1%	8,304
Arkansas	39,763	6,369	16.0%	34,875	87.7%	3,503
California	1,127,627	196,900	17.5%	1,083,021	96.0%	67,695
Colorado	91,907	15,480	16.8%	90,001	97.9%	7,650
Connecticut	47,740	10,095	21.1%	46,404	97.2%	3,169
Delaware	16,147	3,021	18.7%	15,620	96.7%	1,083
District of Columbia	10,035	1,977	19.7%	9,493	94.6%	1,186
Florida	269,534	32,728	12.1%	269,027	99.8%	37,159
Georgia	133,754	20,096	15.0%	65,387	48.9%	14,137
Hawaii	17,353	2,261	13.0%	16,440	94.7%	S
Idaho	18,167	3,324	18.3%	18,036	99.3%	1,770
Illinois	239,519	51,131	21.3%	132,389	55.3%	13,156
Indiana	72,250	10,604	14.7%	70,944	98.2%	3,015
Iowa	31,681	5,602	17.7%	30,862	97.4%	1,163
Kansas	38,757	6,483	16.7%	33,473	86.4%	3,280
Kentucky	35,434	4,685	13.2%	33,862	95.6%	2,054
Louisiana	33,284	1,847	5.5%	27,207	81.7%	2,747
Maine	5,420	1,091	20.1%	4,079	75.3%	296
Maryland	98,566	12,193	12.4%	98,528	100.0%	9,009
Massachusetts	97,154	20,241	20.8%	90,414	93.1%	10,296
Michigan	91,932	10,703	11.6%	88,870	96.7%	8,759
Minnesota	76,664	13,636	17.8%	68,355	89.2%	4,849
Mississippi	13,597	1,836	13.5%	10,471	77.0%	1,604
Missouri	34,159	3,686	10.8%	31,577	92.4%	785
Montana	3,569	703	19.7%	2,799	78.4%	73
Nebraska	23,928	2,854	11.9%	23,238	97.1%	2,984
Nevada	67,003	12,647	18.9%	66,994	100.0%	1,486
New Hampshire	4,822	1,038	21.5%	3,710	76.9%	82
New Jersey	112,939	12,248	10.8%	106,698	94.5%	3,013
New Mexico	59,564	13,070	21.9%	45,275	76.0%	343
New York	246,985	58,164	23.5%	231,520	93.7%	37,641
North Carolina	121,496	19,664	16.2%	116,265	95.7%	4,056



State	Total Number of Identified ELs	Number of ELs Identified with Disabilities	Percentage of Identified ELs with Disabilities	Number of ELs in LIEPs in LEAs with Title III Subgrants	Percentage of ELs in LIEPs in LEAs with Title III Subgrants	Number of ELs Exited from in LIEPs in LEAs with Title III Subgrants
North Dakota	3,887	663	17.1%	3,360	86.4%	449
Ohio	63,879	9,509	14.9%	61,764	96.7%	12,832
Oklahoma	64,940	10,342	15.9%	59,289	91.3%	3,969
Oregon	54,954	10,883	19.8%	52,227	95.0%	3,684
Pennsylvania	77,617	12,106	15.6%	72,827	93.8%	4,688
Puerto Rico	708	231	32.6%	1,191	100.0%	250
Rhode Island	17,289	2,685	15.5%	15,781	91.3%	592
South Carolina	45,620	6,719	14.7%	45,525	99.8%	3,786
South Dakota	6,539	1,042	15.9%	6,412	98.1%	348
Tennessee	57,799	7,283	12.6%	57,190	98.9%	S
Texas	1,093,968	125,673	11.5%	1,092,763	99.9%	16,603
Utah	57,334	11,324	19.8%	54,398	94.9%	77
Vermont	1,711	282	16.5%	1,242	72.6%	78
Virginia	117,417	21,043	17.9%	117,297	99.9%	11,328
Washington	123,785	24,813	20.0%	121,239	97.9%	7,794
West Virginia	1,906	321	16.8%	1,906	100.0%	189
Wisconsin	49,303	8,847	17.9%	49,016	99.4%	2,999
Wyoming	2,537	604	23.8%	1,762	69.5%	S
<b>SUMMARY INFO</b>						
Average	101,237	16,009	16.8%	94,229	92.0%	6,708
Median	48,522	8,065	16.6%	45,965	95.0%	3,013
Minimum	708	231	5.5%	1,191	48.9%	73
Maximum	1,127,627	196,900	32.6%	1,092,763	100.0%	67,695

**NOTE:** One SEA (PR) had percentages of identified ELs participating in LIEPs in LEAs receiving Title III subgrants greater than 100 percent; these were reduced to 100 percent.

S = Suppressed Data



**Table A-3a. K–12 Immigrant Children and Youth Enrollment and Title III Participation:  
School Year 2020–21**

State	Number of Immigrant Students Enrolled	Number of Immigrant Students Served in LEAs Receiving Title III Immigrant Children and Youth Subgrants	Percentage of Immigrant Students Served in LEAs Receiving Title III Immigrant Children and Youth Subgrants
<b>Total</b>	<b>990,449</b>	<b>464,015</b>	<b>46.8%</b>
Alabama	7,039	5,450	77.4%
Alaska	455	NR	NR
Arizona	7,149	617	8.6%
Arkansas	4,089	4,089	100.0%
California	173,655	2,406	1.4%
Colorado	9,929	1,472	14.8%
Connecticut	14,467	14,467	100.0%
Delaware	1,826	1,467	80.3%
District of Columbia	2,071	96	4.6%
Florida	93,994	27,106	28.8%
Georgia	31,374	7,141	22.8%
Hawaii	5,956	3,640	61.1%
Idaho	862	598	69.4%
Illinois	17,910	6,500	36.3%
Indiana	10,631	2,506	23.6%
Iowa	6,728	3,663	54.4%
Kansas	3,038	1,992	65.6%
Kentucky	6,842	832	12.2%
Louisiana	7,848	7,848	100.0%
Maine	1,164	1,073	92.2%
Maryland	27,068	4,707	17.4%
Massachusetts	26,713	21,898	82.0%
Michigan	16,654	14,463	86.8%
Minnesota	7,324	1,764	24.1%
Mississippi	2,185	1,528	69.9%
Missouri	6,058	2,707	44.7%
Montana	265	174	65.7%
Nebraska	6,008	4,349	72.4%
Nevada	5,053	5,053	100.0%
New Hampshire	1,166	328	28.1%
New Jersey	54,934	36,435	66.3%
New Mexico	1,464	286	19.5%
New York	118,186	102,989	87.1%
North Carolina	29,483	3,973	13.5%
North Dakota	880	3	0.3%
Ohio	17,498	10,894	62.3%



State	Number of Immigrant Students Enrolled	Number of Immigrant Students Served in LEAs Receiving Title III Immigrant Children and Youth Subgrants	Percentage of Immigrant Students Served in LEAs Receiving Title III Immigrant Children and Youth Subgrants
Oklahoma	5,996	3,794	63.3%
Oregon	6,522	194	3.0%
Pennsylvania	21,917	17,289	78.9%
Puerto Rico	84	84	100.0%
Rhode Island	4,208	725	17.2%
South Carolina	14,619	12,580	86.1%
South Dakota	802	61	7.6%
Tennessee	16,277	8,130	49.9%
Texas	108,068	73,725	68.2%
Utah	9,566	783	8.2%
Vermont	379	NR	NR
Virginia	40,185	36,599	91.1%
Washington	28,575	2,378	8.3%
West Virginia	1,252	1,252	100.0%
Wisconsin	3,310	1,624	49.1%
Wyoming	723	283	39.1%
<b>SUMMARY INFO</b>			
Average	19,047	9,280	51.3%
Median	6,785	2,607	57.8%
Minimum	84	3	0.3%
Maximum	173,655	102,989	100.0%

NOTE: NR = Not Reported



**Table A-3b. K–12 Immigrant Children and Youth Enrollment and Title III Participation:  
School Year 2021–22**

State	Number of Immigrant Students Enrolled	Number of Immigrant Students Served in LEAs Receiving Title III Immigrant Children and Youth Subgrants	Percentage of Immigrant Students Served in LEAs Receiving Title III Immigrant Children and Youth Subgrants
<b>Total</b>	<b>1,070,113</b>	<b>381,314</b>	<b>35.6%</b>
Alabama	7,423	1,444	19.5%
Alaska	1,302	13	1.0%
Arizona	6,570	624	9.5%
Arkansas	4,665	1,507	32.3%
California	177,490	1,491	0.8%
Colorado	9,870	1,242	12.6%
Connecticut	14,487	14,487	100.0%
Delaware	1,661	1,661	100.0%
District of Columbia	1,478	NR	NR
Florida	111,207	32,290	29.0%
Georgia	36,558	3,401	9.3%
Hawaii	4,909	2,229	45.4%
Idaho	816	NR	NR
Illinois	18,290	4,545	24.8%
Indiana	10,510	681	6.5%
Iowa	6,840	3,509	51.3%
Kansas	3,641	197	5.4%
Kentucky	7,868	1,007	12.8%
Louisiana	7,438	7,062	94.9%
Maine	1,566	1,339	85.5%
Maryland	36,562	6,164	16.9%
Massachusetts	31,722	26,019	82.0%
Michigan	16,402	14,468	88.2%
Minnesota	7,675	1,525	19.9%
Mississippi	2,237	611	27.3%
Missouri	5,785	1,793	31.0%
Montana	279	159	57.0%
Nebraska	6,392	1,721	26.9%
Nevada	5,604	5,604	100.0%
New Hampshire	1,444	771	53.4%
New Jersey	64,624	19,928	30.8%
New Mexico	1,386	206	14.9%
New York	122,336	105,814	86.5%
North Carolina	33,025	4,571	13.8%
North Dakota	790	10	1.3%



State	Number of Immigrant Students Enrolled	Number of Immigrant Students Served in LEAs Receiving Title III Immigrant Children and Youth Subgrants	Percentage of Immigrant Students Served in LEAs Receiving Title III Immigrant Children and Youth Subgrants
Ohio	17,798	5,382	30.2%
Oklahoma	7,003	231	3.3%
Oregon	6,363	60	0.9%
Pennsylvania	24,076	19,719	81.9%
Puerto Rico	73	73	100.0%
Rhode Island	4,490	407	9.1%
South Carolina	16,883	14,730	87.2%
South Dakota	866	S	S
Tennessee	19,758	3,247	16.4%
Texas	108,774	51,101	47.0%
Utah	11,945	1,177	9.9%
Vermont	393	NR	NR
Virginia	40,763	16,250	39.9%
Washington	34,621	280	0.8%
West Virginia	1,353	NR	NR
Wisconsin	3,294	229	7.0%
Wyoming	808	335	41.5%
<b>SUMMARY INFO</b>			
Average	20,579	8,113	37.6%
Median	6,922	1,525	27.3%
Minimum	73	10	0.8%
Maximum	177,490	105,814	100.0%

NOTE: NR = Not Reported; S = Suppressed Data



**Table A-4a. Most Commonly Spoken Languages, Other Than English: School Year 2020–21**

Language	Number of ELs Speaking the Language
Spanish; Castilian	3,745,460
Arabic	121,932
Chinese	78,633
Vietnamese	56,098
Portuguese	33,466
Haitian; Haitian Creole	24,124
Hmong	18,221
Cushitic (Other)	16,942
Tagalog	13,999
Urdu	12,041
Russian	11,650
Bengali	9,928
Somali	8,719
Swahili	8,466
Navajo; Navaho	7,049
Karen languages	6,854
Marshallese	5,910
Polish	5,885
Yupik languages	4,969
Creoles and pidgins, Portuguese-based (Other)	4,617
Sino-Tibetan (Other)	4,095
Nepali	3,986
French	3,457
Mayan languages	3,230
Iloko	3,015
Korean	2,951
German	2,754
Burmese	2,690
Syriac	2,444
Filipino; Pilipino	2,296
Chuukese	2,292
Amharic	1,848
Pushto; Pashto	1,670
Undetermined	1,649
Samoan	1,530
Albanian	1,514
Bosnian	1,057
Nias	896
Creoles and pidgins, English based (Other)	875



Language	Number of ELs Speaking the Language
Kurdish	842
Hindi	826
Creoles and pidgins, French-based (Other)	714
Central American Indian (Other)	676
Zuni	483
Cornish	261
Creoles and pidgins (Other)	193
Kinyarwanda	177
North American Indian	107
Gujarati	87
<b>Grand Total</b>	<b>4,247,421</b>

**NOTE:** Puerto Rico counts are not included since this appendix table pertains to ELs who speak a non-English language. This list does not represent all languages spoken by ELs, rather only languages that are among the top five for any state.



**Table A-4b. Most Commonly Spoken Languages, Other Than English: School Year 2021–22**

Language	Number of ELs Speaking the Language
Spanish; Castilian	4,023,289
Arabic	124,328
Chinese	82,179
Vietnamese	58,375
Portuguese	38,212
Haitian; Haitian Creole	24,089
Hmong	19,645
Cushitic (Other)	16,946
Tagalog	13,447
Urdu	13,199
Russian	12,086
Somali	10,568
Bengali	10,070
Navajo; Navaho	8,220
Swahili	7,705
Karen languages	7,018
Undetermined	7,012
Marshallese	6,386
Nepali	6,217
Polish	5,869
Yupik languages	4,778
Creoles and pidgins, Portuguese-based (Other)	4,573
Mayan languages	4,235
Amharic	3,990
Sino-Tibetan (Other)	3,814
Iloko	3,422
Burmese	3,337
Korean	3,166
Chuukese	2,912
French	2,657
German	2,640
Syriac	2,336
Filipino; Pilipino	2,326
Samoan	1,619
Albanian	1,473
Kinyarwanda	1,103
Bosnian	1,059
Nias	955



Language	Number of ELs Speaking the Language
Creoles and pidgins, English based (Other)	879
Creoles and pidgins, French-based (Other)	806
Central American Indian (Other)	620
Zuni	615
Cornish	280
Creoles and pidgins (Other)	226
Gujarati	84
North American Indian	80
<b>Grand Total</b>	<b>4,548,845</b>

**NOTE:** Puerto Rico counts are not included since this appendix table pertains to ELs who speak a non-English language. This list does not represent all languages spoken by ELs, rather only languages that are among the top five for any state.



