

# Perspectives on a Population

English-Language Learners in American Schools



Christopher B. Swanson

Director,  
Editorial Projects in Education Research Center



Photographs by Christopher Powers/Education Week

Perspectives on a Population: English-Language Learners in American Schools

Copyright © 2009 by Editorial Projects in Education, Inc. All rights reserved. No part of this publication shall be reproduced, stored in a retrieval system, or transmitted by any means, electronic or otherwise, without the written permission of the copyright holder.

Readers may make up to 5 print copies of this publication at no cost for personal non-commercial use, provided that each copy includes a full citation of the source. Visit [www.edweek.org/go/copies](http://www.edweek.org/go/copies) for information about additional print photocopies.

Published by:  
Editorial Projects in Education, Inc.  
6935 Arlington Road, Suite 100  
Bethesda, MD 20814  
Phone: (301) 280-3100  
[www.edweek.org](http://www.edweek.org)

# About this Report

As it has throughout its 13-year history, the 2009 edition of *Education Week's* annual *Quality Counts* report continues to track state policies across key areas of education and maintains the cradle-to-career framework launched in 2007. For the first time, the 2009 installment of *Quality Counts* investigates English-language learners as its special focus. Using a combination of in-depth journalism from the *Education Week* newsroom and original data and analysis from the Editorial Projects in Education Research Center, the report examines the conditions of English-language learners **in the nation's public schools**, their academic performance, the educational programs that serve them, and the policy strategies being mounted by state and federal policymakers to better meet the unique needs of this diverse and growing group of students.

The production of *Quality Counts 2009*, supported by the Pew Center on the States, involved mobilizing an extensive research effort focusing on English-language learners (ELLs). As part of that work, the EPE Research Center surveyed the education agencies of all 50 states and the District of Columbia about English-language learners, conducted original analyses using large national databases like the **U.S. Department of Education's** Common Core of Data and the **Census Bureau's** American Community Survey, and compiled, systematized, and analyzed a wealth of information from federal documents, government reports, and independent studies. Although much of that research appeared in the pages of *Quality Counts* and in a series of supplementary *State Highlights Reports* available online, those publications did not provide a sufficient venue for presenting the full range of research and analysis available on English-language learners.

This report—*Perspectives on a Population: English-Language Learners in American Schools*—offers the most comprehensive, data-driven examination to date of ELL students and youths in the United States. Drawing predominantly on original data and analysis from the EPE Research Center, each of the **report's** five main sections examines a critical dimension that defines the experiences of English-language learners.

***Profiling a Population*** offers an extensive demographic portrait of ELLs, including: their socioeconomic background, characteristics of the school systems that serve them, geographical concentration of and shifts in the ELL population, and the immigration patterns that drive much of its growth.

***Policies and Programs*** examines the ways in which states identify students for ELL services, the types of language-instructional programs offered, policies that aim to expand and strengthen the workforce of qualified teachers for ELLs, and the professional development provided to educators to better serve the ELL population.

***Attaining English Proficiency*** details the tests states use to assess the progress of ELL students in acquiring proficiency with the English language and provides results on the percent of ELL students in each state who are making progress, attaining proficiency, and qualifying to exit ELL services.

***Performance and Accountability*** focuses on the achievement of ELL students in the core academic areas of mathematics and reading, comparing their performance to that of their non-ELL peers. This section also provides information on the types of testing accommodations that states offer to ELL students to more accurately assess their academic performance and on the ways in which ELL students factor into federal accountability under the No Child Left Behind Act.

***Funding the Education of English-Learners*** explores state-specific funding for educational services targeting English-language learners through federal Title III dollars as well as state-generated funding from formula-based and categorical sources.

The research presented in the report is largely descriptive and aims to present readers with the most accurate and up-to-date information available on a wide range of topics associated with the education of English-language learners in this nation. We hope that *Perspectives on a Population* will prove to be an informative and constructive resource for policymakers, educational leaders, and researchers concerned with this important student population.

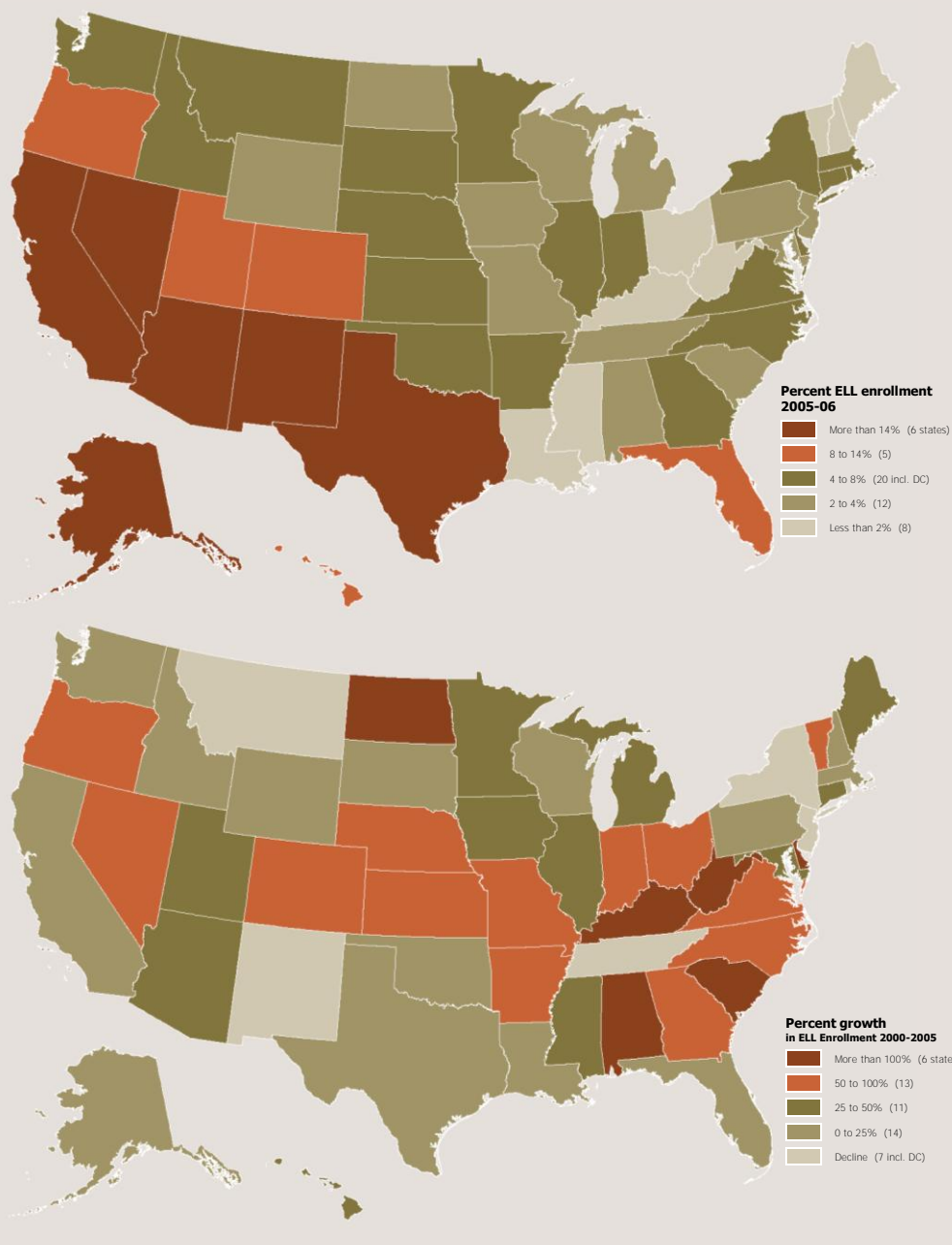
Editorial Projects in Education Research Center  
January 2009

## Section 1

# PROFILING A POPULATION

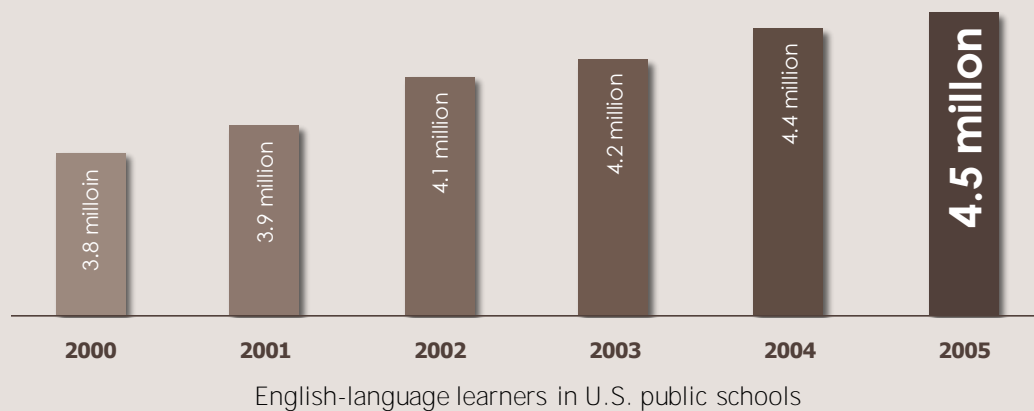


# 1.1 A Growing Population of English-Language Learners



Nationwide enrollments of English-language learners increased by 18 percent from 2000 to 2005. During the 2005-06 school year, public K-12 schools in the 50 states and the District of Columbia educated a total of 4.5 million ELL students, comprising 9 percent of the total student population.

In six states, the size of the ELL population has at least doubled over this period, with the greatest percentage increases in Delaware, Kentucky, and South Carolina. The most rapid growth in English-learners has occurred in states with historically low concentrations of such students.



SOURCE: EPE Research Center, 2009.  
Analysis of data from the Common Core of Data, National Center for Education Statistics, U.S. Department of Education.

## 1.2

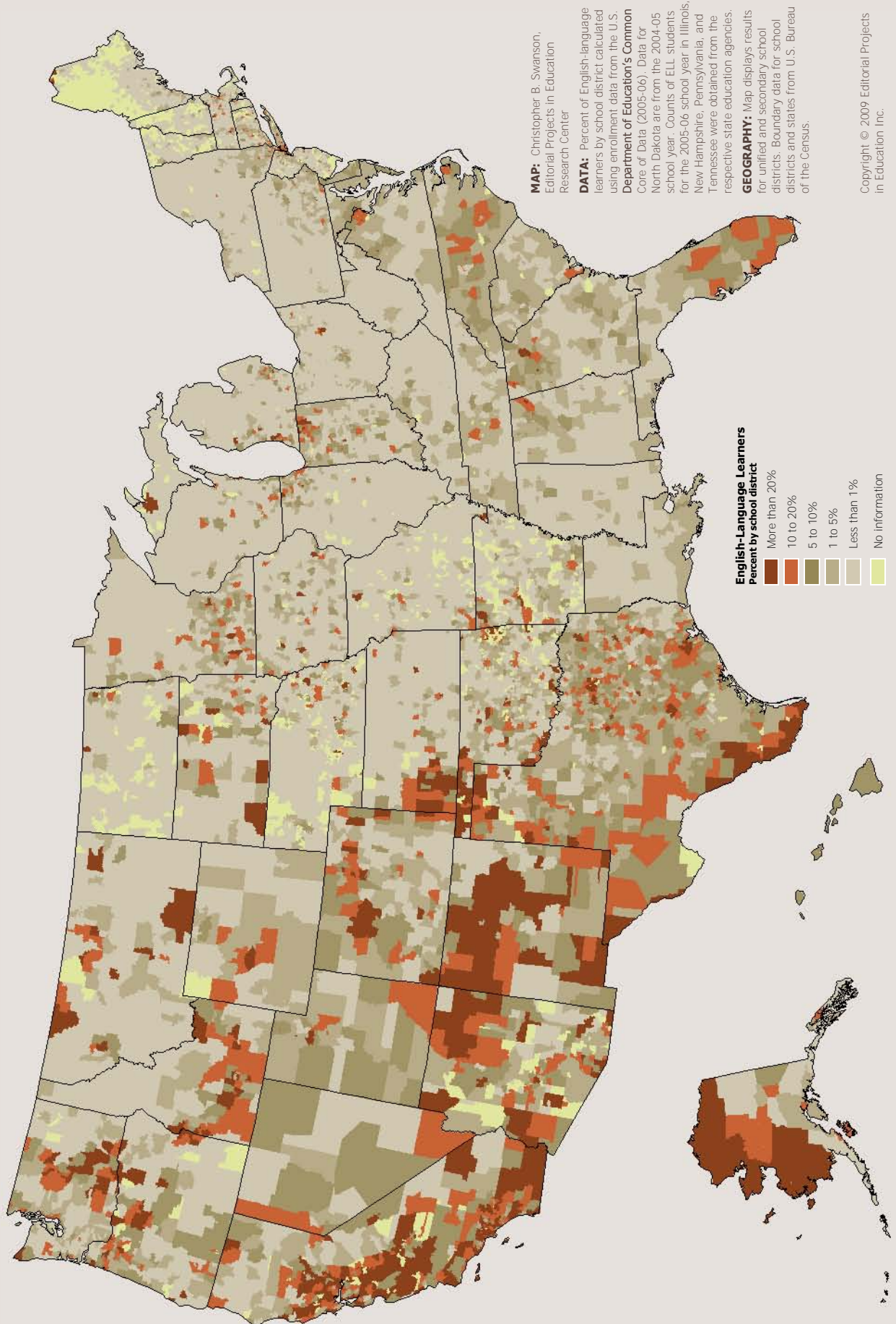
### Enrollment of English-Language Learners by State, 2005-06

	Total student enrollment	ELL enrollment	ELL as percent of state	ELL as percent of U.S.	Rank (ELL enrollment)
Alabama	743,629	16,550	2.2%	0.4%	35
Alaska	133,403	20,743	15.5	0.5	29
Arizona	1,094,454	174,856	16.0	3.9	5
Arkansas	474,206	20,709	4.4	0.5	30
California	6,312,103	1,571,463	24.9	35.2	1
Colorado	779,826	99,797	12.8	2.2	7
Connecticut	575,058	29,789	5.2	0.7	26
Delaware	120,937	5,919	4.9	0.1	42
District of Columbia	75,763	5,001	6.6	0.1	44
Florida	2,675,024	221,705	8.3	5.0	3
Georgia	1,598,461	86,615	5.4	1.9	8
Hawaii	182,818	18,106	9.9	0.4	33
Idaho	261,205	18,184	7.0	0.4	32
Illinois	2,125,902	161,734	7.6	3.6	6
Indiana	1,035,074	56,510	5.5	1.3	17
Iowa	483,482	15,156	3.1	0.3	36
Kansas	467,916	24,671	5.3	0.6	28
Kentucky	679,621	10,138	1.5	0.2	39
Louisiana	654,146	12,006	1.8	0.3	38
Maine	195,501	3,353	1.7	0.1	45
Maryland	860,021	31,416	3.7	0.7	23
Massachusetts	971,909	51,618	5.3	1.2	18
Michigan	1,740,476	65,419	3.8	1.5	12
Minnesota	839,242	57,831	6.9	1.3	16
Mississippi	494,654	2,859	0.6	0.1	47
Missouri	916,999	18,745	2.0	0.4	31
Montana	145,416	6,711	4.6	0.2	41
Nebraska	286,646	17,449	6.1	0.4	34
Nevada	413,253	63,856	15.5	1.4	14
New Hampshire	205,767	2,816	1.4	0.1	48
New Jersey	1,391,836	50,515	3.6	1.1	19
New Mexico	326,761	62,682	19.2	1.4	15
New York	2,813,716	194,123	6.9	4.3	4
North Carolina	1,413,081	73,634	5.2	1.6	10
North Dakota	97,039	2,033	2.1	0.0	49
Ohio	1,839,683	29,804	1.6	0.7	25
Oklahoma	634,784	47,381	7.5	1.1	21
Oregon	535,419	64,676	12.1	1.4	13
Pennsylvania	1,830,684	45,995	2.5	1.0	22
Rhode Island	153,417	7,468	4.9	0.2	40
South Carolina	700,733	14,388	2.1	0.3	37
South Dakota	122,008	5,110	4.2	0.1	43
Tennessee	953,796	27,460	2.9	0.6	27
Texas	4,525,394	711,737	15.7	15.9	2
Utah	508,248	49,973	9.8	1.1	20
Vermont	96,643	1,775	1.8	0.0	51
Virginia	1,214,411	72,420	6.0	1.6	11
Washington	1,031,985	75,103	7.3	1.7	9
West Virginia	280,893	1,944	0.7	0.0	50
Wisconsin	874,098	30,130	3.4	0.7	24
Wyoming	86,420	3,077	3.6	0.1	46
U.S.	48,973,961	4,463,153	9.1%		

SOURCE: EPE Research Center, 2009. Analysis of data from the Common Core of Data (2005-06), National Center for Education Statistics, U.S. Department of Education.

### 1.3 Mapping English-Language Learners

This map displays the percent of students who are English-language learners for individual public school districts across the country. While ELL students live in every state and in a large number of communities, the concentration of English-language learners varies dramatically from place to place. The highest densities of ELL students can be found in an area that runs from the southern Pacific coast, through the Southwest (particularly along the Mexican border), and into parts of the Gulf Coast region. California and Texas alone account for half of all English-language learners in the nation's public schools. Sizeable ELL populations can also be found in major metropolitan areas, portions of the Plains region, and in the rural agricultural parts of some East Coast states.



1.4

School Districts and Metropolitan Areas with the Largest ELL Populations



# 1.5

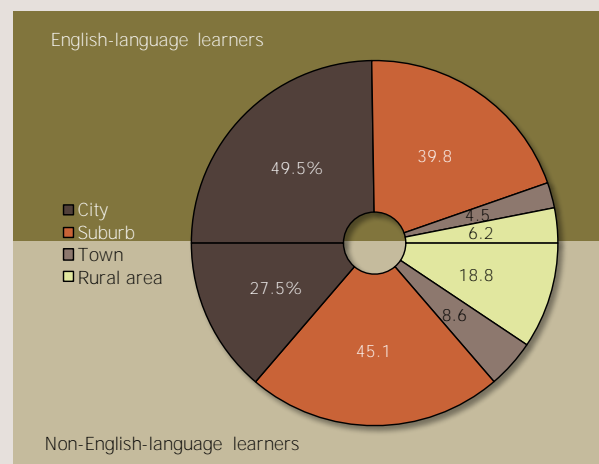
## Educational Environments of English-Language Learners

English-language learners attend school in educational environments considerably different than those of their non-ELL peers. The school system serving the typical ELL student tends to be considerably larger, more urbanized, and serves a population predominantly composed of students from low-income and racial-and-ethnic-minority backgrounds. Compared with non-ELL students, English-learners attend schools that are much more segregated in both racial and socioeconomic terms. Half of English-language learners live in the Western region of the country, compared with only one-fifth of non-ELLs.

