English Language Learners in America's Great City Schools

Demographics, Achievement, and Staffing

Research conducted by
The Council of the Great City Schools

Council of the Great City Schools®

ABOUT THE COUNCIL

The Council of the Great City Schools is the only national organization exclusively representing the needs of urban public schools. Composed of 74 large-city school districts, its mission is to promote the cause of urban education and to advocate for inner-city students through legislation, research, and media relations. The organization also provides a network for school districts sharing common problems to exchange information and to collectively address new challenges as they emerge in order to deliver the best possible education for urban youth.

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Acknowledgements

In 2013, the Council of the Great City Schools published *English Language Learners in America's Great City Schools: Demographics, Achievement and Staffing*,[1] an extensive one-of-a-kind report on English language learner (ELL) programs within its member districts. The report has been widely used by leaders within Council-member districts as a reference in their work to bolster the academic experiences of ELLs across the country. With this update to our 2013 ELL report, we hope to provide critical information about the current state of the Council's ELL programs and opportunities for continued improvement to benefit all ELLs.

This report is the product of considerable collaboration across the membership of the Council of the Great City Schools. Many people played a role in deciding what to collect as part of this updated study, and many individuals helped gather the data that made this report one of the most comprehensive data-collection efforts on English language learners ever attempted—even compared to our previous efforts.

We particularly appreciate the time that ELL program directors from Council-member districts devoted to gathering the information contained in this report. We know that the effort involved numerous district offices and the fresh analysis of data. We were especially pleased that many of the responding districts were able to provide disaggregated data in a way that allowed us a glimpse into urban school districts and the ELLs they serve that few have ever seen.

This study was also the product of considerable collaboration inside the Council office itself. We thank Ray Hart, the Council's research director, for his contributions in designing the survey and providing feedback. Julie Wright Halbert and Sue Gamm reviewed the findings related to ELLs who receive special education services. Jeff Simering, the Council's legislative director, provided important feedback throughout, from the design stage of the survey to the interim findings and the final draft. Interns Ramona Rubalcava and Samirah Ali assisted with preparing the data collected from member districts for analysis.

Finally, I thank Gabriela Uro and David Lai, who led the project and drafted the report. Their vision, leadership, and energy made sure that the report happened. Thank you so much.

Michael Casserly
Executive Director
Council of the Great City Schools

1 Uro, G., & Barrio, A. (2013). *English language learners in America's great city schools: Demographics, achievement, and staffing.* Washington, DC: Council of the Great City Schools.

Executive Summary

In 2013, the Council of the Great City Schools (CGCS) published the first-ever report on English language learners (ELLs) enrolled in member districts, reporting on a range of indicators in addition to ELL enrollment and languages spoken by such students. This report updates most of the data presented in the 2013 Council ELL report, shedding light once again on ELL enrollment, student performance, staffing and professional development, along with Title III allocations.

Consistent with our findings in the 2013 Council ELL report, English language learners continue to be the fastest-growing demographic group in U.S. public schools. Among an increasing number of organizations that are turning their attention to this population, there seems to be a relative consensus that the total number of ELLs has been approaching five million in recent years—

- Updated figures reported in the most recent *Title III Implementation Biennial Report to Congress for School Years 2012-14* (September 2018) show that in SY 2013-14 there were 4,931,996 ELLs enrolled in K-12 U.S. public schools.[2]
- The National Center for Education Statistics (NCES) reports the following ELL enrollment figures in K-12 public schools—4,803,578 in SY 2014-15 and 4,843,963 in SY 2015-16.[3]

ELLs in Member Districts of the Council of the Great City Schools

The ELLs attending schools in the member districts of the Council of the Great City Schools account for nearly one-quarter of all ELLs in the nation. Specifically, in SY 2015-16, Council-member districts enrolled about 1.2 million ELLs in Grades K-12—or 25.0 percent of the 4.9 million estimated ELLs in the nation's K-12 public schools (using the 2012-14 U.S. Biennial Report on ELLs[4]).

This new report by the Council presents the results of a yearlong effort to compile data on ELL enrollment and programs in our Great City school districts. Much of the data were collected from the membership via survey in 2017. Over 85 percent of the membership responded (61 of 70 districts that were members at the time the survey was conducted), but not every district responded to every question. In Appendix K of this report, we list the specific districts responding to each question when such details could be disclosed without compromising the integrity of district KPI codes used in some portions of the report. The responses provide a picture of ELL enrollment across the 61 responding districts, including total numbers, percentages, enrollment by school level, languages spoken, and ELLs receiving special education services.

2 U.S. Department of Education, Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students, The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2012 – 14, Washington, D.C., 2018.

3 U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2015–16. See *Digest of Education Statistics 2017*, Table 204.27.

4 U.S. Department of Education, Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students, The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2012 – 14, Washington, D.C., 2018.

Report Highlights

The enrollment of ELLs in the 74 districts[5] constituting the Council of the Great City Schools at present, excluding Puerto Rico, has remained relatively stable over the last several school years (SY 2013–14 through SY 2015–16) at about 16 percent of total urban school enrollment. Total ELL enrollment in these districts was about 1.3 million students in SY 2013–14 and 1.2 million in SY 2015–16, representing over one-quarter of all ELLs enrolled in the nation's public K-12 schools. Between SY 2007-08 and SY 2016-17, the number of Council-member districts with ELL enrollments between 5,000 and 10,000 almost doubled—from nine to 18 districts. Seven additional districts (from 19 to 26) appeared in the category with ELL enrollments between 10,000 and 50,000. The number and percentage of member districts with ELL enrollments between 20 percent and 30 percent more than doubled in this same period, from eight to 18 districts. In 56 member districts, ELL enrollment either remained stable or outpaced the district's respective non-ELL enrollment. Finally, in 17 states, Council-member districts educated one-quarter or more of the ELLs in their respective states.

In addition, the survey asked for information on the top five languages spoken by children in each district and the number of ELLs speaking each of these languages. The language diversity in the Council's membership increased from 38 languages in 2013 to 50 languages in 2016 collectively appearing among the top five languages. Member districts enroll a surprising percentage of speakers of particular languages; for example, three member districts in SY 2014-15 and four member districts in SY 2015-16 enrolled 60 percent of all ELLs in the nation who spoke Haitian Creole.

Districts also provided information on their respective share of ELLs who were in ELL programs six or more years (termed Long-Term ELLs). The majority of responding districts had more than 10 percent of their ELLs classified as Long-Term ELLs; only 14 of 49 districts had fewer than 10 percent of their ELLs classified as Long-Term ELLs.

Moreover, the survey asked for information about ELLs receiving special education services. The results showed the growth in the numbers of ELLs and non-ELLs receiving special education. We calculated the disproportionality risk ratios for reporting districts, finding a threefold increase in the number of districts that approximated a ratio of 1.0, compared to the figures reported in 2013. In other words, ELLs in these districts were equally likely to receive special education as non-ELLs.

The report also examines achievement data for ELLs in three distinct sections. First, we look at the English proficiency composition for each reporting district, showing variance in the distribution of ELLs across various proficiency scales used by districts. Second, we look at NAEP achievement data for ELLs spanning a 12-year period from 2005 to 2017. Drilling down deeper than we did in the 2013 Council ELL report, we examined data by free- and reduced-price lunch (FRPL) eligibility for all ELL-status groups. Across all seven testing years in both reading and math, ELLs who were FRPL-eligible showed the lowest levels of achievement, followed by ELLs ineligible for FRPL. Former ELLs who were FRPL-ineligible showed parity with performance levels of non-ELL, FRPL-ineligible students. Finally, we include member district data collected through the Council's Academic KPI project. We examined comparison data for ELLs and non-ELLs on selected indicators—absentee rates, course failure in Grade 9, and Algebra I completion by Grade 9. While ELLs were as likely or more likely to be in school than non-ELLs, they were more likely to have failed one or more courses in Grade 9 and less likely to complete Algebra I by Grade 8. ELLs had comparable rates of Algebra I completion by Grade 9 as their non-ELL peers.

Survey responses also showed that districts continue to operate under an array of state staffing requirements, including mandates governing the qualification of teachers of ELLs. The most common state requirements for bilingual and ESL teachers involved their needing to have an ESL/ELD endorsement or credential. Fewer districts reported having ELL-related requirements for special education teachers of ELL students.

5 Toronto joined the Council after this report was drafted and is therefore excluded from the total district count.

In addition, 29 responding districts incorporated instructional components related to ELLs into their evaluations of instructional staff other than ESL/ELL teachers themselves.

Finally, some 57 responding districts were able to provide information about how they allocate their Title III funds between centrally determined priorities and school-based allocations. As one of the major expenditures of Title III funds, districts also provided information on ELL-related professional development offered to a range of instructional staff. An increased number of districts provided such professional development to principals—from 22 districts in SY 2009-10 to 39 districts in SY 2015-16. District responses on the content of professional development showed an increase in coverage of major topics, such as meeting the needs of students with interrupted formal education (SIFE), ELL-specific strategies to raise rigor, and meeting the needs of ELLs in special education.

Introduction

In March 2017, the Council of the Great City Schools launched its data collection project to provide an updated picture of English language learner (ELL) enrollment and services in Council-member districts, following the 2013 publication of *English Language Learners in America's Great City Schools: Demographics, Achievement and Staffing*.[6] The data collection focused on several key areas, including: 1) district demographics, 2) languages spoken, 3) instructional staffing, 4) achievement, and 5) distribution of Title III funds. Roughly 82 percent (60 of 73 districts) of the Council membership responded to the survey questions and the data request between March 2017 and July 2018.[7] The completeness of survey responses varied across member districts due to the availability of data or the lack of historical data on certain indicators. The Council aimed to provide a complete and updated a picture of overall ELL enrollment in the Great City Schools by using reputable federal and state sources, including the National Center for Education Statistics (NCES) and state education agency websites, to obtain ELL enrollment figures for member districts that did not respond to the survey or joined the organization after the data collection phase was closed.

Focus of Data Collection

- District demographics
- Language spoken by ELLs
- Instructional staffing
- Achievement
- Distribution of Title III funds

6 Uro, G., & Barrio, A. (2013). *English language learners in America's great city schools: Demographics, achievement, and staffing.* Washington, DC: Council of the Great City Schools.

7 Salt Lake City School District was not a member district by the completion of this report. With the inclusion of Salt Lake City, 61 of 74 districts (around 82 percent) submitted responses. (See Appendix A.)

Methodology

The Council administered an extensive survey to ELL program directors and research directors of Council-member districts in March 2017. The survey requested the most recent information available on ELL enrollment, performance, English proficiency levels, and professional development from SY 2013-14 through SY 2015-16. Language information is not subject to the same delays as official enrollment figures, and thus districts provided language data for SY 2016-17. As with the 2013 ELL survey, the ELL data request required ELL program directors to access multiple data sources in their respective districts and to work with various departments over the course of the year. The difficulties in collecting and reporting data were consistent with, though seemingly fewer than, the Council's first ELL survey conducted for the 2013 Council ELL report. These difficulties are reflected in the gaps in survey responses that resulted in an n-size that varies from one question to another.

For completeness, the Council used secondary databases to supplement reported data, especially in cases when districts did not respond. Major sources included the National Center for Education Statistics (NCES) and state or local education agencies.[8] Additionally, where relevant and practical, data from these sources were used to confirm responses from school districts. In general, the Council deferred to district-reported data when no major discrepancies were found or after verification with school districts when reconciliation was necessary.

The Council was careful to not duplicate any data requests, and thus, crafted the survey to complement the data collected through the Council's Academic KPI project.[9] This report, therefore, paints a picture of ELLs in the Great City Schools that draws from both the Academic KPIs and the ELL survey. Using Academic KPI data enabled substantial improvements in contextualizing responses from portions of the formal survey regarding academic opportunities and outcomes. Furthermore, the availability of data on all students as an aggregate and subgroups allowed for the calculation of a comparison "non-ELLs" group from collected district-reported data. As a result, the comparison of ELLs to non-ELLs on various academic indicators is a unique feature of this report.

Lastly, this report uses, as appropriate, the same numerical codes to represent districts as the Council-member districts' Key Performance Indicator (KPI) codes. This was done to allow districts to see sensitive data that were shared with the Council.

8 Educational agency data were only used for some California school districts. Most local and state education agencies did not publicly publish the desired data on their websites.

9 Ison, A., Lyons, R., Palacios, M., Hart, R., & Casserly, M. (2017, October). *Academic key performance indicators: Pilot report.* Washington, DC: Council of the Great City Schools.

Response Rate

We made every effort to ensure that the findings of this report encompassed as many Council-member districts as possible, despite the membership changes that occurred during the yearlong data collection phase. At the time of the original launch of the ELL survey, Council membership totaled 69 districts, of which close to three-quarters (51 districts or 74 percent) submitted complete responses and an additional ten submitted partial responses. The Council obtained enrollment and other publicly available data for the nine districts that did not submit responses, as well as for the four districts that joined the Council after the data collection had concluded. Appendix A provides the listing of member districts and their survey participation status.

During and after the data collection period between March 2017 and April 2018, the Council experienced membership changes that affected the specific districts included in distinct portions of the report:

- Salt Lake City, a former member of the Council of the Great City Schools, considered membership during the survey period and submitted responses to the survey. Even though the district did not finalize its membership, we chose to leave Salt Lake City's data in the report's analyses.
- Aurora, Charleston, Puerto Rico, Santa Ana, Stockton, and Toronto joined the Council near or after the conclusion of data collection. We included their ELL enrollment figures by drawing from the National Center for Education Statistics,[10] with the noted exceptions below. Additionally, we used publicly available demographic data from state education agencies to supplement other sections.[11]
- Puerto Rico and Toronto were excluded from overall ELL enrollment figures.[12]

In sum, the report shows data on 73 districts of the Council's membership composition over the course of three years. Specifically, Salt Lake City remained in the report, while Puerto Rico and Toronto were excluded. Where possible, the Council included data from districts that provided partial responses and noted the respective n-size for each item. For the purposes of the report, school district names were shortened; however, formal names are reported in Appendix A.