**Table A-5. Number of Former English Learners by Reporting Year: School Year 2020–21**

State	First Year	Second Year	Third Year	Fourth Year	Total Exited ELs (All Years)
Alabama	2,514	1,276	1,153	1,537	6,480
Alaska	382	259	260	31	932
Arizona	2,417	2,720	3,465	4,695	13,297
Arkansas	3,487	4,158	4,740	4,259	16,644
California	7,397	12,123	23,680	17,822	61,022
Colorado	12,300	12,838	10,948	7,949	44,035
Connecticut	7,803	5,774	5,197	5,188	23,962
Delaware	1,332	958	887	462	3,639
District of Columbia	320	298	211	85	914
Florida	31,926	46,048	40,930	38,843	157,747
Georgia	12,042	12,052	11,942	6,702	42,738
Hawaii	1,041	823	574	235	2,673
Idaho	3,814	315	211	88	4,428
Illinois	16,889	17,042	16,369	9,085	59,385
Indiana	4,054	3,199	2,172	758	10,183
Iowa	3,970	4,045	2,042	1,997	12,054
Kansas	4,754	2,749	1,369	94	8,966
Kentucky	4,010	3,227	NR	NR	7,237
Louisiana	3,597	3,810	NR	NR	7,407
Maine	493	373	486	210	1,562
Maryland	7,046	6,106	4,596	2,163	19,911
Massachusetts	19,992	10,210	7,826	1,724	39,752
Michigan	8,032	8,147	7,843	5,327	29,349
Minnesota	4,969	4,030	4,394	3,096	16,489
Mississippi	316	1,343	980	886	3,525
Missouri	2,830	2,722	2,620	1,608	9,780
Montana	78	73	47	28	226
Nebraska	2,067	5,227	2,791	3,283	13,368
Nevada	6,665	7,479	7,923	4,643	26,710
New Hampshire	463	578	168	83	1,292
New Jersey	6,436	4,034	6,897	4,951	22,318
New Mexico	NR	NR	NR	NR	NR
New York	97	8,272	7,737	5,163	21,269



State	First Year	Second Year	Third Year	Fourth Year	Total Exited ELs (All Years)
North Carolina	8,521	7,578	4,823	1,964	22,886
North Dakota	126	142	58	20	346
Ohio	8,205	4,008	4,381	9,885	26,479
Oklahoma	2,761	3,261	3,038	515	9,575
Oregon	5,099	5,740	7,170	12,510	30,519
Pennsylvania	2,989	2,852	2,152	581	8,574
Puerto Rico	140	367	206	314	1,027
Rhode Island	1,590	1,282	1,264	539	4,675
South Carolina	3,131	2,568	2,071	2,498	10,268
South Dakota	262	227	152	66	707
Tennessee	3,758	7,152	6,685	5,791	23,386
Texas	29,272	32,927	32,397	42,164	136,760
Utah	2,906	1,555	1,389	NR	5,850
Vermont	98	85	90	69	342
Virginia	14,731	12,619	10,925	9,588	47,863
Washington	NR	16,510	15,801	14,958	47,269
West Virginia	154	183	298	36	671
Wisconsin	4,291	3,211	890	3,867	12,259
Wyoming	249	214	229	140	832
<b>Total</b>	<b>271,816</b>	<b>294,789</b>	<b>274,477</b>	<b>238,500</b>	<b>1,079,582</b>

NOTE: NR = Not Reported.



**Table A-6. Number of Former English Learners by Reporting Year: School Year 2021–22**

State	First Year	Second Year	Third Year	Fourth Year	Total Exited ELs (All Years)
Alabama	1,981	1,416	1,286	1,474	6,157
Alaska	332	356	237	236	1,161
Arizona	2,040	3,461	4,730	5,569	15,800
Arkansas	4,038	3,330	3,567	4,218	15,153
California	36,786	59,765	110,483	76,323	283,357
Colorado	11,502	10,544	11,281	8,007	41,334
Connecticut	4,743	6,913	6,424	4,397	22,477
Delaware	614	1,534	949	832	3,929
District of Columbia	NR	264	273	200	737
Florida	46,880	28,350	41,741	37,181	154,152
Georgia	9,792	11,579	11,550	11,447	44,368
Hawaii	699	958	751	511	2,919
Idaho	1,736	3,608	314	205	5,863
Illinois	8,625	16,007	16,305	15,420	56,357
Indiana	2,684	3,426	2,768	1,716	10,594
Iowa	2,972	3,566	3,674	1,913	12,125
Kansas	2,662	3,746	3,485	3,765	13,658
Kentucky	2,974	6,833	NR	NR	9,807
Louisiana	4,821	8,245	14,837	27	27,930
Maine	111	423	360	280	1,174
Maryland	665	7,135	6,554	3,788	18,142
Massachusetts	14,368	11,030	9,020	3,171	37,589
Michigan	5,066	7,375	7,376	6,844	26,661
Minnesota	3,517	6,509	5,391	4,690	20,107
Mississippi	1,094	343	1,177	858	3,472
Missouri	2,146	2,473	2,797	2,350	9,766
Montana	98	74	49	38	259
Nebraska	3,789	1,561	5,040	2,694	13,084
Nevada	1,202	6,274	6,992	7,378	21,846
New Hampshire	275	393	488	145	1,301
New Jersey	9,421	3,572	7,633	4,361	24,987
New Mexico	2,252	2,185	3,311	2,461	10,209
New York	14,202	39	25,069	20,353	59,663



State	First Year	Second Year	Third Year	Fourth Year	Total Exited ELs (All Years)
North Carolina	4,107	7,959	7,151	4,469	23,686
North Dakota	240	110	151	39	540
Ohio	5,734	6,848	3,396	3,740	19,718
Oklahoma	2,967	2,557	3,044	2,801	11,369
Oregon	1,869	5,084	5,732	7,151	19,836
Pennsylvania	1,776	2,817	32	1,581	6,206
Puerto Rico	250	140	367	206	963
Rhode Island	971	1,469	1,383	1,111	4,934
South Carolina	1,596	3,309	2,953	3,777	11,635
South Dakota	524	260	241	125	1,150
Tennessee	3,659	3,654	6,742	6,176	20,231
Texas	7,675	28,814	29,729	28,681	94,899
Utah	1,668	1,934	2,200	NR	5,802
Vermont	114	102	85	87	388
Virginia	6,955	13,167	11,377	9,579	41,078
Washington	10,866	NR	15,536	15,158	41,560
West Virginia	95	139	166	278	678
Wisconsin	3,572	3,819	2,847	766	11,004
Wyoming	195	230	201	219	845
<b>Total</b>	<b>258,920</b>	<b>305,699</b>	<b>409,245</b>	<b>318,796</b>	<b>1,292,660</b>

NOTE: NR = Not Reported.



**Table A-7a. Number of Certified or Licensed Teachers Working in Title III-Supported Language Instruction Educational Programs and the Estimated Number of Additional Certified or Licensed Teachers Needed for Title III-Supported Language Instruction Educational Programs in the Next Five Years: School Year 2020–21**

State	Number of Licensed or Certified Teachers Working Title III-Supported LIEPs	Estimated Number of Additional Licensed Teachers Needed in Next Five Years	Ratio of Title III-Served ELs to Certified Teachers
<b>Total</b>	<b>393,281</b>	<b>99,795</b>	<b>12:1</b>
Alabama	S	385	S
Alaska	57	78	231:1
Arizona	18,150	753	4:1
Arkansas	1,605	720	22:1
California	193,708	10,960	6:1
Colorado	3,893	4,500	23:1
Connecticut	874	588	48:1
Delaware	152	138	92:1
District of Columbia	188	100	45:1
Florida	57,509	10,000	5:1
Georgia	2,807	724	43:1
Hawaii	142	403	118:1
Idaho	152	246	120:1
Illinois	17,199	9,477	12:1
Indiana	1,437	1,500	46:1
Iowa	822	200	36:1
Kansas	818	182	48:1
Kentucky	72	595	426:1
Louisiana	1,440	500	18:1
Maine	144	168	28:1
Maryland	1,698	1,280	52:1
Massachusetts	2,077	265	40:1
Michigan	1,075	1,998	81:1
Minnesota	1,707	500	38:1
Mississippi	111	229	91:1
Missouri	688	973	43:1
Montana	1,155	90	2:1
Nebraska	1,053	105	20:1
Nevada	2,202	17,695	29:1
New Hampshire	149	127	25:1
New Jersey	4,149	555	22:1
New Mexico	5,887	500	7:1
New York	7,558	706	30:1
North Carolina	1,938	837	56:1
North Dakota	180	0	21:1



State	Number of Licensed or Certified Teachers Working Title III-Supported LIEPs	Estimated Number of Additional Licensed Teachers Needed in Next Five Years	Ratio of Title III-Served ELs to Certified Teachers
Ohio	643	431	90:1
Oklahoma	19,375	1,077	3:1
Oregon	708	450	70:1
Pennsylvania	2,435	545	28:1
Puerto Rico	492	50	1:1
Rhode Island	752	596	19:1
South Carolina	923	6	46:1
South Dakota	141	70	45:1
Tennessee	1,673	415	31:1
Texas	29,643	22,235	35:1
Utah	2,628	2,500	20:1
Vermont	29	30	44:1
Virginia	874	600	129:1
Washington	S	2,127	S
West Virginia	113	20	15:1
Wisconsin	S	563	S
Wyoming	56	3	35:1
<b>SUMMARY INFO</b>			
Average	8,026	1,919	52:1
Median	1,053	500	35:1
Minimum	29	3	1:1
Maximum	193,708	22,235	426:1

NOTE: S = Suppressed Data



**Table A-7b. Number of Certified or Licensed Teachers Working in Title III-Supported Language Instruction Educational Programs and the Estimated Number of Additional Certified or Licensed Teachers Needed for Title III-Supported Language Instruction Educational Programs in the Next Five Years: School Year 2021–22**

State	Number of Licensed or Certified Teachers Working Title III-Supported LIEPs	Estimated Number of Additional Licensed Teachers Needed in Next Five Years	Ratio of Title III-Served ELs to Certified Teachers
<b>Total</b>	<b>414,451</b>	<b>99,277</b>	<b>12:1</b>
Alabama	16,989	404	2:1
Alaska	51	79	261:1
Arizona	15,012	1,926	5:1
Arkansas	1,774	749	20:1
California	197,796	9,173	5:1
Colorado	4,002	4,500	22:1
Connecticut	926	440	50:1
Delaware	161	138	97:1
District of Columbia	195	100	49:1
Florida	53,489	10,000	5:1
Georgia	2,811	784	23:1
Hawaii	189	418	87:1
Idaho	188	215	96:1
Illinois	18,543	7,095	7:1
Indiana	1,794	910	40:1
Iowa	838	120	37:1
Kansas	825	150	41:1
Kentucky	58	596	584:1
Louisiana	1,409	500	19:1
Maine	141	196	29:1
Maryland	1,854	973	53:1
Massachusetts	2,021	250	45:1
Michigan	1,117	1,931	80:1
Minnesota	1,732	500	39:1
Mississippi	113	242	93:1
Missouri	647	983	49:1
Montana	673	100	4:1
Nebraska	1,188	120	20:1
Nevada	2,280	16,910	29:1
New Hampshire	151	127	25:1
New Jersey	4,350	831	25:1
New Mexico	6,499	400	7:1
New York	6,857	706	34:1
North Carolina	2,008	1,228	58:1
North Dakota	186	20	18:1



State	Number of Licensed or Certified Teachers Working Title III-Supported LIEPs	Estimated Number of Additional Licensed Teachers Needed in Next Five Years	Ratio of Title III-Served ELs to Certified Teachers
Ohio	666	384	93:1
Oklahoma	19,124	1,065	3:1
Oregon	682	450	77:1
Pennsylvania	2,708	520	27:1
Puerto Rico	1,136	50	1:1
Rhode Island	824	692	19:1
South Carolina	985	75	46:1
South Dakota	166	70	39:1
Tennessee	1,757	556	33:1
Texas	29,898	26,139	37:1
Utah	2,618	2,500	21:1
Vermont	35	60	35:1
Virginia	877	450	134:1
Washington	1,481	1,977	82:1
West Virginia	309	20	6:1
Wisconsin	2,253	450	22:1
Wyoming	65	5	27:1
<b>SUMMARY INFO</b>			
Average	7,970	1,909	53:1
Median	1,162	450	33:1
Minimum	35	5	1:1
Maximum	197,796	26,139	584:1



**Table A-8. Languages of Instruction in Dual Language or Two-Way Immersion Programs:  
School Year 2020–21**

State	Two-Way Immersion Programs	Languages
Alabama	No	NR
Alaska	Yes	Yugtun, Cugtun, Russian, Spanish
Arizona	Yes	Spanish
Arkansas	No	NR
California	Yes	Arabic, Armenian, Chinese, English, French, German, Hebrew, Hmong, Italian, Japanese, Korean, Portuguese, Spanish, Vietnamese
Colorado	Yes	Spanish, Mandarin Chinese
Connecticut	Yes	Spanish
Delaware	Yes	Spanish, Chinese, English
District of Columbia	Yes	Spanish, Mandarin, Hebrew, French
Florida	Yes	English, Spanish, Home Language
Georgia	Yes	Chinese, English, French, German, Japanese, Korean, Spanish
Hawaii	Yes	Hawaiian, Ilocano
Idaho	Yes	Spanish, French, Mandarin Chinese
Illinois	Yes	NS
Indiana	Yes	English, Mandarin, Spanish, French
Iowa	Yes	English and Spanish
Kansas	NR	NR
Kentucky	Yes	Spanish, Dutch, Chinese
Louisiana	Yes	Spanish
Maine	No	NR
Maryland	Yes	Spanish
Massachusetts	Yes	Spanish, Vietnamese, Haitian Creole, Portuguese, French, Mandarin
Michigan	Yes	Spanish, Chinese, English
Minnesota	Yes	Spanish, English, Somali, Hmong, Mandarin
Mississippi	Yes	English, Spanish
Missouri	Yes	English, Spanish
Montana	Yes	English, North American Indian Languages
Nebraska	Yes	English
Nevada	Yes	English, Spanish
New Hampshire	No	NR
New Jersey	Yes	Spanish, Portuguese, Haitian Creole, Chinese, Arabic, Gujarati
New Mexico	Yes	Spanish, English, Navajo, English, Towa, English, American Sign Language, English
New York	Yes	Arabic, Bengali, Chinese, French, Haitian, Creole, Hebrew, Italian, Japanese, Korean, Polish, Russian, Spanish, Yiddish, English
North Carolina	No	NR
North Dakota	No	NR