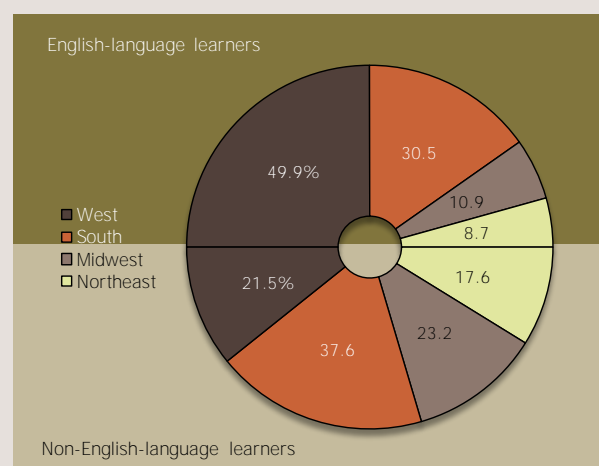
### Characteristics of school districts serving the typical ELL and non-ELL student

	ELL	Non-ELL
District size (students)	<b>25,496</b>	9,988
English-language learners	<b>20.8%</b>	3.5%
Minority students	<b>75.3%</b>	34.5%
Free and reduced-price lunch students	<b>57.4%</b>	40.3%
Title I students	<b>68.1%</b>	47.6%
Special education students	<b>11.7%</b>	13.2%
Student:teacher ratio	<b>18.9</b>	15.9

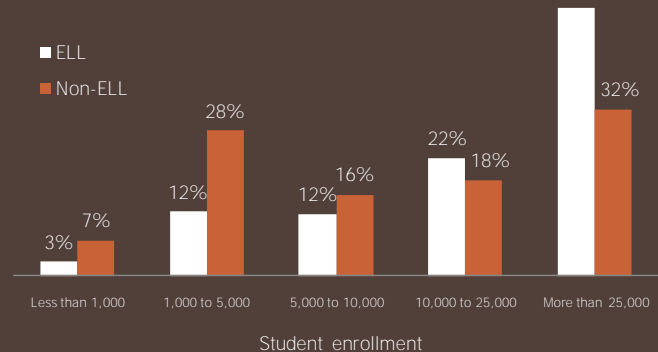
### District Locale



### Geographical Region

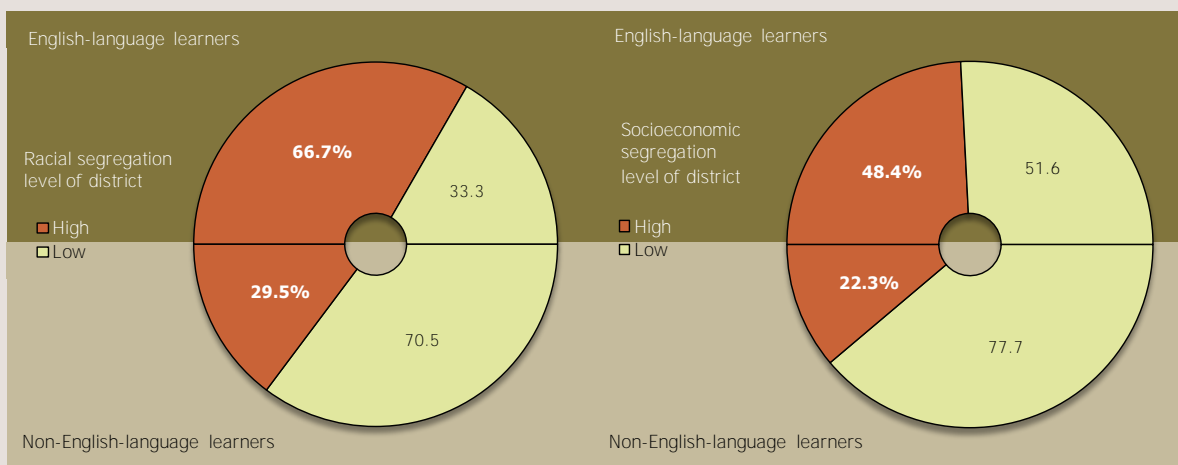


### District Size



### Racial and Socioeconomic Segregation

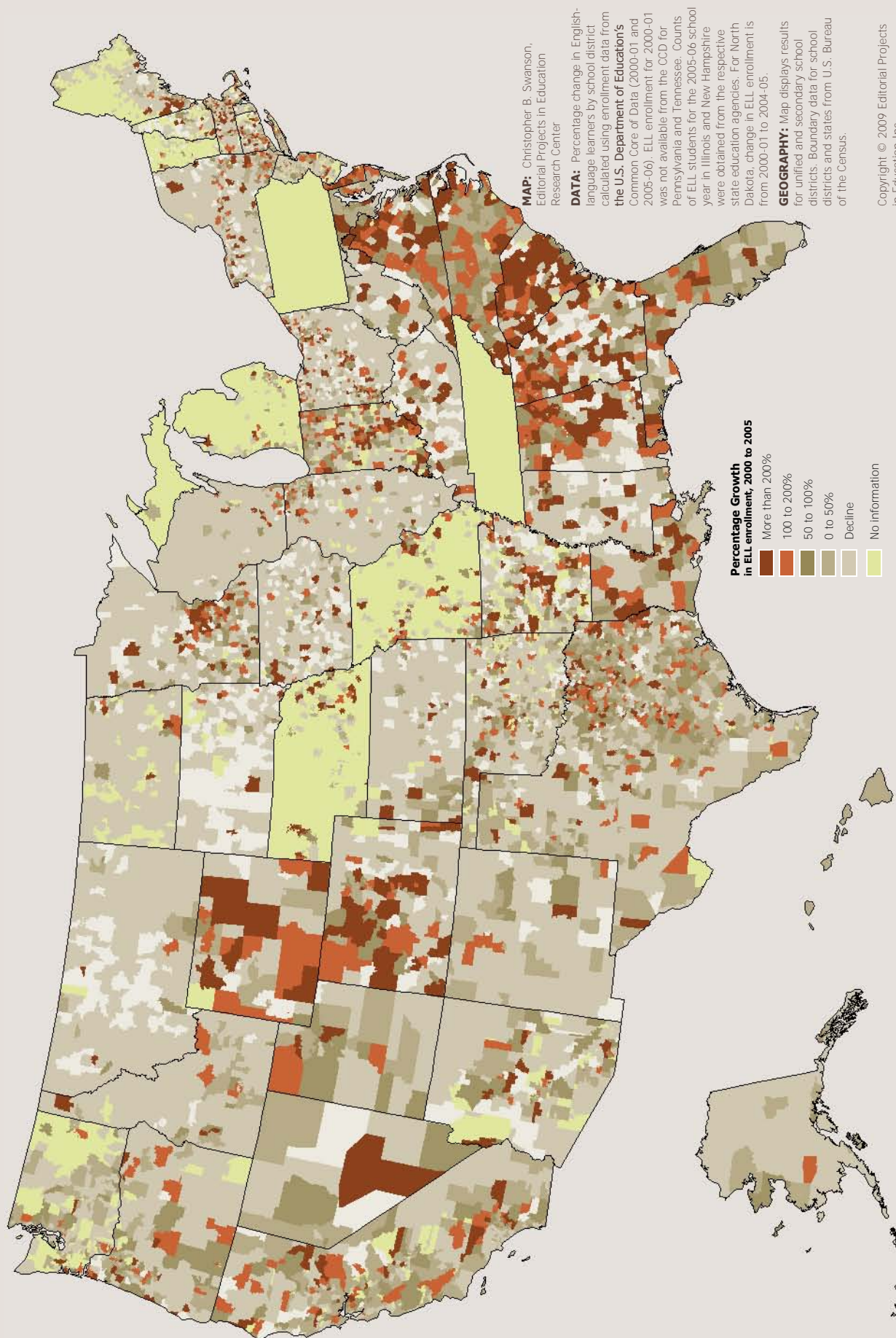
In highly segregated districts, members of a focal group (e.g., minorities or low-income students) are twice as likely to attend school with other group members than they are with students outside their (racial or socioeconomic) group.



SOURCE: EPE Research Center, 2009. Analysis of data from the Common Core of Data (2005-06), National Center for Education Statistics, U.S. Department of Education.

## 1.6 A Shifting Population

This map displays the percentage change in enrollments of English-language learners for individual public school districts across the country, from the 2000-01 school year to 2005-06. During this period, the size of the nation's ELL student population grew by 18 percent, from 3.8 million to 4.5 million. Those additional 700,000 English-language learners were not evenly distributed across the country. Much of the new growth in the ELL population came in areas with historically low numbers of such students. Growth rates, often exceeding 200 percent, were highest in the Mid-Atlantic region, southeastern states, parts of the Mountain West (Colorado and Wyoming), and certain major metropolitan areas, including Minneapolis-St. Paul.



# 1.7

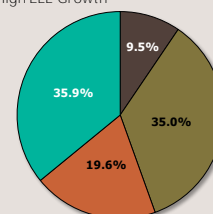
## Change in ELL Enrollment by State, 2000-01 to 2005-06

	ELL enrollment (2000)	ELL enrollment (2005)	ELL percent change (2000 to 2005)	Non-ELL percent change (2000 to 2005)
Alabama	7,226	16,550	129.0%	0.8%
Alaska	19,337	20,743	7.3	-0.3
Arizona	131,849	174,856	32.6	25.2
Arkansas	11,783	20,709	75.8	8.0
California	1,468,247	1,571,463	7.0	4.2
Colorado	60,697	99,797	64.4	2.7
Connecticut	20,469	29,789	45.5	0.8
Delaware	2,081	5,919	184.4	2.1
District of Columbia	8,594	5,001	-41.8	17.3
Florida	187,566	221,705	18.2	9.1
Georgia	54,444	86,615	59.1	8.7
Hawaii	12,718	18,106	42.4	-4.0
Idaho	18,097	18,184	0.5	7.3
Illinois	126,430	161,734	27.9	2.5
Indiana	30,933	56,510	82.7	6.6
Iowa	11,241	15,156	34.8	-2.8
Kansas	15,455	24,671	59.6	-2.0
Kentucky	4,030	10,138	151.6	5.0
Louisiana	10,293	12,006	16.6	-12.0
Maine	2,386	3,353	40.5	-7.4
Maryland	24,213	31,416	29.7	0.0
Massachusetts	49,072	51,618	5.2	-1.1
Michigan	50,021	65,419	30.8	155.3
Minnesota	44,342	57,831	30.4	-3.2
Mississippi	2,176	2,859	31.4	-0.8
Missouri	10,238	18,745	83.1	50.8
Montana	7,567	6,711	-11.3	-5.8
Nebraska	11,276	17,449	54.7	41.3
Nevada	40,112	63,856	59.2	16.2
New Hampshire	2,728	2,816	3.2	-1.4
New Jersey	54,788	50,515	-7.8	7.3
New Mexico	68,679	62,682	-8.7	4.9
New York	230,619	194,123	-15.8	-0.3
North Carolina	44,111	73,634	66.9	9.1
North Dakota	883	2,033	130.2	-9.8
Ohio	17,930	29,804	66.2	-0.1
Oklahoma	38,009	47,381	24.7	0.4
Oregon	43,104	64,676	50.0	-5.8
Pennsylvania	38,860	45,995	18.4	7.3
Rhode Island	10,198	7,468	-26.8	-0.1
South Carolina	5,107	14,388	181.7	2.3
South Dakota	4,163	5,110	22.7	-3.1
Tennessee	32,502	27,460	-15.5	7.3
Texas	570,429	711,737	24.8	9.4
Utah	38,998	49,973	28.1	4.5
Vermont	942	1,775	88.4	34.8
Virginia	36,802	72,420	96.8	3.2
Washington	70,431	75,103	6.6	7.2
West Virginia	920	1,944	111.3	-2.3
Wisconsin	24,432	30,130	23.3	-1.3
Wyoming	2,534	3,077	21.4	-4.6
U.S.	3,780,062	4,463,153	18.1%	7.3%

## National Overview

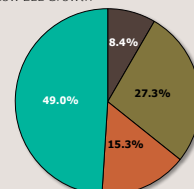
### District Locale

#### High ELL Growth



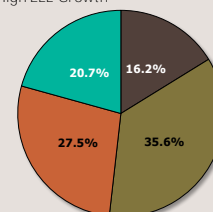
High-growth districts are those where the increase in ELL enrollment outpaces non-ELL enrollment by at least 2 percentage points. In low growth districts, non-ELL change is greater.

#### Low ELL Growth

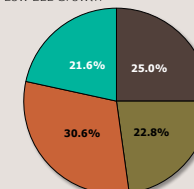


### Geographical Region

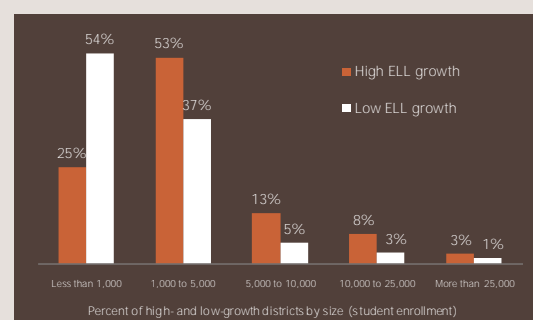
#### High ELL Growth



#### Low ELL Growth



### District Size



### Districts with greatest ELL growth, 2000 to 2005 (growth in ELL enrollment and percent increase)

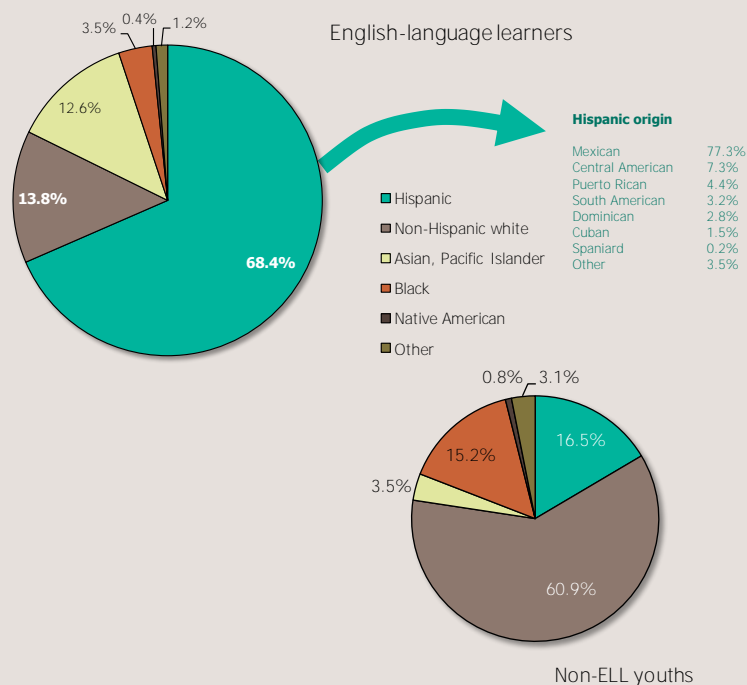
1. Clark County, NV	20,129	66%
2. Orange County, FL	15,981	105%
3. Gwinnett County, GA	15,194	217%
4. Fairfax County, VA	13,286	79%
5. Chicago, IL	8,712	15%
6. Prince William County, VA	7,248	281%
7. Adams-Arapahoe, CO	7,048	110%
8. San Bernardino, CA	7,041	59%
9. Denver, CO	6,614	34%
10. Mesa, AZ	6,462	134%
11. Garland, TX	6,385	94%
12. Granite, UT	6,089	60%
13. Fontana, CA	6,015	55%
14. Austin, TX	5,515	40%
15. Hawaii (statewide district)	5,388	42%
16. Brownsville, TX	5,378	30%
17. Cobb County, GA	5,112	106%
18. Cypress-Fairbanks, TX	5,023	71%
19. Wake County, NC	4,658	154%
20. Oklahoma City, OK	4,359	52%

SOURCE: EPE Research Center, 2009. Analysis of data from the Common Core of Data (2000-01, 2005-06), National Center for Education Statistics, U.S. Department of Education.

## 1.8 Distinctive Backgrounds

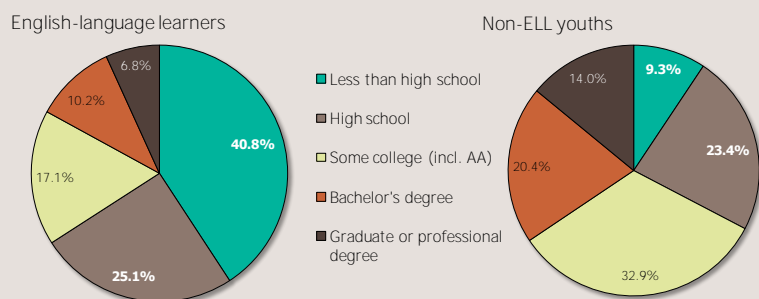
### Race and Ethnicity

More than two-thirds of English-language learners from the ages of 5 to 17 are Hispanic, while 14 percent are white and 13 percent are of Asian or Pacific Islander descent. The majority of the school-age non-ELL population is non-Hispanic white.



### Parental Education

The parents of English-language learners generally have lower educational attainment levels than the parents of non-ELL youths. One-quarter of ELLs have parents whose highest level of education is high school completion, while 41 percent have parents with even less formal schooling.

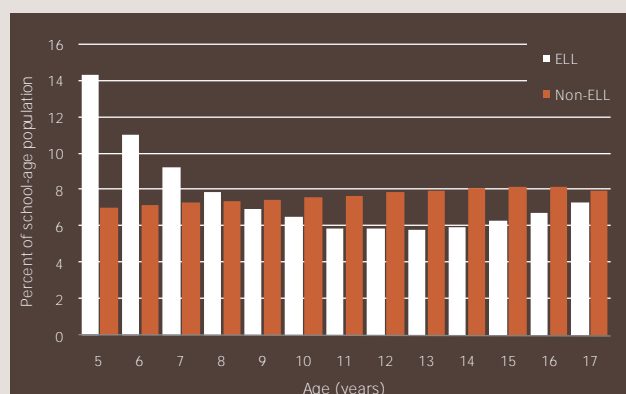
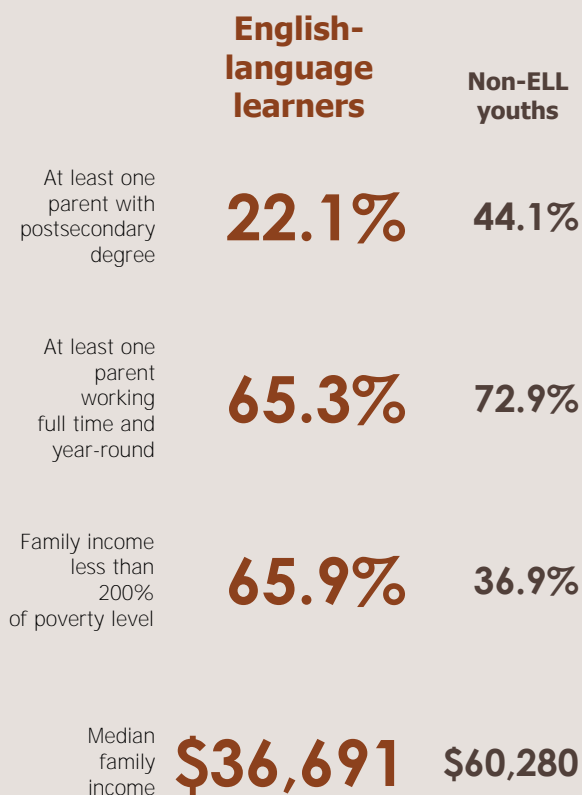


### A Young Population

English-language learners of school-going age tend to be younger than members of the non-ELL population. That pattern may result from particularly high birth rates among language-minority populations, high immigration rates among the youngest ELL youths, and the tendency to acquire proficiency with the English language over time.