10 National Center for Education Statistics. (n.d.). Elementary/Secondary Information System (ElSi). Retrieved from https://nces.ed.gov/ccd/elsi/

11 The necessary data for analyses included in this report were only available for California districts. California Department of Education. (2013). DataQuest. Retrieved from DataQuest website: https://dq.cde.ca.gov/dataquest/.

12 Puerto Rico and Toronto are excluded due to unique educational contexts compared to other Council member school districts related to educational services and data collection for ELLs. Spanish is the language of instruction in Puerto Rico; the language minority equivalent to ELLs are classified SLL (Spanish Language Learners). Toronto is a city in Canada, so the education law and programs are distinct from those in the United States.

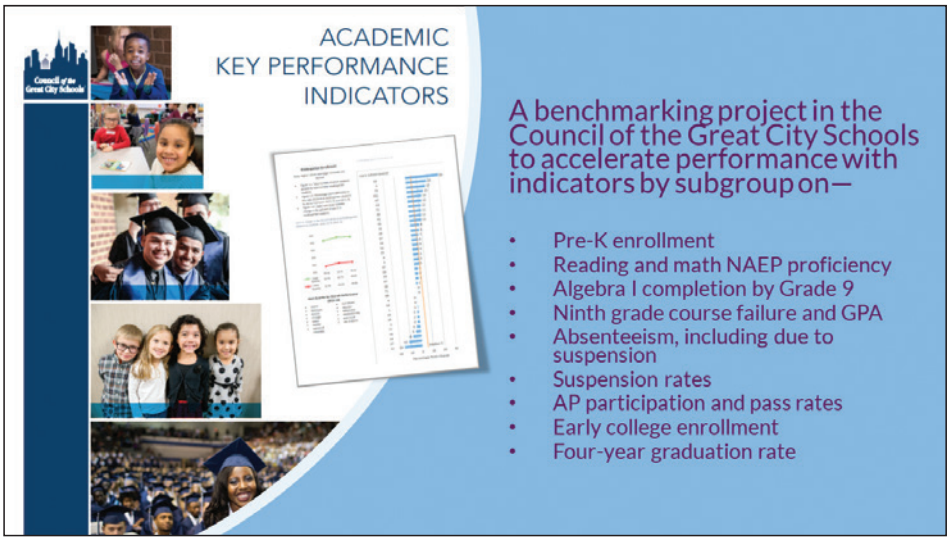
Limitations

Extensive effort was invested to ensure the inclusion of all reported data on ELLs in Council-member districts. To this end, we aggregated all responses available and provided the number of responses (n-size) by item as we discuss the report's findings. In a limited number of instances in which data anomalies could not be clarified or responses could not be verified, the data were excluded.

This report presents descriptive statistics to provide a general picture of ELL characteristics in Council districts.

Given the differing—and in some cases small—n-sizes, this report presents descriptive statistics to provide a general picture of ELL characteristics in Council districts. While we present more than one variable in the tables and graphs in some instances, we did not conduct statistical significance tests. We do not presume causation or imply the existence of causal relationships among any of the variables analyzed in this report.

Finally, the Academic KPI data included in the report are from the SY 2014-15 to SY 2016-17 survey years of the KPI project. Data for SY 2014-15 and SY 2015-16 were from the pilot phase of the KPI project. As noted in the Council's *Academic Key Performance Indicators: Pilot Report* (2017),[13] these data are for illustrative purposes only. At the time of the writing of the ELL survey report, the Council was refining the SY 2016-17 Academic KPIs, working closely with districts to certify the reported data.



13 Ison, A., Lyons, R., Palacios, M., Hart, R., & Casserly, M. (2017). *Academic key performance indicators pilot report*. Washington, DC: Council of the Great City Schools.

Historical Background

The history of linguistic diversity in the United States is as rich as it is complicated. Before European colonists arrived on these shores, there were native settlements where hundreds of languages were spoken and explorers who spoke Spanish, Portuguese, and French. The initial colonial settlements added an additional stream of languages including English, Flemish, and German. This linguistic mosaic is integrally and intricately linked to our nation's history.

Today, the language diversity in the United States surpasses 300 languages. According to the most comprehensive language data released by the U.S. Census Bureau in October 2015, the total number of languages reported was 350.

For example, Philadelphia and its adjoining area were rich in linguistic diversity during the colonial times. Still a small village in 1700, its population was mostly English and Welsh, but this area also included Danes, Dutch, Finns, French, Germans, Irish, Scots, and Swedes. This diversity was representative of the diversity of the settlers in Pennsylvania, making it a challenge to assemble a jury where all the members spoke the same language. In 1766, Benjamin Franklin reported to the House of Commons that the Germans and Scots-Irish each constituted one-third of Pennsylvania's population.[14]

Similarly, Virginia was among the most diverse of colonies; it was the most populous of the Southern colonies and where two-fifths of all slaves in the region lived.[15] The African population in the Southern colonies came from Angola, Gold Coast (modern-day Ghana), Nigeria, and Senegambia, representing many tribes and languages. This diversity was even greater with approximately 40,000 Native Americans living in these colonies. While this diverse population made these colonies the most racially diverse (in comparison to New England and the Mid-Atlantic colonies), the English were the dominant group in terms of control and power, with the English accounting for about 37 percent and the non-English Whites, mostly Scots, Scots-Irish, Germans, Irish, and French Huguenots accounting for about 21 percent.[16] The non-White population was about 42 percent; African slaves accounted for 39 percent. This diversity, like the diversity of languages, has been present since the beginning of U.S. history.

Today, the language diversity in the United States surpasses 300 languages. According to the most comprehensive language data released by the U.S. Census Bureau in October 2015, the total number of languages reported was 350.[17] The presence of many languages in the United States has been part of the history of the Americas, even before explorers and colonists arrived. The reasons that have compelled individuals from around the world to leave their home country and family to come to the United States continue today. The U.S. census began tracking data on languages spoken at home and ability to speak English in 1890. It was not until the 1980 census, however, that a standard set of questions was asked of everyone aged five and over. Data from these questions indicated that about 20 percent of the U.S. population aged five and above spoke a language other than English at home. The decennial census data since 1980 indicated that the share of the U.S. population aged five and over who speak languages other than English has increased more than three percentage points every 10 years.[18] Table 1 shows the numbers and percentage share in 2000 and 2010.

14 Nash, G. (1979). *The urban crucible: social change, political consciousness, and the origins of the American Revolution*. Cambridge, Mass.: Harvard University Press.; Parrillo, V. N. (2009). Diversity in America Thousand Oaks, CA: SAGE Publications, Inc.

15 The total approximate population was about 500,000 in 1776. U.S. Bureau of the Census, *Historical Statistics of the United States, Part II*, Series Z 20–132 (Washington, DC: Government Printing Office, 1976).

16 Parrillo, V. N. (2009). *Diversity in America* Thousand Oaks, CA: SAGE Publications, Inc.

17 U.S. Census Bureau. (2015, October 28). Detailed languages spoken at home and ability to speak English for the population 5 years and over: 2009–2013. Retrieved from https://www.census.gov/data/tables/2013/demo/2009-2013-lang-tables.html

18 Ryan, C. (2013, August). *American Community Survey Reports: Language use in the United States: 2011.*

Table 1. Population Five Years and Older Who Spoke Language Other Than English in 2000 and 2010		
Population Characteristic	**2000**	**2010**
Population five years and older	262 million	289 million
Spoke a language other than English	47 million	60 million
Percentage share of total five years and older	18%	21%

Source: Ryan, C. (2013, August). American Community Survey Reports: Language use in the United States: 2011.

U.S.-born Speakers of Languages Other Than English

In 2017, the U.S. Census estimated a total of 69.9 million children under the age of 18.

This increase in the total percentage of the population five years and older who speak a language other than English at home is, indeed, related to the inflow of immigrants, but it is also attributed to the expected population growth of immigrant families already living in the United States. In fact, the majority of individuals under the age of 18 who live with one or two parents who are immigrants are U.S.-born, according to the 2017 American Community Survey 1-Year Estimates. In 2017, the U.S. Census estimated a total of 69.9 million children under the age of 18; 22.7 million were under the age of six; and 47.2 million were between six and 17 years of age. In the aggregate, 67.5 million or 97 percent of the total number of children under the age of 18 are U.S.-born, while 2.4 million or three percent are foreign-born.[19] (See Table 2.)

Further disaggregated census data show the percentage of children under 18 years old who are U.S.-born relative to whether one or both parents are immigrants. About 98 percent of children from families in which one parent is U.S.-born and the other parent is an immigrant are U.S.-born. In families in which both parents are immigrants, 84 percent of the children are U.S.-born.[20] Overall, data show that the majority of English language learners enrolled in school are U.S.-born. A report by the Migration Policy Institute indicates that 85 percent of pre-kindergarten to Grade 5 ELL students and 62 percent of Grades 6 to 12 ELL students were U.S.-born in 2013.[21]

Table 2. Nativity of Children by Age in 2017		
	Population	**Percentage of Age Group**
Children under 6	22,690,943	100.0%
U.S.-born	22,294,248	98.3%
Foreign-born	396,695	1.7%
Children under 6-17	47,167,941	100.0%
U.S.-born	45,195,738	95.8%
Foreign-born	1,972,203	4.2%
Children under 18	69,858,884	100.0%
U.S.-born	67,489,986	96.6%
Foreign-born	2,368,898	3.4%

Source: U.S. Census Bureau. (2017). 2017 American Community Survey 1-Year Estimates: Age and nativity of own children under 18 years in families and subfamilies by number and nativity of parents. U.S. Census Bureau.

19 Age and Nativity of Own Children Under 18 Years in Families and Subfamilies by Number and Nativity of Parents. 2017 American Community Survey 1-Year Estimates. (Table B05009)

20 Ibid.

21 Zong, J., & Batalova, J. (2015, July 8). The limited English proficient population in the United States. Retrieved March 26, 2019, from Migration Policy Institute website: https://www.migrationpolicy.org/article/limited-english-proficient-population-united-states.

Language Diversity in the Schools—Another Facet of the Civil Rights Battle

Our nation's school system has had a long history of racial, ethnic, and linguistic isolation for a number of groups; our legal system has had a history of intervening to prohibit the harmful isolation of students. While there were no state laws in the Southwest that required segregation of children based on ethnicity, segregating practices were widespread and even the norm for Blacks and Mexican Americans. The federal courts have ruled in favor of parents demanding equal access to education; for instance, in the 1945 federal court case *Mendez et al. v. Westminster School District of Orange County et al.*, the judge ruled in favor of the parents and enjoined the school district from continuing to segregate children that were of Mexican or Latin American descent. In the 1948 *Delgado v. The Bastrop Independent School District* case in Texas, the federal court ruled that segregation of Mexican American children was illegal. The landmark Supreme Court decision in *Brown v. Board of Education of Topeka* upheld that state laws segregating students based on race were unconstitutional. The promise of educational opportunity for groups who were struggling against forces of poverty, racism, and prejudice became a legal obligation of schools, thanks to the ruling on this landmark case, as well as the passage of subsequent civil rights laws.[22]

In 1967, on the heels of the civil rights movement, Senator Ralph Yarborough of Texas introduced a bill that acknowledged the educational needs of limited English-speaking students and called for specific instructional programs to teach English as a second language and give Spanish-speaking students an appreciation of their native language and culture. Another 37 related bills were introduced, eventually resulting in Title VII of the Elementary and Secondary Education Act (ESEA) or the Bilingual Education Act, enacted in 1968.[23] Title VII was the first federal recognition of the educational needs of English language learners (ELLs). It also specified that bilingual programs should receive federal support in the interest of equal educational opportunity. The Bilingual Education Act was, however, voluntary, and thus, did not require school districts to implement such programs.

In the absence of meaningful and ELL-appropriate instruction, school integration efforts as a result of the Supreme Court decision to prohibit segregation by race did not necessarily result in equal access to education for language minority children. The 1974 landmark Supreme Court ruling in *Lau v. Nichols* based on Title VI of the Civil Rights Act sought to bring an end to the exclusion in education for language minority groups. The ruling declared "…there is no equality of treatment merely by providing students with the same facilities, textbooks, teachers and curriculum…for students who do not understand English are effectively foreclosed from any meaningful education..."[24] The Supreme Court decision in the *Lau* case created a 'class' of students labeled "Limited English Proficient" (LEP, later referred to as English language learners—ELL). It also set out the legal requirement for school districts to ensure that ELLs are provided equal access to the instructional program using sound instructional practices.

Title VII has been reauthorized with every subsequent ESEA reauthorization. In the 2001 ESEA reauthorization by the *No Child Left Behind Act,* Title VII was renumbered to Title III and became a formula-driven program rather than a competitive grant program, thanks in part to advocacy by the Council of the Great City Schools.

22 United States Commission on Civil Rights (1971). *Mexican American education study.* [Washington; For sale by the Supt. of Docs., U.S. Govt. Print. Off] [Web.] Retrieved from the Library of Congress, https://lccn.loc.gov/77611963.