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

NOTES: NR = Not Reported

NS = Not Specified



**Table A-9. Languages of Instruction in Transitional Bilingual Programs: School Year 2020–21<sup>110</sup>**

State	Transitional Bilingual Program	Languages
Alabama	No	NR
Alaska	Yes	French, German, Japanese, Mandarin, Chinese, Russian, Spanish, Yup'ik, Yugtun, Cugtun
Arizona	No	NR
Arkansas	No	NR
California	Yes	Chinese, English, Spanish
Colorado	Yes	Spanish
Connecticut	Yes	Albanian, Arabic
Delaware	Yes	Spanish, English
District of Columbia	No	NR
Florida	Yes	English, Spanish, Home Language
Georgia	No	NR
Hawaii	Yes	Japanese, Marshallese
Idaho	Yes	Spanish
Illinois	Yes	NS
Indiana	Yes	English
Iowa	Yes	English, Spanish
Kansas	NR	NR
Kentucky	Yes	Spanish, Guatemalan
Louisiana	No	NA
Maine	No	NR
Maryland	Yes	Spanish
Massachusetts	Yes	Spanish, Haitian Creole, Cabo Verdean, Portuguese
Michigan	Yes	Spanish, English
Minnesota	Yes	English, Spanish, Somali
Mississippi	No	NR
Missouri	Yes	English, Spanish
Montana	No	NR
Nebraska	No	NR
Nevada	No	NR
New Hampshire	No	NR
New Jersey	Yes	Spanish, Korean, Arabic, Haitian Creole, Bengali, Gujrati, Portuguese
New Mexico	Yes	Spanish, English
New York	Yes	Arabic, Bengali, Chinese, Haitian, Creole, Hebrew, Nepali, Russian, Spanish, Urdu, Yiddish
North Carolina	No	NR
North Dakota	No	NR
Ohio	Yes	Spanish, Somali, Arabic, Russian

<sup>110</sup> Please see Chapter 4 for a definition of transitional bilingual programs



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

**NOTE:** NR = Not Reported

NS = Not Specified



**Table A-10. Languages of Instruction in Newcomer Programs: School Year 2020–21<sup>111</sup>**

State	Newcomer Program	Languages
Alabama	Yes	English
Alaska	Yes	NR
Arizona	No	NR
Arkansas	Yes	English
California	Yes	Arabic, Armenian, Chinese, English, Farsi, French, Hebrew, Korean, Pashto, Portuguese, Punjabi, Russian, Spanish, Tagalog, Vietnamese
Colorado	Yes	English
Connecticut	No	NR
Delaware	Yes	English
District of Columbia	No	NR
Florida	Yes	English
Georgia	No	NR
Hawaii	Yes	English
Idaho	Yes	English
Illinois	No	NR
Indiana	No	NR
Iowa	Yes	English
Kansas	NR	NR
Kentucky	Yes	Spanish, French, Chinese
Louisiana	Yes	English, Spanish
Maine	Yes	English
Maryland	No	NR
Massachusetts	No	NR
Michigan	Yes	English
Minnesota	Yes	English, Spanish
Mississippi	No	NR
Missouri	Yes	English
Montana	No	NR
Nebraska	Yes	English
Nevada	Yes	English, Spanish
New Hampshire	Yes	English
New Jersey	No	NR
New Mexico	No	NR
New York	No	NR
North Carolina	No	NR
North Dakota	Yes	English
Ohio	Yes	Spanish, Marshallese, Somali, Arabic, Chinese, Vietnamese
Oklahoma	Yes	English

<sup>111</sup> Please see Chapter 4 for a definition of newcomer programs



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

NOTE: NR = Not Reported



**Table A-11. Languages of Instruction in Other Programs: School Year 2020–21**

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



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

**NOTE:** An asterisk (\*) next to the list of language(s) of instruction means that the language(s) was populated based on comments provided by the state.

NR = Not Reported



**Table A-12. English-Only Language Instruction Educational Programs: School Year 2020–21**

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



State	Content-based ESL	ESL
South Carolina	Yes	Yes
South Dakota	Yes	Yes
Tennessee	Yes	Yes
Texas	Yes	Yes
Utah	No	No
Vermont	NR	NR
Virginia	Yes	Yes
Washington	Yes	Yes
West Virginia	Yes	No
Wisconsin	Yes	Yes
Wyoming	Yes	Yes

**NOTE:** NR = Not Reported



**Table A-13. Languages of Instruction in Dual Language or Two-Way Immersion Programs:  
School Year 2021–22**

State	Two-Way Immersion Programs	Languages
Alabama	No	NR
Alaska	Yes	Russian, Spanish, Yup'ik, Yugtun, Cugtun
Arizona	Yes	Spanish
Arkansas	No	NR
California	Yes	Arabic, Armenian, Cantonese, French, German, Hmong, Italian, Japanese, Korean, Mandarin, Portuguese, Spanish, Vietnamese
Colorado	Yes	Spanish, Chinese Mandarin, French, Arabic
Connecticut	Yes	Spanish
Delaware	Yes	Spanish, Chinese, English
District of Columbia	Yes	Spanish, Mandarin, Hebrew, French
Florida	Yes	NS
Georgia	Yes	Chinese, French, German, Japanese, Korean, Spanish
Hawaii	Yes	Hawaiian, Japanese
Idaho	Yes	Spanish, French, Mandarin Chinese
Illinois	Yes	NS
Indiana	Yes	English, Mandarin, Spanish, French
Iowa	Yes	English, Spanish
Kansas	Yes	NR
Kentucky	Yes	Spanish, Dutch, Mandarin
Louisiana	Yes	Spanish, English
Maine	No	NR
Maryland	Yes	Spanish
Massachusetts	Yes	Spanish, Vietnamese, Haitian Creole, Portuguese, French, Mandarin
Michigan	Yes	Spanish, Chinese, English
Minnesota	Yes	English, Hmong, Mandarin, Spanish
Mississippi	Yes	English
Missouri	Yes	English, Spanish
Montana	Yes	Spanish, German, Salish, Blackfoot, Crow, Cree
Nebraska	Yes	English, Spanish
Nevada	Yes	Spanish
New Hampshire	No	NR
New Jersey	Yes	Spanish, Portuguese, Haitian, Haitian Creole, French, Arabic, Bengali, Urdu, Hindi
New Mexico	No	NR
New York	Yes	Arabic, Bengali, Chinese, French, Haitian Creole, Hebrew, Italian, Japanese, Korean, Polish, Punjabi, Russian, Spanish, Yiddish
North Carolina	No	NR
North Dakota	No	NR



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

NOTE: NR = Not Reported

NS = Not Specified



**Table A-14. Languages of Instruction in Transitional Bilingual Programs: School Year 2021–22<sup>112</sup>**

State	Transitional Bilingual Program	Languages
Alabama	No	NR
Alaska	Yes	French, German, Japanese, Mandarin, Chinese, Russian, Spanish, Yup'ik, Yugtun, Cugtun
Arizona	No	NR
Arkansas	No	NR
California	Yes	English, French, Mandarin, Spanish
Colorado	Yes	Spanish
Connecticut	Yes	Albanian, Arabic
Delaware	Yes	Spanish, English
District of Columbia	No	NR
Florida	Yes	NS
Georgia	No	NR
Hawaii	Yes	Hawaiian, Marshallese, Tongan, Yapese
Idaho	Yes	Spanish
Illinois	Yes	NS
Indiana	Yes	English
Iowa	Yes	English, Spanish
Kansas	Yes	NR
Kentucky	Yes	Spanish
Louisiana	No	NR
Maine	No	NR
Maryland	Yes	Spanish
Massachusetts	Yes	Spanish, Haitian Creole, Cabo Verdean, Portuguese
Michigan	Yes	Spanish, English
Minnesota	Yes	English, Spanish
Mississippi	No	NR
Missouri	Yes	English, Spanish
Montana	No	NR
Nebraska	No	NR
Nevada	Yes	Spanish, English
New Hampshire	No	NR
New Jersey	Yes	Spanish, Portuguese, Haitian, Haitian Creole, Arabic, French, Korean, Urdu, Chinese
New Mexico	Yes	Spanish, English
New York	Yes	Arabic, Bengali, Chinese, French, Haitian Creole, Hebrew, Japanese, Russian, Somali, Spanish, Yiddish
North Carolina	No	NR
North Dakota	Yes	English

<sup>112</sup> See Chapter 4 for definition of transitional bilingual program.



State	Transitional Bilingual Program	Languages
Ohio	Yes	English, Chinese, Arabic, Spanish, Vietnamese, Russian, Urdu, Hmong, Visayan
Oklahoma	Yes	English, Spanish
Oregon	No	NR
Pennsylvania	Yes	English, Spanish
Puerto Rico	No	NR
Rhode Island	Yes	Spanish, English
South Carolina	No	NR
South Dakota	No	NR
Tennessee	No	NR
Texas	Yes	English, Spanish, Vietnamese
Utah	No	NR
Vermont	NR	NR
Virginia	Yes	Spanish
Washington	Yes	Spanish, English
West Virginia	No	NR
Wisconsin	Yes	Spanish, Hmong, Arabic, Somali, Chinese
Wyoming	Yes	English, Spanish

**NOTE:** *NR = Not Reported*

*NS = Not Specified*



**Table A-15. Languages of Instruction in Newcomer Programs: School Year 2021–22<sup>113</sup>**

State	Newcomer Program	Languages
Alabama	No	NR
Alaska	Yes	NR
Arizona	No	NR
Arkansas	Yes	English
California	Yes	Arabic, Bulgarian, Chinese, English, Hmong, Korean, Mandarin, Mixteco, Mum, Spanish, Vietnamese
Colorado	Yes	English
Connecticut	No	NR
Delaware	Yes	English
District of Columbia	No	NR
Florida	Yes	English
Georgia	No	NR
Hawaii	Yes	English
Idaho	Yes	English
Illinois	No	NR
Indiana	No	NR
Iowa	Yes	English
Kansas	Yes	NR
Kentucky	Yes	Spanish, Swahili, Guatemalan
Louisiana	Yes	English, Spanish
Maine	Yes	English*
Maryland	No	NR
Massachusetts	No	NR
Michigan	Yes	English
Minnesota	Yes	English, Spanish, Somali
Mississippi	No	NR
Missouri	Yes	English
Montana	No	NR
Nebraska	Yes	English
Nevada	Yes	English, Spanish
New Hampshire	Yes	English
New Jersey	No	NR
New Mexico	No	NR
New York	No	NR
North Carolina	No	NR
North Dakota	Yes	English
Ohio	Yes	English, Spanish, Arabic, Chinese, Nepali, Somali, Swahili, Marshallese, Turkish, Hmong, Kinyarwanda
Oklahoma	Yes	English

<sup>113</sup> See Chapter 4 for definition of newcomer program



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

**NOTE:** An asterisk (\*) next to the list of language(s) of instruction means that the language(s) was populated based on comments provided by the state.

NR = Not Reported.



**Table A-16. Languages of Instruction in Other Programs: School Year 2021–22**

State	Other Program	Languages
Alabama	No	NR
Alaska	Yes	NR
Arizona	No	NR
Arkansas	Yes	English
California	Yes	English, Hmong, Korean, Mandarin, Spanish, Vietnamese
Colorado	Yes	English
Connecticut	Yes	Haitian Creole, Hindi, Mandarin, Pashto, Portuguese, Spanish, Tamil, Telugu*
Delaware	Yes	English
District of Columbia	Yes	English
Florida	Yes	English
Georgia	Yes	English
Hawaii	Yes	English
Idaho	Yes	English
Illinois	Yes	English
Indiana	Yes	English
Iowa	Yes	English
Kansas	Yes	NR
Kentucky	Yes	Spanish, Swahili, Arabic
Louisiana	No	NR
Maine	Yes	English*
Maryland	Yes	English
Massachusetts	No	NR
Michigan	No	NR
Minnesota	Yes	English, Spanish, Somali
Mississippi	No	NR
Missouri	Yes	English
Montana	No	NR
Nebraska	Yes	NR
Nevada	Yes	English, Spanish, Paiute
New Hampshire	No	NR
New Jersey	Yes	Spanish, Portuguese, Haitian, Haitian Creole, Korean, Arabic, Bengali, Gujarati, Urdu, Punjabi, Panjabi
New Mexico	Yes	NR
New York	No	NR
North Carolina	No	NR
North Dakota	No	NR
Ohio	Yes	Somali, French, Spanish, Nepali, Arabic, Vietnamese, Chinese, Cantonese, Mandarin, Filipino, Dutch, Urdu
Oklahoma	No	NR
Oregon	No	NR



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

**NOTE:** An asterisk (\*) next to the list of language(s) of instruction means that the language(s) was populated based on comments provided by the state.

NR = Not Reported.



**Table A-17. English-Only Language Instruction Educational Programs: School Year 2021–22**

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



State	Content-based ESL	ESL
South Carolina	Yes	Yes
South Dakota	Yes	Yes
Tennessee	Yes	Yes
Texas	Yes	Yes
Utah	No	No
Vermont	NR	NR
Virginia	Yes	Yes
Washington	Yes	Yes
West Virginia	Yes	No
Wisconsin	Yes	Yes
Wyoming	Yes	Yes

NOTE: NR = Not Reported



**Table A-18a. Participation, Progress, and Proficiency on English Language Proficiency Assessments of English Learners: School Year 2020–21**