### Socioeconomic Disadvantage

The families of school-age English-language learners are consistently more socioeconomically disadvantaged than those of their peers. ELL youths are half as likely to have a parent with a two- or four-year college degree and much more likely to live in a low-income household. While two-thirds of ELL youths have a parent who holds a steady job, their parents typically earn much less than those of non-English-language learners.



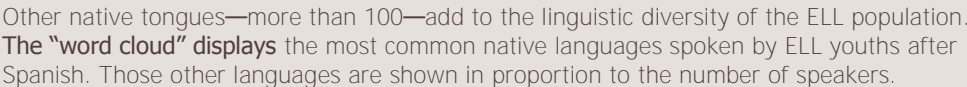
SOURCE: EPE Research Center, 2009. Analysis of data from the American Community Survey (2005-2007), U.S. Census Bureau.

## 1.9

## Socioeconomic Characteristics of ELL and Non-ELL Youths

	At least one parent with postsecondary degree		At least one parent working full time and year-round		Family income less than 200% of poverty level		Family income (median)	
	ELL	Non-ELL	ELL	Non-ELL	ELL	Non-ELL	ELL	Non-ELL
Alabama	36.1%	36.7%	74.5%	69.5%	49.4%	46.2%	\$49,416	\$47,281
Alaska	21.1	41.9	49.2	65.9	48.9	28.5	51,881	72,362
Arizona	13.5	39.8	70.5	73.5	78.6	40.8	31,689	57,075
Arkansas	16.2	34.0	68.3	68.6	74.1	49.9	32,400	44,739
California	17.2	40.1	62.8	70.9	67.5	37.2	38,291	63,988
Colorado	18.5	53.1	67.2	74.9	69.9	31.3	35,000	67,035
Connecticut	33.9	54.9	63.3	76.8	48.8	23.4	51,088	83,285
Delaware	24.6	43.0	69.0	78.0	60.3	30.7	49,260	66,019
District of Columbia	30.3	31.9	78.7	60.2	43.0	53.3	43,825	39,960
Florida	32.3	44.2	69.3	74.3	62.1	38.9	38,596	55,923
Georgia	23.0	41.7	68.8	72.5	63.4	40.1	39,655	55,036
Hawaii	41.2	46.8	62.1	72.1	42.6	29.7	71,300	75,381
Idaho	14.9	44.5	62.9	73.8	75.8	41.4	33,720	54,237
Illinois	21.5	47.1	72.3	73.4	61.7	33.7	39,814	65,074
Indiana	21.0	41.3	64.0	74.7	63.9	35.7	40,627	58,909
Iowa	30.4	51.4	71.5	78.9	57.3	32.4	44,690	61,661
Kansas	21.7	48.9	70.5	79.4	62.8	35.0	39,045	60,026
Kentucky	35.2	37.1	62.0	68.6	58.8	44.1	40,119	49,543
Louisiana	33.6	31.7	67.1	64.1	48.0	47.9	47,789	46,721
Maine	25.1	47.1	46.7	73.0	64.7	37.1	31,901	56,350
Maryland	43.2	51.7	73.0	78.1	38.1	24.2	66,019	81,535
Massachusetts	32.6	58.7	58.5	73.5	55.6	24.0	38,596	81,343
Michigan	34.8	44.0	57.0	70.0	53.1	36.4	48,921	60,534
Minnesota	30.8	55.8	62.3	77.4	59.4	25.9	44,292	71,808
Mississippi	28.4	33.8	56.3	64.9	61.7	53.3	43,672	39,748
Missouri	31.0	42.3	62.4	74.1	56.8	39.1	40,768	55,862
Montana	37.6	48.5	75.1	70.6	44.2	41.9	40,768	51,979
Nebraska	20.5	51.2	67.2	79.7	66.7	35.1	41,993	60,321
Nevada	11.5	31.7	71.8	76.5	63.9	34.7	38,729	63,041
New Hampshire	41.0	55.4	57.7	78.9	38.3	22.0	53,711	78,715
New Jersey	34.4	52.6	66.5	76.4	49.1	24.5	48,041	81,535
New Mexico	13.8	36.4	60.8	68.5	78.3	49.6	29,658	45,755
New York	27.9	49.2	62.2	71.6	64.3	36.5	36,503	62,273
North Carolina	18.7	43.6	67.8	71.7	72.5	41.1	32,206	52,168
North Dakota	33.4	56.8	75.6	78.7	27.2	31.9	56,737	59,733
Ohio	31.7	42.5	64.8	72.1	50.3	36.7	49,768	58,552
Oklahoma	10.8	39.0	69.1	71.7	69.8	46.0	30,504	48,704
Oregon	22.3	44.6	65.4	70.7	70.4	37.1	33,046	58,533
Pennsylvania	26.8	46.0	67.7	73.4	60.5	34.9	40,768	60,941
Rhode Island	22.8	49.0	50.1	73.4	73.7	30.2	25,930	68,558
South Carolina	25.8	39.8	72.4	71.2	61.4	43.8	38,596	49,768
South Dakota	40.0	50.9	56.4	80.2	48.4	38.7	41,787	56,279
Tennessee	27.7	36.8	73.7	69.8	66.0	43.8	34,041	49,940
Texas	15.0	38.2	65.2	72.8	77.1	43.7	28,537	52,409
Utah	24.5	53.2	72.5	79.7	67.2	32.9	36,564	65,379
Vermont	50.2	53.2	93.2	75.0	35.2	30.6	76,176	62,024
Virginia	39.9	50.8	71.7	78.3	42.3	28.3	57,075	70,362
Washington	27.4	49.1	61.0	71.5	67.0	32.0	36,564	66,132
West Virginia	31.4	33.5	70.9	66.9	42.6	47.4	48,921	45,807
Wisconsin	25.5	47.7	67.8	76.4	56.2	32.2	46,264	63,190
Wyoming	30.3	45.2	74.5	75.0	38.8	31.8	54,542	62,171
U.S.	22.1%	44.1%	65.3%	72.9%	65.9%	36.9%	\$36,691	\$60,280

SOURCE: EPE Research Center, 2009. Analysis of data from the American Community Survey (2005-2007), U.S. Census Bureau.



English-Language Learners in American Schools

# 1.11

## Most Common Non-English Languages Spoken by ELL Youths, by State

	Most Common	Second	Third	Fourth	Fifth
Alabama	Spanish	Vietnamese	Korean	Japanese	French
Alaska	Aleut-Eskimo langs.	Spanish	Hmong	Tagalog	Russian
Arizona	Spanish	Navajo	Vietnamese	Chinese	Russian
Arkansas	Spanish	Vietnamese	Pacific Island langs.	Laotian	French
California	Spanish	Vietnamese	Chinese	Korean	Tagalog
Colorado	Spanish	Russian	Korean	Vietnamese	Chinese
Connecticut	Spanish	Pacific Island langs.	Portuguese	Chinese	French
Delaware	Spanish	Pennsylvania Dutch	French Creole	German	Chinese
District of Columbia	Spanish	Bengali	African languages	Chinese	French
Florida	Spanish	French Creole	Vietnamese	Portuguese	Arabic
Georgia	Spanish	Vietnamese	Korean	French	Chinese
Hawaii	Ilocano	Pacific Island langs.	Tagalog	Japanese	Spanish
Idaho	Spanish	Indo-Euro. langs.	Asian languages	Ukrainian	French
Illinois	Spanish	Polish	Urdu	Chinese	French
Indiana	Spanish	German	Pennsylvania Dutch	Dutch	French
Iowa	Spanish	Pennsylvania Dutch	German	French	Arabic
Kansas	Spanish	Navajo	Zuni	German	Vietnamese
Kentucky	Spanish	French	Pennsylvania Dutch	German	Dutch
Louisiana	Spanish	French	Vietnamese	Arabic	Chinese
Maine	Spanish	Cushite	French	Persian	Chinese
Maryland	Spanish	Korean	French	Chinese	Vietnamese
Massachusetts	Spanish	Portuguese	Vietnamese	Chinese	French Creole
Michigan	Spanish	Arabic	Japanese	French	German
Minnesota	Spanish	Hmong	Cushite	German	Russian
Mississippi	Spanish	North Am. Indian langs.	Pacific Island langs.	French	Vietnamese
Missouri	Spanish	German	Serbocroatian	Vietnamese	French
Montana	Navajo	Pacific Island langs.	Asian languages	North Am. Indian langs.	African languages
Nebraska	Spanish	Vietnamese	Malay	German	Arabic
Nevada	Spanish	Tagalog	Chinese	Vietnamese	Italian
New Hampshire	Spanish	French	Turkish	Russian	Greek
New Jersey	Spanish	Korean	Chinese	Portuguese	Arabic
New Mexico	Spanish	Navajo	Zuni	Vietnamese	North Am. Indian langs.
New York	Spanish	Yiddish	Chinese	Russian	French
North Carolina	Spanish	Vietnamese	French	French Creole	Chinese
North Dakota	Spanish	Serbocroatian	Norwegian	Mon-Khmer, Cambodian	Japanese
Ohio	Spanish	Pennsylvania Dutch	German	French	Cushite
Oklahoma	Spanish	Vietnamese	Russian	North Am. Indian langs.	Chinese
Oregon	Spanish	Russian	Vietnamese	Korean	Chinese
Pennsylvania	Spanish	Pennsylvania Dutch	German	Vietnamese	Chinese
Rhode Island	Spanish	Chinese	Portuguese	Vietnamese	Hmong
South Carolina	Spanish	French	Chinese	Russian	German
South Dakota	German	Spanish	Arabic	Russian	Chinese
Tennessee	Spanish	French	Arabic	Vietnamese	Korean
Texas	Spanish	Vietnamese	Chinese	German	Korean
Utah	Spanish	Korean	Navajo	French	Vietnamese
Vermont	French	Spanish	Chinese	Swedish	Turkish
Virginia	Spanish	Korean	French	Vietnamese	Chinese
Washington	Spanish	Russian	Vietnamese	Korean	Tagalog
West Virginia	Spanish	Vietnamese	French	German	Persian
Wisconsin	Spanish	Hmong	German	French	Chinese
Wyoming	Spanish	Japanese	Persian	Russian	German
U.S.	Spanish	Vietnamese	Chinese	Korean	French

SOURCE: EPE Research Center, 2009. Analysis of data from the American Community Survey (2005-2007), U.S. Census Bureau. Languages are as reported by survey respondents. Some entries refer to linguistic groupings rather than individual languages.

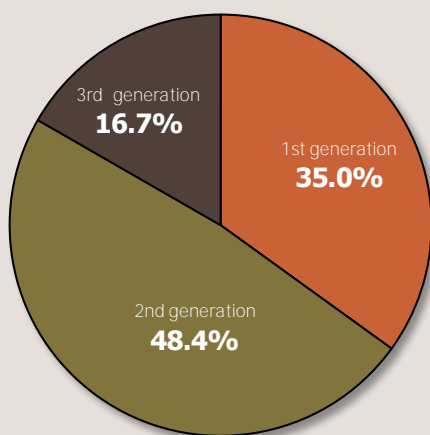
## 1.12

### Most ELLs are Native-Born

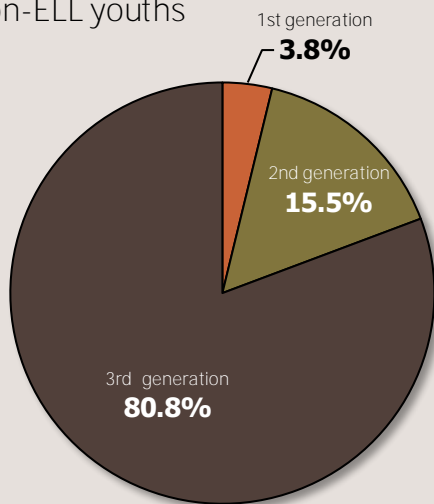
#### Immigration

Slightly more than one-third of ELL youths in the United States are foreign-born, compared with 4 percent of their non-ELL peers. Nearly half of all English-language learners are second-generation Americans, meaning they are native-born with at least one parent born outside the United States or its territories. Seventeen percent of ELLs are third-generation Americans with both parents born in the United States. Ninety-six percent of non-ELL youths are native-born.

English-language learners



Non-ELL youths



#### Definitions

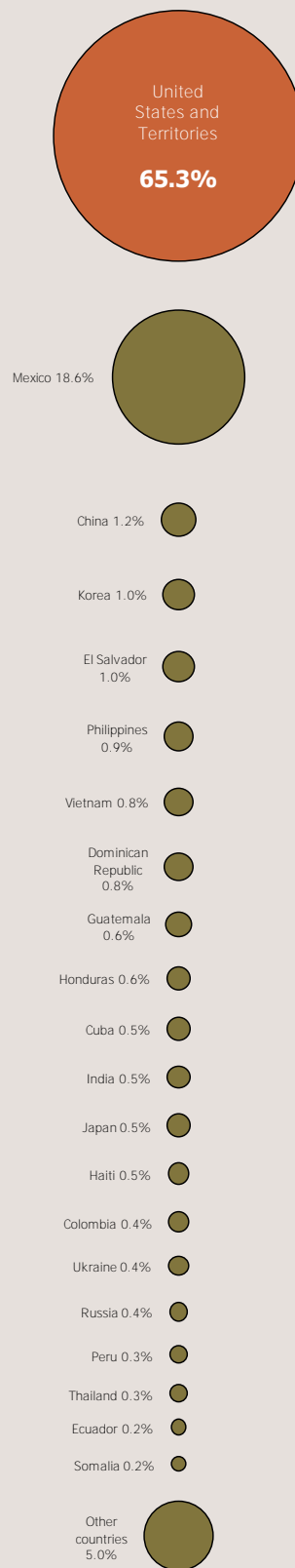
**First generation:** born outside of the United States or its territories

**Second generation:** native-born with at least one parent born outside the U.S. or its territories.

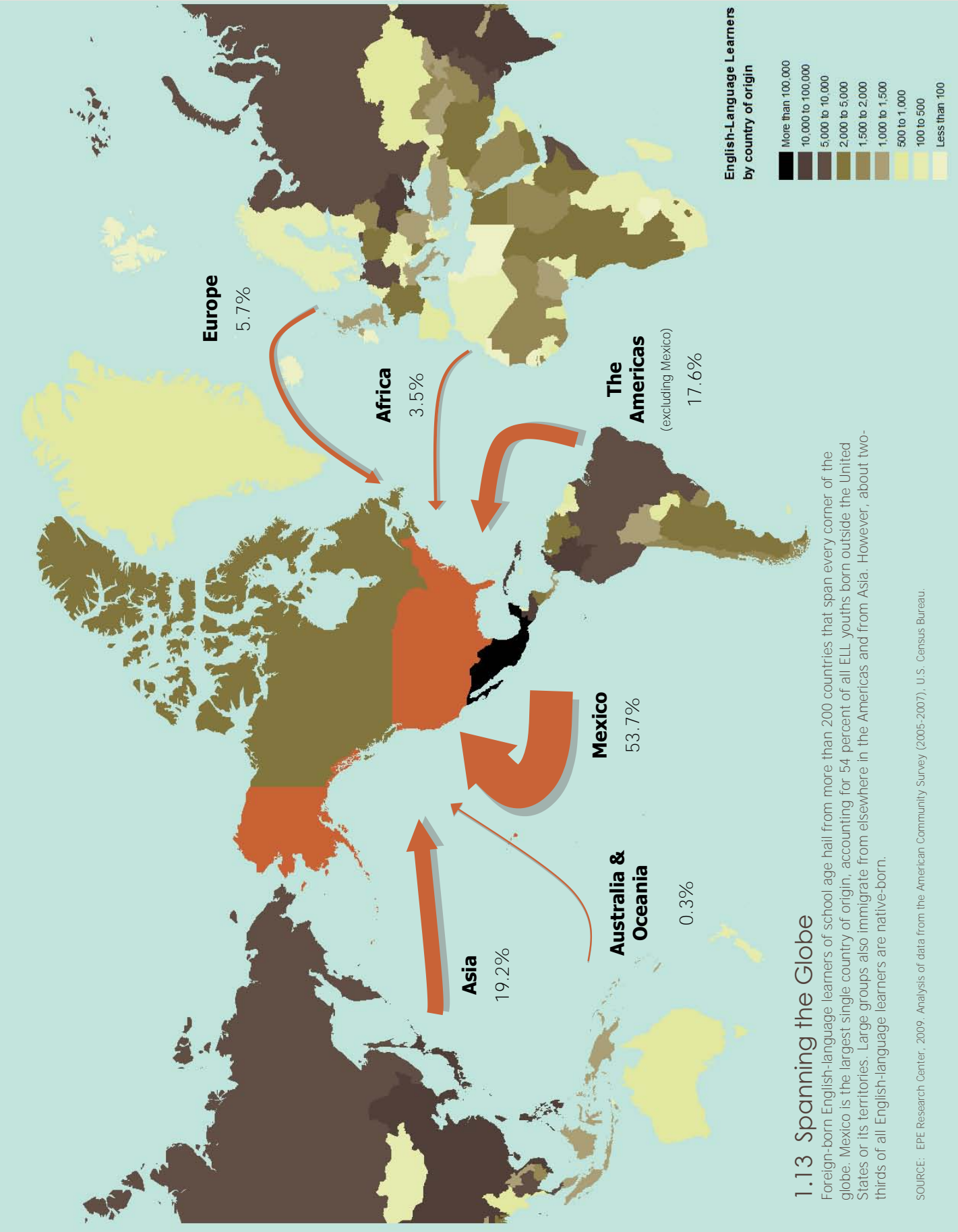
**Third generation:** native-born with both parents born in the U.S. or its territories.

#### Country of Origin

This graphic shows the percent of ELL youths by their country of origin. The majority of school-age English-language learners were born in the United States or its territories. Most foreign-born ELLs immigrated from Mexico.



SOURCE: EPE Research Center, 2009. Analysis of data from the American Community Survey (2005-2007), U.S. Census Bureau.