23 Stewner-Manzanares, G. (1988). The Bilingual Education Act: Twenty Years Later. New Focus, Occasional Papers in Bilingual Education, Number 6. *New Focus.*

24 *Lau v. Nichols*, 414 U.S. 563 (1974). The Lau case was filed in CA, a state with a long history of linguistic diversity, starting in 1542 and including a Spanish-English bilingual state constitution when it first became U.S. territory. (See http://www.monterey.org/museums/MontereyHistory/ConstitutionalConvention.aspx.)

Defining English Language Learners

The Every Student Succeeds Act (ESSA) of 2015 amendments to the Elementary and Secondary Education Act of 1965 (ESEA) retained the definition of Limited English Proficient (LEP) but replaced the term with English learner. Under ESEA, the definition of English learner—formerly called LEP—is a complex combination of objective and subjective criteria that states and local education agencies must apply to identify students who need English language instructional programs and are eligible to receive federally funded supplemental services.

As noted in the 2013 Council ELL report, the complexity of the definition, coupled with the discretion given to states, led to substantial variability in school districts' ability to identify students as English learners. The ESSA amendments to ESEA attempted to reduce this variability by requiring states to establish standardized entrance and exit procedures for ELLs, thereby diminishing school district discretion. ELL data reported by member districts is, therefore, presumed to reflect their respective state procedures. Given the state discretion in the initial identification of ELLs and their subsequent exiting from ELL programs, we acknowledge the inherent variability of the data.

Definition of English Learner in ESSA

The term "English learner," when used with respect to an individual, means an individual:

A. who is aged 3 through 21;

B. who is enrolled or preparing to enroll in an elementary school or secondary school;

C.(i) who was not born in the United States or whose native language is a language other than English;

(ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and

(II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or

(iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and

D. whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —

(i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);

(ii) the ability to successfully achieve in classrooms where the language of instruction is English; or

(iii) the opportunity to participate fully in society.

ELL Enrollment

This section presents enrollment data on ELLs in 73 Council-member districts.[25] In its survey sent to member districts, the Council requested figures on the enrollment of total students and ELLs. (See Appendix B.) To provide a complete estimate on ELL enrollment in Council-member districts despite missing responses, this section only uses publicly available data from the National Center for Education Statistics (NCES) Elementary/Secondary Information System (ElSi),[26] with the exception of New York City.[27]

Enrollment of ELLs in Urban Districts from SY 2013-14 to SY 2015-16 (N=73 Districts)

The 2013 publication *English Language Learners in America's Great City Schools* reported data covering three years—SY 2007-08 through SY 2009-10—from the 65 districts that were Council members in 2013. This report also looks at a three-year ELL data set spanning SY 2013-14 through SY 2016-17 for a total of 74 districts that comprise the Council's membership today. Notwithstanding the additional eight districts in the Council's membership, we provide some general observations about changes in the overall ELL enrollment in the Council membership between the two end points of data from the nine-year period—SY 2007-08 and SY 2015-16.

By SY 2015-16, a total of 7.5 million students were enrolled in Council-member districts, and 1.22 million were identified as ELLs, accounting for nearly 26 percent of the nation's ELLs.

Above a 10 percent increase over a nine-year period. In SY 2007-08, a total of 6.7 million students were enrolled in Council-member districts,[28] and 1.11 million were identified as ELLs. By SY 2015-16, a total of 7.5 million students were enrolled in Council-member districts, and 1.22 million were identified as ELLs, accounting for nearly 26 percent of the nation's ELLs. Over this nine-year period, Council membership experienced an increase of 790,481 students, or 12 percent, in overall enrollment and an increase of 119,433 ELLs, or 10.8 percent, in ELL enrollment. Non-ELL enrollment also increased during this period by 671,048 students or 12 percent.

A slight decrease in the most recent reported three-year period. Table 3 shows the most recent three-year trend from NCES data, with the noted exception.[29] The trend shows annually a slight decline in K-12 overall enrollment and in ELL enrollment in Council-member districts from SY 2013-14 to SY 2015-16. The drop of 15,204 students in overall K-12 enrollment occurred between SY 2013-14 and SY 2014-15, representing less than a 0.2 percent change, while the 13,992 ELL decrease between SY 2014-15 and SY 2015-16 represented a 1.1 percent change in Council-member district enrollment.

25 Salt Lake City is included in the enrollment analysis despite no longer being a member district during the drafting of this report. Puerto Rico and Toronto are excluded due to unique educational contexts compared to other Council-member school districts related to educational services and data collection for ELLs.

26 ElSi includes Common Core of Data files from which the enrollment figures were extracted. National Center for Education Statistics. (n.d.). Elementary/Secondary Information System. Retrieved September 18, 2018, from https://nces.ed.gov/ccd/elsi/. The enrollment figures for ELLs reflect all students served in language instruction programs, as reported by NCES, which includes ungraded and pre-kindergarten to 13th grade students.

27 All data for the enrollment analyses are from NCES, except for New York City due to missing data. The figures for New York City were reported by the school district.

28 SY 2007-08 enrollment figures are for 63 of 65 districts. See the 2013 CGCS ELL report for a member-district listing.

29 District-reported data are used for New York City due to missing values in the NCES data set.

Table 3. Total Students and ELLs in Council-member Districts, SY 2013-14 to SY 2015-16						
	SY 2013-14		SY 2014-15		SY 2015-16	
	Total	ELL	Total	ELL	Total	ELL
Total	7,512,750	1,253,600	7,497,546	1,243,071	7,495,525	1,229,079
ELLs as % of Total	16.69%		16.58%		16.40%	

Source: Council analysis using NCES data and district-reported data for New York City.

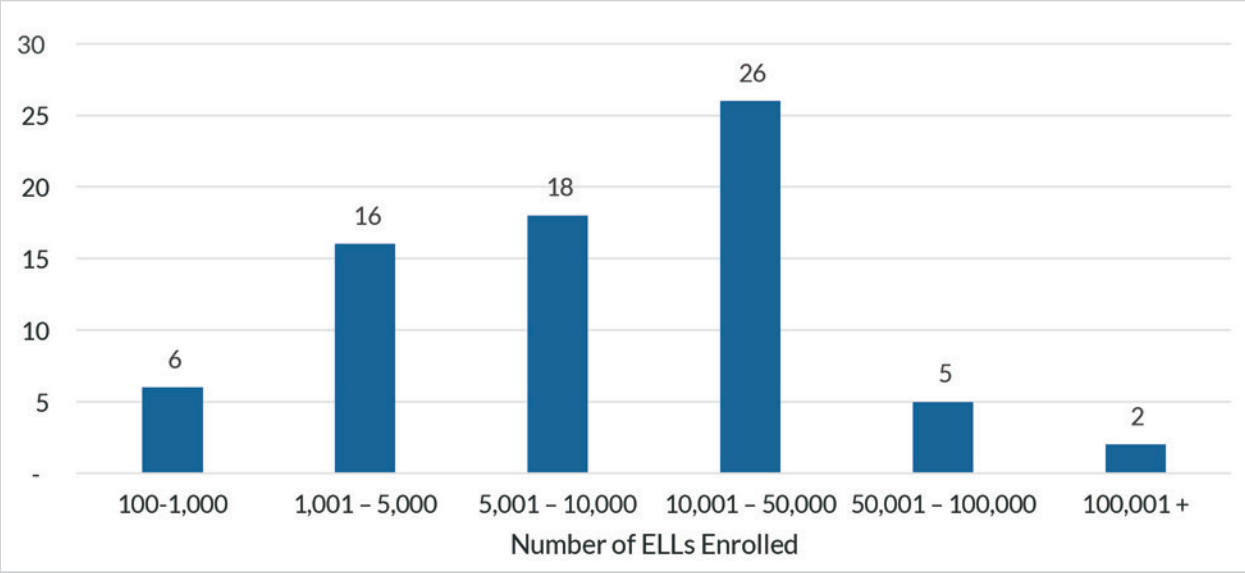
Number of ELLs in Member Districts in SY 2015-16 (N=73 Districts)

The 2013 Council ELL report indicated that in SY 2009-10, close to half or 46 percent (30 of 65 districts) of Council-member districts had 5,000 or fewer ELLs. This latest report indicates that in SY 2015-16, the percentage dropped to less than a third, or 30 percent (22 of 73 districts); eight fewer districts had relatively low ELL enrollment. (See Figure 1.)

In contrast, an additional 17 Council-member districts appeared in one of two categories—

- ***Districts that enroll between 5,000 and 10,000 ELLs.*** In SY 2009-10, 14 percent of Council-member districts (9 of 65) reported between 5,000 and 10,000 ELLs. In SY 2015-16, 25 percent (18 of 73) had such enrollment.
- ***Districts that enroll between 10,001 and 50,000 ELLS.*** In SY 2009-10, 29 percent (19 of 65) of Council-member districts enrolled between 10,001 and 50,000 ELLs. In SY 2015-16, 36 percent (26 of 73) had such enrollment.

Figure 1. Number of Districts by Range of ELL Enrollment, SY 2015-16



Source: Council analysis using NCES data and district-reported data for New York City.

Table 4 provides individual district ELL enrollment figures, as reported by NCES,[30] ranked by the total number of ELLs and grouped along six bands of enrollment. Los Angeles Unified School District enrolled the largest number of ELLs at 140,816, and Jackson Public Schools had the lowest number at only 114 ELLs.

Table 4. Council-member Districts by Range of Total ELL Enrollment, SY 2015-16

SY 2015-16				
District	**Total Enrollment**	**ELL Enrollment**	**ELLs as Percentage of Total Enrollment**	**Bands by Number**
Los Angeles	639,337	140,816	22.03%	100,001 +
New York City	967,454	136,495	14.11%	
Miami-Dade County	357,579	69,102	19.32%	50,001 – 100,000
Dallas	158,604	62,575	39.45%	
Clark County	325,990	61,688	18.92%	
Chicago	387,311	60,257	15.56%	
Houston	215,627	58,067	26.93%	
Broward County	269,098	30,130	11.20%	10,001 – 50,000
San Diego	129,380	28,963	22.39%	
Orange County	196,951	28,537	14.49%	
Hillsborough County	211,923	25,290	11.93%	
Fort Worth	87,080	24,711	28.38%	
Denver	90,235	23,895	26.48%	
Santa Ana	55,909	22,444	40.14%	
Palm Beach County	189,322	22,391	11.83%	
Austin	83,648	20,561	24.58%	
Long Beach	77,812	17,879	22.98%	
Charlotte-Mecklenburg	146,211	17,127	11.71%	
Fresno	73,460	16,229	22.09%	
Albuquerque	90,566	15,960	17.62%	
El Paso	60,047	15,202	25.32%	
San Francisco	58,865	15,142	25.72%	
Boston	53,885	14,907	27.66%	
Arlington (TX)	63,210	14,592	23.08%	
Aurora	42,249	13,684	32.39%	
Hawaii	181,995	13,619	7.48%	
Metropolitan Nashville	85,598	12,913	15.09%	
Philadelphia	134,044	12,852	9.59%	
Oklahoma City	40,823	12,668	31.03%	
Oakland	49,098	12,058	24.56%	
St. Paul	37,698	11,792	31.28%	
Stockton	40,324	10,675	26.47%	
Wichita	50,943	10,135	19.89%	

30 District-reported data are used for New York City due to missing values in the NCES data set.

Table 4. Council-member Districts by Range of Total ELL Enrollment, SY 2015-16, continued				
SY 2015-16				
District	Total Enrollment	ELL Enrollment	ELLs as Percentage of Total Enrollment	Bands by Number
San Antonio	53,069	8,905	16.78%	5,001 – 10,000
Omaha	51,966	8,400	16.16%	
Minneapolis	36,793	8,161	22.18%	
Sacramento	46,843	8,076	17.24%	
Shelby County	114,487	7,655	6.69%	
Milwaukee	75,749	7,246	9.57%	
Columbus	50,028	7,003	14.00%	
Jefferson County	100,777	6,772	6.72%	
Tulsa	39,455	6,633	16.81%	
Des Moines	34,219	6,567	19.19%	
Seattle	53,317	6,426	12.05%	
Pinellas County	103,495	6,255	6.04%	
Anchorage	48,324	6,032	12.48%	
Providence	23,867	5,747	24.08%	
Guilford County	73,151	5,738	7.84%	
Duval County	129,192	5,589	4.33%	
Detroit	46,616	5,569	11.95%	
Salt Lake City	24,526	5,166	21.06%	
Buffalo	33,345	4,582	13.74%	1,001 – 5,000
District of Columbia	48,336	4,548	9.41%	
Indianapolis	31,371	4,386	13.98%	
Newark	40,889	3,728	9.12%	
Baltimore	83,666	3,722	4.45%	
Portland	48,345	3,664	7.58%	
Rochester	28,886	3,662	12.68%	
Kansas City	15,724	3,483	22.15%	
Cleveland	39,410	3,107	7.88%	
Bridgeport	21,015	2,964	14.10%	
Charleston	48,084	2,837	5.90%	
Richmond	23,980	2,369	9.88%	
Atlanta	51,500	2,123	4.12%	
Cincinnati	34,227	2,002	5.85%	
St. Louis	28,960	1,823	6.29%	
Norfolk	32,148	1,096	3.41%	
New Orleans	14,795	883	5.97%	100-1,000
Birmingham	24,693	811	3.28%	
Dayton	13,846	781	5.64%	
Pittsburgh	24,083	749	3.11%	
Toledo	22,053	349	1.58%	
Jackson	28,019	114	0.41%	

Source: Council analysis using NCES data and district-reported data for New York City.