State	All Identified ELs						ELs Participating in LIEPs in LEAs Receiving Title III Subgrants					
	Number Identified	Number Participated	Number Progress	% Progress	Number Proficient	% Proficient	Number Served	Number Participated	Number Progress	% Progress	Number Proficient	% Proficient
<b>Total</b>	<b>4,963,907</b>	<b>4,004,133</b>	<b>1,042,371</b>	<b>26.0%</b>	<b>328,781</b>	<b>8.2%</b>	<b>4,855,249</b>	<b>3,833,008</b>	<b>1,021,732</b>	<b>26.7%</b>	<b>316,528</b>	<b>8.3%</b>
Alabama	32,630	32,568	9,933	30.5%	1,433	4.4%	31,497	31,389	9,605	30.6%	1,381	4.4%
Alaska	13,894	5,887	1,130	19.2%	330	5.6%	13,195	5,381	990	18.4%	312	5.8%
Arizona	81,594	83,551	19,634	23.5%	6,601	7.9%	65,038	79,079	18,504	23.4%	5,536	7.0%
Arkansas	39,265	38,271	23,843	62.3%	5,626	14.7%	34,652	33,669	20,875	62.0%	4,949	14.7%
California	1,062,264	974,360	NR	NR	NR	NR	1,089,013	937,385	NR	NR	NR	NR
Colorado	90,155	69,203	24,775	35.8%	10,726	15.5%	88,127	68,762	24,617	35.8%	10,658	15.5%
Connecticut	39,333	39,143	21,803	55.7%	5,010	12.8%	41,905	37,919	21,197	55.9%	4,778	12.6%
Delaware	14,581	11,424	5,689	49.8%	617	5.4%	14,039	10,804	4,570	42.3%	562	5.2%
District of Columbia	9,347	95	NR	NR	NR	NR	8,515	58	NR	NR	NR	NR
Florida	264,546	225,686	104,267	46.2%	41,978	18.6%	264,041	225,391	104,131	46.2%	41,923	18.6%
Georgia	125,963	115,279	47,610	41.3%	9,222	8.0%	119,726	67,253	28,852	42.9%	5,649	8.4%
Hawaii	16,769	14,094	3,946	28.0%	705	5.0%	16,769	14,094	3,946	28.0%	705	5.0%
Idaho	18,426	17,933	6,259	34.9%	1,811	10.1%	18,268	17,876	6,221	34.8%	1,805	10.1%
Illinois	218,480	144,904	36,806	25.4%	8,984	6.2%	211,718	134,552	56,646	42.1%	8,073	6.0%
Indiana	67,938	63,193	14,534	23.0%	3,539	5.6%	66,695	62,014	14,263	23.0%	3,473	5.6%
Iowa	30,410	27,965	13,395	47.9%	2,489	8.9%	29,580	27,151	13,032	48.0%	2,335	8.6%
Kansas	42,694	35,473	6,066	17.1%	3,654	10.3%	39,070	35,173	6,015	17.1%	3,623	10.3%
Kentucky	31,842	28,510	5,360	18.8%	2,110	7.4%	30,637	22,007	4,093	18.6%	1,452	6.6%
Louisiana	27,339	26,059	21,629	83.0%	2,111	8.1%	25,457	24,561	20,386	83.0%	1,965	8.0%
Maine	5,210	2,464	271	11.0%	222	9.0%	4,026	1,629	163	10.0%	98	6.0%
Maryland	88,834	7,186	3,104	43.2%	920	12.8%	88,803	7,076	3,057	43.2%	913	12.9%
Massachusetts	92,076	69,847	26,472	37.9%	9,499	13.6%	82,627	64,866	23,936	36.9%	8,303	12.8%
Michigan	90,374	68,444	15,674	22.9%	5,065	7.4%	87,176	66,646	15,262	22.9%	4,865	7.3%
Minnesota	72,754	47,473	47	0.1%	3,940	8.3%	65,238	44,743	NR	NR	3,669	8.2%
Mississippi	13,127	12,247	11,635	95.0%	2,302	18.8%	10,124	10,139	9,642	95.1%	1,916	18.9%
Missouri	32,512	31,003	5,550	17.9%	2,046	6.6%	29,720	28,325	4,674	16.5%	1,869	6.6%
Montana	3,627	2,455	687	28.0%	147	6.0%	2,782	1,876	900	48.0%	94	5.0%
Nebraska	22,223	21,017	8,554	40.7%	2,522	12.0%	21,533	21,021	8,577	40.8%	2,523	12.0%
Nevada	64,601	53,687	22,387	41.7%	3,382	6.3%	64,592	53,679	22,384	41.7%	3,382	6.3%
New Hampshire	4,759	4,289	1,051	24.5%	412	9.6%	3,700	3,716	806	21.7%	305	8.2%
New Jersey	95,042	61,074	NR	NR	6,535	10.7%	89,240	60,801	NR	NR	6,506	10.7%
New Mexico	49,497	NR	NR	NR	NR	NR	38,900	NR	NR	NR	NR	NR
New York	239,954	142,769	143	0.1%	15,705	11.0%	230,169	137,842	NR	NR	15,025	10.9%
North Carolina	114,901	101,669	17,894	17.6%	4,270	4.2%	108,486	98,926	17,510	17.7%	4,155	4.2%
North Dakota	4,018	3,620	988	27.3%	174	4.8%	3,805	3,049	918	30.1%	165	5.4%
Ohio	59,519	55,488	26,135	47.1%	11,542	20.8%	57,578	53,752	25,425	47.3%	11,180	20.8%
Oklahoma	60,282	57,511	15,758	27.4%	3,451	6.0%	56,196	53,153	14,617	27.5%	3,189	6.0%
Oregon	52,230	19,927			1,116	5.6%	49,659	19,927	NR	NR	1,076	5.4%
Pennsylvania	71,571	60,847	10,831	17.8%	1,399	2.3%	67,247	57,918	10,251	17.7%	1,274	2.2%



State	All Identified ELs						ELs Participating in LIEPs in LEAs Receiving Title III Subgrants					
	Number Identified	Number Participated	Number Progress	% Progress	Number Proficient	% Proficient	Number Served	Number Participated	Number Progress	% Progress	Number Proficient	% Proficient
Puerto Rico	519	380	194	51.0%	141	37.0%	519	380	186	49.0%	137	36.0%
Rhode Island	16,684	13,652	3,563	26.1%	505	3.7%	14,368	13,633	3,558	26.1%	504	3.7%
South Carolina	42,731	42,020	14,245	33.9%	2,059	4.9%	42,620	41,905	14,206	33.9%	2,053	4.9%
South Dakota	6,529	6,325	4,548	71.9%	696	11.0%	6,415	6,220	3,875	62.3%	659	10.6%
Tennessee	51,568	48,930	12,673	25.9%	3,670	7.5%	51,080	48,441	12,498	25.8%	3,585	7.4%
Texas	1,034,543	846,980	398,081	47.0%	118,577	14.0%	1,033,257	846,861	398,025	47.0%	118,561	14.0%
Utah	54,067	49,582	15,321	30.9%	1,835	3.7%	52,423	34,994	13,858	39.6%	1,750	5.0%
Vermont	1,734	1,459	438	30.0%	131	9.0%	1,265	1,134	318	28.0%	91	8.0%
Virginia	117,553	83,213	29,291	35.2%	6,657	8.0%	112,510	83,115	29,256	35.2%	6,649	8.0%
Washington	125,822	94,247	17,907	19.0%	11,121	11.8%	124,392	92,688	17,889	19.3%	11,123	12.0%
West Virginia	1,686	1,652	1,256	76.0%	132	8.0%	1,686	1,652	1,256	76.0%	132	8.0%
Wisconsin	43,359	36,591	10,026	27.4%	1,390	3.8%	43,198	36,423	9,980	27.4%	1,384	3.8%
Wyoming	2,531	2,487	970	39.0%	274	11.0%	1,973	1,960	764	39.0%	216	11.0%
SUMMARY INFO												
Average	95,460	78,512	22,178	35.2%	6,710	9.5%	93,370	75,157	22,705	37.3%	6,460	9.3%
Median	43,045	36,591	10,831	30.5%	2,302	8.0%	42,263	34,994	10,251	35.2%	2,053	8.0%
Minimum	519	95	47	0.1%	131	2.3%	519	58	163	10.0%	91	2.2%
Maximum	1,062,264	974,360	398,081	95.0%	118,577	37.0%	1,089,013	937,385	398,025	95.1%	118,561	36.0%

NOTE: NR = Not Reported



**Table A-18b. Participation, Progress, and Proficiency on English Language Proficiency Assessments of English Learners with Disabilities: School Year 2020–21**

State	Total Number of ELs with Disabilities Served by Title III	Number Participated	Number Attained Proficiency	Percent Proficient	Number Made Progress	Percent Made Progress
<b>Total</b>	<b>737,102</b>	<b>590,039</b>	<b>19,442</b>	<b>3.3%</b>	<b>105,702</b>	<b>17.9%</b>
Alabama	4,165	4,165	46	1.1%	941	22.6%
Alaska	2,593	971	19	2.0%	146	15.0%
Arizona	14,255	13,315	373	2.8%	3,249	24.4%
Arkansas	5,575	5,410	179	3.3%	2,986	55.2%
California	193,381	167,019	NR	NR	NR	NR
Colorado	15,936	11,754	729	6.2%	3,080	26.2%
Connecticut	8,671	6,769	454	6.7%	3,824	56.5%
Delaware	2,645	2,061	41	2.0%	989	48.0%
District of Columbia	1,848	12	NR	NR	NR	NR
Florida	34,543	29,732	3,508	11.8%	10,704	36.0%
Georgia	9,068	8,390	319	3.8%	3,171	37.8%
Hawaii	1,992	1,504	15	1.0%	286	19.0%
Idaho	3,266	3,101	81	2.6%	555	17.9%
Illinois	26,532	25,893	388	1.5%	9,011	34.8%
Indiana	9,992	9,574	134	1.4%	1,091	11.4%
Iowa	4,884	4,520	68	1.5%	1,672	37.0%
Kansas	6,346	5,474	213	3.9%	952	17.4%
Kentucky	2,920	2,568	77	3.0%	282	11.0%
Louisiana	1,486	1,482	59	4.0%	1,186	80.0%
Maine	711	244	17	7.0%	15	6.0%
Maryland	11,714	840	67	8.0%	235	28.0%
Massachusetts	19,736	13,877	833	6.0%	3,067	22.1%
Michigan	10,875	7,945	262	3.3%	945	11.9%
Minnesota	12,911	7,554	196	2.6%	NR	NR
Mississippi	1,288	1,247	100	8.0%	848	68.0%
Missouri	3,011	2,981	60	2.0%	328	11.0%
Montana	568	367	7	2.0%	143	39.0%
Nebraska	2,990	2,968	178	6.0%	712	24.0%
Nevada	13,145	9,648	164	1.7%	3,869	40.1%
New Hampshire	822	733	22	3.0%	59	8.0%
New Jersey	9,000	6,521	515	7.9%	NR	NR
New Mexico	NR	NR	NR	NR	NR	NR
New York	53,601	29,029	1,974	6.8%	NR	NR
North Carolina	16,378	16,334	147	0.9%	1,372	8.4%
North Dakota	617	536	5	1.0%	70	13.0%



State	Total Number of ELs with Disabilities Served by Title III	Number Participated	Number Attained Proficiency	Percent Proficient	Number Made Progress	Percent Made Progress
Ohio	9,322	8,030	891	11.1%	2,778	34.6%
Oklahoma	9,692	8,460	212	2.5%	1,303	15.4%
Oregon	3,755	3,755	86	2.3%	NR	NR
Pennsylvania	11,068	9,410	66	0.7%	913	9.7%
Puerto Rico	229	182	66	36.0%	86	47.0%
Rhode Island	2,631	2,221	44	2.0%	489	22.0%
South Carolina	6,319	6,084	335	5.5%	767	12.6%
South Dakota	933	908	27	3.0%	554	61.0%
Tennessee	6,244	5,690	228	4.0%	905	15.9%
Texas	118,184	95,113	5,136	5.4%	34,146	35.9%
Utah	7,903	7,807	55	0.7%	2,264	29.0%
Vermont	230	184	9	5.0%	28	15.0%
Virginia	21,118	13,438	484	3.6%	3,601	26.8%
Washington	24,545	17,185	464	2.7%	601	3.5%
West Virginia	298	293	15	5.0%	226	77.0%
Wisconsin	6,694	6,286	38	0.6%	1,131	18.0%
Wyoming	472	455	36	8.0%	123	27.0%
<b>SUMMARY INFO</b>						
Average	14,453	11,569	397	4.5%	2,349	28.4%
Median	6,319	5,474	100	3.0%	941	24.0%
Minimum	229	12	5	0.6%	15	3.5%
Maximum	193,381	167,019	5,136	36.0%	34,146	80.0%

**NOTE:** NR = Not Reported



**Table A-19a. Participation, Progress and Proficiency on English Language Proficiency Assessments of English Learners: School Year 2021–22**

State	All Identified ELs						ELs Participating in LIEPs in LEAs Receiving Title III Subgrants					
	Number Identified	Number Participated	Number Progress	% Progress	Number Proficient	% Proficient	Number Served	Number Participated	Number Progress	% Progress	Number Proficient	% Proficient
<b>Total</b>	<b>5,264,304</b>	<b>5,131,256</b>	<b>1,440,581</b>	<b>28.1%</b>	<b>613,830</b>	<b>12.0%</b>	<b>4,899,910</b>	<b>4,913,499</b>	<b>1,757,472</b>	<b>35.8%</b>	<b>590,389</b>	<b>12.0%</b>
Alabama	34,965	33,038	11,533	34.9%	1,710	5.2%	31,661	31,493	12,660	40.2%	1,638	5.2%
Alaska	14,017	12,505	1,608	12.9%	570	4.6%	13,327	11,972	1,676	14.0%	527	4.4%
Arizona	93,379	105,881	17,250	16.3%	9,039	8.5%	73,899	99,599	24,003	24.1%	8,267	8.3%
Arkansas	39,763	39,760	19,043	47.9%	5,513	13.9%	34,875	34,817	21,343	61.3%	4,805	13.8%
California	1,127,627	1,069,182	304,151	28.4%	168,664	15.8%	1,083,021	1,025,949	344,719	33.6%	161,074	15.7%
Colorado	91,907	87,655	27,242	31.1%	13,966	15.9%	90,001	87,104	44,423	51.0%	13,850	15.9%
Connecticut	47,740	45,916	20,359	44.3%	6,042	13.2%	46,404	44,552	27,043	60.7%	6,059	13.6%
Delaware	16,147	14,936	5,783	38.7%	975	6.5%	15,620	14,420	5,782	40.1%	865	6.0%
District of Columbia	10,035	9,614	NR	NR	NR	NR	9,493	9,120	NR	NR	NR	NR
Florida	269,534	256,615	85,532	33.3%	46,958	18.3%	269,027	256,294	119,946	46.8%	46,902	18.3%
Georgia	133,754	137,332	52,485	38.2%	13,820	10.1%	65,387	59,114	31,922	54.0%	5,202	8.8%
Hawaii	17,353	16,215	5,702	35.2%	952	5.9%	16,440	16,042	6,449	40.2%	930	5.8%
Idaho	18,167	17,953	6,876	38.3%	1,771	9.9%	18,036	17,914	7,918	44.2%	1,773	9.9%
Illinois	239,519	237,593	82,674	34.8%	14,034	5.9%	132,389	223,953	98,763	44.1%	13,213	5.9%
Indiana	72,250	68,874	14,755	21.4%	4,060	5.9%	70,944	67,578	18,989	28.1%	3,987	5.9%
Iowa	31,681	29,550	12,556	42.5%	1,977	6.7%	30,862	28,757	16,133	56.1%	1,869	6.5%
Kansas	38,757	38,703	6,677	17.3%	3,763	9.7%	33,473	34,995	8,644	24.7%	3,290	9.4%
Kentucky	35,434	36,392	3,728	10.2%	230	0.6%	33,862	35,036	4,064	11.6%	140	0.4%
Louisiana	33,284	30,134	18,740	62.2%	2,902	9.6%	27,207	28,593	24,790	86.7%	2,745	9.6%
Maine	5,420	3,943	1,026	26.0%	444	11.3%	4,079	3,146	922	29.3%	296	9.4%
Maryland	98,566	99,029	17,278	17.4%	9,018	9.1%	98,528	98,910	26,112	26.4%	9,001	9.1%
Massachusetts	97,154	100,997	32,185	31.9%	12,751	12.6%	90,414	97,246	38,120	39.2%	11,961	12.3%
Michigan	91,932	86,700	14,967	17.3%	7,295	8.4%	88,870	84,789	18,314	21.6%	7,122	8.4%
Minnesota	76,664	69,486	16,654	24.0%	6,022	8.7%	68,355	65,792	19,935	30.3%	5,658	8.6%
Mississippi	13,597	12,832	9,756	76.0%	3,372	26.3%	10,471	10,734	10,455	97.4%	2,812	26.2%
Missouri	34,159	34,607	5,915	17.1%	2,618	7.6%	31,577	31,896	7,304	22.9%	2,424	7.6%
Montana	3,569	3,174	829	26.1%	149	4.7%	2,799	2,403	769	32.0%	96	4.0%
Nebraska	23,928	24,328	7,543	31.0%	2,954	12.1%	23,238	24,324	10,240	42.1%	2,943	12.1%
Nevada	67,003	63,426	22,767	35.9%	4,622	7.3%	66,994	63,419	27,207	42.9%	4,630	7.3%
New Hampshire	4,822	4,684	1,120	23.9%	530	11.3%	3,710	4,013	1,220	30.4%	409	10.2%
New Jersey	112,939	107,143	18,226	17.0%	9,384	8.8%	106,698	104,449	27,679	26.5%	9,087	8.7%
New Mexico	59,564	50,040	6,006	12.0%	1,375	2.7%	45,275	37,459	6,930	18.5%	1,199	3.2%
New York	246,985	235,814	48,111	20.4%	25,495	10.8%	231,520	224,957	69,062	30.7%	24,295	10.8%
North Carolina	121,496	129,832	15,921	12.3%	6,490	5.0%	116,265	126,850	19,154	15.1%	6,343	5.0%
North Dakota	3,887	3,719	915	24.6%	452	12.2%	3,360	3,075	1,036	33.7%	412	13.4%
Ohio	63,879	64,776	26,532	41.0%	14,003	21.6%	61,764	62,726	35,879	57.2%	13,549	21.6%
Oklahoma	64,940	64,628	17,222	26.6%	3,962	6.1%	59,289	58,808	19,642	33.4%	3,587	6.1%
Oregon	54,954	53,408	0	0.0%	4,781	9.0%	52,227	51,051	17,766	34.8%	4,492	8.8%
Pennsylvania	77,617	76,790	11,308	14.7%	0	0.0%	72,827	72,007	14,545	20.2%	2,160	3.0%