1.13 Spanning the Globe

Foreign-born English-language learners of school age hail from more than 200 countries that span every corner of the globe. Mexico is the largest single country of origin, accounting for 54 percent of all ELL youths born outside the United States or its territories. Large groups also immigrate from elsewhere in the Americas and from Asia. However, about two-thirds of all English-language learners are native-born.

SOURCE: EPE Research Center, 2009. Analysis of data from the American Community Survey (2005-2007). U.S. Census Bureau.

## Section 2

# POLICIES AND PROGRAMS



## 2.1

### ELL Identification

Recommended or required criteria for identifying students as ELLs (2008-09)

	Home language survey	Screening assessment	Academic or educational background	Other assessments	Classroom observation or teacher judgment	Interview of parent or student	Student grades	Districts may establish additional criteria
Alabama	Yes	Yes	Yes	Yes	Yes			Yes
Alaska	Yes	Yes						
Arizona	Yes	Yes						
Arkansas	Yes	Yes						
California	Yes	Yes						
Colorado	Yes	Yes						Yes
Connecticut	Yes	Yes	Yes	Yes		Yes	Yes	
Delaware	Yes	Yes						
District of Columbia	Yes	Yes						—
Florida	Yes	Yes						
Georgia	Yes	Yes						Yes
Hawaii	Yes	Yes		Yes	Yes			—
Idaho	Yes	Yes						
Illinois	Yes	Yes						Yes
Indiana	Yes	Yes						
Iowa	Yes	Yes			Yes			Yes
Kansas	Yes	Yes						
Kentucky	Yes	Yes						
Louisiana	Yes	Yes						
Maine	Yes	Yes						Yes
Maryland	Yes	Yes						
Massachusetts	Yes	Yes						
Michigan	Yes	Yes						Yes
Minnesota	Yes	Yes		Yes	Yes			
Mississippi	Yes	Yes			Yes			
Missouri	Yes	Yes						Yes
Montana	Yes	Yes		Yes	Yes			Yes
Nebraska	district criteria	Yes						district criteria
Nevada	Yes	Yes						
New Hampshire	Yes	Yes			Yes			Yes
New Jersey	Yes	Yes	Yes	Yes	Yes			
New Mexico	Yes	Yes			Yes			
New York	Yes	Yes				Yes		
North Carolina	Yes	Yes						
North Dakota	Yes	Yes						
Ohio	Yes	Yes						
Oklahoma	Yes	Yes		Yes				
Oregon	Yes	Yes	Yes		Yes	Yes		
Pennsylvania	Yes	Yes		Yes			Yes	
Rhode Island	Yes	Yes	Yes			Yes		
South Carolina	Yes	Yes						
South Dakota		Yes						
Tennessee	Yes	Yes						Yes
Texas	Yes	Yes		Yes				
Utah	Yes	Yes						Yes
Vermont	Yes	Yes	Yes			Yes		
Virginia	Yes	Yes						Yes
Washington	Yes	Yes						
West Virginia	Yes	Yes						
Wisconsin	Yes	Yes						
Wyoming	Yes	Yes						Yes
U.S.	49	51	6	9	10	5	2	14

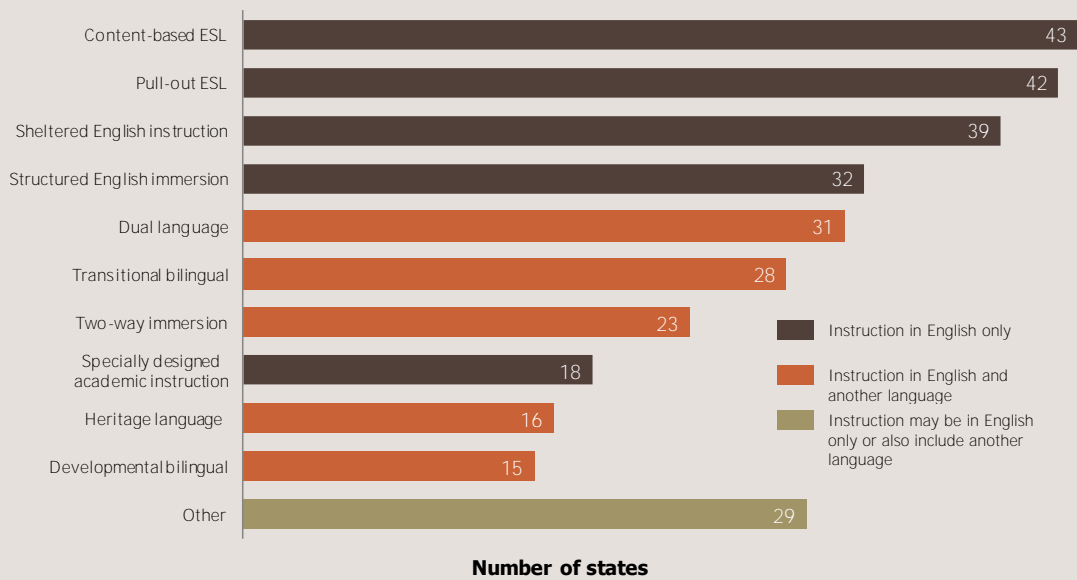
— Not applicable. The District of Columbia and Hawaii are single-district jurisdictions.

SOURCE: Annual State Policy Survey, EPE Research Center, 2009

## 2.2

### Providing Language Instruction

As part of federal reporting requirements, states document the types of language-instruction programs funded under Title III of the No Child Left Behind Act. All but two of the 48 reporting states supported English-only instructional programs. The majority of states (36) also provided programs taught dually in English and another language. The specific Title III programs most commonly reported are content-based English-as-a-second-language (ESL) and ESL pull-out instruction, used in 43 and 42 states respectively. Only 15 states offer developmental bilingual programs.



Note: Data not available for California, Michigan, and Vermont.  
SOURCE: EPE Research Center, 2009. Analysis of data from Consolidated State Performance Reports, 2006-07.

#### DESCRIPTIONS OF ENGLISH-LANGUAGE-INSTRUCTIONAL PROGRAMS

##### Programs that focus on developing literacy in two languages

###### *Two-way Immersion or Two-way Bilingual*

Goal: develop strong skills and proficiency in both native language and English.  
Includes students with an English background and students from one other language background.  
Instruction is in both languages, typically starting with a smaller proportion of instruction in English, and gradually moving to half of the instruction in each language.  
Students typically stay in the program throughout elementary school.

###### *Dual Language*

When called "dual language immersion," usually the same as two-way immersion or two-way bilingual.  
When called "dual language," may refer to students from one language group developing full literacy skills in English and another language.

###### *Early Exit Transitional*

Goal: develop English skills as quickly as possible, without delaying learning of academic core content.  
Instruction begins in native language, but rapidly moves to English. Students typically are transitioned into mainstream classrooms with their English-speaking peers as soon as possible.

###### *Late Exit Transitional, Developmental Bilingual or Maintenance Education*

Goal: develop some skills and proficiency in native language and strong skills and proficiency in English.  
Instruction at lower grades is in native language, gradually transitioning to English. Students typically transition into mainstream classrooms with their English-speaking peers. Differences among these three programs relate to the degree of literacy students develop in the native language.

###### *Heritage Language or Indigenous Language Program*

Goal: literacy in two languages.  
Content taught in both languages, with teachers fluent in both languages.  
Heritage language programs typically target students who are non-English speakers or who have weak literacy skills in their native language.  
Indigenous language programs support endangered minority languages in which students may have weak receptive and no productive skills.  
Both programs often serve American Indian students.

##### Programs that focus on developing literacy in only English

###### *Specially Designed Academic Instruction in English, Content-Based English as a Second Language (ESL), Sheltered Instruction Observational Protocol, or Sheltered English*

Goal: proficiency in English while learning content in an all-English setting.  
Students from various linguistic and cultural backgrounds can be in the same class.  
Instruction is adapted to students' proficiency level and supplemented by gestures and visual aids.  
May be used with other instructional methods.

###### *Structured English Immersion*

Goal: fluency in English, with only English-learner students in the class.  
All instruction is in English, adjusted to the proficiency level of students so subject matter is comprehensible.  
Teachers need receptive skill in students' native language and sheltered instructional techniques.

###### *English Language Development or ESL Pull-out*

Goal: fluency in English.  
Students leave their mainstream classroom to spend part of the day receiving ESL instruction, often focused on grammar, vocabulary, and communication skills, not academic content.  
There is typically no support for students' native languages.

###### *ESL Push-In*

Goal: fluency in English.  
Students are served in a mainstream classroom, receiving instruction in English with some native language support if needed.  
The ESL teacher or an instructional aide provides clarification, translation if needed, and uses ESL strategies.

SOURCE: *Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2004-06*. Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students, U.S. Department of Education. Washington, DC, 2008.

## 2.3

### Title III English-Language-Instructional Programs, 2006-07

Instruction in English and another language					
	Dual language	Two-way immersion	Transitional bilingual	Developmental bilingual	Heritage language
Alabama					
Alaska	Yes	Yes	Yes		Yes
Arizona	Yes				Yes
Arkansas					
California	—	—	—	—	—
Colorado	Yes	Yes	Yes	Yes	Yes
Connecticut	Yes		Yes		
Delaware	Yes		Yes	Yes	
District of Columbia	Yes		Yes		
Florida	Yes		Yes	Yes	
Georgia					
Hawaii					
Idaho	Yes	Yes	Yes		
Illinois	Yes	Yes	Yes	Yes	
Indiana			Yes		
Iowa	Yes	Yes			
Kansas	Yes		Yes		
Kentucky					
Louisiana	Yes		Yes	Yes	
Maine	Yes	Yes	Yes		Yes
Maryland					
Massachusetts	Yes		Yes		
Michigan	—	—	—	—	—
Minnesota	Yes	Yes	Yes	Yes	
Mississippi	Yes	Yes	Yes		
Missouri		Yes			Yes
Montana					Yes
Nebraska	Yes	Yes	Yes		Yes
Nevada	Yes	Yes		Yes	
New Hampshire					
New Jersey	Yes	Yes	Yes	Yes	Yes
New Mexico	Yes	Yes	Yes	Yes	Yes
New York	Yes	Yes	Yes		Yes
North Carolina	Yes	Yes	Yes	Yes	Yes
North Dakota					Yes
Ohio	Yes	Yes	Yes	Yes	Yes
Oklahoma	Yes	Yes	Yes	Yes	Yes
Oregon	Yes	Yes	Yes		
Pennsylvania	Yes	Yes	Yes	Yes	Yes
Rhode Island	Yes		Yes		
South Carolina					
South Dakota	Yes				
Tennessee					
Texas	Yes	Yes	Yes	Yes	
Utah		Yes			Yes
Vermont					
Virginia	—	—	—	—	—
Washington	Yes	Yes	Yes		
West Virginia					
Wisconsin	Yes	Yes	Yes	Yes	Yes
Wyoming					
U.S.	31	23	28	15	17

— Indicates data not available.

SOURCE: EPE Research Center, 2009. Analysis of data from Consolidated State Performance Reports, 2006-07.

## 2.3 (cont.)

### Title III English-Language-Instructional Programs, 2006-07

Instruction in English only						Other
	Sheltered English instruction	Structured English Immersion	Specially designed academic instruction	Content-based ESL (English as a second language)	Pull-out ESL	Instruction may be in English only or with another language
Alabama	Yes	Yes	Yes	Yes	Yes	Yes
Alaska	Yes	Yes		Yes	Yes	
Arizona		Yes				Yes
Arkansas	Yes	Yes	Yes	Yes	Yes	Yes
California	—	—	—	—	—	—
Colorado	Yes	Yes	Yes	Yes	Yes	Yes
Connecticut	Yes			Yes	Yes	Yes
Delaware						
District of Columbia				Yes	Yes	
Florida	Yes	Yes	Yes	Yes		
Georgia	Yes		Yes	Yes	Yes	Yes
Hawaii	Yes		Yes	Yes	Yes	Yes
Idaho	Yes	Yes	Yes	Yes	Yes	Yes
Illinois	Yes			Yes	Yes	Yes
Indiana	Yes	Yes		Yes	Yes	
Iowa	Yes	Yes	Yes	Yes	Yes	Yes
Kansas	Yes	Yes		Yes	Yes	
Kentucky	Yes			Yes	Yes	Yes
Louisiana	Yes	Yes		Yes	Yes	Yes
Maine	Yes	Yes	Yes	Yes	Yes	
Maryland	Yes	Yes		Yes	Yes	Yes
Massachusetts		Yes				
Michigan	—	—	—	—	—	—
Minnesota	Yes	Yes		Yes	Yes	Yes
Mississippi	Yes	Yes		Yes	Yes	
Missouri	Yes	Yes		Yes	Yes	Yes
Montana		Yes	Yes	Yes	Yes	Yes
Nebraska	Yes	Yes			Yes	Yes
Nevada	Yes			Yes	Yes	Yes
New Hampshire	Yes			Yes	Yes	
New Jersey	Yes	Yes		Yes	Yes	Yes
New Mexico	Yes	Yes	Yes	Yes	Yes	
New York	Yes	Yes	Yes	Yes	Yes	Yes
North Carolina	Yes			Yes	Yes	Yes
North Dakota	Yes	Yes	Yes	Yes	Yes	
Ohio	Yes	Yes	Yes	Yes	Yes	Yes
Oklahoma	Yes	Yes		Yes	Yes	
Oregon						
Pennsylvania	Yes	Yes	Yes	Yes	Yes	Yes
Rhode Island			Yes	Yes	Yes	Yes
South Carolina	Yes	Yes		Yes	Yes	Yes
South Dakota	Yes	Yes		Yes	Yes	Yes
Tennessee	Yes	Yes	Yes	Yes	Yes	Yes
Texas	Yes			Yes	Yes	
Utah		Yes	Yes	Yes	Yes	
Vermont	Yes			Yes	Yes	Yes
Virginia	—	—	—	—	—	—
Washington				Yes	Yes	
West Virginia	Yes			Yes		
Wisconsin	Yes	Yes		Yes	Yes	Yes
Wyoming	Yes	Yes		Yes	Yes	
U.S.	39	32	18	43	42	29

— Indicates data not available.

SOURCE: EPE Research Center, 2009. Analysis of data from Consolidated State Performance Reports, 2006-07.

## 2.4

### Teaching English-Language Learners, 2008-09

	State has teacher standards for ELL instruction	State requires all prospective teachers to demonstrate competence in ELL instruction	State requires ELL-related training, testing, or professional development for recertification	State offers incentives to earn ESL license and/or endorsement	State bans or restricts native-language instruction
Alabama					
Alaska					
Arizona	Yes	Yes		Yes	Yes
Arkansas	Yes			Yes	Yes
California	Yes				Yes
Colorado	Yes				
Connecticut					Yes
Delaware				Yes	
District of Columbia					
Florida	Yes	Yes		Yes	
Georgia	Yes				
Hawaii					
Idaho	Yes			Yes	
Illinois	Yes				
Indiana	Yes				
Iowa	Yes			Yes	
Kansas	Yes			Yes	
Kentucky					
Louisiana					
Maine					
Maryland	Yes			Yes	
Massachusetts	Yes				Yes
Michigan	Yes				
Minnesota	Yes				
Mississippi					
Missouri					
Montana	Yes				
Nebraska	Yes				
Nevada					
New Hampshire	Yes				Yes <sup>1</sup>
New Jersey	Yes				
New Mexico	Yes				
New York	Yes	Yes		Yes	
North Carolina	Yes				
North Dakota	Yes				
Ohio					
Oklahoma					
Oregon	Yes				
Pennsylvania	Yes				
Rhode Island	Yes				
South Carolina					
South Dakota					
Tennessee	Yes				
Texas	Yes				
Utah					
Vermont	Yes				
Virginia	Yes				
Washington				Yes	
West Virginia	Yes			Yes	
Wisconsin	Yes				Yes
Wyoming	Yes				
U.S.	33	3	0	11	7

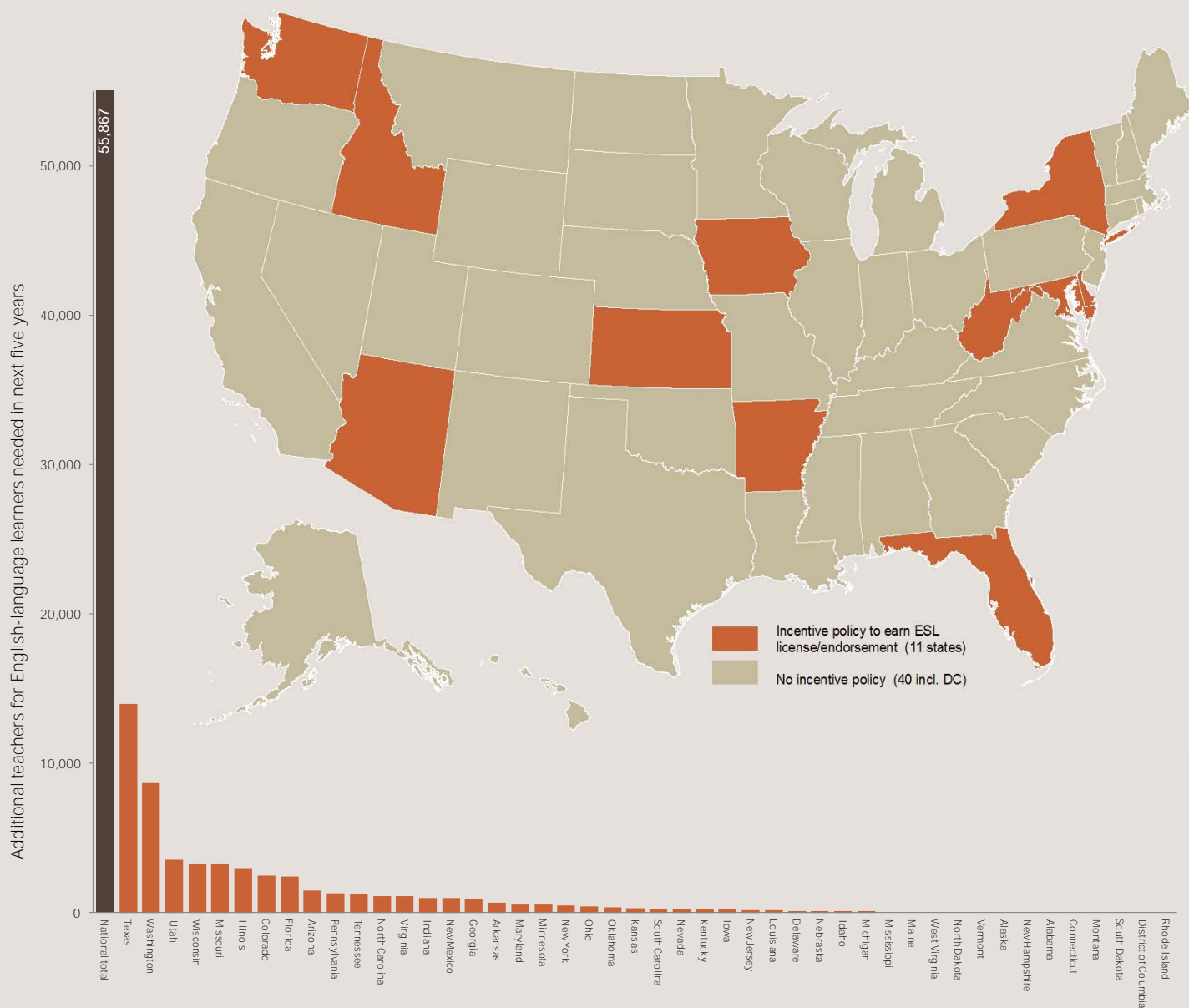
1. State law indicates that instruction should be exclusively in English, but permits bilingual education programs with the approval of the state board of education and the local district.