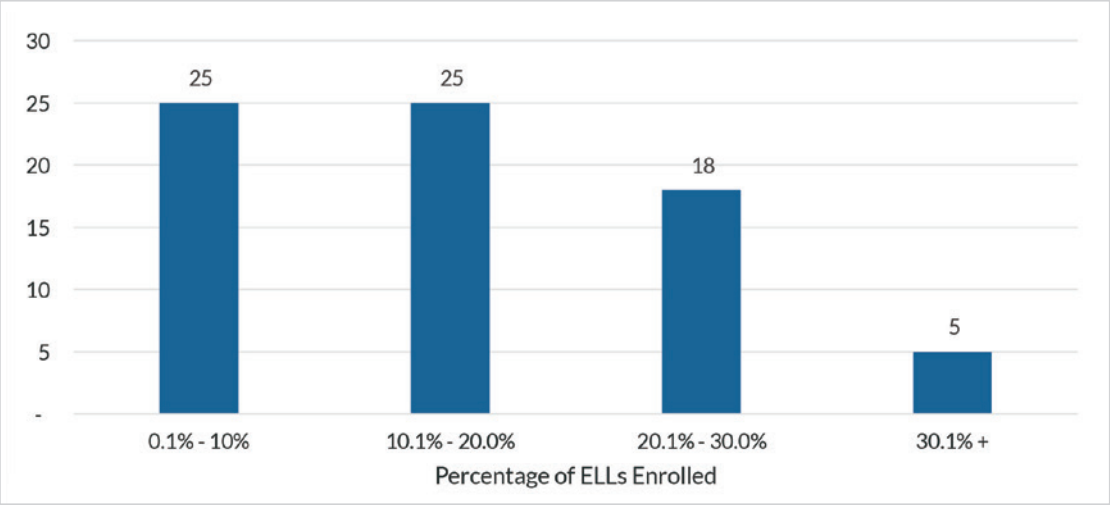
ELLs as a Percentage of Student Enrollment in SY 2015-16 (N=73 Districts)

Figure 2 shows changes in the distribution of districts falling into specific categories based on the percentage of ELLs between SY 2009-10 and SY 2015-16. These are the latest years for the enrollment data in 2013 and the 2019 report.

The percentage of Council-member districts with enrollments between 20.1 and 30 percent doubled between SY 2007-08 and SY 2015-16.

- In SY 2009-10, almost half of reporting districts (29 of 65) had ELL enrollment that accounted for less than 10 percent of total enrollment. In SY 2015-16, this percentage dropped to 34 percent of reporting districts (25 of 73) with ELL enrollments that are less than 10 percent of a district's enrollment.
- In SY 2009-10, 26 percent of reporting districts (17 of 65) had ELL enrollment that accounted for between 10.1 percent and 20 percent of the total enrollment. In SY 2015-16, the percentage increased to 34 percent of reporting districts (25 of 73) that were in this percentage range.
- In SY 2009-10, the last two categories, which were combined in the 2013 Council ELL report, showed that 29 percent (19 of 65) of reporting districts had ELL enrollments that accounted for more than 20 percent of total K-12 enrollment. The SY 2015-16 data on these two combined categories show that 32 percent of reporting districts (23 of 73) had ELL enrollments that accounted for more than 20 percent of total enrollment. The changes in each of the two categories are worth describing in more detail—
  - ***ELL enrollment constituting between 20.1 and 30 percent of total district enrollment.*** The percentage of Council-member districts with enrollments between 20.1 and 30 percent doubled between SY 2007-08 and SY 2015-16. In the 2013 Council ELL report, data showed that 12 percent, or eight districts, had ELL enrollments between 20.1 percent and 30 percent of their total K-12 enrollments. In SY 2015-16, the number of districts reporting enrollments between 20.1 percent and 30 percent increased to 18 districts, or 25 percent.
  - ***ELL enrollment constituting more than 30.1 percent of total district enrollment.*** The number and percentage of Council-member districts with ELL enrollments greater than 30 percent dropped by more than half between SY 2009-10 and SY 2015-16. As reported in the 2013 Council ELL report, a total of 11 Council-member districts, or 17 percent, had ELL enrollments in SY 2009-10 that accounted for more than 30.1 percent of their respective district enrollments. In SY 2015-16, the number of districts where ELLs accounted for more than 30.1 percent of total enrollment dropped to five districts, or seven percent.

Figure 2. Number of Districts by Range of ELLs as a Percentage of Total Student Enrollment, SY 2015-16



Source: Council analysis using NCES data and district-reported data for New York City.

Table 5 provides ELL enrollment figures on individual districts as percentages of total district enrollment. Data are ranked by the total percentage of ELLs and organized within the four bands of enrollment described above. Santa Ana Unified School District showed the highest share of ELL enrollment at 40 percent of its total enrollment, while Jackson Public Schools showed the smallest percentage of ELL enrollment, at 0.41 percent.

Table 5. Council-member Districts Ranked by ELLs as Percentage of Total Enrollment, SY 2015-16

SY 2015-16				
District	**Total Enrollment**	**ELL Enrollment**	**ELLs as Percentage of Total Enrollment**	**Bands by Number**
Santa Ana	55,909	22,444	40.14%	30.1% +
Dallas	158,604	62,575	39.45%	
Aurora	42,249	13,684	32.39%	
St. Paul	37,698	11,792	31.28%	
Oklahoma City	40,823	12,668	31.03%	
Fort Worth	87,080	24,711	28.38%	20.1% - 30.0%
Boston	53,885	14,907	27.66%	
Houston	215,627	58,067	26.93%	
Denver	90,235	23,895	26.48%	
Stockton	40,324	10,675	26.47%	
San Francisco	58,865	15,142	25.72%	
El Paso	60,047	15,202	25.32%	
Austin	83,648	20,561	24.58%	
Oakland	49,098	12,058	24.56%	
Providence	23,867	5,747	24.08%	
Arlington (TX)	63,210	14,592	23.08%	
Long Beach	77,812	17,879	22.98%	
San Diego	129,380	28,963	22.39%	
Minneapolis	36,793	8,161	22.18%	
Kansas City	15,724	3,483	22.15%	
Fresno	73,460	16,229	22.09%	
Los Angeles	639,337	140,816	22.03%	
Salt Lake City	24,526	5,166	21.06%	
Wichita	50,943	10,135	19.89%	10.1% - 20.0%
Miami-Dade County	357,579	69,102	19.32%	
Des Moines	34,219	6,567	19.19%	
Clark County	325,990	61,688	18.92%	
Albuquerque	90,566	15,960	17.62%	
Sacramento	46,843	8,076	17.24%	
Tulsa	39,455	6,633	16.81%	
San Antonio	53,069	8,905	16.78%	
Omaha	51,966	8,400	16.16%	
Chicago	387,311	60,257	15.56%	
Metropolitan Nashville	85,598	12,913	15.09%	

Table 5. Council-member Districts Ranked by ELLs as Percentage of Total Enrollment, SY 2015-16, continued				
SY 2015-16				
District	Total Enrollment	ELL Enrollment	ELLs as Percentage of Total Enrollment	Bands by Number
Orange County	196,951	28,537	14.49%	10.1% - 20.0%
New York City	967,454	136,495	14.11%	
Bridgeport	21,015	2,964	14.10%	
Columbus	50,028	7,003	14.00%	
Indianapolis	31,371	4,386	13.98%	
Buffalo	33,345	4,582	13.74%	
Rochester	28,886	3,662	12.68%	
Anchorage	48,324	6,032	12.48%	
Seattle	53,317	6,426	12.05%	
Detroit	46,616	5,569	11.95%	
Hillsborough County	211,923	25,290	11.93%	
Palm Beach County	189,322	22,391	11.83%	
Charlotte-Mecklenburg	146,211	17,127	11.71%	
Broward County	269,098	30,130	11.20%	
Richmond	23,980	2,369	9.88%	0.1% - 10%
Philadelphia	134,044	12,852	9.59%	
Milwaukee	75,749	7,246	9.57%	
District of Columbia	48,336	4,548	9.41%	
Newark	40,889	3,728	9.12%	
Cleveland	39,410	3,107	7.88%	
Guilford County	73,151	5,738	7.84%	
Portland	48,345	3,664	7.58%	
Hawaii	181,995	13,619	7.48%	
Jefferson County	100,777	6,772	6.72%	
Shelby County	114,487	7,655	6.69%	
St. Louis	28,960	1,823	6.29%	
Pinellas County	103,495	6,255	6.04%	
New Orleans	14,795	883	5.97%	
Charleston	48,084	2,837	5.90%	
Cincinnati	34,227	2,002	5.85%	
Dayton	13,846	781	5.64%	
Baltimore	83,666	3,722	4.45%	
Duval County	129,192	5,589	4.33%	
Atlanta	51,500	2,123	4.12%	
Norfolk	32,148	1,096	3.41%	
Birmingham	24,693	811	3.28%	
Pittsburgh	24,083	749	3.11%	
Toledo	22,053	349	1.58%	
Jackson	28,019	114	0.41%	

Source: Council analysis using NCES data and district-reported data for New York City.

ELLs as Percentage of Total Enrollment in SY 2007-08 and SY 2015-16 by District (N=58 Districts)

As data presented in this report and others show, the previous decade has been marked by substantial enrollment changes, especially for ELLs. In presenting ELL enrollment changes within Council-member districts, we use SY 2007-08 as a reference year—the first year of enrollment data collection in the previous ELL report.[31] Figure 3 compares ELLs as a percentage of total enrollment within their respective districts in SY 2007-08 and SY 2015-16 ranked by the percentage of ELL enrollment in the latter year using NCES[32] data. Only districts that had sufficient data for both school years in NCES' data system are included in the analysis; this resulted in an exclusion of 15 of 73 Council-member districts.[33] (See Appendices C and D for all available figures between SY 2007-08 and SY 2015-16.)

The horizontal bars show the district's share (percentage) of ELL enrollment for SY 2007-08 and SY 2015-16; percentage point differences between the years are displayed for each district. The percentage of ELLs compared to non-ELL students increased by more than five percentage points in 14 Council-member districts. For most member districts—41 districts—the relative percentage of ELL to non-ELL enrollment remained within five percentage points throughout the nine-year period. For three districts, the relative percentage of ELLs dropped by more than five percentage points. Key findings include—

- ***A 10+ percentage point increase in ELLs as percentage of total enrollment.*** In five districts (Dallas, Arlington, El Paso, Houston, and Austin), the percentage of ELLs relative to non-ELLs increased by more than 10 percentage points from SY 2007-08 to SY 2015-16.
- ***A five to 10 percentage point increase in ELLs as percentage of total enrollment.*** In nine districts (Providence, Clark County, Boston, Oklahoma City, Richmond, Wichita, Des Moines, Buffalo, and Metropolitan Nashville), the percentage of ELLs relative to non-ELLs increased by five to 10 percentage points from SY 2007-08 to SY 2015-16.
- ***Less than five percentage point difference in ELLs as percentage of total enrollment.*** In 41 districts, the percentage of ELLs relative to non-ELLs in SY 2015-16 remained within less than five percentage points of the SY 2007-08 figures. Among these districts, 34 had increases in their percentages of ELL enrollment, while seven districts had decreases.[34]
- ***A 5+ percentage point decrease in ELLs as percentage of total enrollment.*** In three districts (Orange County,[35] St. Paul, and Salt Lake City), the percentage of ELLs relative to non-ELLs decreased by five or more percentage points from SY 2007-08 to SY 2015-16.

31 Although SY 2007-08 is used as a reference year from the 2013 ELL report, district-reported data collected for the previous report are not reused. For both years in the comparison, data from NCES' Common Core of Data are used. Therefore, current enrollment figures for SY 2007-08 may differ from district-provided figures in the 2013 Council ELL report.

32 National Center for Education Statistics. (n.d.). Elementary/Secondary Information System (ElSi). Retrieved from https://nces.ed.gov/ccd/elsi/

33 Districts that could not be included due to insufficient data are: Baltimore, Fresno, Kansas City, Long Beach, Los Angeles, New York City, Newark, Oakland, Sacramento, San Diego, San Francisco, Santa Ana, Shelby County, St. Louis, and Stockton. While NCES figures for New York City were available in SY 2007-08 and SY 2015-16, the published figures for SY 2015-16 did not include District 75 and, thus, we considered them incomplete.

34 The percentage of ELLs enrolled in Jackson Public Schools was slightly more in SY 2015-16 compared to SY 2007-08, although the difference is not apparent in the figure due to rounding.

35 The percentage point decrease in ELLs for Orange County is slightly more than 5 percent, although it is rounded to 5 percent for reporting.