State	All Identified ELs						ELs Participating in LIEPs in LEAs Receiving Title III Subgrants					
	Number Identified	Number Participated	Number Progress	% Progress	Number Proficient	% Proficient	Number Served	Number Participated	Number Progress	% Progress	Number Proficient	% Proficient
Puerto Rico	708	854	250	29.3%	250	29.3%	1,191	854	NR	NR	248	29.0%
Rhode Island	17,289	16,115	3,929	24.4%	728	4.5%	15,781	15,776	4,906	31.1%	694	4.4%
South Carolina	45,620	47,117	14,311	30.4%	2,725	5.8%	45,525	47,028	18,952	40.3%	2,728	5.8%
South Dakota	6,539	6,468	3,652	56.5%	559	8.6%	6,412	6,365	4,627	72.7%	554	8.7%
Tennessee	57,799	59,956	17,858	29.8%	5,341	8.9%	57,190	59,320	25,508	43.0%	5,279	8.9%
Texas	1,093,968	1,081,047	357,274	33.0%	168,583	15.6%	1,092,763	1,080,873	425,864	39.4%	168,616	15.6%
Utah	57,334	55,366	20,055	36.2%	2,290	4.1%	54,398	64,511	20,514	31.8%	2,193	3.4%
Vermont	1,711	1,564	297	19.0%	106	6.8%	1,242	1,158	405	35.0%	81	7.0%
Virginia	117,417	108,481	36,037	33.2%	10,814	10.0%	117,297	108,375	44,542	41.1%	10,838	10.0%
Washington	123,785	123,914	7,439	6.0%	7,439	6.0%	121,239	121,412	10,077	8.3%	7,285	6.0%
West Virginia	1,906	1,964	1,007	51.3%	224	11.4%	1,906	1,964	1,532	78.0%	216	11.0%
Wisconsin	49,303	48,673	6,737	13.8%	1,845	3.8%	49,016	48,479	8,193	16.9%	1,842	3.8%
Wyoming	2,537	2,533	760	30.0%	263	10.4%	1,762	2,028	791	39.0%	203	10.0%
SUMMARY INFO												
Average	101,237	98,678	28,247	28.9%	12,036	9.5%	94,229	94,490	35,149	38.5%	11,576	9.5%
Median	48,522	47,895	12,556	29.3%	3,372	8.8%	45,965	45,790	18,040	34.9%	2,943	8.7%
Minimum	708	854	0	0.0%	0	0.0%	1,191	854	405	8.3%	81	0.4%
Maximum	1,127,627	1,081,047	357,274	76.0%	168,664	29.3%	1,092,763	1,080,873	425,864	97.4%	168,616	29.0%

NOTE: NR = Not Reported



**Table A-19b. Participation, Progress, and Proficiency on English Language Proficiency Assessments of English Learners with Disabilities: School Year 2021–22**

State	Total Number of ELs With Disabilities Served by Title III	Number Participated	Number Attained Proficiency	Percent Proficient	Number Made Progress	Percent Made Progress
Total	793,136	744,445	41,323	5.6%	187,490	25.2%
Alabama	3,762	3,762	26	0.7%	1,136	30.2%
Alaska	2,566	2,229	45	2.0%	223	10.0%
Arizona	17,224	16,727	519	3.1%	3,864	23.1%
Arkansas	5,821	5,739	207	3.6%	2,996	52.2%
California	183,586	172,270	14,815	8.6%	43,584	25.3%
Colorado	15,891	14,416	923	6.4%	5,939	41.2%
Connecticut	8,496	7,730	549	7.1%	4,592	59.4%
Delaware	2,912	2,755	55	2.0%	1,157	42.0%
District of Columbia	2,024	1,862	NR	NR	NR	NR
Florida	34,164	31,759	3,684	11.6%	11,910	37.5%
Georgia	6,228	6,169	222	3.6%	2,776	45.0%
Hawaii	1,962	1,715	17	1.0%	446	26.0%
Idaho	3,351	3,230	97	3.0%	911	28.2%
Illinois	44,733	44,733	582	1.3%	12,570	28.1%
Indiana	10,570	10,373	135	1.3%	1,297	12.5%
Iowa	5,011	4,861	73	1.5%	2,081	42.8%
Kansas	9,492	9,014	388	4.3%	2,281	25.3%
Kentucky	4,186	4,077	20	0.5%	322	7.9%
Louisiana	1,683	1,663	83	5.0%	1,297	78.0%
Maine	665	597	12	2.0%	125	21.0%
Maryland	12,323	11,612	441	3.8%	1,904	16.4%
Massachusetts	20,826	19,492	1,286	6.6%	4,698	24.1%
Michigan	10,100	9,727	350	3.6%	1,099	11.3%
Minnesota	13,845	11,776	365	3.1%	1,884	16.0%
Mississippi	1,354	1,322	185	14.0%	978	74.0%
Missouri	3,293	3,286	56	1.7%	460	14.0%
Montana	490	431	4	1.0%	99	23.0%
Nebraska	3,428	3,412	171	5.0%	911	26.7%
Nevada	13,453	11,857	249	2.1%	4,648	39.2%
New Hampshire	874	794	32	4.0%	95	12.0%
New Jersey	10,937	10,652	714	6.7%	1,321	12.4%
New Mexico	11,770	10,103	141	1.4%	738	7.3%
New York	53,510	47,564	3,758	7.9%	9,846	20.7%
North Carolina	21,102	20,315	203	1.0%	1,463	7.2%
North Dakota	636	583	17	3.0%	70	12.0%
Ohio	9,824	9,270	1,057	11.4%	3,838	41.4%



State	Total Number of ELs With Disabilities Served by Title III	Number Participated	Number Attained Proficiency	Percent Proficient	Number Made Progress	Percent Made Progress
Oklahoma	10,025	9,189	184	2.0%	1,406	15.3%
Oregon	10,624	9,642	366	3.8%	2,189	22.7%
Pennsylvania	11,537	10,930	87	0.8%	1,202	11.0%
Puerto Rico	314	233	44	19.0%	79	34.0%
Rhode Island	2,707	2,533	51	2.0%	633	25.0%
South Carolina	6,630	6,503	455	7.0%	1,014	15.6%
South Dakota	982	961	29	3.0%	596	62.0%
Tennessee	6,650	6,439	290	4.5%	1,771	27.5%
Texas	128,091	123,439	7,159	5.8%	35,057	28.4%
Utah	9,145	9,145	73	0.8%	3,310	36.2%
Vermont	221	187	9	5.0%	39	21.0%
Virginia	21,014	17,115	719	4.2%	4,980	29.1%
Washington	23,594	20,920	272	1.3%	314	1.5%
West Virginia	345	345	17	5.0%	276	80.0%
Wisconsin	8,698	8,529	68	0.8%	955	11.2%
Wyoming	467	458	18	4.0%	110	24.0%
SUMMARY INFO						
Average	15,253	14,316	810	4.2%	3,676	28.2%
Median	7,573	7,117	184	3.6%	1,297	25.0%
Minimum	221	187	4	0.5%	39	1.5%
Maximum	183,586	172,270	14,815	19.0%	43,584	80.0%

NOTE: NR = Not Reported



**Table A-20a. Number and Percentage of English Learners in Local Educational Agencies Receiving Title III Subgrants Who Successfully Exited English Learner Status: School Year 2020–21**

State	Number Exited	Percentage of ELs in LEAs Receiving Title III Subgrants Who Successfully Exited EL Status
Total		
Alabama	SY 2020–21 data were not included due to data quality issue.	
Alaska		
Arizona		
Arkansas		
California		
Colorado		
Connecticut		
Delaware		
District of Columbia		
Florida		
Georgia		
Hawaii		
Idaho		
Illinois		
Indiana		
Iowa		
Kansas		
Kentucky		
Louisiana		
Maine		
Maryland		
Massachusetts		
Michigan		
Minnesota		
Mississippi		
Missouri		
Montana		
Nebraska		
Nevada		
New Hampshire		
New Jersey		
New Mexico		
New York		
North Carolina		



State	Number Exited	Percentage of ELs in LEAs Receiving Title III Subgrants Who Successfully Exited EL Status
North Dakota		
Ohio	SY 2020–21 data were not included due to data quality issue.	
Oklahoma		
Oregon		
Pennsylvania		
Puerto Rico		
Rhode Island		
South Carolina		
South Dakota		
Tennessee		
Texas		
Utah		
Vermont		
Virginia		
Washington		
West Virginia		
Wisconsin		
Wyoming		
<b>SUMMARY INFO</b>		
Average		
Median		
Minimum		
Maximum		

**NOTES:** “Successfully Exited EL Status” means scoring proficient on English language proficiency assessments and meeting other exit criteria.



**Table A-20b. Number and Percentage of English Learners in Local Educational Agencies Receiving Title III Subgrants Who Successfully Exited English Learner Status: School Year 2021–22**

State	Number Exited	Percentage of ELs in LEAs Receiving Title III Subgrants Who Successfully Exited EL Status
<b>Total</b>	<b>328,694</b>	<b>NR</b>
Alabama	1,871	5.1%
Alaska	810	5.0%
Arizona	8,304	9.9%
Arkansas	3,503	9.3%
California	67,695	7.2%
Colorado	7,650	8.9%
Connecticut	3,169	7.1%
Delaware	1,083	6.9%
District Of Columbia	1,186	12.1%
Florida	37,159	11.5%
Georgia	14,137	10.6%
Hawaii	S	S
Idaho	1,770	9.6%
Illinois	13,156	5.1%
Indiana	3,015	4.1%
Iowa	1,163	3.7%
Kansas	3,280	9.1%
Kentucky	2,054	5.5%
Louisiana	2,747	9.6%
Maine	296	7.6%
Maryland	9,009	8.7%
Massachusetts	10,296	10.2%
Michigan	8,759	9.1%
Minnesota	4,849	6.5%
Mississippi	1,604	15.0%
Missouri	785	2.8%
Montana	73	2.4%
Nebraska	2,984	11.2%
Nevada	1,486	1.3%
New Hampshire	82	1.2%
New Jersey	3,013	2.8%
New Mexico	343	0.7%
New York	37,641	13.0%
North Carolina	4,056	2.9%
North Dakota	449	12.7%
Ohio	12,832	17.9%
Oklahoma	3,969	5.7%
Oregon	3,684	17.9%



State	Number Exited	Percentage of ELs in LEAs Receiving Title III Subgrants Who Successfully Exited EL Status
Pennsylvania	4,688	6.2%
Puerto Rico	250	21.0%
Rhode Island	592	3.8%
South Carolina	3,786	7.4%
South Dakota	348	62.1%
Tennessee	S	S
Texas	16,603	1.4%
Utah	77	0.9%
Vermont	78	19.8%
Virginia	11,328	9.4%
Washington	7,794	5.6%
West Virginia	189	10.1%
Wisconsin	2,999	5.8%
Wyoming	S	S
<b>SUMMARY INFO</b>		
Average	6,708	9.0%
Median	3,013	7.4%
Minimum	73	0.7%
Maximum	67,695	62.1%

**NOTE:** “Successfully Exited EL Status” means scoring proficient on English language proficiency assessments and meeting other exit criteria.