SOURCE: Annual State Policy Survey, EPE Research Center, 2009

## 2.5

### Matching Supply and Demand for ELL Teachers

In reports submitted to the federal government in late 2007, states were asked to estimate projected demand for additional certified teachers in Title III language-instruction programs over the next five years. Texas reported needing to expand its workforce of educators for English-language learners by 14,000 teachers, the highest level among states providing data. Two states projected no additional demand in the next five years. In an effort to increase the ranks of English-as-a-second-language (ESL) specialists, 11 states currently offer such incentives as scholarships and tuition reimbursement to teachers earning an ESL endorsement.



Note: Data on projected demand for additional ELL teachers not reported by California, Hawaii, Massachusetts, Oregon, and Wyoming. In the following states, fewer than 100 additional teachers were needed: Mississippi, Maine, West Virginia, North Dakota, Vermont, Alaska, New Hampshire, Alabama, Connecticut, Montana, and South Dakota. The District of Columbia and Rhode Island reported requiring no additional teachers.

SOURCE: Annual State Policy Survey, EPE Research Center, 2009. Analysis of data from Consolidated State Performance Reports, 2006-07.

## 2.6

### Supply and Demand—ELL Teachers, 2006-07

	Number of ELL students receiving Title III services	Number of certified teachers in Title III language-instruction programs	Number of ELL students per certified Title III teacher	Additional certified teachers needed for Title III in next five years	Additional certified teachers needed for Title III in next five years as percent of current teachers
Alabama	16,987	197	86.2	20	10.2%
Alaska	18,876	952	19.8	33	3.5
Arizona	163,167	10,500	15.5	1,500	14.3
Arkansas	20,122	1,052	19.1	700	66.5
California	1,559,146	—	—	—	—
Colorado	89,881	5,161	17.4	2,500	48.4
Connecticut	28,841	838	34.4	12	1.4
Delaware	6,734	89	75.7	150	168.5
District of Columbia	4,717	123	38.3	0	0.0
Florida	141,725	48,327	2.9	2,454	5.1
Georgia	57,101	1,827	31.3	915	50.1
Hawaii	16,854	—	—	—	—
Idaho	17,262	1,219	14.2	120	9.8
Illinois	174,694	5,593	31.2	3,016	53.9
Indiana	42,068	1,613	26.1	1,000	62.0
Iowa	16,604	190	87.4	250	131.6
Kansas	22,523	1,188	19.0	300	25.3
Kentucky	10,060	3,973	2.5	251	6.3
Louisiana	8,058	150	53.7	182	121.3
Maine	2,934	89	33.0	58	65.2
Maryland	34,332	943	36.4	589	62.5
Massachusetts	50,925	—	—	—	—
Michigan	68,702	579	118.7	100	17.3
Minnesota	61,083	1,253	48.7	561	44.8
Mississippi	3,299	332	9.9	85	25.6
Missouri	18,605	50	372.1	3,285	6570.0
Montana	3,537	24	147.4	10	41.7
Nebraska	17,226	403	42.7	140	34.7
Nevada	127,098	990	128.4	271	27.4
New Hampshire	2,740	114	24.0	30	26.3
New Jersey	54,433	3,751	14.5	200	5.3
New Mexico	59,937	8,846	6.8	997	11.3
New York	106,375	2,009	52.9	500	24.9
North Carolina	87,629	4,459	19.7	1,122	25.2
North Dakota	4,559	40	114.0	45	112.5
Ohio	27,616	1,203	23.0	409	34.0
Oklahoma	32,921	711	46.3	354	49.8
Oregon	52,683	113	466.2	—	—
Pennsylvania	42,167	—	—	1,338	—
Rhode Island	8,959	369	24.3	0	0.0
South Carolina	25,238	460	54.9	280	60.9
South Dakota	3,648	25	145.9	3	12.0
Tennessee	22,787	844	27.0	1,266	150.0
Texas	734,032	24,000	30.6	14,000	58.3
Utah	51,003	1,795	28.4	3,586	199.8
Vermont	1,121	57	19.7	35	61.4
Virginia	83,806	1,697	49.4	1,100	64.8
Washington	81,113	1,229	66.0	8,750	712.0
West Virginia	1,345	94	14.3	50	53.2
Wisconsin	33,755	2,640	12.8	3,300	125.0
Wyoming	2,054	37	55.5	0	—
U.S. <sup>1</sup>	4,323,082	142,148	18.7	55,867	38.4%

— Indicates data not available.

1. Values in the U.S. row represent totals for the nation as a whole, based on all states with available data.

SOURCE: EPE Research Center, 2009. Analysis of data from Consolidated State Performance Reports, 2006-07.

## 2.7

### Title III Professional Development Activities, 2006-07

	Instructional strategies for ELL students	Understanding and implementation of assessment of ELL students	Understanding and implementation of English-language-proficiency (ELP) standards and academic-content standards for ELL students	Alignment of the curriculum in language-instruction programs to ELP standards	Subject matter knowledge for teachers	Other
Alabama	Yes	Yes	Yes	Yes	Yes	Yes
Alaska	Yes	Yes	Yes	Yes	Yes	
Arizona	Yes	Yes	Yes	Yes		
Arkansas	Yes	Yes	Yes	Yes	Yes	
California	—	—	—	—	—	—
Colorado	Yes	Yes	Yes	Yes	Yes	Yes
Connecticut	Yes	Yes	Yes	Yes		Yes
Delaware	Yes	Yes	Yes	Yes	Yes	Yes
District of Columbia	Yes	Yes	Yes	Yes	Yes	
Florida	Yes	Yes	Yes	Yes	Yes	Yes
Georgia	Yes	Yes	Yes	Yes	Yes	Yes
Hawaii	Yes	Yes	Yes	Yes	Yes	Yes
Idaho	Yes	Yes	Yes	Yes	Yes	Yes
Illinois	Yes	Yes	Yes	Yes	Yes	Yes
Indiana	Yes	Yes	Yes	Yes	Yes	Yes
Iowa	Yes	Yes	Yes	Yes	Yes	Yes
Kansas	Yes	Yes	Yes			
Kentucky	Yes	Yes	Yes	Yes	Yes	
Louisiana	Yes	Yes	Yes	Yes	Yes	
Maine	Yes	Yes	Yes	Yes	Yes	
Maryland	Yes	Yes	Yes	Yes	Yes	Yes
Massachusetts	Yes		Yes	Yes	Yes	
Michigan	—	—	—	—	—	—
Minnesota	Yes	Yes	Yes	Yes	Yes	
Mississippi	Yes	Yes	Yes	Yes	Yes	Yes
Missouri	Yes	Yes	Yes	Yes	Yes	Yes
Montana	Yes					
Nebraska	—	—	—	—	—	—
Nevada	Yes	Yes	Yes	Yes		
New Hampshire	Yes	Yes	Yes	Yes	Yes	
New Jersey	Yes	Yes	Yes	Yes	Yes	
New Mexico	Yes	Yes	Yes	Yes	Yes	Yes
New York	Yes	Yes	Yes	Yes	Yes	Yes
North Carolina	Yes	Yes	Yes	Yes	Yes	Yes
North Dakota	Yes	Yes	Yes	Yes	Yes	
Ohio	Yes	Yes	Yes	Yes	Yes	Yes
Oklahoma	Yes	Yes	Yes	Yes	Yes	Yes
Oregon	Yes	Yes		Yes		
Pennsylvania	—	—	—	—	—	—
Rhode Island	Yes	Yes	Yes	Yes	Yes	
South Carolina	Yes	Yes	Yes	Yes	Yes	Yes
South Dakota	Yes	Yes	Yes	Yes	Yes	
Tennessee	Yes	Yes	Yes	Yes	Yes	Yes
Texas	—	—	—	—	—	—
Utah	Yes	Yes	Yes	Yes	Yes	Yes
Vermont	Yes	Yes	Yes	Yes	Yes	
Virginia	—	—	—	—	—	—
Washington	Yes	Yes	Yes		Yes	
West Virginia	Yes	Yes	Yes	Yes	Yes	
Wisconsin	Yes	Yes	Yes		Yes	Yes
Wyoming	Yes	Yes	Yes	Yes	Yes	Yes
U.S.	45	43	43	41	39	24

— Indicates data not available.

SOURCE: EPE Research Center, 2009. Analysis of data from Consolidated State Performance Reports, 2006-07.

## 2.8

### Personnel Receiving Title III Professional Development, 2006-07

	Content classroom teachers	ELL classroom teachers	Principals	Other administrators	Other non- administrative school personnel	Community-based organization personnel
Alabama	Yes	Yes	Yes	Yes	Yes	Yes
Alaska	Yes	Yes	Yes	Yes	Yes	Yes
Arizona	Yes	Yes	Yes	Yes		
Arkansas	Yes	Yes	Yes	Yes	Yes	Yes
California	—	—	—	—	—	—
Colorado	Yes	Yes	Yes	Yes	Yes	Yes
Connecticut	Yes	Yes	Yes	Yes	Yes	Yes
Delaware	Yes	Yes	Yes	Yes	Yes	Yes
District of Columbia	Yes	Yes	Yes	Yes	Yes	Yes
Florida	—	—	—	—	—	—
Georgia	Yes	Yes	Yes	Yes	Yes	Yes
Hawaii	Yes	Yes	Yes	Yes	Yes	Yes
Idaho	Yes	Yes	Yes	Yes	Yes	Yes
Illinois	Yes	Yes	Yes	Yes	Yes	Yes
Indiana	Yes	Yes	Yes	Yes	Yes	Yes
Iowa	Yes	Yes	Yes	Yes	Yes	Yes
Kansas	Yes	Yes			Yes	
Kentucky	Yes	Yes	Yes	Yes	Yes	Yes
Louisiana	Yes	Yes	Yes	Yes	Yes	Yes
Maine	Yes	Yes	Yes	Yes	Yes	Yes
Maryland	Yes	Yes	Yes	Yes	Yes	Yes
Massachusetts	Yes	Yes				
Michigan	—	—	—	—	—	—
Minnesota	Yes	Yes	Yes	Yes	Yes	Yes
Mississippi	Yes	Yes	Yes	Yes	Yes	Yes
Missouri	Yes	Yes	Yes	Yes	Yes	Yes
Montana	Yes	Yes			Yes	
Nebraska	—	—	—	—	—	—
Nevada	Yes	Yes	Yes	Yes	Yes	Yes
New Hampshire	Yes	Yes			Yes	
New Jersey	Yes	Yes	Yes	Yes	Yes	
New Mexico	Yes	Yes	Yes	Yes	Yes	Yes
New York	Yes	Yes	Yes	Yes	Yes	Yes
North Carolina	Yes	Yes	Yes	Yes	Yes	Yes
North Dakota	Yes	Yes	Yes	Yes	Yes	Yes
Ohio	Yes	Yes	Yes	Yes	Yes	Yes
Oklahoma	Yes	Yes	Yes	Yes	Yes	Yes
Oregon	Yes	Yes		Yes		
Pennsylvania	Yes	Yes	Yes	Yes	Yes	Yes
Rhode Island	Yes	Yes	Yes	Yes	Yes	
South Carolina	Yes	Yes	Yes	Yes	Yes	Yes
South Dakota	Yes	Yes	Yes	Yes	Yes	Yes
Tennessee	Yes	Yes	Yes	Yes	Yes	
Texas	—	—	—	—	—	—
Utah	Yes	Yes	Yes	Yes	Yes	Yes
Vermont	Yes	Yes	Yes	Yes	Yes	Yes
Virginia	—	—	—	—	—	—
Washington	Yes	Yes	Yes	Yes	Yes	Yes
West Virginia	Yes	Yes	Yes	Yes	Yes	
Wisconsin	Yes	Yes	Yes	Yes	Yes	Yes
Wyoming	Yes	Yes	Yes	Yes	Yes	Yes
U.S.	45	45	40	41	42	35

— Indicates data not available.

SOURCE: EPE Research Center, 2009. Analysis of data from Consolidated State Performance Reports, 2006-07.

## Section 3

# ATTAINING ENGLISH PROFICIENCY



## 3.1

## English-Language-Proficiency (ELP) Assessments Used for Title III

	Name of ELP assessment (2007-08)	ELL students tested (2006-07)
Alabama	Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs)	18,358
Alaska	IDEA Proficiency Test (IPT)	18,585
Arizona	Arizona English Language Learner Assessment (AZELLA)	167,679
Arkansas	English Language Development Assessment (ELDA)	21,154
California	California English Language Development Test (CELDT)	1,648,347
Colorado	Colorado English Language Assessment (CELA)	85,997
Connecticut	Language Assessment Scales Links (LAS Links)	29,425
Delaware	ACCESS for ELLs	5,399
District of Columbia	ACCESS for ELLs	5,176
Florida	Comprehensive English Language Learning Assessment (CELLA)	132,266
Georgia	ACCESS for ELLs	59,854
Hawaii	Language Assessment Scales Links (LAS Links)	16,854
Idaho	Idaho English Language Assessment (IELA)	16,698
Illinois	ACCESS for ELLs	164,391
Indiana	Language Assessment Scales Links (LAS Links)	46,911
Iowa	English Language Development Assessment (ELDA)	16,326
Kansas	Kansas English Language Proficiency Assessment (KELPA)	26,735
Kentucky	ACCESS for ELLs	10,505
Louisiana	English Language Development Assessment (ELDA)	11,153
Maine	ACCESS for ELLs	3,760
Maryland	Language Assessment Scales Links (LAS Links)	30,589
Massachusetts	Massachusetts English Proficiency Assessment (MEPA)	32,044
Michigan	English Language Proficiency Assessment (ELPA)	69,150
Minnesota	Test of Emerging Academic English (TEAE), Minnesota Student Oral Language Observation Matrix (MN SOLOM), K-2 Reading and Writing Checklist	57,520
Mississippi	Stanford English Language Proficiency Test (Stanford ELP)	5,094
Missouri	Maculaitis Assessment of Competencies II Test of English Language Proficiency (MAC II)	18,975
Montana	MontCAS English Language Proficiency Assessment (MontCAS ELP)	6,379
Nebraska	English Language Development Assessment (ELDA)	11,460
Nevada	Language Assessment Scales Links (LAS Links)	75,282
New Hampshire	ACCESS for ELLs	4,706
New Jersey	ACCESS for ELLs	54,222
New Mexico	New Mexico English Language Proficiency Assessment (NMELPA)	58,163
New York	New York State English as a Second Language Achievement Test (NYSESLAT)	192,053
North Carolina	IDEA Proficiency Test (IPT)	90,869
North Dakota	ACCESS for ELLs	5,999
Ohio	Ohio Test of English Language Acquisition (OTELA)	27,039
Oklahoma	ACCESS for ELLs	34,935
Oregon	English Language Proficiency Assessment (ELPA)	58,495
Pennsylvania	ACCESS for ELLs	42,942
Rhode Island	ACCESS for ELLs	7,784
South Carolina	English Language Development Assessment (ELDA)	24,705
South Dakota	Dakota English Language Proficiency Test (DELPT)	3,859
Tennessee	English Language Development Assessment (ELDA)	12,874
Texas	Texas English Language Proficiency Assessment System (TELPAS)	638,093
Utah	Utah Academic Language Proficiency Assessment (UALPA)	34,394
Vermont	ACCESS for ELLs	1,696
Virginia	ACCESS for ELLs, IDEA Proficiency Test (IPT), Stanford ELP or district-selected ELP test	84,187
Washington	Washington Language Proficiency Test II (WLPT-II)	80,517
West Virginia	West Virginia Test of English Language Learning (WESTELL)	1,326
Wisconsin	ACCESS for ELLs	43,659
Wyoming	Wyoming English Language Learner Assessment (WELLA)	2,298
U.S.		4,316,881

SOURCE: Annual State Policy Survey, EPE Research Center, 2009. Analysis of data from Consolidated State Performance Reports, 2006-07.