Figure 3. Percentage Point Difference of ELLs as Percentage of Total Enrollment between SY 2007-08 and SY 2015-16

Ranked by Percentage of ELLs in SY 2015-16

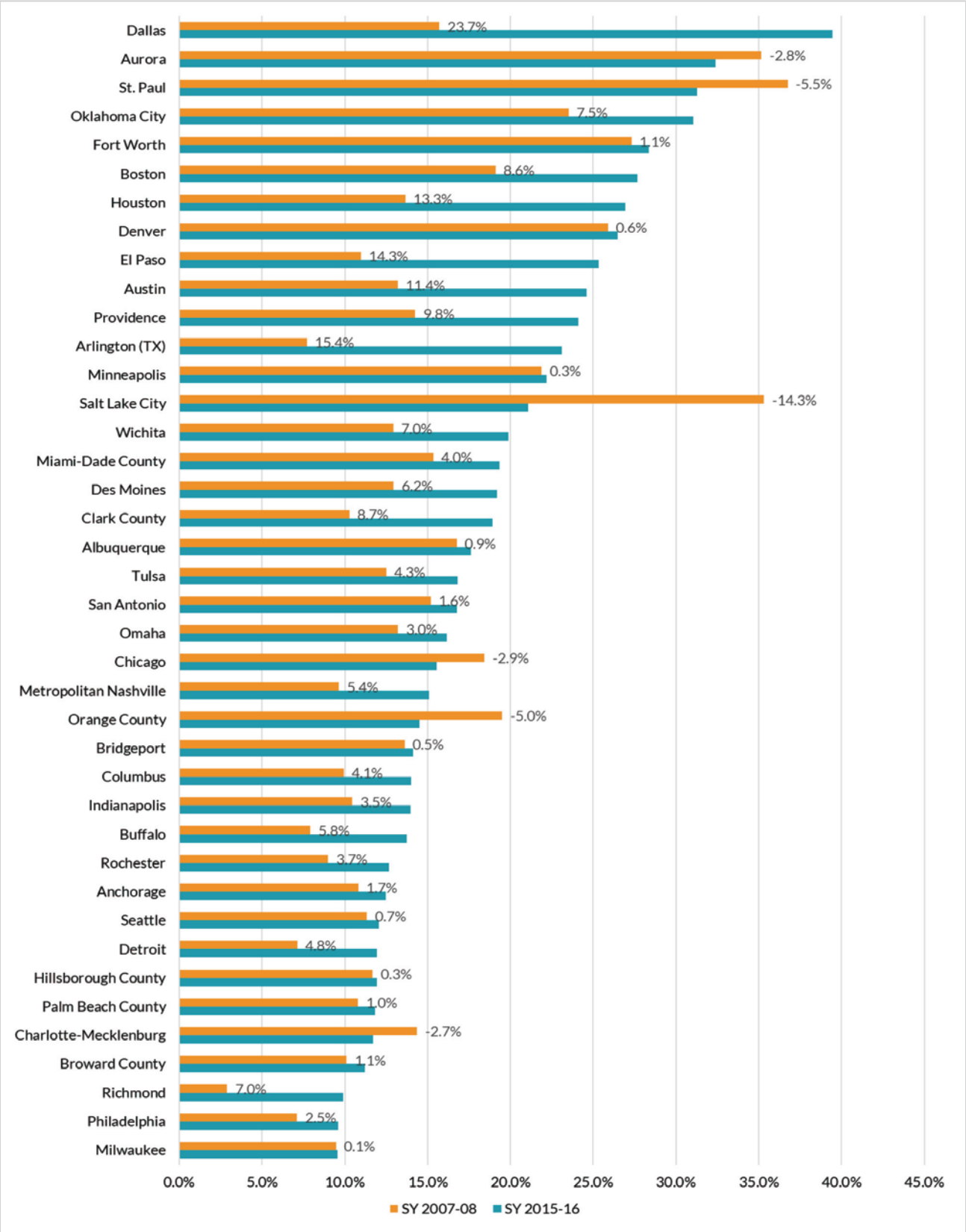
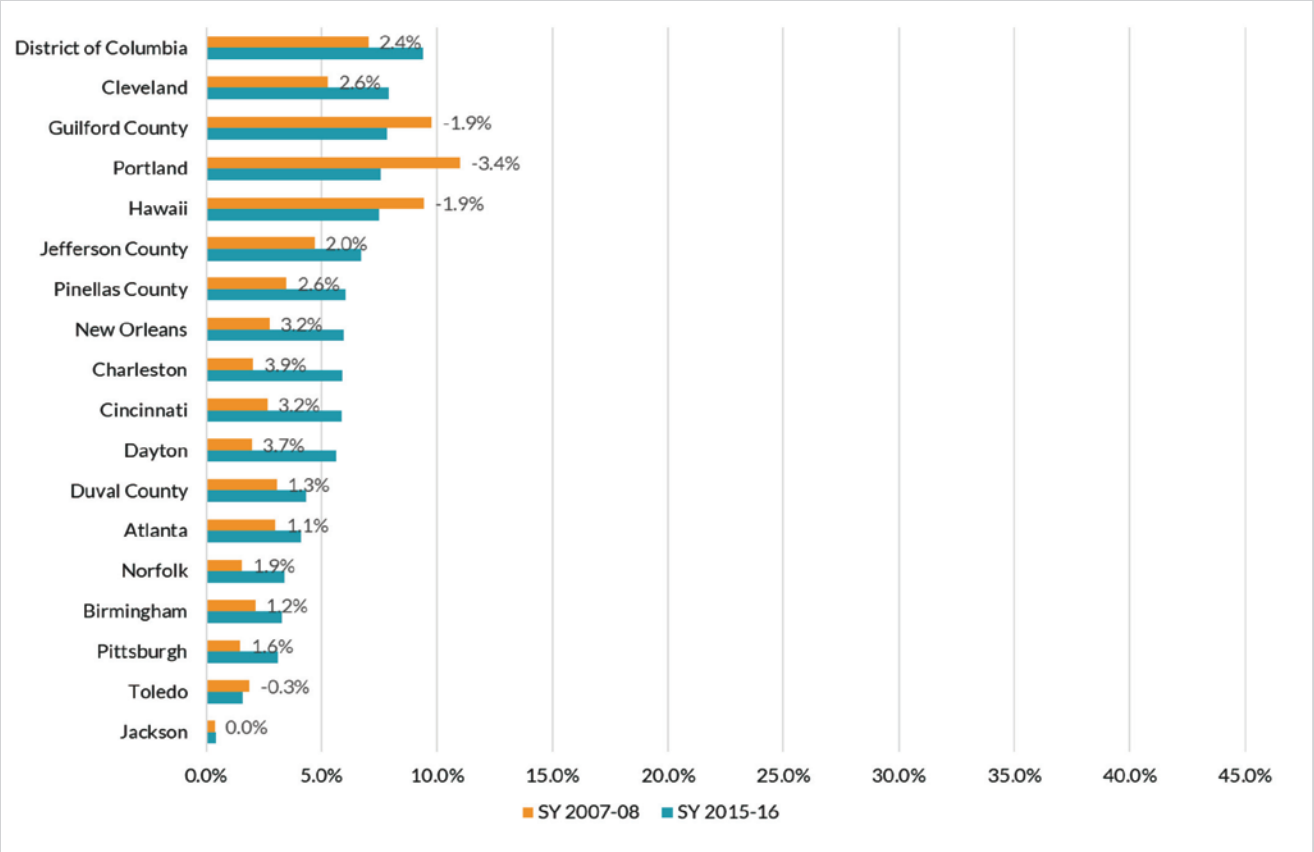


Figure 3. Percentage Point Difference of ELLs as Percentage of Total Enrollment between SY 2007-08 and SY 2015-16, continued



Source: Council analysis using NCES data.

Percentage Change of ELLs and Non-ELLs from SY 2007-08 to SY 2015-16 (N=58 Districts)

Figure 4 shows the percentage change of ELL and non-ELL enrollment between SY 2007-08 and SY 2015-16. Only 58 districts for which NCES had sufficient data from SY 2007-08 and SY 2015-16 were included in the analysis. We calculated the percentage change in enrollment for both ELLs and non-ELLs and depict these changes in the horizontal bar graph. Districts are ranked in descending order by their percentage change of ELL enrollment between the years of interest. In general, the data reveal that enrollment changes in Council-member districts since SY 2007-08 were more pronounced for ELLs than for non-ELLs. (See Appendix E for all years between SY 2007-08 and SY 2015-16.)

- ***Districts with positive ELL enrollment change.*** Compared to SY 2007-08, the ELL enrollment in 45 of the 58 examined districts (78 percent) was greater in SY 2015-16. The percentage changes of ELLs ranged from 4.6 percent to 246.9 percent in these districts.
- ***Districts with positive non-ELL enrollment change.*** On the other hand, non-ELL enrollment increased in 24 of 58 districts (41 percent) during the same period. The percentage change of non-ELLs in these districts ranged from 0.2 percent to 49.0 percent.
- ***Districts with positive ELL enrollment change and negative non-ELL enrollment change.*** Finally, ELL enrollment increased while non-ELL enrollment declined in 28 of 58 districts (48 percent or close to half) between SY 2007-08 and SY 2015-16. ELL enrollment in these districts helps to buffer potentially larger declines in overall enrollment.

Figure 4. Percentage Change of ELLs and Non-ELLs Between SY 2007-08 and SY 2015-16
Sorted by Percentage Change of ELLs

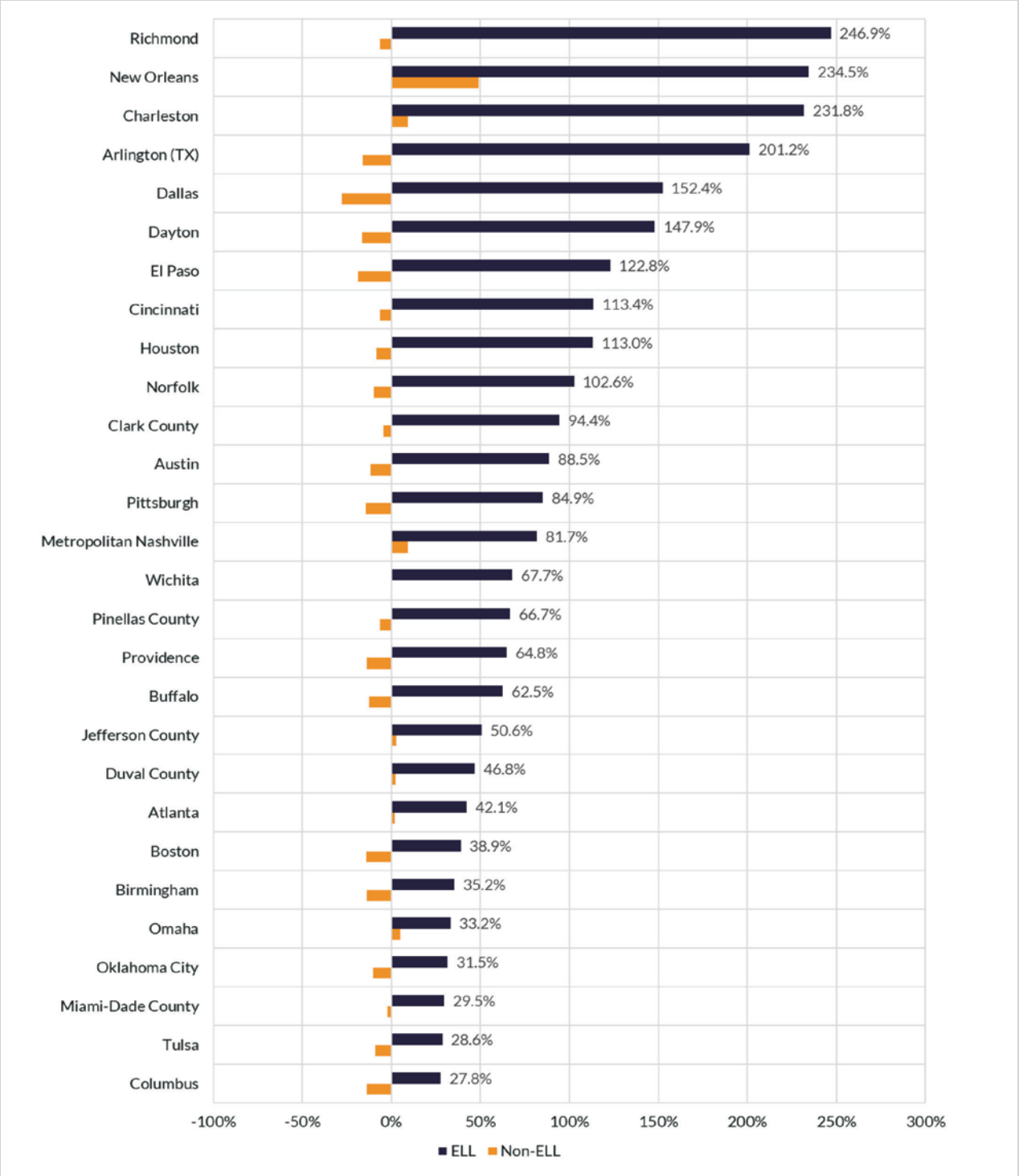
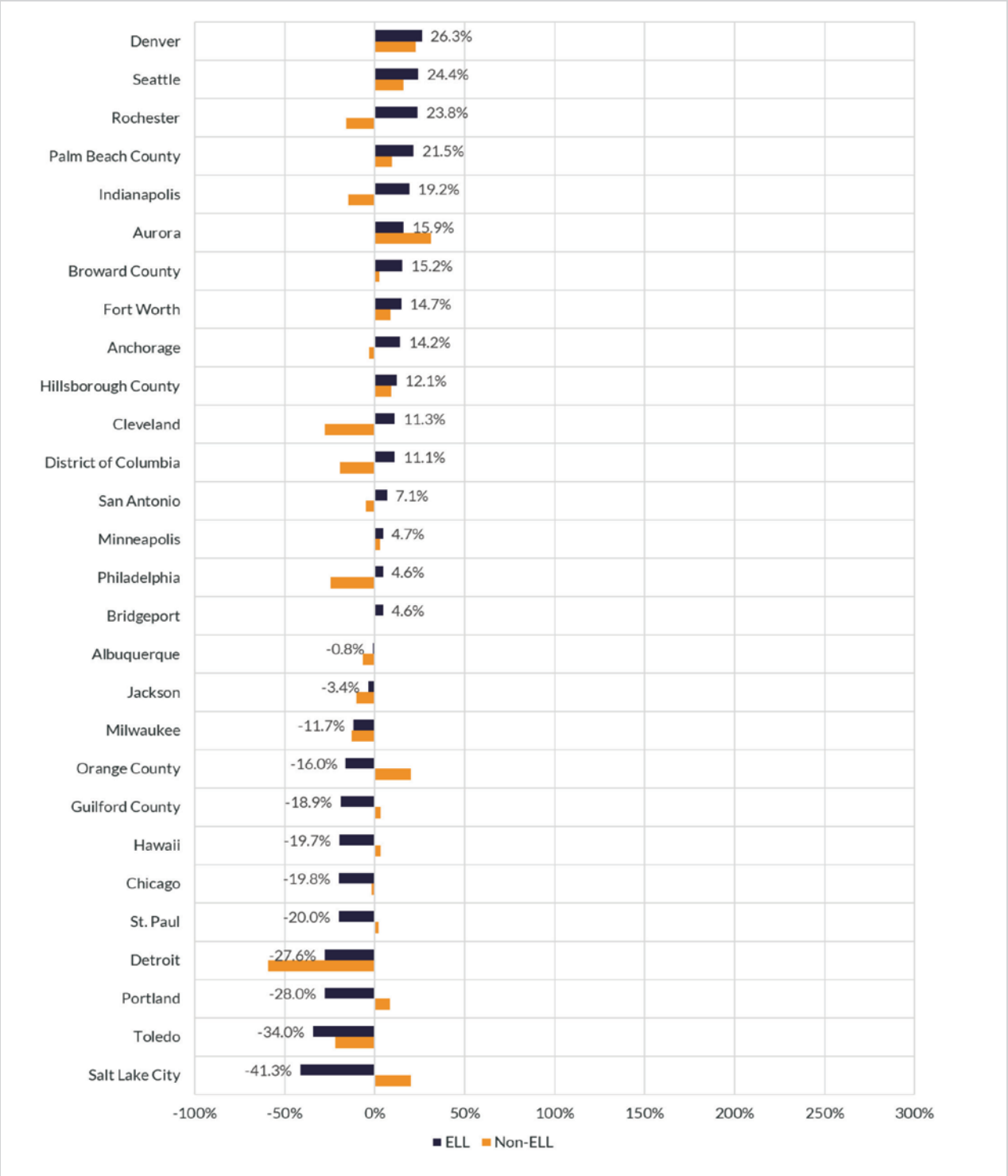