NR = Not Reported; S = Suppressed Data



**Table A-21a. Number and Percentage of English Learners in Language Instruction Educational Programs in Local Educational Agencies Receiving Title III Subgrants Who Are Not Proficient After Five Years: School Year 2020–21**

State	Number of ELs Not Proficient After Five Years	Percentage of ELs Not Proficient After Five Years
Total		
Alabama	SY 2020–21 data were not included due to data quality issue.	
Alaska		
Arizona		
Arkansas		
California		
Colorado		
Connecticut		
Delaware		
District of Columbia		
Florida		
Georgia		
Hawaii		
Idaho		
Illinois		
Indiana		
Iowa		
Kansas		
Kentucky		
Louisiana		
Maine		
Maryland		
Massachusetts		
Michigan		
Minnesota		
Mississippi		
Missouri		
Montana		
Nebraska		
Nevada		
New Hampshire		
New Jersey		
New Mexico		
New York		
North Carolina		



State	Number of ELs Not Proficient After Five Years	Percentage of ELs Not Proficient After Five Years
North Dakota		
Ohio	SY 2020–21 data were not included due to data quality issue.	
Oklahoma		
Oregon		
Pennsylvania		
Puerto Rico		
Rhode Island		
South Carolina		
South Dakota		
Tennessee		
Texas		
Utah		
Vermont		
Virginia		
Washington		
West Virginia		
Wisconsin		
Wyoming		
<b>SUMMARY INFO</b>		
Average		
Median		
Minimum		
Maximum		



**Table A-21b. Number and Percentage of English Learners in Language Instruction Educational Programs in Local Educational Agencies Receiving Title III Subgrants Who Are Not Proficient After Five Years: School Year 2021–22**

State	Number of ELs Not Proficient After 5 Years	Percentage of ELs Not Proficient After 5 Years
<b>Total</b>	<b>1,674,686</b>	<b>NR</b>
Alabama	14,818	41.8%
Alaska	8,432	95.8%
Arizona	29,399	30.7%
Arkansas	9,178	94.0%
California	166,794	57.6%
Colorado	36,860	97.3%
Connecticut	14,464	79.0%
Delaware	5,754	88.9%
District of Columbia	2,982	78.8%
Florida	56,633	16.9%
Georgia	29,307	44.8%
Hawaii	5,938	88.7%
Idaho	8,567	46.6%
Illinois	101,093	92.9%
Indiana	28,812	93.0%
Iowa	2,259	53.3%
Kansas	10,045	84.2%
Kentucky	11,141	93.2%
Louisiana	20,837	90.4%
Maine	2,635	93.7%
Maryland	20,881	76.7%
Massachusetts	18,300	62.6%
Michigan	36,788	27.7%
Minnesota	12,644	94.7%
Mississippi	661	32.9%
Missouri	7,191	99.6%
Montana	1,117	96.6%
Nebraska	1,665	39.8%
Nevada	20,014	93.8%
New Hampshire	1,518	59.7%
New Jersey	15,048	21.8%
New Mexico	31,868	96.3%
New York	80,014	92.4%
North Carolina	45,420	67.2%
North Dakota	S	S
Ohio	6,981	52.7%
Oklahoma	43,066	75.0%



State	Number of ELs Not Proficient After 5 Years	Percentage of ELs Not Proficient After 5 Years
Oregon	15,723	80.9%
Pennsylvania	19,787	94.6%
Puerto Rico	28	73.7%
Rhode Island	1,512	82.2%
South Carolina	18,678	91.9%
South Dakota	1,625	82.4%
Tennessee	2,975	47.2%
Texas	523,200	80.4%
Utah	4,334	73.8%
Vermont	315	80.2%
Virginia	25,387	90.0%
Washington	130,772	94.4%
West Virginia	557	65.1%
Wisconsin	20,110	49.5%
Wyoming	559	36.1%
<b>SUMMARY INFO</b>		
Average	32,837	72.0%
Median	14,464	80.2%
Minimum	28	16.9%
Maximum	523,200	99.6%

NOTE: NR = Not Reported; S = Suppressed Data



**Table A-22. Number and Percentage of All Students, Currently Identified English Learners, and Former English Learners Who Scored Proficient or Above Proficient on State Mathematics Assessments: School Year 2020–21**

State	All Students			Currently Identified ELs			Former ELs		
	Number Valid Test Takers	Number Proficient or Above	Percent Proficient or Above	Number Valid Test Takers	Number Proficient or Above	Percent Proficient or Above	Number Tested	Number Proficient or Above	Percent Proficient or Above
<b>Total</b>	<b>19,677,035</b>	<b>7,311,931</b>	<b>37.2%</b>	<b>1,959,175</b>	<b>328,116</b>	<b>16.7%</b>	<b>742,766</b>	<b>285,670</b>	<b>38.5%</b>
Alabama	364,253*	80,136	22.0%	18,536	1,483	8.0%	4,384	83	1.9%
Alaska	44,307**	14,267	32.2%	6,106**	763	12.5%	534	251	47.0%
Arizona	516,565*	160,652	31.1%	37,434*	1,160	3.1%	8,112	860	10.6%
Arkansas	288,170	104,029	36.1%	21,356	2,840	13.3%	13,309	7,067	53.1%
California	755,463***	252,325	33.4%	118,269***	9,935	8.4%	62,969	18,324	29.1%
Colorado	200,849***	61,058	30.4%	17,315***	554	3.2%	13,368	2,139	16.0%
Connecticut	245,304*	91,744	37.4%	19,817*	1,764	8.9%	9,027	3,178	35.2%
Delaware	46,513**	12,279	26.4%	NR	NR	NR	2,209	795	36.0%
District of Columbia	NR	NR	NR	NR	NR	NR	NR	NR	NR
Florida	1,477,331*	706,164	47.8%	267,821*	93,202	34.8%	120,524	59,780	49.6%
Georgia	631,891**	219,898	34.8%	55,263*	7,129	12.9%	25,728	10,548	41.0%
Hawaii	78,492*	24,882	31.7%	7,828*	830	10.6%	1,907	934	49.0%
Idaho	164,104	64,985	39.6%	10,002	840	8.4%	3,689	1,195	32.4%
Illinois	702,857**	182,743	26.0%	72,675**	3,852	5.3%	52,424	9,594	18.3%
Indiana	525,297	188,582	35.9%	36,760	4,926	13.4%	8,480	3,757	44.3%
Iowa	323,431	207,319	64.1%	17,321*	3,551	20.5%	7,838	5,032	64.2%
Kansas	229,367*	63,993	27.9%	18,840*	1,168	6.2%	7,206	1,499	20.8%
Kentucky	294,583*	87,197	29.6%	13,500*	1,175	8.7%	3,170	922	29.1%
Louisiana	354,812	101,831	28.7%	13,141*	1,064	8.1%	2,501	675	27.0%
Maine	79,704*	64,799	81.3%	2,284*	822	36.0%	500	465	93.0%
Maryland	419,919*	80,624	19.2%	44,401*	1,954	4.4%	18,977	3,359	17.7%
Massachusetts	459,502	165,421	36.0%	40,237*	2,334	5.8%	37,648	10,767	28.6%
Michigan	524,960**	181,636	34.6%	30,471**	4,662	15.3%	15,307	7,179	46.9%
Minnesota	342,758*	151,499	44.2%	25,108**	2,310	9.2%	15,100	4,258	28.2%
Mississippi	242,098	85,218	35.2%	6,445	1,418	22.0%	2,050	1,435	70.0%
Missouri	453,243	159,995	35.3%	16,784	1,897	11.3%	9,056	3,631	40.1%
Montana	70,624	24,365	34.5%	1,751*	158	9.0%	141	35	25.0%
Nebraska	154,308*	71,136	46.1%	18,323*	3,939	21.5%	9,064	3,281	36.2%
Nevada	182,106**	46,619	25.6%	23,723**	1,305	5.5%	13,665	3,034	22.2%
New Hampshire	73,023*	27,530	37.7%	1,722**	172	10.0%	794	270	34.0%
New Jersey	699,720	177,729	25.4%	47,464*	2,611	5.5%	21,172	3,980	18.8%
New Mexico	16,563***	3,876	23.4%	1,831***	73	4.0%	NR	NR	NR
New York	668,467**	373,673	55.9%	46,442***	11,936	25.7%	17,732	8,742	49.3%
North Carolina	739,152*	308,966	41.8%	63,674*	10,124	15.9%	18,985	10,176	53.6%



State	All Students			Currently Identified ELs			Former ELs		
	Number Valid Test Takers	Number Proficient or Above	Percent Proficient or Above	Number Valid Test Takers	Number Proficient or Above	Percent Proficient or Above	Number Tested	Number Proficient or Above	Percent Proficient or Above
North Dakota	57,027	21,727	38.1%	2,057*	206	10.0%	335	127	38.0%
Ohio	821,712*	406,747	49.5%	25,251*	3,863	15.3%	18,169	8,667	47.7%
Oklahoma	326,053*	72,058	22.1%	32,548*	2,343	7.2%	7,727	2,187	28.3%
Oregon	51,343***	15,814	30.8%	2,766***	166	6.0%	2,424	582	24.0%
Pennsylvania	664,642**	246,582	37.1%	22,337**	1,876	8.4%	4,896	1,865	38.1%
Puerto Rico	NR	NR	NR	NR	NR	NR	NR	NR	NR
Rhode Island	64,575*	13,561	21.0%	7,270*	174	2.4%	1,977	336	17.0%
South Carolina	346,067*	132,544	38.3%	28,541*	7,849	27.5%	9,847	4,904	49.8%
South Dakota	69,138*	29,038	42.0%	3,834	606	15.8%	691	304	44.0%
Tennessee	492,470	132,474	26.9%	26,064	1,512	5.8%	17,948	4,397	24.5%
Texas	2,484,448*	909,308	36.6%	537,187*	110,123	20.5%	109,623	55,360	50.5%
Utah	318,832*	123,707	38.8%	29,283*	2,518	8.6%	4,415	1,620	36.7%
Vermont	36,890*	12,247	33.2%	839*	117	14.0%	295	145	49.0%
Virginia	511,484*	278,247	54.4%	44,393*	9,411	21.2%	28,584	14,835	51.9%
Washington	523,593*	175,404	33.5%	52,130*	3,232	6.2%	NR	NR	NR
West Virginia	116,880	32,259	27.6%	1,122	247	22.0%	669	321	48.0%
Wisconsin	366,537*	136,352	37.2%	19,419*	1,728	8.9%	6,836	2,454	35.9%
Wyoming	55,608	26,692	48.0%	1,490	194	13.0%	760	319	42.0%
<b>SUMMARY INFO</b>									
Average	393,541	146,239	36.1%	39,983	6,696	12.2%	15,474	5,951	37.4%
Median	324,742	96,787	35.0%	19,817	1,764	9.2%	7,975	2,320	36.5%
Minimum	16,563	3,876	19.2%	839	73	2.4%	141	35	1.9%
Maximum	2,484,448	909,308	81.3%	537,187	110,123	36.0%	120,524	59,780	93.0%

**NOTE:** SEAs with less than 50% participation rates are denoted with \*\*\*, SEAs with participation rates greater than 50% but less than 75% are denoted with \*\*, and SEAs with participation rates at or above 75% but below 95% are denoted with \*. SEAs without any flag had participation rates equal to or greater than 95%.

NR = Not Reported



**Table A-23. Number and Percentage of All Students, Currently Identified English Learners, and Former English Learners Who Scored Proficient or Above Proficient on State Mathematics Assessments: School Year 2021–22**

State	All Students			Currently Identified ELs			Former ELs		
	Number Valid Test Takers	Number Proficient or Above	Percent Proficient or Above	Number Valid Test Takers	Number Proficient or Above	Percent Proficient or Above	Number Tested	Number Proficient or Above	Percent Proficient or Above
<b>Total</b>	<b>22,894,113</b>	<b>8,982,028</b>	<b>39.2%</b>	<b>2,978,370</b>	<b>622,974</b>	<b>20.9%</b>	<b>1,067,430</b>	<b>463,439</b>	<b>43.4%</b>
Alabama	S	S	S	S	S	S	S	S	S
Alaska	55,101	12,563	22.8%	7,533	557	7.4%	865	277	32.0%
Arizona	574,855	200,050	34.8%	47,711	2,624	5.5%	4,795	508	10.6%
Arkansas	293,120	112,265	38.3%	22,171	3,037	13.7%	12,086	6,563	54.3%
California	3,002,827	993,936	33.1%	831,292	157,114	18.9%	282,851	102,675	36.3%
Colorado	392,697	124,878	31.8%	43,635	2,662	6.1%	26,555	5,709	21.5%
Connecticut	251,772	100,205	39.8%	21,231	2,357	11.1%	9,025	3,484	38.6%
Delaware	70,663	20,634	29.2%	7,984	1,054	13.2%	3,290	1,355	41.2%
District Of Columbia	43,046	8,308	19.3%	5,478	696	12.7%	645	264	41.0%
Florida	1,522,731	794,866	52.2%	276,789	107,671	38.9%	123,986	67,324	54.3%
Georgia	905,768	338,757	37.4%	77,350	12,608	16.3%	36,020	17,182	47.7%
Hawaii	86,170	32,745	38.0%	8,887	1,306	14.7%	2,349	1,292	55.0%
Idaho	166,203	69,639	41.9%	10,077	927	9.2%	4,716	1,622	34.4%
Illinois	NR	NR	NR	NR	NR	NR	47,506	15,297	32.2%
Indiana	525,291	196,984	37.5%	47,370	10,374	21.9%	9,620	4,541	47.2%
Iowa	326,985	208,616	63.8%	18,384	3,714	20.2%	8,759	5,702	65.1%
Kansas	240,030	70,569	29.4%	19,560	1,428	7.3%	12,372	3,068	24.8%
Kentucky	333,875	126,205	37.8%	18,037	2,309	12.8%	4,238	1,920	45.3%
Louisiana	348,013	110,668	31.8%	14,683	1,454	9.9%	9,413	3,878	41.2%
Maine	81,899	66,748	81.5%	2,710	1,057	39.0%	587	464	79.0%
Maryland	439,395	108,091	24.6%	50,450	3,077	6.1%	17,806	3,810	21.4%
Massachusetts	466,966	190,055	40.7%	42,846	3,685	8.6%	37,172	13,010	35.0%
Michigan	694,893	233,484	33.6%	48,365	8,319	17.2%	19,762	10,296	52.1%
Minnesota	411,422	184,317	44.8%	37,144	4,532	12.2%	18,595	5,690	30.6%
Mississippi	233,241	109,623	47.0%	6,684	1,978	29.6%	2,180	1,788	82.0%
Missouri	463,980	181,880	39.2%	18,724	2,734	14.6%	9,073	4,537	50.0%
Montana	75,711	26,650	35.2%	1,924	173	9.0%	177	65	37.0%
Nebraska	163,853	75,372	46.0%	20,451	4,438	21.7%	10,393	3,710	35.7%
Nevada	245,917	69,840	28.4%	34,115	3,070	9.0%	16,440	4,291	26.1%
New Hampshire	82,314	33,337	40.5%	2,308	300	13.0%	983	334	34.0%
New Jersey	700,963	248,842	35.5%	54,956	4,726	8.6%	23,712	7,303	30.8%
New Mexico	156,128	38,251	24.5%	29,652	2,847	9.6%	4,124	1,522	36.9%
New York	1,101,394	512,148	46.5%	109,807	20,095	18.3%	52,186	25,049	48.0%
North Carolina	747,517	379,739	50.8%	71,403	18,351	25.7%	20,431	13,076	64.0%