## 3.2

### Attaining English-Language Proficiency, 2006-07

English-language-proficiency (ELP) testing							Reclassification
	Total number of ELL students tested	Outcomes of ELP assessments				Outcome discrepancies Substantial overcount or undercount in outcome categories relative to students tested due to duplicated counts or incomplete data	Percent of ELL students reclassified out of ELL status  Reclassification may involve criteria other than ELP testing
		Percent tested for first time and not proficient in that administration	Percent not making progress	Percent making progress	Percent attaining proficiency		
Alabama	18,358	36.2%	17.5%	30.9%	15.4%	—	15.4%
Alaska	18,585	18.3	30.0	27.2	24.5	—	21.9
Arizona	167,679	23.8	17.7	47.8	10.7	—	10.7
Arkansas	21,154 <sup>1</sup>	—	41.6	14.8	3.9	Undercount (40%)	9.0
California*	1,648,347	24.1 <sup>2</sup>	36.1	27.3	12.5	—	9.2
Colorado	85,997	29.3	30.1	42.8	8.4	Overcount (11%)	17.1
Connecticut	29,425	25.5	1.4	34.8	38.3	—	15.4
Delaware	5,399	14.0	4.6	50.6	30.8	—	20.6
District of Columbia	5,176	35.5	32.4	23.0	9.2	—	8.8
Florida	132,266	47.9	39.2	4.2	8.7	—	35.3
Georgia	59,854	44.1	20.8	23.8	6.7	Undercount (5%)	10.2
Hawaii*	16,854	11.4	39.8	42.8	6.0	—	6.0
Idaho	16,698	15.6	36.3	28.2	19.9	—	11.0
Illinois	164,391	29.8	2.9	36.9	30.4	—	28.4
Indiana	46,911 <sup>3</sup>	41.2	19.5	39.3	12.2	Overcount (12%)	13.7
Iowa*	16,326	27.3	27.6	23.6	21.4	—	21.0
Kansas*	26,735	— <sup>4</sup>	4.7	79.1	16.2	—	0.0
Kentucky	10,505	33.8	17.1	42.9	6.2	—	6.0
Louisiana	11,153	37.5	41.1	16.4	5.1	—	3.1
Maine	3,760	31.2	44.9	20.3	3.5	—	3.4
Maryland	30,589	5.7	19.1	46.9	28.2	—	18.9
Massachusetts	32,044 <sup>5</sup>	10.8	33.9	18.7	36.5	—	20.5
Michigan	69,150	35.2	15.0	42.0	7.8	—	7.8
Minnesota	57,520	23.9	18.6	52.3	5.2	—	2.2
Mississippi	5,094	18.2	5.0	13.8	35.0	Undercount (28%)	10.2
Missouri	18,975 <sup>3</sup>	39.2	4.8	55.9	21.8	Overcount (22%)	6.6
Montana*	6,379	100.0	—	—	—	—	—
Nebraska	11,460 <sup>5</sup>	— <sup>4</sup>	72.7	5.4	22.0	—	—
Nevada	75,282	15.0	32.5	41.1	11.4	—	6.8
New Hampshire	4,706	39.9	29.0	27.4	3.7	—	3.5
New Jersey	54,222	54.2	9.9	34.2	—	—	—
New Mexico	58,163 <sup>1</sup>	0.9	41.6	30.0	24.3	—	22.5
New York	192,053	— <sup>4</sup>	39.2	48.6	12.2	—	12.2
North Carolina*	90,869	25.2	—	—	—	Undercount (75%)	0.0
North Dakota	5,999	0.0	29.3	50.8	19.8	—	19.8
Ohio	27,039	32.5	29.8	28.4	9.3	—	1.9
Oklahoma	34,935	28.9	33.4	29.6	16.0	Overcount (8%)	15.9
Oregon*	58,495	21.8	38.3	24.7	15.2	—	13.9
Pennsylvania*	42,942	30.5	—	—	8.5	Undercount (61%)	11.5
Rhode Island*	7,784	9.6 <sup>2</sup>	—	—	17.1	Undercount (73%)	1.8
South Carolina	24,705	19.7	12.1	72.0	6.3	Overcount (10%)	2.1 <sup>6</sup>
South Dakota	3,859	3.1	18.9	46.3	31.7	—	26.5
Tennessee*	12,874	13.3	25.6	21.0	40.1	—	22.5
Texas	638,093	19.0	30.0	19.6	26.3	Undercount (5%)	30.0
Utah*	34,394 <sup>1</sup>	58.6	—	—	41.4	—	6.1
Vermont	1,696	24.4	23.6	33.5	18.5	—	27.0
Virginia	84,187	— <sup>4</sup>	11.8	66.7	21.6	—	21.7
Washington	80,517	35.4	13.9	37.2	13.4	—	12.9
West Virginia	1,326	73.2	9.6	21.0	6.1	Overcount (10%)	3.0
Wisconsin	43,659	30.2	26.2	43.2	2.6	—	8.5
Wyoming	2,298	36.5	27.9	16.7	18.8	—	18.3
U.S. <sup>7</sup>	4,316,881	28.9%	25.2%	34.4%	16.9%	—	12.9%

(Continued)

## 3.2 (cont.) Notes

### Footnotes

— Indicates data not available.

1. Testing data include Title III students only.
2. May include students who scored proficient on the English-language-proficiency test.
3. Number of test-takers and outcomes are as reported in 2006-07 Consolidated State Performance Report (CSPR). Number of ELL students served in Montana from 2006-07 CSPR.
4. State has assigned students tested only once to discrete outcome categories.
5. Testing data include students in grades 3-12 only.
6. Reported figure is an approximation.
7. Values in the U.S. row represent totals for the nation as a whole or averages of state results, based on states with available data.

### \* State Notes

California	Number tested includes all students taking the California English Language Development Test for the first time for identification purposes in 2006-07, regardless of whether they were classified as ELLs.
Hawaii	State did not identify an attainment target for ELP testing in 2006-07. Reported figures include results of both ELP testing and other assessments in math and reading/language arts.
Iowa	All reported data include both public and private school students.
Kansas	No students were reclassified in the 2006-07 school year due to changes in the state assessment framework.
Montana	All data obtained from 2006-07 Consolidated State Performance Report. English-language proficiency assessment was first administered in fall 2006. No progress or proficiency determinations were made in 2006-07.
North Carolina	All data obtained from 2006-07 Consolidated State Performance Report. Due to an equating error in the 2006-07 ELP assessment, no students were reclassified in the 2007-08 school year and progress and attainment determinations were not made.
Oregon	Some values reported in testing-outcome categories were estimated by state based on available data.
Pennsylvania	State was unable to report data on ELL progress in 2006-07 because it lacked a student-identification system during part of the time period.
Rhode Island	State tracks progress in attaining ELP for school districts (rather than students). Attaining-proficiency category consists of students who received services for three or more years.
Tennessee	English-language-proficiency-assessment data reported for students tested for first time in 2006-07 and test-takers for whom scores could be matched across the 2005-06 and 2006-07 school years.
Utah	English-language-proficiency assessment was first administered in fall 2006. No progress determinations were made in 2006-07.

SOURCE: Annual State Policy Survey, EPE Research Center, 2009. Analysis of data from Consolidated State Performance Reports, 2006-07.

### 3.3

## Making Progress Toward English-Language Proficiency (ELP), Title III

State criteria for “making progress” (2007-08)					ELP assessment results (2006-07)	
	ELP assessment, composite score	ELP assessment, individual test domains	Results on other assessments	Other criteria	Percent not making progress	Percent making progress
Alabama	Yes				17.5%	30.9%
Alaska	Yes				30.0	27.2
Arizona		Yes			17.7	47.8
Arkansas	Yes				41.6	14.8
California	Yes	Yes			36.1	27.3
Colorado	Yes				30.1	42.8
Connecticut		Yes			1.4	34.8
Delaware	Yes				4.6	50.6
District of Columbia	Yes				32.4	23.0
Florida		Yes			39.2	4.2
Georgia	Yes				20.8	23.8
Hawaii	Yes				39.8	42.8
Idaho	Yes				36.3	28.2
Illinois		Yes			2.9	36.9
Indiana	Yes				19.5	39.3
Iowa	Yes	Yes			27.6	23.6
Kansas	Yes				4.7	79.1
Kentucky	Yes				17.1	42.9
Louisiana	Yes				41.1	16.4
Maine	Yes				44.9	20.3
Maryland	Yes				19.1	46.9
Massachusetts	Yes				33.9	18.7
Michigan	Yes				15.0	42.0
Minnesota		Yes			18.6	52.3
Mississippi	Yes	Yes			5.0	13.8
Missouri	—	—	—	—	4.8	55.9
Montana	—	—	—	—	—	—
Nebraska	Yes				72.7	5.4
Nevada	Yes				32.5	41.1
New Hampshire	Yes				29.0	27.4
New Jersey	Yes				9.9	34.2
New Mexico	Yes				41.6	30.0
New York	Yes				39.2	48.6
North Carolina		Yes			—	—
North Dakota	—	—	—	—	29.3	50.8
Ohio	Yes				29.8	28.4
Oklahoma	Yes				33.4	29.6
Oregon	Yes				38.3	24.7
Pennsylvania	—	—	—	—	—	—
Rhode Island	Yes				—	—
South Carolina	Yes				12.1	72.0
South Dakota	Yes				18.9	46.3
Tennessee		Yes			25.6	21.0
Texas	Yes				30.0	19.6
Utah	Yes				—	—
Vermont	Yes				23.6	33.5
Virginia	Yes		Yes	Yes	11.8	66.7
Washington	Yes				13.9	37.2
West Virginia	Yes	Yes			9.6	21.0
Wisconsin	Yes				26.2	43.2
Wyoming	Yes	Yes			27.9	16.7
U.S.	40	12	1	1	25.2%	34.4%

— Indicates data not available.

SOURCE: Annual State Policy Survey, EPE Research Center, 2009. Analysis of data from Consolidated State Performance Reports, 2006-07.

### 3.4

#### Attaining English-Language Proficiency (ELP), Title III

State criteria for attaining proficiency (2007-08)					ELP assessment results (2006-07)
	ELP assessment, composite score	ELP assessment, individual test domains	Results on other assessments	Other criteria	Percent attaining proficiency
Alabama	Yes			Yes	15.4%
Alaska	Yes				24.5
Arizona	Yes				10.7
Arkansas	Yes				3.9
California	Yes	Yes			12.5
Colorado	Yes				8.4
Connecticut	Yes				38.3
Delaware	Yes			Yes	30.8
District of Columbia	Yes				9.2
Florida		Yes		Yes	8.7
Georgia	Yes		Yes	Yes	6.7
Hawaii		Yes	Yes	Yes	6.0
Idaho	Yes	Yes			19.9
Illinois	Yes				30.4
Indiana	Yes				12.2
Iowa	Yes	Yes			21.4
Kansas	Yes				16.2
Kentucky	Yes		Yes	Yes	6.2
Louisiana	Yes	Yes	Yes		5.1
Maine	Yes				3.5
Maryland	Yes				28.2
Massachusetts	Yes				36.5
Michigan	Yes				7.8
Minnesota		Yes			5.2
Mississippi	Yes				35.0
Missouri	—	—	—	—	21.8
Montana	Yes	Yes	Yes	Yes	—
Nebraska	Yes				22.0
Nevada	Yes				11.4
New Hampshire	Yes	Yes			3.7
New Jersey	Yes		Yes	Yes	—
New Mexico	Yes				24.3
New York		Yes			12.2
North Carolina		Yes			—
North Dakota	—	—	—	—	19.8
Ohio	Yes		Yes	Yes	9.3
Oklahoma	Yes				16.0
Oregon	Yes				15.2
Pennsylvania	—	—	—	—	8.5
Rhode Island	Yes			Yes	17.1
South Carolina	Yes				6.3
South Dakota	Yes				31.7
Tennessee	Yes				40.1
Texas	Yes				26.3
Utah	Yes				41.4
Vermont	Yes				18.5
Virginia	Yes	Yes	Yes	Yes	21.6
Washington	Yes				13.4
West Virginia	Yes	Yes			6.1
Wisconsin	Yes	Yes	Yes	Yes	2.6
Wyoming	Yes	Yes			18.8
U.S.	43	15	9	12	16.9%

— Indicates data not available.

SOURCE: Annual State Policy Survey, EPE Research Center, 2009. Analysis of data from Consolidated State Performance Reports, 2006-07.

### 3.5

## Exiting Services for English-Language Learners, Title III

State criteria for exiting services (2007-08)					Students exiting services (2006-07)
	ELP assessment, composite score	ELP assessment, individual test domains	Results on other assessments	Other criteria	Percent of ELL students reclassified out of ELL status
Alabama	Yes		Yes	Yes	15.4%
Alaska	Yes				21.9
Arizona	Yes				10.7
Arkansas	Yes		Yes	Yes	9.0
California	Yes	Yes	Yes	Yes	9.2
Colorado	Yes	Yes	Yes	Yes	17.1
Connecticut	Yes		Yes		15.4
Delaware	Yes				20.6
District of Columbia	Yes				8.8
Florida	Yes	Yes	Yes	Yes	35.3
Georgia	Yes		Yes	Yes	10.2
Hawaii		Yes	Yes	Yes	6.0
Idaho	Yes	Yes	Yes	Yes	11.0
Illinois	Yes				28.4
Indiana	Yes				13.7
Iowa	—	—	—	—	21.0
Kansas	Yes	Yes			0.0
Kentucky	Yes		Yes	Yes	6.0
Louisiana	Yes	Yes	Yes		3.1
Maine	Yes				3.4
Maryland		Yes	Yes	Yes	18.9
Massachusetts	Yes	Yes	Yes	Yes	20.5
Michigan	Yes		Yes	Yes	7.8
Minnesota		Yes	Yes	Yes	2.2
Mississippi	Yes		Yes	Yes	10.2
Missouri	district criteria	district criteria	district criteria	district criteria	6.6
Montana	Yes	Yes	Yes	Yes	—
Nebraska	district criteria	district criteria	district criteria	district criteria	—
Nevada	Yes	Yes	Yes		6.8
New Hampshire	Yes	Yes			3.5
New Jersey	Yes		Yes	Yes	—
New Mexico	Yes				22.5
New York		Yes			12.2
North Carolina		Yes			0.0
North Dakota	—	—	—	—	19.8
Ohio	Yes		Yes	Yes	1.9
Oklahoma	Yes				15.9
Oregon	Yes				13.9
Pennsylvania	Yes		Yes	Yes	11.5
Rhode Island	Yes		Yes	Yes	1.8
South Carolina	Yes		Yes		2.1 <sup>1</sup>
South Dakota	Yes				26.5
Tennessee	Yes	Yes			22.5
Texas		Yes	Yes	Yes	30.0
Utah	Yes		Yes		6.1
Vermont	Yes				27.0
Virginia	Yes	Yes	Yes	Yes	21.7
Washington	Yes				12.9
West Virginia	Yes		Yes		3.0
Wisconsin	Yes	Yes	Yes	Yes	8.5
Wyoming	Yes	Yes			18.3
U.S.	41	20	28	22	12.9%

— Indicates data not available.

1. Reported figure is an approximation.

SOURCE: Annual State Policy Survey, EPE Research Center, 2009. Analysis of data from Consolidated State Performance Reports, 2006-07.

## Section 4

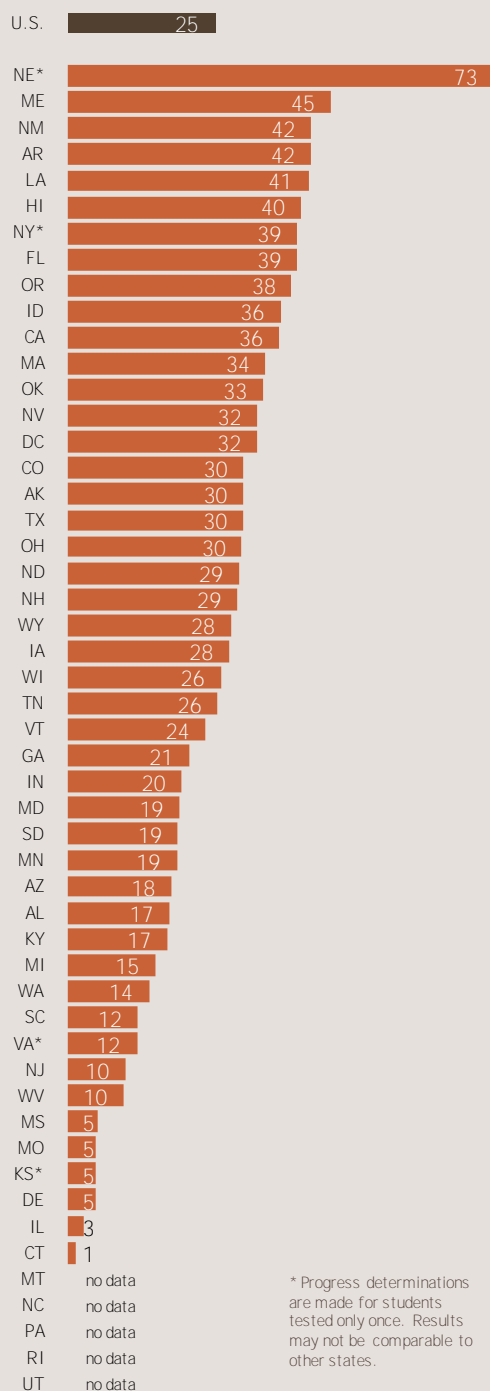
# PERFORMANCE AND ACCOUNTABILITY



## 4.1 Academic Performance

### Learning English

Nationwide, one-quarter of ELLs are failing to make progress toward English-language proficiency, according to 2006-07 data reported by the states. Half are making progress toward or have attained proficiency. Progress of the remaining ELLs cannot be determined because they have been tested only once.

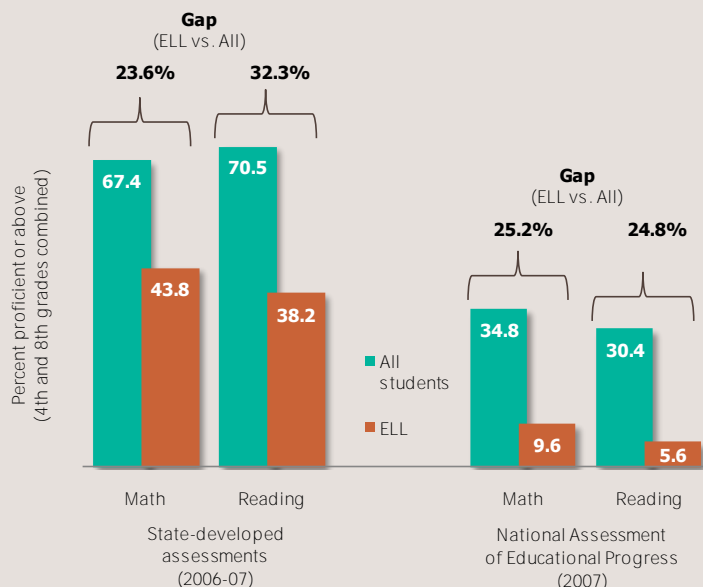
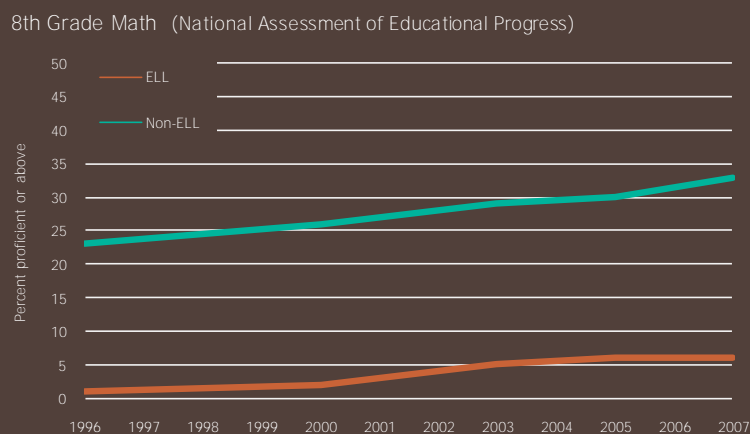
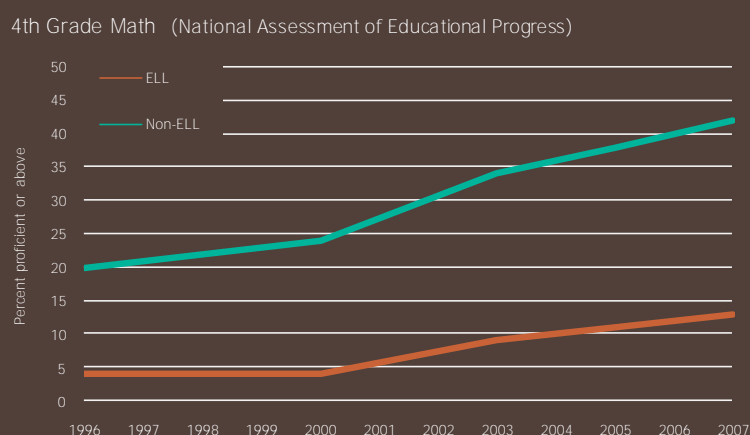


Percent of ELLs not making progress toward English-language proficiency (2006-07)

\* Progress determinations are made for students tested only once. Results may not be comparable to other states.