Figure 4. Percentage Change of ELLs and Non-ELLs Between SY 2007-08 and SY 2015-16, continued



Source: Council analysis using NCES data.

Figure 4. Percentage Change of ELLs and Non-ELLs Between SY 2007-08 and SY 2015-16, continued

District	SY 2007-08		SY 2015-16		Percentage Change	
	ELL	Non-ELL	ELL	Non-ELL	ELL	Non-ELL
Richmond	683	23,071	2,369	21,611	246.9%	-6.3%
New Orleans	264	9,337	883	13,912	234.5%	49.0%
Charleston	855	41,361	2,837	45,247	231.8%	9.4%
Arlington (TX)	4,845	58,018	14,592	48,618	201.2%	-16.2%
Dallas	24,794	133,010	62,575	96,029	152.4%	-27.8%
Dayton	315	15,605	781	13,065	147.9%	-16.3%
El Paso	6,823	55,300	15,202	44,845	122.8%	-18.9%
Cincinnati	938	34,497	2,002	32,225	113.4%	-6.6%
Houston	27,260	172,274	58,067	157,560	113.0%	-8.5%
Norfolk	541	34,522	1,096	31,052	102.6%	-10.1%
Clark County	31,737	277,314	61,688	264,302	94.4%	-4.7%
Austin	10,906	71,658	20,561	63,087	88.5%	-12.0%
Pittsburgh	405	27,275	749	23,334	84.9%	-14.4%
Metropolitan Nashville	7,105	66,610	12,913	72,685	81.7%	9.1%
Wichita	6,043	40,745	10,135	40,808	67.7%	0.2%
Pinellas County	3,752	104,140	6,255	97,240	66.7%	-6.6%
Providence	3,487	21,007	5,747	18,120	64.8%	-13.7%
Buffalo	2,819	32,858	4,582	28,763	62.5%	-12.5%
Des Moines	4,149	27,894	6,567	27,652	58.3%	-0.9%
Jefferson County	4,497	91,374	6,772	94,005	50.6%	2.9%
Duval County	3,808	120,932	5,589	123,603	46.8%	2.2%
Atlanta	1,494	48,497	2,123	49,377	42.1%	1.8%
Boston	10,730	45,438	14,907	38,978	38.9%	-14.2%
Birmingham	600	27,666	811	23,882	35.2%	-13.7%
Omaha	6,307	41,456	8,400	43,566	33.2%	5.1%
Oklahoma City	9,633	31,352	12,668	28,155	31.5%	-10.2%
Miami-Dade County	53,364	294,764	69,102	288,477	29.5%	-2.1%
Tulsa	5,158	36,113	6,633	32,822	28.6%	-9.1%
Columbus	5,481	49,788	7,003	43,025	27.8%	-13.6%
Denver	18,917	54,136	23,895	66,340	26.3%	22.5%
Seattle	5,167	40,414	6,426	46,891	24.4%	16.0%
Rochester	2,959	29,965	3,662	25,224	23.8%	-15.8%
Palm Beach County	18,422	152,461	22,391	166,931	21.5%	9.5%
Indianapolis	3,679	31,578	4,386	26,985	19.2%	-14.5%
Aurora	11,804	21,759	13,684	28,565	15.9%	31.3%
Broward County	26,151	232,742	30,130	238,968	15.2%	2.7%
Fort Worth	21,539	57,318	24,711	62,369	14.7%	8.8%
Anchorage	5,282	43,575	6,032	42,292	14.2%	-2.9%

Figure 4. Percentage Change of ELLs and Non-ELLs Between SY 2007-08 and SY 2015-16, continued

District	SY 2007-08		SY 2015-16		Percentage Change	
	ELL	Non-ELL	ELL	Non-ELL	ELL	Non-ELL
Hillsborough County	22,553	170,627	25,290	186,633	12.1%	9.4%
Cleveland	2,792	50,162	3,107	36,303	11.3%	-27.6%
District of Columbia	4,092	54,099	4,548	43,788	11.1%	-19.1%
San Antonio	8,313	46,466	8,905	44,164	7.1%	-5.0%
Minneapolis	7,797	27,834	8,161	28,632	4.7%	2.9%
Philadelphia	12,281	160,423	12,852	121,192	4.6%	-24.5%
Bridgeport	2,834	17,990	2,964	18,051	4.6%	0.3%
Albuquerque	16,082	79,883	15,960	74,606	-0.8%	-6.6%
Jackson	118	31,073	114	27,905	-3.4%	-10.2%
Charlotte-Mecklenburg	18,846	112,330	17,127	129,084	-9.1%	14.9%
Milwaukee	8,210	78,609	7,246	68,503	-11.7%	-12.9%
Orange County	33,974	140,168	28,537	168,414	-16.0%	20.2%
Guilford County	7,076	65,313	5,738	67,413	-18.9%	3.2%
Hawaii	16,959	162,938	13,619	168,376	-19.7%	3.3%
Chicago	75,108	332,402	60,257	327,054	-19.8%	-1.6%
St. Paul	14,739	25,368	11,792	25,906	-20.0%	2.1%
Detroit	7,693	100,181	5,569	41,047	-27.6%	-59.0%
Portland	5,086	41,176	3,664	44,681	-28.0%	8.5%
Toledo	529	27,722	349	21,704	-34.0%	-21.7%
Salt Lake City	8,797	16,111	5,166	19,360	-41.3%	20.2%

CGCS ELLs as a Percentage of State Total ELL Enrollment from SY 2013-14 to SY 2015-16 (N=73 Districts)

Table 6 provides district-specific ELL enrollment figures from NCES, except for New York City,[36] for SY 2013-14 to SY 2015-16 grouped by respective states for which subtotals are provided. A total of 39 states are represented by the member districts listed in the table. In 17 of these 39 states, Council-member districts are responsible for educating *one-quarter* or more of the state's ELLs.

- ***Enrolling at least 50 percent of all ELLs in a state.*** In seven states during SY 2015-16, the collective Council-member districts enrolled at least 50 percent of all ELLs in their state (HI, NV, DC, FL, NY, RI, and TN, ranked by percentage of statewide ELLs).
- ***Enrolling between 25.1 percent and 49.9 percent of all ELLs in a state.*** In 10 states during SY 2015-16, Council-member districts enrolled between 25.1 and 49.9 percent of all ELLs in their respective state (OK, NE, AK, CO, IL, KY, NM, MN, PA, and OH, ranked by percentage of statewide ELLs.)
- ***Enrolling between 10 percent and 25 percent of ELLs in a state.*** In nine states during SY 2015-16, Council-member districts enrolled between 10 and 25 percent of all ELLs in the state (IA, TX, NC, CA, KS, MA, MO, WI, and UT, ranked by percentage of statewide ELLs).
- ***Enrolling less than 10 percent of ELLs in a state.*** In 13 states during SY 2015-16, Council-member districts enrolled under 10 percent of all ELLs in the state (IN, CT, OR, SC, MI, MD, WA, NJ, AL, LA, VA, GA, and MS, ranked by percentage of statewide ELLs).

Table 6. Enrollment of ELLs in CGCS Member Districts and Respective States, SY 2013-14 to SY 2015-16
Sorted by District-level ELL Enrollment in SY 2015-16

State and District	CGCS ELL Enrollment			State Total ELL Enrollment		
	SY 2013-14	SY 2014-15	SY 2015-16	SY 2013-14	SY 2014-15	SY 2015-16
Alabama	**609**	**683**	**811**	**17,457**	**18,651**	**20,228**
Birmingham	609	683	811			
Alaska	**5,804**	**5,888**	**6,032**	**14,945**	**15,089**	**15,203**
Anchorage	5,804	5,888	6,032			
California	**329,587**	**312,974**	**272,282**	**1,413,167**	**1,392,295**	**1,307,804**
Los Angeles	179,322	164,349	140,816			
San Diego	33,877	32,471	28,963			
Santa Ana	27,458	26,377	22,444			
Long Beach	19,277	18,500	17,879			
Fresno	17,589	18,087	16,229			
San Francisco	16,136	16,227	15,142			
Oakland	14,483	15,543	12,058			
Stockton	11,223	11,356	10,675			
Sacramento	10,222	10,064	8,076			

36 New York City data were district-reported. NCES source for ELL enrollment was: National Center for Education Statistics. (n.d.). Elementary/Secondary Information System (ElSi). Retrieved from https://nces.ed.gov/ccd/elsi/. Total state ELL enrollment figures were obtained from the 2017 Digest of Education Statistics (Table 204.20). National Center for Education Statistics. (2018, April). Table 204.20: English language learner (ELL) students enrolled in public elementary and secondary schools, by state: Selected years, fall 2000 through fall 2015. Retrieved August 24, 2018, from Digest of Education Statistics website: https://nces.ed.gov/programs/digest/d17/tables/dt17_204.20.asp.

Table 6. Enrollment of ELLs in CGCS Member Districts and Respective States, SY 2013-14 to SY 2015-16, continued

State and District	CGCS ELL Enrollment			State Total ELL Enrollment		
	SY 2013-14	SY 2014-15	SY 2015-16	SY 2013-14	SY 2014-15	SY 2015-16
Colorado	**41,540**	**38,632**	**37,579**	**107,742**	**104,979**	**104,289**
Denver	27,084	24,564	23,895			
Aurora	14,456	14,068	13,684			
Connecticut	**2,690**	**2,954**	**2,964**	**31,301**	**34,855**	**35,064**
Bridgeport	2,690	2,954	2,964			
District of Columbia	**4,716**	**4,882**	**4,548**	**7,331**	**7,330**	**6,215**
District of Columbia	4,716	4,882	4,548			
Florida	**178,120**	**176,635**	**187,294**	**250,430**	**252,318**	**268,189**
Miami-Dade County	72,437	65,163	69,102			
Broward County	26,323	28,139	30,130			
Orange County	24,771	26,508	28,537			
Hillsborough County	24,054	24,784	25,290			
Palm Beach County	20,527	21,153	22,391			
Pinellas County	5,592	6,053	6,255			
Duval County	4,416	4,835	5,589			
Georgia	**1,508**	**1,590**	**2,123**	**90,563**	**97,768**	**112,006**
Atlanta	1,508	1,590	2,123			
Hawaii[37]	**15,949**	**14,425**	**13,619**	**15,949**	**14,425**	**13,619**
Hawaii	15,949	14,425	13,619			
Illinois	**65,489**	**69,091**	**60,257**	**191,209**	**210,221**	**194,040**
Chicago	65,489	69,091	60,257			
Indiana	**4,492**	**4,754**	**4,386**	**55,955**	**57,839**	**50,717**
Indianapolis	4,492	4,754	4,386			
Iowa	**5,711**	**6,001**	**6,567**	**23,137**	**25,875**	**27,300**
Des Moines	5,711	6,001	6,567			
Kansas	**8,555**	**8,807**	**10,135**	**45,530**	**47,209**	**52,789**
Wichita	8,555	8,807	10,135			
Kentucky	**6,216**	**6,445**	**6,772**	**19,602**	**20,716**	**22,067**
Jefferson County	6,216	6,445	6,772			
Louisiana	**551**	**604**	**883**	**15,037**	**18,665**	**23,924**
New Orleans	551	604	883			
Maryland	**3,005**	**3,460**	**3,722**	**56,047**	**60,705**	**63,349**
Baltimore	3,005	3,460	3,722			
Massachusetts	**15,022**	**14,894**	**14,907**	**70,883**	**75,531**	**82,779**
Boston	15,022	14,894	14,907			