State	All Students			Currently Identified ELs			Former ELs		
	Number Valid Test Takers	Number Proficient or Above	Percent Proficient or Above	Number Valid Test Takers	Number Proficient or Above	Percent Proficient or Above	Number Tested	Number Proficient or Above	Percent Proficient or Above
North Dakota	59,016	22,780	38.6%	2,073	228	11.0%	508	193	38.0%
Ohio	860,660	449,265	52.2%	29,518	5,402	18.3%	14,001	8,177	58.4%
Oklahoma	349,311	86,978	24.9%	35,886	3,481	9.7%	9,067	3,291	36.3%
Oregon	250,743	76,727	30.6%	26,485	1,510	5.7%	11,455	2,669	23.3%
Pennsylvania	789,669	285,071	36.1%	39,599	4,039	10.2%	4,823	2,002	41.5%
Puerto Rico	132,989	27,795	20.9%	438	92	21.0%	393	141	36.0%
Rhode Island	70,112	18,650	26.6%	8,667	451	5.2%	2,052	472	23.0%
South Carolina	399,586	163,830	41.0%	26,201	6,183	23.6%	10,539	5,860	55.6%
South Dakota	72,017	30,391	42.2%	3,335	417	12.5%	1,146	516	45.0%
Tennessee	627,519	195,158	31.1%	27,821	2,031	7.3%	15,772	5,031	31.9%
Texas	2,922,137	1,195,154	40.9%	677,822	197,246	29.1%	85,967	54,503	63.4%
Utah	NR	NR	NR	NR	NR	NR	4,393	1,810	41.2%
Vermont	39,086	12,937	33.1%	991	168	17.0%	353	166	47.0%
Virginia	NR	NR	NR	NR	NR	NR	34,452	24,530	71.2%
Washington	536,777	215,248	40.1%	60,251	6,929	11.5%	30,837	13,013	42.2%
West Virginia	123,816	39,869	32.2%	955	153	16.0%	676	318	47.0%
Wisconsin	399,036	154,427	38.7%	27,079	3,141	11.6%	7,525	2,837	37.7%
Wyoming	56,899	27,482	48.3%	1,538	231	15.0%	759	304	40.0%
<b>SUMMARY INFO</b>									
Average	476,961	187,126	37.8%	62,049	12,979	14.7%	20,930	9,087	42.4%
Median	330,430	110,146	37.7%	24,186	2,698	12.8%	9,073	3,484	41.0%
Minimum	39,086	8,308	19.3%	438	92	5.2%	177	65	10.6%
Maximum	3,002,827	1,195,154	81.5%	831,292	197,246	39.0%	282,851	102,675	82.0%

NOTE: NR = Not Reported; S = Suppressed Data



**Table A-24. Number and Percentage of All Students, Currently Identified English Learners, and Former English Learners Who Scored Proficient or Above Proficient on State Reading/Language Arts Assessments: School Year 2020–21**

State	All Students			Currently Identified ELs			Former ELs		
	Number Valid Test Takers	Number Proficient or Above	Percent Proficient or Above	Number Valid Test Takers	Number Proficient or Above	Percent Proficient or Above	Number Tested	Number Proficient or Above	Percent Proficient or Above
<b>Total</b>	<b>18,643,565</b>	<b>8,453,722</b>	<b>45.3%</b>	<b>1,865,830</b>	<b>318,243</b>	<b>17.1%</b>	<b>747,100</b>	<b>366,155</b>	<b>49.0%</b>
Alabama	363,341*	164,957	45.4%	17,790	2,740	15.4%	4,396	84	1.9%
Alaska	44,743**	17,629	39.4%	6,172**	796	12.9%	534	331	62.0%
Arizona	508,077*	195,610	38.5%	36,182*	832	2.3%	85	9	11.0%
Arkansas	287,402	106,051	36.9%	21,322	1,706	8.0%	13,299	7,261	54.6%
California	747,310***	362,445	48.5%	116,079***	13,233	11.4%	61,022	28,436	46.6%
Colorado	204,271***	96,007	47.0%	19,218***	1,422	7.4%	12,422	4,161	33.5%
Connecticut	247,419*	123,957	50.1%	18,667*	1,811	9.7%	9,197	4,644	50.5%
Delaware	46,854**	19,632	41.9%	NR	NR	NR	2,217	1,330	60.0%
District Of Columbia	NR	NR	NR	NR	NR	NR	NR	NR	NR
Florida	1,577,264*	820,177	52.0%	270,118*	90,219	33.4%	129,426	68,855	53.2%
Georgia	629,225**	242,252	38.5%	54,442*	4,682	8.6%	26,524	12,095	45.6%
Hawaii	77,979*	38,600	49.5%	7,693*	1,069	13.9%	1,904	1,390	73.0%
Idaho	164,182	88,494	53.9%	9,791	1,214	12.4%	3,696	1,966	53.2%
Illinois	709,582*	219,261	30.9%	73,738**	3,761	5.1%	52,425	11,848	22.6%
Indiana	524,728	223,534	42.6%	36,265	4,243	11.7%	8,499	4,683	55.1%
Iowa	322,102	218,385	67.8%	17,119**	2,996	17.5%	7,818	5,590	71.5%
Kansas	222,273*	78,907	35.5%	15,451**	973	6.3%	7,216	2,057	28.5%
Kentucky	294,731*	121,724	41.3%	13,108**	1,481	11.3%	3,172	1,396	44.0%
Louisiana	353,762	141,859	40.1%	13,355	841	6.3%	2,494	898	36.0%
Maine	79,276*	67,385	85.0%	2,234*	1,028	46.0%	306	282	92.0%
Maryland	427,327*	151,274	35.4%	43,202*	2,895	6.7%	19,041	6,245	32.8%
Massachusetts	460,047	223,123	48.5%	40,189*	3,175	7.9%	37,693	15,341	40.7%
Michigan	526,171**	252,036	47.9%	30,387*	5,622	18.5%	15,379	9,950	64.7%
Minnesota	353,458*	185,565	52.5%	25,908**	2,358	9.1%	15,324	7,110	46.4%
Mississippi	237,457	82,872	34.9%	6,274	972	15.5%	1,548	960	62.0%
Missouri	449,071	202,980	45.2%	16,299	1,891	11.6%	9,024	4,683	51.9%
Montana	71,323	33,023	46.3%	1,785*	196	11.0%	146	66	45.0%
Nebraska	154,521*	74,479	48.2%	18,335*	4,199	22.9%	9,068	3,636	40.1%
Nevada	182,036**	76,455	42.0%	23,618**	1,795	7.6%	13,714	6,020	43.9%
New Hampshire	72,868*	37,673	51.7%	1,708**	171	10.0%	791	396	50.0%
New Jersey	655,495	310,049	47.3%	42,982	4,771	11.1%	20,456	7,344	35.9%
New Mexico	16,518***	9,647	58.4%	1,828***	567	31.0%	NR	NR	NR
New York	600,235***	374,547	62.4%	41,212***	8,490	20.6%	18,622	11,080	59.5%
North Carolina	765,609*	361,367	47.2%	64,917*	7,530	11.6%	18,944	10,628	56.1%



State	All Students			Currently Identified ELs			Former ELs		
	Number Valid Test Takers	Number Proficient or Above	Percent Proficient or Above	Number Valid Test Takers	Number Proficient or Above	Percent Proficient or Above	Number Tested	Number Proficient or Above	Percent Proficient or Above
North Dakota	56,783	23,962	42.2%	2,001*	240	12.0%	336	192	57.0%
Ohio	840,162*	479,733	57.1%	25,803*	3,148	12.2%	18,772	10,963	58.4%
Oklahoma	325,836*	81,133	24.9%	32,515*	1,756	5.4%	7,742	2,493	32.2%
Oregon	52,965***	24,947	47.1%	3,090***	204	6.6%	2,432	924	38.0%
Pennsylvania	571,436**	313,147	54.8%	19,730**	3,038	15.4%	4,490	2,865	63.8%
Puerto Rico	NR	NR	NR	NR	NR	NR	NR	NR	NR
Rhode Island	64,907*	22,847	35.2%	7,123*	313	4.4%	1,996	579	29.0%
South Carolina	358,499*	172,080	48.0%	28,500*	8,123	28.5%	9,629	5,315	55.2%
South Dakota	69,164	36,034	52.1%	3,783	851	22.5%	691	470	68.0%
Tennessee	495,315	146,118	29.5%	24,787	967	3.9%	17,910	3,922	21.9%
Texas	2,535,308*	1,059,759	41.8%	558,969*	115,707	20.7%	115,310	70,800	61.4%
Utah	320,318*	136,455	42.6%	29,415*	2,294	7.8%	4,404	2,149	48.8%
Vermont	36,914*	17,829	48.3%	839*	159	19.0%	294	197	67.0%
Virginia	NR	NR	NR	NR	NR	NR	28,413	20,571	72.4%
Washington	NR	NR	NR	NR	NR	NR	NR	NR	NR
West Virginia	116,984	46,209	39.5%	1,121	291	26.0%	671	429	64.0%
Wisconsin	366,760*	141,569	38.6%	19,307*	1,313	6.8%	6,846	3,122	45.6%
Wyoming	55,557	29,945	53.9%	1,459	160	11.0%	762	389	51.0%
SUMMARY INFO									
Average	388,408	176,119	46.0%	39,699	6,771	13.6%	15,565	7,628	49.1%
Median	321,210	130,206	46.7%	19,218	1,756	11.4%	7,780	3,379	50.8%
Minimum	16,518	9,647	24.9%	839	159	2.3%	85	9	1.9%
Maximum	2,535,308	1,059,759	85.0%	558,969	115,707	46.0%	129,426	70,800	92.0%

NOTE: SEAs with less than 50% participation rates are denoted with \*\*\*, SEAs with participation rates greater than 50% but less than 75% are denoted with \*\*, and SEAs with participation rates at or above 75% but below 95% are denoted with \*. SEAs without any flag had participation rates equal to or greater than 95%.

NR = Not Reported



**Table A-25. Number and Percentage of All Students, Currently Identified English Learners, and Former English Learners Who Scored Proficient or Above Proficient on State Reading/Language Arts Assessments: School Year 2021–22**

State	All Students			Currently Identified ELs			Former ELs		
	Number Valid Test Takers	Number Proficient or Above	Percent Proficient or Above	Number Valid Test Takers	Number Proficient or Above	Percent Proficient or Above	Number Tested	Number Proficient or Above	Percent Proficient or Above
<b>Total</b>	<b>24,376,473</b>	<b>11,396,210</b>	<b>46.8%</b>	<b>3,105,268</b>	<b>698,836</b>	<b>22.5%</b>	<b>1,078,984</b>	<b>587,290</b>	<b>54.4%</b>
Alabama	375,409	177,568	47.3%	18,562	3,100	16.7%	4,523	2,827	62.5%
Alaska	55,156	16,216	29.4%	7,437	595	8.0%	860	404	47.0%
Arizona	568,918	229,843	40.4%	47,111	1,932	4.1%	4,751	827	17.4%
Arkansas	292,470	116,696	39.9%	22,103	1,857	8.4%	12,079	6,776	56.1%
California	2,998,610	1,400,351	46.7%	820,119	220,612	26.9%	283,357	156,413	55.2%
Colorado	392,428	176,200	44.9%	42,784	3,508	8.2%	26,458	9,287	35.1%
Connecticut	252,775	127,651	50.5%	21,315	2,451	11.5%	9,055	4,826	53.3%
Delaware	70,470	29,738	42.2%	7,704	1,240	16.1%	3,283	2,016	61.4%
District Of Columbia	43,997	13,463	30.6%	5,409	925	17.1%	651	423	65.0%
Florida	1,658,982	864,330	52.1%	284,533	93,611	32.9%	130,784	68,138	52.1%
Georgia	898,919	355,972	39.6%	74,126	7,561	10.2%	37,309	18,169	48.7%
Hawaii	85,529	44,390	51.9%	8,502	1,479	17.4%	2,350	1,786	76.0%
Idaho	166,133	91,041	54.8%	9,575	1,139	11.9%	4,736	2,638	55.7%
Illinois	941,384	281,474	29.9%	130,337	8,993	6.9%	47,585	19,320	40.6%
Indiana	525,501	217,032	41.3%	47,353	9,944	21.0%	9,629	5,517	57.3%
Iowa	326,277	227,415	69.7%	18,283	3,529	19.3%	8,743	6,592	75.4%
Kansas	235,668	76,592	32.5%	14,887	729	4.9%	12,375	3,490	28.2%
Kentucky	332,566	148,657	44.7%	16,611	2,575	15.5%	4,237	2,267	53.5%
Louisiana	349,841	148,333	42.4%	14,928	1,209	8.1%	9,454	5,105	54.0%
Maine	81,424	68,478	84.1%	2,342	1,194	51.0%	587	528	90.0%
Maryland	442,469	199,554	45.1%	47,936	5,800	12.1%	17,880	8,654	48.4%
Massachusetts	467,497	204,296	43.7%	42,817	2,355	5.5%	37,223	13,661	36.7%
Michigan	693,728	314,953	45.4%	47,331	9,703	20.5%	19,754	13,512	68.4%
Minnesota	424,019	216,674	51.1%	37,948	4,364	11.5%	18,876	8,419	44.6%
Mississippi	232,275	96,859	41.7%	6,649	1,250	18.8%	1,537	1,122	73.0%
Missouri	459,767	198,619	43.2%	17,279	2,125	12.3%	8,935	4,566	51.1%
Montana	76,635	35,022	45.7%	1,920	173	9.0%	178	84	47.0%
Nebraska	163,973	77,231	47.1%	20,466	4,257	20.8%	10,394	3,867	37.2%
Nevada	245,780	106,914	43.5%	33,914	4,002	11.8%	16,452	8,210	49.9%
New Hampshire	81,933	41,622	50.8%	2,104	231	11.0%	979	460	47.0%
New Jersey	691,681	336,157	48.6%	45,460	4,591	10.1%	23,727	10,416	43.9%
New Mexico	156,100	52,762	33.8%	29,616	3,732	12.6%	4,134	2,055	49.7%
New York	1,008,135	492,978	48.9%	93,038	14,421	15.5%	47,945	28,144	58.7%
North Carolina	807,650	403,017	49.9%	75,457	11,696	15.5%	20,792	13,057	62.8%
North Dakota	58,741	25,729	43.8%	2,004	261	13.0%	508	290	57.0%



State	All Students			Currently Identified ELs			Former ELs		
	Number Valid Test Takers	Number Proficient or Above	Percent Proficient or Above	Number Valid Test Takers	Number Proficient or Above	Percent Proficient or Above	Number Tested	Number Proficient or Above	Percent Proficient or Above
Ohio	879,124	523,079	59.5%	30,457	4,934	16.2%	14,164	9,575	67.6%
Oklahoma	349,699	95,118	27.2%	35,946	2,121	5.9%	9,072	3,275	36.1%
Oregon	253,382	111,488	44.0%	25,352	1,546	6.1%	11,553	4,344	37.6%
Pennsylvania	830,826	457,785	55.1%	37,668	6,328	16.8%	5,047	3,583	71.0%
Puerto Rico	133,751	47,482	35.5%	441	97	22.0%	392	149	38.0%
Rhode Island	69,746	23,086	33.1%	8,017	329	4.1%	2,075	623	30.0%
South Carolina	410,641	213,944	52.1%	25,734	5,970	23.2%	9,534	5,921	62.1%
South Dakota	71,817	36,627	51.0%	3,164	459	14.5%	1,144	732	64.0%
Tennessee	576,345	212,095	36.8%	24,916	1,470	5.9%	15,165	4,656	30.7%
Texas	2,981,602	1,523,599	51.1%	705,853	227,991	32.3%	90,164	69,426	77.0%
Utah	NR	NR	NR	NR	NR	NR	4,577	2,311	50.5%
Vermont	39,115	17,367	44.4%	952	219	23.0%	355	224	63.0%
Virginia	NR	NR	NR	NR	NR	NR	33,726	26,846	79.6%
Washington	538,804	287,721	53.4%	60,116	7,635	12.7%	30,925	17,751	57.4%
West Virginia	123,830	51,142	41.3%	956	105	11.0%	678	414	61.0%
Wisconsin	398,174	151,704	38.1%	26,292	2,314	8.8%	7,529	3,222	42.8%
Wyoming	56,777	30,149	53.1%	1,444	173	12.0%	764	374	49.0%
SUMMARY INFO									
Average	487,529	227,924	45.5%	62,105	13,977	14.6%	20,750	11,294	53.4%
Median	341,133	148,495	44.8%	23,510	2,334	12.5%	9,064	4,105	53.4%
Minimum	39,115	13,463	27.2%	441	97	4.1%	178	84	17.4%
Maximum	2,998,610	1,523,599	84.1%	820,119	227,991	51.0%	283,357	156,413	90.0%