### ELL Achievement Improving, But Gaps Remain Large

National assessment results show that the academic performance of English-language learners has improved during the past decade, particularly in math (shown below). However, according to both national and state tests, significant achievement gaps persist between English-learners and the overall student population.



SOURCE: EPE Research Center, 2009. Analysis of data from the U.S. Department of Education's 2007 National Assessment of Educational Progress (NAEP) and state assessment results from the Consolidated State Performance Reports, 2006-07.

## 4.2

## ELL Performance on the 2007 National Assessment of Educational Progress (NAEP)

Percent scoring proficient or above (grades 4 and 8 averaged)

	Mathematics			Reading		
	ELL	All students	Gap (ELL minus All)	ELL	All students	Gap (ELL minus All)
Alabama	—	22.0%	—	—	25.0%	—
Alaska	11.3	35.1	-23.8	7.5	27.9	-20.5
Arizona	4.9	28.4	-23.5	3.3	24.2	-21.0
Arkansas	10.0	30.5	-20.6	6.8	27.0	-20.2
California	7.3	26.8	-19.5	4.3	22.2	-17.9
Colorado	6.0	39.3	-33.3	5.0	35.4	-30.4
Connecticut	3.7	39.7	-36.0	4.7	39.1	-34.5
Delaware	—	35.6	—	—	32.2	—
District of Columbia	5.7	10.7	-5.0	—	12.9	—
Florida	10.8	33.8	-23.1	9.2	31.0	-21.8
Georgia	3.0	28.2	-25.1	—	27.0	—
Hawaii	8.5	27.2	-18.7	5.5	23.0	-17.5
Idaho	8.3	37.1	-28.7	5.6	33.3	-27.7
Illinois	10.3	33.6	-23.2	3.0	31.0	-28.0
Indiana	21.7	40.7	-19.0	—	32.0	—
Iowa	10.8	39.1	-28.3	—	35.9	—
Kansas	14.6	45.6	-31.0	9.6	35.6	-26.1
Kentucky	—	29.0	—	—	30.6	—
Louisiana	—	21.7	—	—	19.9	—
Maine	—	38.0	—	—	36.4	—
Maryland	—	38.3	—	—	34.5	—
Massachusetts	19.8	54.1	-34.4	9.6	46.1	-36.5
Michigan	—	33.0	—	—	30.3	—
Minnesota	13.8	46.9	-33.0	6.6	36.8	-30.2
Mississippi	—	17.4	—	—	18.0	—
Missouri	—	34.2	—	—	31.4	—
Montana	3.7	41.0	-37.3	8.4	38.7	-30.3
Nebraska	4.8	36.3	-31.4	—	34.8	—
Nevada	6.0	26.6	-20.6	5.0	23.0	-18.0
New Hampshire	—	44.8	—	—	39.1	—
New Jersey	12.4	46.1	-33.7	6.0	41.0	-35.0
New Mexico	4.8	20.9	-16.1	3.7	20.7	-16.9
New York	7.2	36.7	-29.6	3.1	34.1	-31.0
North Carolina	15.1	37.7	-22.6	7.1	28.5	-21.4
North Dakota	—	43.3	—	—	33.7	—
Ohio	21.9	40.6	-18.8	—	36.1	—
Oklahoma	10.8	26.9	-16.1	9.3	26.4	-17.2
Oregon	6.7	34.9	-28.2	3.1	31.2	-28.1
Pennsylvania	—	42.6	—	—	38.3	—
Rhode Island	—	30.8	—	2.8	29.0	-26.2
South Carolina	—	33.9	—	—	25.2	—
South Dakota	—	39.8	—	—	35.3	—
Tennessee	—	25.9	—	—	26.2	—
Texas	12.5	37.5	-25.0	5.3	28.6	-23.3
Utah	15.1	35.9	-20.8	11.7	32.0	-20.3
Vermont	—	45.2	—	—	41.5	—
Virginia	20.1	39.7	-19.6	15.6	35.7	-20.1
Washington	8.0	39.9	-31.9	3.7	35.2	-31.5
West Virginia	—	25.5	—	—	25.4	—
Wisconsin	17.2	41.9	-24.7	10.8	34.4	-23.6
Wyoming	—	40.1	—	—	34.8	—
U.S. <sup>1</sup>	9.6%	34.8%	-25.2%	5.6%	30.4%	-24.8%

— Indicates data not available because the number of English-language learners is too small to produce reliable results.

1. Values in the U.S. row represent results for the nation as a whole.

SOURCE: EPE Research Center, 2009. Analysis of data from the 2007 National Assessment of Educational Progress (NAEP), U.S. Department of Education.

# 4.3

## ELL Performance on State-Developed Assessments, 2006-07

Percent scoring proficient or above (grades 4 and 8 averaged)

	Mathematics			Reading		
	ELL	All students	Gap (ELL minus All)	ELL	All students	Gap (ELL minus All)
Alabama	59.3%	72.1%	-12.8%	55.3%	78.2%	-22.9%
Alaska	47.9	72.3	-24.4	52.6	79.5	-26.9
Arizona	30.6	67.4	-36.8	16.7	64.1	-47.4
Arkansas	36.5	56.4	-19.9	34.3	60.1	-25.8
California	34.6	45.3	-10.7	27.0	46.8	-19.8
Colorado	68.9	83.5	-14.6	65.7	86.3	-20.7
Connecticut	42.1	79.4	-37.3	17.4	72.0	-54.6
Delaware	46.4	67.7	-21.3	48.2	78.0	-29.7
District of Columbia <sup>1</sup>	21.9	27.4	-5.5	19.5	34.3	-14.7
Florida	47.7	66.2	-18.5	36.3	58.7	-22.4
Georgia	60.1	80.3	-20.2	60.7	86.9	-26.2
Hawaii	14.5	36.8	-22.3	20.2	57.1	-36.9
Idaho	46.1	76.9	-30.8	46.9	83.2	-36.3
Illinois	66.3	82.3	-16.0	64.8	77.1	-12.3
Indiana	60.5	73.0	-12.5	54.5	71.7	-17.2
Iowa	51.5	78.0	-26.5	44.6	75.9	-31.3
Kansas	57.2	79.0	-21.9	51.5	82.7	-31.2
Kentucky	38.8	54.5	-15.7	50.6	68.3	-17.8
Louisiana	60.8	60.1	+0.7	60.8	64.2	-3.4
Maine	31.6	55.9	-24.3	32.3	73.2	-40.9
Maryland	56.2	71.2	-14.9	53.5	77.1	-23.5
Massachusetts	15.1	46.5	-31.4	17.1	65.8	-48.7
Michigan	47.9	73.9	-26.0	50.0	74.5	-24.5
Minnesota	30.8	62.2	-31.4	29.3	67.3	-38.0
Mississippi	68.6	67.3	+1.2	62.3	70.5	-8.2
Missouri	21.7	43.4	-21.6	15.9	44.2	-28.2
Montana	20.6	63.4	-42.7	32.9	79.4	-46.4
Nebraska	82.8	89.7	-7.0	79.2	90.5	-11.2
Nevada	32.7	58.5	-25.8	19.6	57.3	-37.7
New Hampshire	25.3	61.5	-36.2	25.4	68.8	-43.4
New Jersey	41.7	75.7	-34.0	27.8	75.8	-48.0
New Mexico	18.1	38.0	-19.9	28.5	55.6	-27.1
New York	43.7	69.3	-25.5	20.5	62.5	-42.0
North Carolina	51.1	66.4	-15.4	70.4	86.7	-16.3
North Dakota	42.8	73.0	-30.2	47.8	78.1	-30.2
Ohio	57.1	73.6	-16.5	58.2	80.1	-21.9
Oklahoma	65.4	78.4	-13.0	64.6	83.0	-18.3
Oregon	41.2	70.5	-29.3	39.9	73.4	-33.5
Pennsylvania	39.7	72.1	-32.4	26.5	72.1	-45.7
Rhode Island	13.5	50.3	-36.8	11.3	60.4	-49.1
South Carolina	32.5	40.0	-7.5	29.7	43.7	-14.0
South Dakota	43.5	74.9	-31.4	55.8	82.9	-27.2
Tennessee	68.5	88.3	-19.8	55.1	90.0	-35.0
Texas	64.1	78.2	-14.2	64.4	85.1	-20.6
Utah	49.7	75.4	-25.8	50.5	79.5	-29.0
Vermont	50.3	61.5	-11.2	57.8	66.6	-8.8
Virginia	66.5	78.8	-12.3	65.2	83.2	-18.0
Washington	15.0	55.1	-40.0	32.5	72.0	-39.5
West Virginia	70.2	75.0	-4.8	66.2	81.4	-15.1
Wisconsin	56.6	76.0	-19.5	55.3	83.0	-27.8
Wyoming	54.0	73.5	-19.5	43.5	73.9	-30.4
U.S. <sup>2</sup>	43.8%	67.4%	-23.6%	38.2%	70.5%	-32.3%

1. Results for the District of Columbia are from the 2005-06 school year.

2. Values in the U.S. row represent results for the nation as a whole.

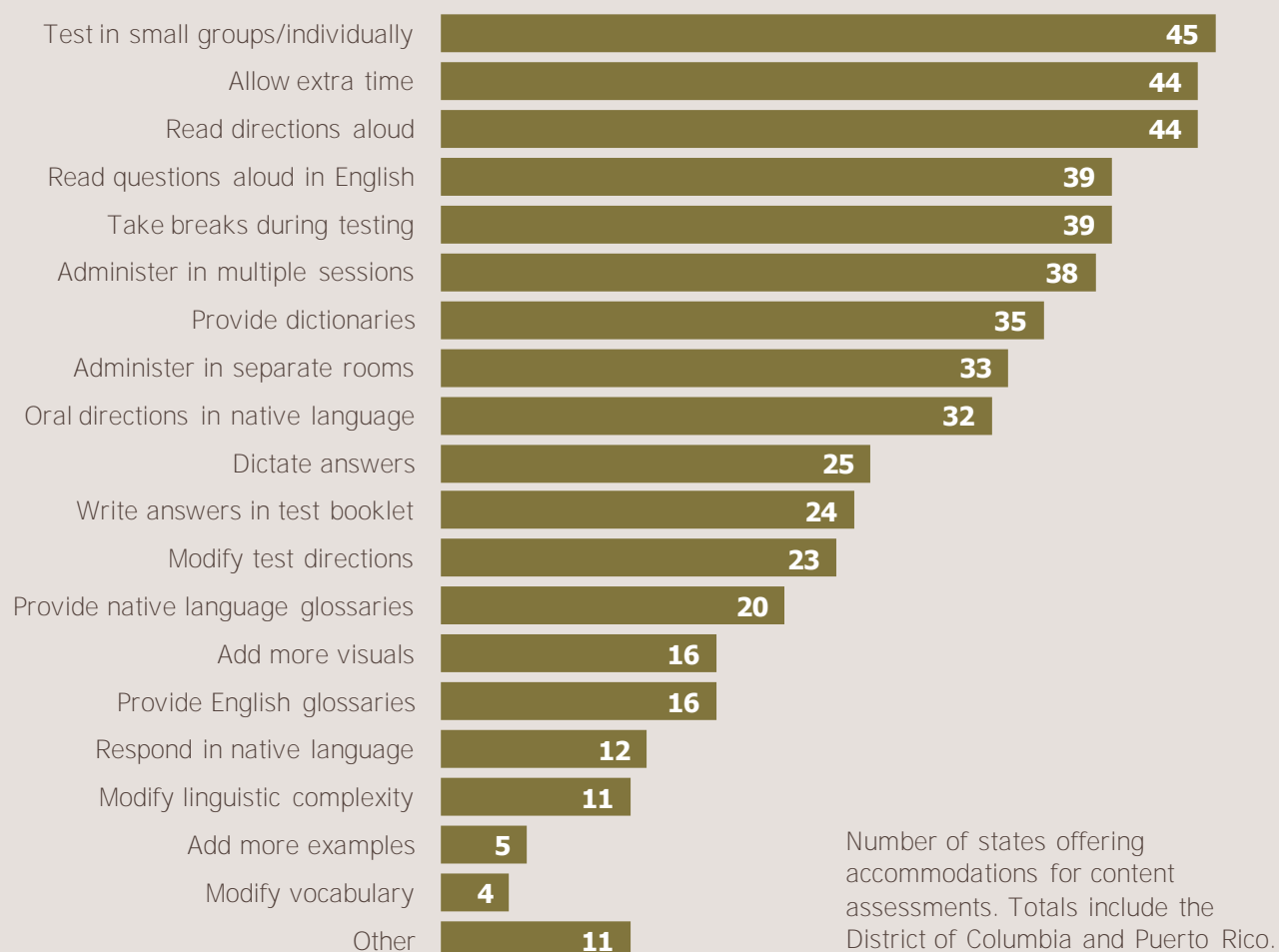
SOURCE: EPE Research Center, 2009. Analysis of data from Consolidated State Performance Reports, 2006-07.

## 4.4

### Accommodations Offered to English-Language Learners

Recent studies have found that all 50 states and the District of Columbia provide assessment accommodations to English-language learners. Such accommodations are intended to reduce language-based barriers to demonstrating content knowledge. A taxonomy developed by Rivera and colleagues identifies two major categories of accommodations. *Direct linguistic supports* serve to adjust the language of a test. Such accommodations may be provided in English or a student's native language and include: a translated or plain English version of the test, use of reference material, or reading test directions or items aloud. *Indirect linguistic supports* modify the conditions under which an assessment is administered and include allowing extra time to complete a test.

For more information see *A National Review of State Assessment Policy and Practice for English Language Learners*, C. Rivera and E. Collum, Eds. (Lawrence Erlbaum Associates, 2006).



SOURCE: *Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2004-06*, Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students, U.S. Department of Education. Washington, DC, 2008.

## 4.5

### Accommodations and Native-Language Assessments for ELLs

	Testing accommodations for ELLs (2006-07)			Native-language assessments
	Direct linguistic support		Indirect linguistic support	State provides native language assessment in at least one grade level (2007-08)
	In native language	In English	Extra time to complete test	
Alabama	Yes		Yes	
Alaska	Yes	Yes	Yes	
Arizona	Yes	Yes	Yes	
Arkansas	Yes	Yes	Yes	
California	Yes	Yes		English, Math
Colorado	Yes	Yes	Yes	English
Connecticut	Yes	Yes	Yes	
Delaware	Yes	Yes		Math, Science
District of Columbia	Yes	Yes	Yes	
Florida	Yes	Yes	Yes	
Georgia	Yes	Yes	Yes	
Hawaii		Yes	Yes	
Idaho	Yes	Yes	Yes	
Illinois			Yes	
Indiana	Yes	Yes	Yes	
Iowa	Yes	Yes	Yes	
Kansas	Yes	Yes	Yes	Math
Kentucky	Yes	Yes		
Louisiana	Yes	Yes	Yes	
Maine	Yes	Yes	Yes	
Maryland	Yes	Yes	Yes	
Massachusetts	Yes			Math
Michigan	Yes	Yes	Yes	Math, Science
Minnesota	Yes	Yes		
Mississippi	Yes	Yes	Yes	
Missouri	Yes	Yes	Yes	
Montana	Yes	Yes	Yes	
Nebraska	Yes	Yes	Yes	English
Nevada	Yes	Yes	Yes	
New Hampshire	Yes	Yes	Yes	
New Jersey	Yes		Yes	English, Math, Science
New Mexico	Yes	Yes	Yes	English, Math, Science
New York	Yes	Yes	Yes	Math, Science
North Carolina	Yes	Yes	Yes	
North Dakota		Yes		
Ohio	Yes	Yes	Yes	
Oklahoma	Yes	Yes	Yes	
Oregon	Yes	Yes	Yes	English, Math, Science
Pennsylvania	Yes	Yes		Math
Rhode Island	Yes	Yes	Yes	
South Carolina	Yes	Yes	Yes	
South Dakota	Yes	Yes	Yes	
Tennessee	Yes	Yes	Yes	
Texas	Yes	Yes		English, Math, Science
Utah	Yes	Yes	Yes	
Vermont	Yes	Yes	Yes	
Virginia	Yes	Yes		
Washington	Yes	Yes		
West Virginia	Yes	Yes	Yes	
Wisconsin	Yes	Yes	Yes	
Wyoming	Yes	Yes		
U.S.	48	47	40	13

SOURCE: Accommodations practices from George Washington University Center for Equity and Excellence in Education, 2008. Information on native-language assessment from Annual State Policy Survey, EPE Research Center, 2009.

## 4.6

### Regulatory Flexibility Exercised Under Title I of No Child Left Behind, 2007-08

	State exempts recently-arrived ELLs from English-language arts assessment	State excludes reading and math scores of recently-arrived ELLs from AYP determinations	State includes former English-language learners in the ELL subgroup for AYP determinations
Alabama	Yes	Yes	Yes
Alaska	Yes	Yes	Yes
Arizona			Yes
Arkansas	Yes	Yes	Yes
California		Yes	Yes
Colorado		FAY <sup>1</sup>	Yes
Connecticut	Yes	Yes	Yes
Delaware	Yes	Yes	Yes
District of Columbia	Yes	Yes	Yes
Florida			Yes
Georgia	Yes	Yes	Yes
Hawaii		FAY <sup>1</sup>	Yes
Idaho	Yes	Yes	Yes
Illinois	Yes	Yes	Yes
Indiana	Yes	Yes	Yes
Iowa	Yes	Yes	
Kansas	Yes	Yes	Yes
Kentucky	Yes		Yes
Louisiana		Yes	Yes
Maine	Yes	Yes	Yes
Maryland	Yes	Yes	Yes
Massachusetts	Yes	Yes	Yes
Michigan	Yes	Yes	Yes
Minnesota	Yes	Yes	Yes
Mississippi	Yes	Yes	Yes
Missouri	Yes	Yes	Yes
Montana		Yes	
Nebraska	Yes	Yes	Yes
Nevada		Yes	Yes
New Hampshire	Yes	Yes	Yes
New Jersey	Yes	FAY <sup>1</sup>	Yes
New Mexico	Yes	Yes	Yes
New York	Yes	Yes	Yes
North Carolina	Yes	Yes	Yes
North Dakota	Yes	Yes	Yes
Ohio	Yes	Yes	Yes
Oklahoma	Yes		Yes
Oregon	Yes	Yes	Yes
Pennsylvania	Yes	Yes	Yes
Rhode Island	Yes	Yes	Yes
South Carolina	Yes	Yes	Yes
South Dakota	Yes	Yes	Yes
Tennessee	Yes	Yes	Yes
Texas	Yes	Yes	Yes
Utah	Yes	Yes	Yes
Vermont	Yes	FAY <sup>1</sup>	
Virginia	Yes	Yes	Yes
Washington	Yes	Yes	
West Virginia			Yes
Wisconsin	Yes		Yes
Wyoming	Yes	Yes	Yes
U.S.	42	41	47

1. States indicates that scores of recently-arrived ELL students are excluded from AYP determinations based on the academic year (FAY) provisions under Title I of the No Child Left Behind Act.