37 The Hawaii Department of Education functions as a statewide local education agency.

Table 6. Enrollment of ELLs in CGCS Member Districts and Respective States, SY 2013-14 to SY 2015-16, continued

State and District	CGCS ELL Enrollment			State Total ELL Enrollment		
	SY 2013-14	SY 2014-15	SY 2015-16	SY 2013-14	SY 2014-15	SY 2015-16
Michigan	**5,540**	**5,868**	**5,569**	**72,811**	**81,678**	**89,597**
Detroit	5,540	5,868	5,569			
Minnesota	**20,807**	**21,481**	**19,953**	**64,377**	**66,934**	**71,162**
St. Paul	12,491	13,006	11,792			
Minneapolis	8,316	8,475	8,161			
Mississippi	**224**	**239**	**114**	**6,574**	**7,773**	**9,588**
Jackson	224	239	114			
Missouri	**5,113**	**5,305**	**5,306**	**27,355**	**29,144**	**29,690**
Kansas City	3,426	3,525	3,483			
St. Louis	1,687	1,780	1,823			
Nebraska	**6,988**	**7,516**	**8,400**	**15,418**	**17,528**	**20,900**
Omaha	6,988	7,516	8,400			
Nevada	**52,744**	**59,400**	**61,688**	**68,053**	**75,282**	**78,416**
Clark County	52,744	59,400	61,688			
New Jersey	**3,108**	**3,513**	**3,728**	**61,151**	**66,748**	**68,725**
Newark	3,108	3,513	3,728			
New Mexico	**15,556**	**15,167**	**15,960**	**51,095**	**48,906**	**52,821**
Albuquerque	15,556	15,167	15,960			
New York	**149,039**	**147,827**	**144,739**	**184,562**	**187,445**	**216,378**
New York City[38]	141,848	139,843	136,495			
Buffalo	4,220	4,551	4,582			
Rochester	2,971	3,433	3,662			
North Carolina	**19,378**	**20,378**	**22,865**	**94,810**	**94,093**	**102,090**
Charlotte-Mecklenburg	13,740	14,980	17,127			
Guilford County	5,638	5,398	5,738			
Ohio	**11,654**	**11,707**	**13,242**	**43,502**	**46,766**	**51,441**
Columbus	6,419	5,928	7,003			
Cleveland	2,764	2,982	3,107			
Cincinnati	1,507	1,744	2,002			
Dayton	633	703	781			
Toledo	331	350	349			
Oklahoma	**20,577**	**21,063**	**19,301**	**48,318**	**49,102**	**46,831**
Oklahoma City	13,427	13,683	12,668			
Tulsa	7,150	7,380	6,633			
Oregon	**3,224**	**3,631**	**3,664**	**49,722**	**49,485**	**52,786**
Portland	3,224	3,631	3,664			

38 District-reported data used due to missing values in NCES data set.

Table 6. Enrollment of ELLs in CGCS Member Districts and Respective States, SY 2013-14 to SY 2015-16, continued

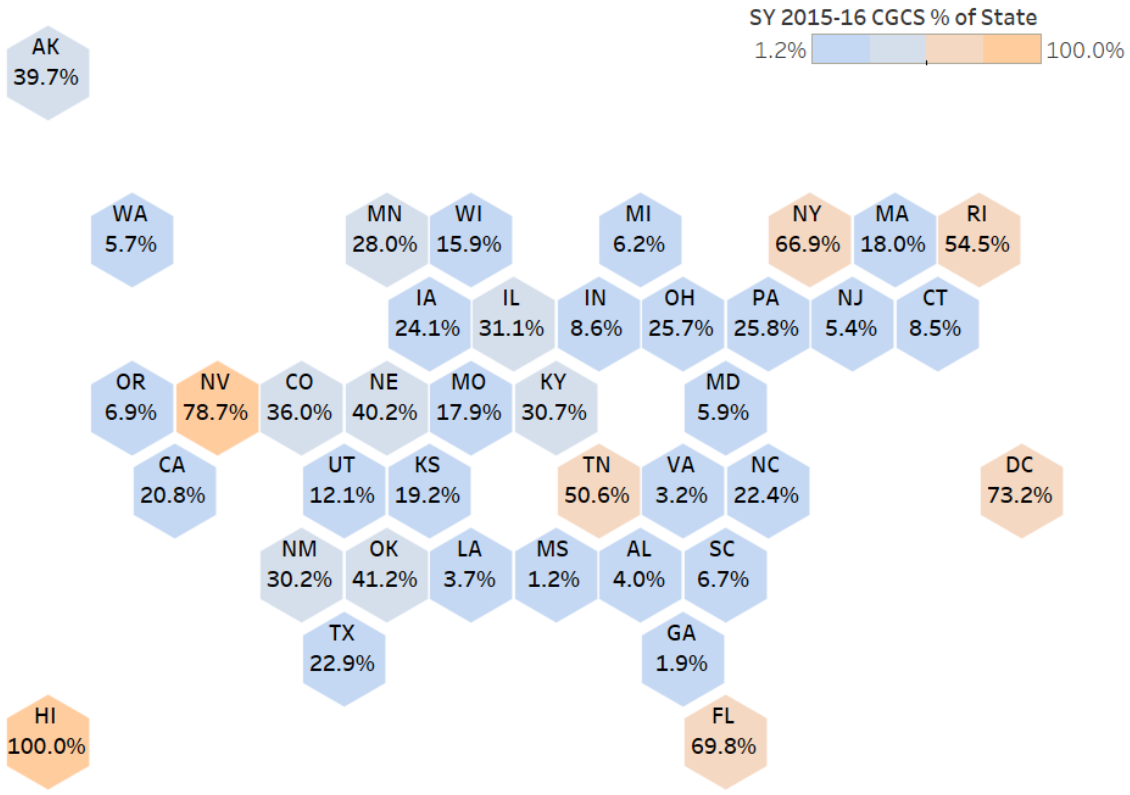
State and District	CGCS ELL Enrollment			State Total ELL Enrollment		
	SY 2013-14	SY 2014-15	SY 2015-16	SY 2013-14	SY 2014-15	SY 2015-16
Pennsylvania	**12,606**	**13,870**	**13,601**	**48,404**	**51,623**	**52,624**
Philadelphia	11,885	13,115	12,852			
Pittsburgh	721	755	749			
Rhode Island	**4,947**	**5,396**	**5,747**	**9,319**	**10,066**	**10,550**
Providence	4,947	5,396	5,747			
South Carolina	**2,566**	**2,856**	**2,837**	**40,340**	**42,480**	**42,574**
Charleston	2,566	2,856	2,837			
Tennessee	**17,885**	**19,063**	**20,568**	**34,397**	**36,398**	**40,637**
Metropolitan Nashville	10,186	11,722	12,913			
Shelby County	7,699	7,341	7,655			
Texas	**194,115**	**186,098**	**204,613**	**798,071**	**814,945**	**892,082**
Dallas	59,070	56,508	62,575			
Houston	55,717	51,277	58,067			
Fort Worth	24,593	23,412	24,711			
Austin	21,321	20,360	20,561			
Arlington (TX)	12,147	14,610	14,592			
El Paso	12,692	12,451	15,202			
San Antonio	8,575	7,480	8,905			
Utah	**4,135**	**4,672**	**5,166**	**34,409**	**38,543**	**42,815**
Salt Lake City	4,135	4,672	5,166			
Virginia	**1,812**	**2,665**	**3,465**	**94,496**	**97,871**	**109,104**
Richmond	1,173	1,810	2,369			
Norfolk	639	855	1,096			
Washington	**4,600**	**5,989**	**6,426**	**99,650**	**107,197**	**112,763**
Seattle	4,600	5,989	6,426			
Wisconsin	**7,418**	**6,648**	**7,246**	**43,007**	**42,729**	**45,669**
Milwaukee	7,418	6,648	7,246			
Grand Total	**1,258,145**	**1,249,970**	**1,235,090**	**4,416,126**	**4,517,207**	**4,638,825**

Source: Council analysis using NCES data and district-reported data for New York City.

Figure 5 shows ELLs in CGCS districts as a percentage of total ELL enrollment within their respective states in SY 2015-16. The graph only depicts states in which the Council has member districts. In a total of 17 states, member districts enrolled more than one-quarter of the ELLs in the respective state. In these states, to be sure, the state's overall progress in improving the achievement of ELLs is closely tied to how well the Council-member districts serve such students.

In a total of 17 states, member districts enrolled more than one-quarter of the ELLs in the respective state.

Figure 5. ELLs in Council-member Districts as Percentage of Total ELLs in Respective State, SY 2015-16



Source: Council analysis using NCES data and district-reported data for New York City.

Languages Spoken by ELLs

In 62 Council-member districts, Spanish was the top language spoken by ELLs.

The ELL survey asked districts to specify the five most frequently spoken languages, other than English, and the number of ELLs speaking each of these languages. Respondents selected from a list of over 300 languages reported in the U.S. Census Bureau's *Detailed Languages Spoken at Home and Ability to Speak English for the Population 5 Years and Over: 2009-2013.*[39] Languages that were not pre-listed were also accepted as responses. For example, Somali was not listed by the U.S. Census but was reported as a top five language in 16 districts. A couple of additional points are worth noting to facilitate the interpretation of results—

- ***Language grouping and coding variations.*** Districts varied in the coding of some languages. This most likely impacted reported figures for Chinese, Cantonese, and Mandarin. The Council survey and some member districts reported these languages separately, which we maintained in Council-specific analyses. NCES, however, aggregates these distinct languages under a generic Chinese code. When making comparisons to NCES data reported later in this section, we aggregated the Chinese languages to mirror the NCES definitions.[40]
- ***Unspecified and "other" languages.*** Some languages were reported as unspecified or "other languages" within a specific grouping (e.g., other African languages). Languages that were reported as "other" or unspecified were excluded from all analyses.
- ***English as home language for ELLs.*** "English" was reported a primary/home language spoken by approximately 5,000 ELLs in Baltimore, Boston, and Dallas, collectively. Due to uncertainties about the aggregation of English dialects and "pidgin" languages, languages classified as "English" were excluded.
- ***Reported language groups without number of speakers.*** Some districts listed the top five languages but omitted the specific number of speakers. (See Appendix F.) We therefore limited the descriptive statistical analyses only to districts that reported the specific number of speakers for the respective reported languages.

The 'top five' question in the survey aimed to highlight which languages, collectively, were among the top five languages spoken by ELLs in Council-member districts. These data should not be confused with the total number of speakers of each of these reported languages across the entire membership. In fact, the figures for the number of speakers of the top five specific languages are undercounts since speakers of these languages are also in other districts but their figures were not large enough to land in a district's top five.

Number of Languages and Number of ELLs in Top Five Languages for SY 2016-17 (N=62 Districts)

Spanish, Arabic, Chinese, Haitian Creole, and Vietnamese appear among the top languages in districts.

Over 60 districts reported language data for SY 2016-17, and in the aggregate, 50 languages were listed among the five most frequently spoken languages—other than English—with a total of 1,451,890 ELLs speaking one of these languages. Most of these students (86.8 percent) spoke Spanish, which was listed by 62 districts as the top language spoken by ELLs. Of the ELLs who speak one of the 50 languages identified as being in the top five languages among responding districts, approximately 92.4 percent speak Spanish, Arabic, Chinese, Haitian Creole, or Vietnamese. (See Table 7.)

39 U.S. Census Bureau. (2015, October 28). Detailed languages spoken at home and ability to speak English for the population 5 years and over: 2009-2013. Retrieved August 29, 2018, from https://www.census.gov/data/tables/2013/demo/2009-2013-lang-tables.html

40 For educational programming purposes and for community engagement, it is important to know the various Chinese languages and dialects and their geographic origins. Mandarin Chinese, the official language of China and Taiwan, is one of four official languages spoken in Singapore. Cantonese is a branch of Chinese that originated in Southern China and is the official language of Hong Kong and Macau.