NOTE: NR = Not Reported



**Table A-26. Number and Percentage of All Students, Currently Identified English Learners, and Former English Learners Who Scored Proficient or Above Proficient on State Science Assessments: School Year 2020–21**

State	All Students			Currently Identified ELs			Former ELs		
	Number Valid Test Takers	Number Proficient or Above	Percent Proficient or Above	Number Valid Test Takers	Number Proficient or Above	Percent Proficient or Above	Number Tested	Number Proficient or Above	Percent Proficient or Above
<b>Total</b>	<b>8,057,571</b>	<b>3,549,190</b>	<b>44.0%</b>	<b>680,296</b>	<b>105,269</b>	<b>15.5%</b>	<b>267,382</b>	<b>112,002</b>	<b>41.9%</b>
Alabama	151,947***	52,517	34.6%	6,468***	641	9.9%	1,247	75	6.0%
Alaska	NR	NR	NR	NR	NR	NR	NR	NR	NR
Arizona	NR	NR	NR	NR	NR	NR	NR	NR	NR
Arkansas	287,976***	98,455	34.2%	21,351***	1,610	7.5%	13,307	6,254	47.0%
California	200,994***	55,949	27.8%	27,323***	715	2.6%	18,286	3,182	17.4%
Colorado	88,688***	25,367	28.6%	5,625***	41	0.7%	5,517	326	5.9%
Connecticut	102,081***	50,055	49.0%	6,398***	500	7.8%	3,961	1,755	44.3%
Delaware	16,425***	3,942	24.0%	1,616***	32	2.0%	717	158	22.0%
District Of Columbia	NR	NR	NR	NR	NR	NR	NR	NR	NR
Florida	575,626**	295,630	51.4%	86,674***	25,328	29.2%	39,995	18,478	46.2%
Georgia	265,587***	101,880	38.4%	17,487***	1,344	7.7%	8,711	3,693	42.4%
Hawaii	31,820***	11,007	34.6%	2,540***	130	5.1%	561	309	55.0%
Idaho	NR	NR	NR	NR	NR	NR	NR	NR	NR
Illinois	NR	NR	NR	NR	NR	NR	NR	NR	NR
Indiana	203,785***	77,045	37.8%	13,680***	1,113	8.1%	3,574	1,608	45.0%
Iowa	108,694**	64,953	59.8%	5,525***	738	13.4%	2,398	1,175	49.0%
Kansas	95,686***	33,064	34.6%	6,888***	405	5.9%	2,501	550	22.0%
Kentucky	120,739***	28,936	24.0%	5,278***	256	4.9%	895	179	20.0%
Louisiana	347,734***	89,231	25.7%	12,944***	500	3.9%	2,412	579	24.0%
Maine	NR	NR	NR	NR	NR	NR	NR	NR	NR
Maryland	159,485***	64,769	40.6%	12,301***	1,001	8.1%	6,011	2,302	38.3%
Massachusetts	118,009***	49,372	41.8%	8,798***	364	4.1%	10,013	3,104	31.0%
Michigan	203,573***	47,179	23.2%	9,689***	399	4.1%	5,741	1,791	31.2%
Minnesota	144,980***	65,524	45.2%	8,422***	415	4.9%	5,461	1,300	23.8%
Mississippi	105,252***	51,645	49.1%	2,181***	574	26.3%	718	675	94.0%
Missouri	192,856***	71,506	37.1%	5,648***	327	5.8%	3,508	1,238	35.3%
Montana	8,752***	2,488	28.4%	89***	NR	NR	NR	NR	20.0%
Nebraska	21,954**	11,447	52.1%	1,066***	119	11.2%	NR	NR	NR
Nevada	53,036***	13,606	25.7%	6,246***	106	1.7%	4,650	800	17.2%
New Hampshire	28,492***	10,504	36.9%	548***	20	3.6%	289	78	27.0%
New Jersey	275,060***	60,643	22.0%	14,924***	306	2.1%	6,654	798	12.0%
New Mexico	NR	NR	NR	NR	NR	NR	NR	NR	NR
New York	330,419*	278,569	84.3%	18,101**	9,958	55.0%	5,544	3,997	72.1%
North Carolina	286,702**	176,004	61.4%	19,870***	4,000	20.1%	5,390	3,838	71.2%
North Dakota	23,285***	10,853	46.6%	764***	103	13.5%	74	34	46.0%



State	All Students			Currently Identified ELs			Former ELs		
	Number Valid Test Takers	Number Proficient or Above	Percent Proficient or Above	Number Valid Test Takers	Number Proficient or Above	Percent Proficient or Above	Number Tested	Number Proficient or Above	Percent Proficient or Above
Ohio	360,426**	217,869	60.4%	9,526***	1,515	15.9%	7,604	4,114	54.1%
Oklahoma	137,376***	40,738	29.7%	10,898***	626	5.7%	2,756	1,075	39.0%
Oregon	31,004***	10,908	35.2%	1,534***	49	3.2%	NR	NR	NR
Pennsylvania	240,183**	152,449	63.5%	7,218***	1,919	26.6%	1,223	832	68.0%
Puerto Rico	NR	NR	NR	NR	NR	NR	NR	NR	NR
Rhode Island	26,469***	8,436	31.9%	2,613***	52	2.0%	702	176	25.0%
South Carolina	153,734***	73,593	47.9%	12,156***	3,641	30.0%	2,772	1,608	58.0%
South Dakota	28,999***	12,076	42.0%	1,226***	147	12.1%	193	42	22.0%
Tennessee	487,393***	185,091	38.0%	25,440***	2,034	8.0%	17,304	5,330	30.8%
Texas	1,107,483***	474,946	42.9%	217,165***	36,844	17.0%	59,219	32,570	55.0%
Utah	273,851***	123,459	45.1%	24,154***	2,326	9.6%	2,826	1,300	46.0%
Vermont	15,109***	5,594	37.0%	277***	21	7.6%	98	47	48.0%
Virginia	222,636**	131,463	59.0%	13,875***	1,445	10.4%	11,308	5,213	46.1%
Washington	194,186**	117,067	60.3%	17,145***	2,602	15.2%	NR	NR	NR
West Virginia	48,824***	13,057	26.7%	405***	65	16.0%	292	128	44.0%
Wisconsin	159,599***	70,512	44.2%	7,638***	888	11.6%	2,791	1,228	44.0%
Wyoming	20,662***	9,792	47.4%	582***	50	8.6%	159	64	40.0%
SUMMARY INFO									
Average	183,121	80,663	41.1%	15,461	2,448	10.9%	6,685	2,800	38.7%
Median	148,464	54,233	38.2%	7,428	500	8.0%	3,167	1,202	40.0%
Minimum	8,752	2,488	22.0%	89	20	0.7%	74	34	5.9%
Maximum	1,107,483	474,946	84.3%	217,165	36,844	55.0%	59,219	32,570	94.0%

**NOTE:** SEAs with less than 50% participation rates are denoted with \*\*\*, SEAs with participation rates greater than 50% but less than 75% are denoted with \*\*, and SEAs with participation rates at or above 75% but below 95% are denoted with \*. SEAs without any flag had participation rates equal to or greater than 95%.

NR = Not Reported



**Table A-27. Number and Percentage of All Students, Currently Identified English Learners, and Former English Learners Who Scored Proficient or Above Proficient on State Science Assessments: School Year 2021–22**

State	All Students			Currently Identified ELs			Former ELs		
	Number Valid Test Takers	Number Proficient or Above	Percent Proficient or Above	Number Valid Test Takers	Number Proficient or Above	Percent Proficient or Above	Number Tested	Number Proficient or Above	Percent Proficient or Above
<b>Total</b>	<b>10,673,415</b>	<b>4,551,027</b>	<b>42.6%</b>	<b>1,177,553</b>	<b>206,159</b>	<b>17.5%</b>	<b>458,052</b>	<b>196,848</b>	<b>43.0%</b>
Alabama	159,068	59,332	37.3%	7,508	811	10.8%	1,386	111	8.0%
Alaska	21,940	8,315	37.9%	2,877	288	10.0%	317	171	54.0%
Arizona	245,726	59,466	24.2%	17,719	284	1.6%	2,155	108	5.0%
Arkansas	292,870	104,262	35.6%	22,142	1,882	8.5%	12,084	5,655	46.8%
California	1,252,619	367,017	29.3%	279,864	33,304	11.9%	120,961	32,901	27.2%
Colorado	NR	NR	NR	NR	NR	NR	NR	NR	NR
Connecticut	109,070	51,699	47.4%	7,454	723	9.7%	4,135	1,935	46.8%
Delaware	31,030	6,516	21.0%	2,936	88	3.0%	1,287	283	22.0%
District Of Columbia	15,515	1,552	10.0%	1,865	93	5.0%	238	45	19.0%
Florida	620,401	321,368	51.8%	99,574	29,374	29.5%	45,953	21,552	46.9%
Georgia	357,131	141,424	39.6%	24,350	2,605	10.7%	15,720	7,153	45.5%
Hawaii	37,523	14,822	39.5%	2,574	232	9.0%	867	564	65.0%
Idaho	70,298	28,682	40.8%	3,738	142	3.8%	1,728	570	33.0%
Illinois	399,497	200,547	50.2%	47,568	7,754	16.3%	19,558	12,595	64.4%
Indiana	223,589	77,138	34.5%	19,664	3,068	15.6%	3,694	1,744	47.2%
Iowa	109,788	68,727	62.6%	5,876	858	14.6%	2,617	1,439	55.0%
Kansas	102,070	31,846	31.2%	7,115	384	5.4%	5,378	1,183	22.0%
Kentucky	137,767	30,033	21.8%	6,770	352	5.2%	1,332	306	23.0%
Louisiana	347,169	93,388	26.9%	14,724	677	4.6%	9,063	3,000	33.1%
Maine	34,050	12,564	36.9%	985	39	4.0%	NR	NR	NR
Maryland	176,310	63,472	36.0%	17,305	779	4.5%	5,904	1,836	31.1%
Massachusetts	200,486	87,813	43.8%	14,653	542	3.7%	14,944	4,513	30.2%
Michigan	297,926	112,616	37.8%	18,812	2,051	10.9%	8,287	4,293	51.8%
Minnesota	173,157	71,687	41.4%	12,878	747	5.8%	7,391	1,766	23.9%
Mississippi	101,901	56,147	55.1%	2,314	625	27.0%	593	575	97.0%
Missouri	200,080	75,430	37.7%	6,603	475	7.2%	3,694	1,437	38.9%
Montana	31,985	11,866	37.1%	698	42	6.0%	79	24	30.0%
Nebraska	69,750	42,896	61.5%	6,661	2,345	35.2%	3,460	1,962	56.7%
Nevada	106,439	27,568	25.9%	11,978	311	2.6%	6,473	1,657	25.6%
New Hampshire	33,494	12,225	36.5%	713	21	3.0%	403	101	25.0%
New Jersey	295,018	68,149	23.1%	18,571	334	1.8%	8,261	273	3.3%
New Mexico	66,597	22,110	33.2%	11,754	1,258	10.7%	1,951	839	43.0%
New York	476,069	369,906	77.7%	39,740	18,201	45.8%	22,840	14,252	62.4%
North Carolina	319,630	200,728	62.8%	26,495	8,478	32.0%	8,577	7,368	85.9%
North Dakota	25,208	10,965	43.5%	917	119	13.0%	147	71	48.0%



State	All Students			Currently Identified ELs			Former ELs		
	Number Valid Test Takers	Number Proficient or Above	Percent Proficient or Above	Number Valid Test Takers	Number Proficient or Above	Percent Proficient or Above	Number Tested	Number Proficient or Above	Percent Proficient or Above
Ohio	382,549	241,771	63.2%	11,774	2,261	19.2%	4,830	3,130	64.8%
Oklahoma	145,943	45,242	31.0%	12,719	967	7.6%	3,627	1,610	44.4%
Oregon	105,215	31,354	29.8%	9,212	267	2.9%	4,658	727	15.6%
Pennsylvania	307,776	174,201	56.6%	15,655	3,616	23.1%	1,382	967	70.0%
Puerto Rico	56,956	20,561	36.1%	170	41	24.0%	128	50	39.0%
Rhode Island	29,754	9,134	30.7%	3,426	106	3.1%	807	210	26.0%
South Carolina	175,213	87,607	50.0%	10,997	2,584	23.5%	3,525	2,351	66.7%
South Dakota	30,300	12,726	42.0%	1,177	47	4.0%	478	172	36.0%
Tennessee	500,117	200,047	40.0%	23,827	2,168	9.1%	15,272	5,162	33.8%
Texas	1,322,246	605,589	45.8%	289,780	71,286	24.6%	47,681	31,708	66.5%
Utah	NR	NR	NR	NR	NR	NR	4,467	2,283	51.1%
Vermont	16,253	5,721	35.2%	372	48	13.0%	149	76	51.0%
Virginia	NR	NR	NR	NR	NR	NR	14,426	9,218	63.9%
Washington	213,936	104,829	49.0%	21,324	1,983	9.3%	11,647	5,369	46.1%
West Virginia	52,250	14,369	27.5%	389	19	5.0%	280	115	41.0%
Wisconsin	172,535	75,570	43.8%	10,783	1,413	13.1%	2,989	1,345	45.0%
Wyoming	21,201	10,028	47.3%	553	66	12.0%	229	73	32.0%
<b>SUMMARY INFO</b>									
Average	217,825	92,878	40.0%	24,032	4,207	11.9%	9,161	3,937	42.2%
Median	145,943	59,332	37.8%	10,783	677	9.3%	3,661	1,438	43.7%
Minimum	15,515	1,552	10.0%	170	19	1.6%	79	24	3.3%
Maximum	1,322,246	605,589	77.7%	289,780	71,286	45.8%	120,961	32,901	97.0%

NOTE: NR = Not Reported