SOURCE: Annual State Policy Survey, EPE Research Center, 2009

# 4.7

## High School Graduation Rates for English-Language Learners, 2005-06

	English-language learners	All students	Gap (ELL minus All)
Alabama	—	81.6%	—
Alaska	42.4	59.6	-17.2
Arizona	44.0	70.0	-26.0
Arkansas	79.7	83.0	-3.3
California	68.0	83.2	-15.2
Colorado	65.9	74.1	-8.2
Connecticut	—	92.2	—
Delaware	58.9	84.0	-25.1
District of Columbia	—	66.2	—
Florida	46.3	68.3	-22.0
Georgia	39.5	72.3	-32.8
Hawaii	81.6	79.2	+2.4
Idaho	—	88.0	—
Illinois	63.2	87.8	-24.6
Indiana	61.5	76.5	-15.0
Iowa	—	90.8	—
Kansas	71.2	90.3	-19.1
Kentucky	—	83.3	—
Louisiana	60.0	64.8	-4.8
Maine	—	83.1	—
Maryland	85.4	85.4	0.0
Massachusetts	54.5	79.9	-25.4
Michigan	—	85.8	—
Minnesota	62.8	90.8	-28.0
Mississippi	—	87.0	—
Missouri	83.1	85.8	-2.7
Montana	—	84.0	—
Nebraska	—	88.4	—
Nevada	—	67.5	—
New Hampshire	—	87.7	—
New Jersey	—	92.3	—
New Mexico	77.8	86.8	-9.0
New York	44.0	77.0	-33.0
North Carolina	55.1	70.3	-15.2
North Dakota	53.2	85.9	-32.7
Ohio	77.2	86.1	-8.9
Oklahoma	—	84.6	—
Oregon	75.4	81.7	-6.3
Pennsylvania	70.5	88.3	-17.8
Rhode Island	—	85.0	—
South Carolina	59.8	73.9	-14.1
South Dakota	72.3	93.2	-20.9
Tennessee	—	80.8	—
Texas	48.5	80.4	-31.9
Utah	69.2	83.0	-13.8
Vermont	83.0	85.1	-2.1
Virginia	64.1	79.0	-14.9
Washington	55.5	70.4	-14.9
West Virginia	83.0	84.6	-1.6
Wisconsin	—	89.3	—
Wyoming	56.3	81.6	-25.3
U.S. <sup>1</sup>	64.0%	80.1%	-16.0%

— Indicates data not available.

1. Values in U.S. row represent the average of states with data for ELL students.

NOTE: Caution should be used when comparing state results because methods for calculating graduation rates are not uniform across states. For more information on high school graduation rates, see *Diplomas Count 2008* ([www.edweek.org/go/dc08](http://www.edweek.org/go/dc08)).

SOURCE: EPE Research Center, 2009. Analysis of data from Consolidated State Performance Reports, 2006-07.

## Section 5

# FUNDING THE EDUCATION OF ENGLISH- LEARNERS



# 5.1

## Federal Funding for English-Language Learners Under Title III

	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009
	Actual	Actual	Actual	Actual	Actual	Actual	Estimate	Estimate
Alabama	\$1,298,044	\$2,096,456	\$1,878,554	\$2,969,385	\$3,174,723	\$3,292,640	\$3,662,530	\$3,818,906
Alaska	659,441	756,660	861,613	835,169	951,490	654,107	1,068,686	1,114,315
Arizona	12,342,805	14,885,171	16,453,934	16,053,667	17,374,634	19,762,263	22,008,130	22,947,795
Arkansas	1,200,898	1,405,893	1,871,562	1,986,077	3,612,909	2,734,955	2,993,001	3,120,791
California	117,280,776	140,308,451	161,549,115	149,565,827	166,955,253	169,943,708	164,463,306	171,485,272
Colorado	5,272,170	5,787,218	7,069,901	9,947,707	9,613,097	9,861,486	10,346,532	10,788,291
Connecticut	3,902,678	4,636,095	5,380,812	4,440,248	5,571,146	5,487,120	5,701,587	5,945,023
Delaware	547,133	637,128	725,465	876,486	1,212,964	1,360,340	1,220,192	1,272,289
District of Columbia	618,530	615,944	680,354	922,000	583,745	595,892	1,027,423	1,071,290
Florida	25,124,291	31,206,229	36,272,809	38,999,401	42,709,671	40,859,272	42,406,254	44,216,841
Georgia	8,016,776	10,052,947	11,254,952	13,281,802	13,188,888	15,192,009	15,944,963	16,625,753
Hawaii	1,598,416	1,848,233	2,186,577	1,645,216	2,298,533	2,589,790	2,763,318	2,881,301
Idaho	1,147,558	1,242,349	1,297,826	2,107,363	2,030,270	1,840,683	1,884,572	1,965,036
Illinois	19,791,174	23,087,684	25,929,181	24,732,083	28,836,450	27,632,522	27,696,340	28,878,870
Indiana	3,171,665	3,732,458	4,276,401	7,644,463	10,667,335	6,612,576	6,846,078	7,138,380
Iowa	1,722,524	1,783,331	2,193,017	2,907,230	2,020,724	2,535,476	3,039,052	3,168,808
Kansas	2,461,055	2,564,194	2,975,681	2,417,540	2,740,852	3,407,085	3,580,355	3,733,223
Kentucky	1,364,074	1,614,982	1,812,413	2,404,457	3,118,830	2,811,107	2,901,342	3,025,218
Louisiana	1,729,343	1,931,030	2,328,221	3,317,197	2,346,119	2,187,267	2,401,383	2,503,914
Maine	500,000	500,000	500,000	500,000	621,027	568,653	825,861	861,122
Maryland	3,994,456	5,144,370	5,867,566	6,654,183	7,437,226	9,173,382	8,539,384	8,903,984
Massachusetts	7,173,119	8,634,965	9,673,186	11,258,663	9,855,919	11,074,722	11,645,852	12,143,086
Michigan	5,224,759	6,398,793	8,220,261	11,540,302	8,594,099	10,423,737	9,808,235	10,227,009
Minnesota	4,505,735	5,289,550	6,108,755	6,595,273	7,098,282	6,739,911	8,212,782	8,563,437
Mississippi	816,852	821,494	971,870	1,017,471	742,851	1,320,656	1,387,985	1,447,247
Missouri	2,264,523	2,751,092	3,130,233	4,538,410	3,100,690	3,636,617	4,153,455	4,330,792
Montana	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000
Nebraska	1,482,431	1,742,468	1,863,656	2,143,231	2,130,605	2,394,094	2,845,645	2,967,143
Nevada	3,678,101	4,701,878	5,706,721	6,865,410	8,673,706	6,039,870	7,275,754	7,586,401
New Hampshire	500,000	531,348	532,764	1,056,420	823,886	775,571	750,591	782,638
New Jersey	13,235,293	13,800,087	16,278,278	20,186,729	16,783,993	18,309,686	18,602,562	19,396,822
New Mexico	4,184,968	4,984,387	5,494,409	5,347,129	4,051,960	4,361,669	5,797,995	6,045,548
New York	36,818,405	42,538,157	47,907,904	53,923,317	53,526,957	44,939,836	51,902,229	54,118,260
North Carolina	6,710,455	7,942,378	8,883,786	9,979,375	12,582,872	12,318,021	14,756,567	15,386,617
North Dakota	500,000	500,000	500,000	500,000	500,000	500,000	516,551	538,606
Ohio	4,940,339	5,643,930	6,438,717	6,567,211	8,027,863	7,723,735	7,815,268	8,148,950
Oklahoma	2,251,246	2,697,714	2,916,153	4,869,319	3,843,474	3,391,829	3,490,217	3,639,236
Oregon	3,930,539	4,638,616	4,951,822	5,300,358	6,888,009	7,672,916	7,609,239	7,934,125
Pennsylvania	6,910,833	8,105,400	9,383,763	8,982,966	11,458,626	11,402,463	11,325,615	11,809,176
Rhode Island	1,375,575	1,516,436	1,768,126	2,375,164	1,950,367	2,087,491	1,658,700	1,729,520
South Carolina	1,899,479	2,146,296	2,442,675	2,588,131	2,502,240	4,306,276	4,112,405	4,287,989
South Dakota	500,000	500,000	534,980	515,986	500,000	732,606	520,987	543,231
Tennessee	2,244,136	3,489,764	3,686,302	4,546,936	5,523,057	4,804,552	5,122,035	5,340,727
Texas	55,392,788	65,436,344	74,350,392	82,422,240	85,865,561	88,356,253	93,022,484	96,994,194
Utah	2,946,483	3,145,762	3,396,597	2,888,015	3,652,520	3,555,348	4,718,942	4,920,423
Vermont	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000
Virginia	5,256,009	6,568,485	7,273,394	9,222,809	9,823,062	10,341,267	11,992,523	12,504,558
Washington	7,189,530	8,121,472	9,607,031	8,547,438	10,265,825	12,857,842	14,234,059	14,841,800
West Virginia	500,000	500,000	500,000	610,998	500,000	500,000	639,775	667,091
Wisconsin	3,657,845	4,248,721	4,914,400	6,171,980	6,258,643	6,007,535	6,396,351	6,669,452
Wyoming	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000
U.S. <sup>1</sup>	\$401,333,250	\$474,732,360	\$542,302,129	\$576,268,782	\$614,090,953	\$617,176,836	\$643,135,092	\$670,530,500

1. U.S. row represents total of state grants under Title III. National total excludes grants to U.S. Territories and other non-state allocations.

SOURCE: EPE Research Center, 2009. Analysis of budget data from the U.S. Department of Education.

## 5.2

### State Funding for English-Language Learners

	Funding formula includes weights or adjustments for ELL students (2008-09)		Categorical funding (FY 2008)	
	Funds must be used for ELL services	Funds can be used for any educational purpose	Number of categorical ELL programs	Total allocation for categorical ELL programs
Alabama			1	\$5,339,800
Alaska		Yes		—
Arizona		Yes	1	5,025,500
Arkansas				— <sup>1</sup>
California			3	115,749,000 <sup>2</sup>
Colorado	Yes		1	7,201,113
Connecticut	Yes		1	2,129,033
Delaware			1	1,500,000
District of Columbia		Yes		—
Florida		Yes		—
Georgia		Yes		— <sup>1</sup>
Hawaii		Yes		—
Idaho			1	6,040,000
Illinois			2	74,552,000
Indiana			1	6,929,246
Iowa		Yes		—
Kansas	Yes			—
Kentucky		Yes		—
Louisiana		Yes		—
Maine		Yes		—
Maryland		Yes		—
Massachusetts		Yes	1	470,987
Michigan				— <sup>1</sup>
Minnesota	Yes			—
Mississippi				—
Missouri		Yes		—
Montana				—
Nebraska		Yes		—
Nevada				—
New Hampshire		Yes		—
New Jersey		Yes		—
New Mexico		Yes		—
New York		Yes	1	11,800,000
North Carolina			1	58,854,340 <sup>2</sup>
North Dakota		Yes		—
Ohio	Yes			— <sup>1</sup>
Oklahoma		Yes		—
Oregon		Yes		—
Pennsylvania		Yes		—
Rhode Island	Yes			—
South Carolina				—
South Dakota				—
Tennessee		Yes		—
Texas	Yes			—
Utah				— <sup>1</sup>
Vermont				—
Virginia	Yes			—
Washington			1	64,413,000
West Virginia				— <sup>1</sup>
Wisconsin			2	11,046,200
Wyoming		Yes		—
U.S.	8	24	14 states	—

— Indicates data not available or not applicable.

1. State provided statutory evidence showing that categorical funds may be allocated to serving ELL students; however, a specific line-item allocation does not appear in the state's education budget.

2. Reported amount includes allocations from both federal and state sources. State is not able to disaggregate federal and state funding for ELL services.

SOURCE: Annual State Policy Survey and analysis of state budget documents, EPE Research Center, 2009

# Methodology

In an effort to provide the most comprehensive and up-to-date information on English-language-learners in the United States, *Perspectives on a Population* presents data and analysis derived from a wide variety of sources. Much of that information comes from original analyses of large-scale databases and state policy surveys conducted by the Editorial Projects in Education Research Center. Data were also compiled from other public sources, **as noted in the report's individual figures and tables**. Additional details about several of the major data sources used in this report are provided below.

## The EPE Research Center's Annual State Policy Survey

To collect information on state education policies and other indicators related to English-language learners, the EPE Research Center sent surveys to the chief state school officers in all 50 states and the District of Columbia. The surveys were distributed electronically on July 7, 2008.

Respondents were asked to answer the questions and provide appropriate documentation to verify that the reported policies were in place at the time of the survey or for the 2008-09 school year. Such documentation might include state statutes, administrative rules, or Web links for information available online. To ensure that answers were accurate and that consistent standards were applied uniformly across the states, EPE Research Center staff members carefully evaluated **each state's responses and documentary evidence over a 10-week period**. That process often included discussions with the respondents. In the absence of documentation, the center did not award credit or assume the policy was in place.

On or around Sept. 16, **the EPE Research Center sent each chief state school officer a completed survey indicating the state's initial responses and the final determinations by the center based on the available evidence**. Officials in the state were asked to review the final answers and supply any corrections or changes that could be supported by additional documentation.

All 50 states and the District of Columbia participated in the survey. The EPE Research Center would like to thank the many dedicated individuals at state education **agencies who generously contributed their time and effort in providing information for this year's report**.

## The Common Core of Data (CCD)

Analyses of English-language learners in **the nation's** K-12 public school system employed the Common Core of Data or CCD. This database is an annual census of all K-12 public schools and school districts in the country conducted by the National Center of Education Statistics, the statistical branch of the U.S. Department of Education. Among other indicators, the CCD provides information on the number of students enrolled in public school systems, in the aggregate and disaggregated by a variety of student characteristics, including participation in ELL programs. The CCD provides aggregated data for public education organizations at the school, district, and state levels. It does not include information about individual students. The most recent data available from the CCD are for the 2005-06 school year. Detailed methodological descriptions of the CCD can be found in technical documentation published by the National Center for Education Statistics, available online at [nces.ed.gov/ccd](http://nces.ed.gov/ccd).

## The American Community Survey (ACS)

Analyses examining the characteristics of individual English-language learners (including race and ethnicity, socioeconomic and linguistic background, and immigration history) employ the American Community Survey or ACS. This large-scale sample survey of the residential population in the United States has been conducted annually since 2005 by the U.S. Bureau of the Census. Each year, the ACS collects data on more than 1 million households and about 3 million individuals nationwide. The ACS obtains a variety of information from respondents including: household and family characteristics, educational attainment levels, income and employment, citizenship status, and country of origin. In addition, the ACS asks whether members of surveyed households speak a language other than English at home and, if so, how well they speak English. For analyses using the ACS in this study, English-language learners are defined as youths from the ages of 5 to 17 who speak a language other than English at home and who do not speak English very well. It should be noted that this definition of an ELL differs from that of the CCD, which is based on participation in formal English-language-instructional programs in the public schools. In order to assure reliable results at the state level, ACS data have been pooled across three years (2005, 2006, and 2007). Additional methodological information about the ACS can be found online at [www.census.gov/acs](http://www.census.gov/acs).

## The Consolidated State Performance Reports (CSPRs)

The Consolidated State Performance Report (CSPR) is the required annual reporting tool authorized under Section 9303 of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act of 2001 (NCLB). Every year, each state, the District of Columbia, and Puerto Rico report to the U.S. Department of Education programmatic and performance data related to federally funded education programs. The CSPR includes information about implementation of programs for English-language learners, which are funded under Title III of NCLB. The report also collects data on progress that ELL students are making toward English proficiency (part of Title III reporting) and on the achievement of ELL students in academic subjects (part of Title I accountability requirements). For *Perspectives on a Population*, the EPE Research Center compiled extensive data from the 2006-07 CSPRs for each state. In some cases, information was verified using additional sources, including correspondence with the state education agencies. The Consolidated Performance Reports for the 2006-07 school year have been made available online by the U.S. Department of Education, at [www.ed.gov/admins/lead/account/consolidated](http://www.ed.gov/admins/lead/account/consolidated).

## EDITORIAL PROJECTS IN EDUCATION RESEARCH CENTER

### Director

Christopher B. Swanson

### Deputy Director

Amy M. Hightower

### Senior Research Associate

Sterling C. Lloyd

### Research Analyst

Hajime Mitani

### Research Associates

Holly Kosiewicz

Alexis Reed

Rebecca Wittenstein

### Research Interns

Bonnie Ho

Erin M. Pollard

Sahar Sattarzadeh

### Library Director

Kathryn Dorko

### News Research Librarian

Rachael Delgado

### Library Interns

Jessica Cain

Cary Hanson

Colin Welch

## ABOUT

**Christopher B. Swanson, Ph. D** is the director of the EPE Research Center, a division of Editorial Projects in Education. In this capacity, he oversees a staff of full-time researchers who produce independent studies and contribute research and analysis to *Education Week*, the newspaper's special reports, and other EPE publications. Much of Swanson's work has focused on the implementation of state and federal education policy, including the persistent challenges associated with accurately **measuring high school graduation rates**. Swanson's body of research on those topics has been widely profiled in the national and regional media and has provided policy leaders important insights into critical educational issues. He is also the author of a recent EPE Research Center report entitled *Special Education in America*.

**The EPE Research Center**, the research arm of Editorial Projects in Education, houses a full-time staff of researchers, analysts, and librarians that conducts annual policy surveys, collects data, and performs analyses that appear in the *Quality Counts*, *Technology Counts*, and *Diplomas Count* annual reports. The center also produces independent research reports, contributes original data and analysis to special coverage in *Education Week* and [edweek.org](http://edweek.org), publishes the monthly *Research Connections* e-Newsletter, hosts live Web chats on research topics, and maintains the Education Counts and EdWeek Maps online data resources.

**Editorial Projects in Education (EPE)** is a nonprofit, tax-exempt organization based in Bethesda, Md. Its primary mission is to help raise the level of awareness and understanding among professionals and the public of important issues in American education. EPE covers local, state, national, and international news and issues from preschool through the 12th grade. Editorial Projects in Education Inc. publishes *Education Week*, America's newspaper of record for precollegiate education, [edweek.org](http://edweek.org), *Digital Directions*, the *Teacher Professional Development Sourcebook*, and the TopSchoolJobs employment resource. It also produces the annual *Quality Counts*, *Technology Counts*, and *Diplomas Count* reports, as well as books of special interest to educators.