Table 7. Number and Percentage of ELLs Speaking Top Five Languages in School Districts, SY 2016-17			
Language	**Number of Speakers Reported in Top Five Languages**	**Number of Speakers as % of ELLs Reported in Top Five Languages**	**Number of Districts with ELL Speakers of Top Five Language**[41]
Spanish	1,260,229	86.799%	62
Arabic	27,502	1.894%	43
Chinese	22,732	1.566%	12
Haitian Creole	18,182	1.252%	4
Vietnamese	13,056	0.899%	26
Somali	12,211	0.841%	16
Tagalog	11,879	0.818%	11
Hmong	10,982	0.756%	8
Portuguese	6,682	0.460%	7
Cantonese	6,626	0.456%	4
Bengali	6,247	0.430%	1
Russian	6,128	0.422%	3
Armenian	5,475	0.377%	1
Karen	4,977	0.343%	7
Korean	4,908	0.338%	2
French Creole	3,804	0.262%	3
Nepali	3,476	0.239%	11
Burmese	2,988	0.206%	11
French	2,898	0.200%	10
Ilocano	2,306	0.159%	1
Amharic	1,864	0.128%	5
Trukese	1,777	0.122%	2
Marshallese	1,760	0.121%	2
Swahili	1,171	0.081%	8
Telugu	1,161	0.080%	2
Mandarin	1,156	0.080%	3
Samoan	1,138	0.078%	1
Urdu	1,115	0.077%	2
Mon-Khmer, Cambodian	1,106	0.076%	4
Cape Verdean Creole	1,072	0.074%	1
Polish	887	0.061%	1
Navajo	507	0.035%	1
Q'an'jobal	471	0.032%	2
Oromo	465	0.032%	2
Kurdish	452	0.031%	1
Serbo-Croatian	385	0.027%	1
Laotian	321	0.022%	3

41 Districts that reported a specific language without an exact number of speakers are excluded from the district count.

Table 7. Number and Percentage of ELLs Speaking Top Five Languages in School Districts, SY 2016-17, continued

Language	Number of Speakers Reported in Top Five Languages	Number of Speakers as % of ELLs Reported in Top Five Languages	Number of Districts with ELL Speakers of Top Five Language
Yupik	319	0.022%	1
Mam	312	0.021%	1
Mai Mai	294	0.020%	1
Bosnian	234	0.016%	1
Albanian	230	0.016%	1
Turkish	200	0.014%	1
Tongan	131	0.009%	1
Akateko	21	0.001%	1
Fulani	18	0.001%	1
Thai	15	0.001%	1
Tigrinya	12	0.001%	1
Pashto	4	0.000%	1
Wolof	4	0.000%	1
Grand Total	**1,451,890**	**100.000%**	

Note: "Other," "English," and unspecified languages are excluded.

CGCS ELL Figures for Top Five Languages Compared to National Figures in SY 2014-15 and SY 2015-16 (N=60 Districts)

To further contextualize the magnitude and the diversity of languages that rank among the top five in member districts, we compared these numbers to the total national estimates of ELLs who speak these specific languages. The Council's data collection includes figures that are more recent than those reported by NCES. Because the *Digest of Education Statistics*[42] did not report data for SY 2016-17, a comparison was only possible for two of the survey years—SY 2014-15 and SY 2015-16. The comparison analysis was limited to languages for which national data were available. In this case, the two-year enrollment comparison shown in Table 8 is limited to 22 of the 50 languages reported by Council-member districts as being the top five spoken by ELLs.

Despite the undercount resulting from the methodology described earlier, for almost half of the 22 languages, Council-member school districts enrolled over 20 percent of the national total of ELLs speaking each of these languages. For particular languages, the CGCS share of ELLs who speak such languages is uniquely high:

- ***Haitian Creole***—In SY 2014-15 and SY 2015-16, three and four Council districts, respectively, enrolled over 60 percent of all the Haitian Creole-speaking ELLs in the nation.
- ***Bengali***—In both SY 2014-15 and SY 2015-16, a single Council-member district enrolled close to 40 percent of all the Bengali-speaking ELLs in the nation.
- ***Karen, Tagalog, Hmong, Spanish, Somali, Chinese, and Nepali***—CGCS districts enrolled between 20 and 37 percent of the nation's ELLs who speak each of these languages.

Between SY 2014-15 and SY 2015-16, the number of districts reporting each language as one of its top five remained relatively consistent. This was also the case for the CGCS share of total speakers, other than few exceptions like Russian, whose share of speakers in CGCS districts increased about seven percentage points in SY 2015-16 compared to SY 2014-15.

42 National home language data for ELLs enrolled in public elementary and secondary schools used to calculate percentages were obtained from the 2017 *Digest of Education Statistics* (Table 204.27). National Center for Education Statistics. (2018, April). Table 204.27: English language learner (ELL) students enrolled in public elementary and secondary schools, by grade, home language, and selected student characteristics: Selected years, 2008–09 through fall 2015. Retrieved August 24, 2018, from Digest of Education Statistics website: https://nces.ed.gov/programs/coe/indicator_cgf.asp.

Table 8. CGCS Share of Major Languages Spoken by ELLs
Ranked by CGCS Share of Nation in SY 2015-16

Language	SY 2014-15				SY 2015-16				SY 2014-15 to SY 2015-16
	Enrollment		CGCS as % of Nation	CGCS Districts	Enrollment		CGCS as % of Nation	CGCS Districts	CGCS as % of Nation %-point Change
	CGCS	Nat'l.			CGCS	Nat'l.			
Haitian Creole	19,230	31,428	61.19%	3	18,405	30,231	60.88%	4	-0.31%
Bengali	5,893	14,704	40.08%	1	5,624	14,435	38.96%	1	-1.12%
Karen	4,170	12,585	33.13%	7	4,724	12,805	36.89%	7	3.76%
Tagalog[43]	12,675	37,231	34.04%	13	12,606	35,725	35.29%	12	1.24%
Hmong	13,279	37,412	35.49%	8	11,451	34,813	32.89%	8	-2.60%
Spanish	1,220,109	3,709,828	32.89%	60	1,217,309	3,741,066	32.54%	60	-0.35%
Somali	10,570	33,712	31.35%	16	10,788	36,028	29.94%	16	-1.41%
Chinese[44]	23,791	104,279	22.81%	24	22,868	101,347	22.56%	25	-0.25%
Nepali	3,471	14,446	24.03%	12	2,949	14,125	20.88%	10	-3.15%
Arabic	20,188	109,165	18.49%	39	22,613	114,371	19.77%	38	1.28%
Korean	5,408	28,530	18.96%	2	5,313	27,268	19.48%	2	0.53%
Portuguese	3,253	19,839	16.40%	4	4,531	23,673	19.14%	5	2.74%
Russian	3,569	32,493	10.98%	4	5,949	33,057	18.00%	4	7.01%
Mon-Khmer, Cambodian[45]	1,889	11,027	17.13%	7	1,838	10,819	16.99%	6	-0.14%
Burmese	1,851	14,382	12.87%	9	2,547	15,183	16.78%	10	3.91%
Vietnamese	13,135	85,289	15.40%	29	11,803	81,157	14.54%	25	-0.86%
French	2,563	20,275	12.64%	11	2,341	20,664	11.33%	11	-1.31%
Polish	1,062	9,968	10.65%	1	999	9,659	10.34%	1	-0.31%
Amharic	645	9,337	6.91%	3	742	9,609	7.72%	3	0.81%
Swahili	221	7,065	3.13%	4	526	8,480	6.20%	5	3.07%
Urdu	977	22,294	4.38%	2	1,113	22,879	4.86%	2	0.48%
Punjabi	153	15,207	1.01%	1	251	15,630	1.61%	2	0.60%

Source: Council analysis using district-reported and NCES data.

43 The Council's survey grouped Tagalog and Filipino, but these languages are disaggregated in the NCES Digest of Education Statistics. In this analysis, the NCES figures for Tagalog and Filipino were aggregated.

44 Following the language codes used by NCES (http://www.loc.gov/standards/iso639-2/php/code_list.php), the Chinese CGCS enrollment includes Mandarin and Cantonese speakers.

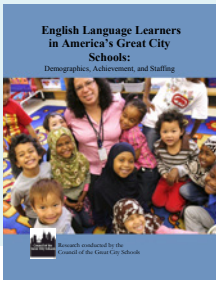
45 NCES refers to this language grouping as "Mon-Khmer languages."

Three-Year Trends for Five Most Prevalent Languages from SY 2014-15 to SY 2016-17 (N=62 Districts)

National figures show that the most commonly spoken language, other than English, by ELLs is Spanish with about 3.7 million in SY 2015-16. Council-member data show a relatively stable Spanish-speaking enrollment from SY 2014-15 to SY 2016-17: 1,220,109 students in SY 2014-15 and 1,260,229 in SY 2016-17.

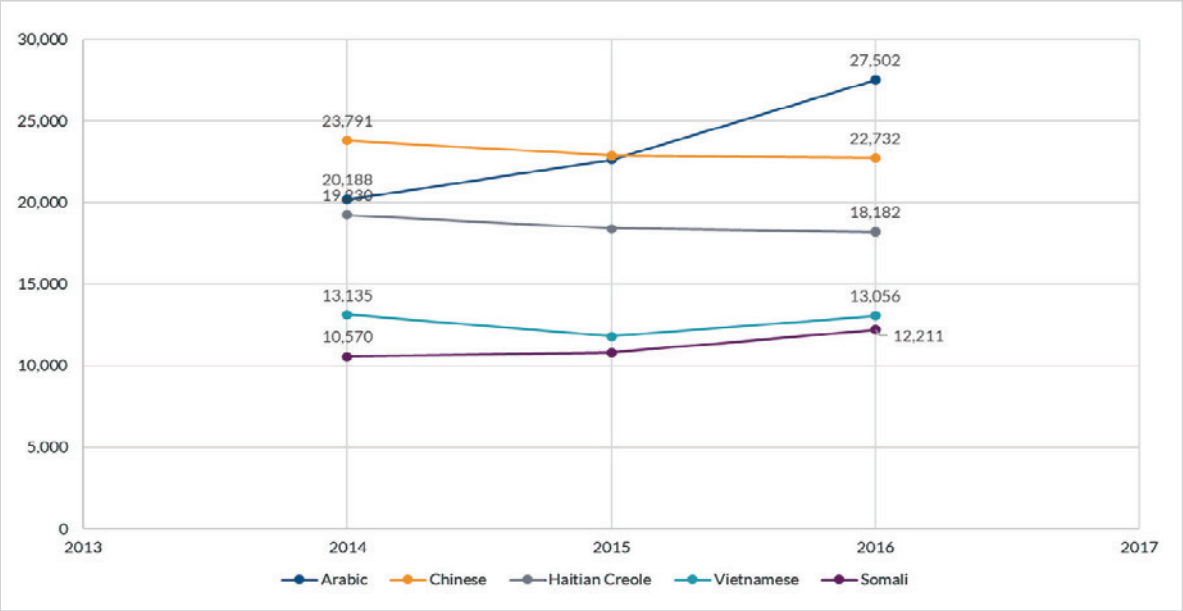
In SY 2009-10, 40 respondents indicated these numbers of speakers for the five most prevalent languages in the latest ELL survey, other than Spanish—

- **Arabic:** 7,687
- **Chinese:** 20,987
- **Haitian Creole:** 18,935
- **Vietnamese:** 12,294
- **Somali:** 6,119



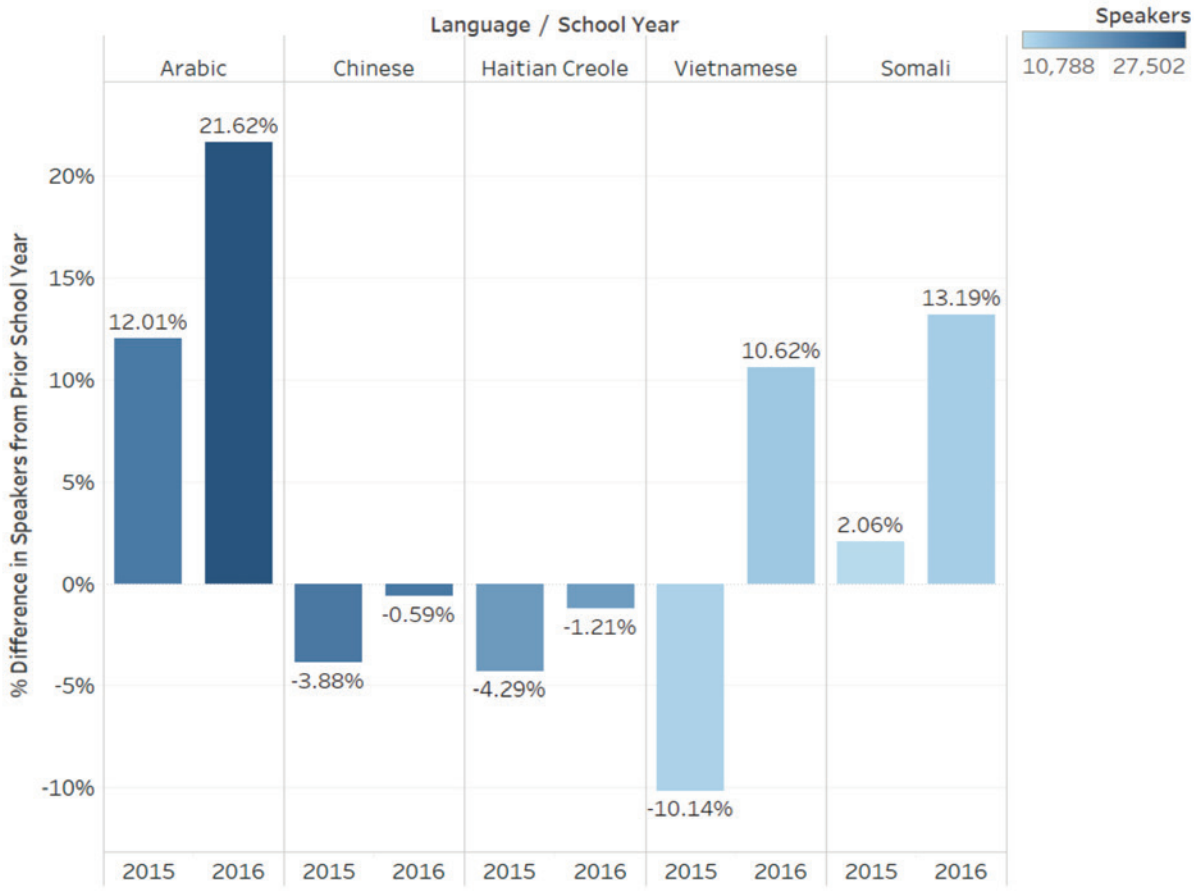
The number of ELLs who spoke languages other than Spanish among the top five showed more pronounced changes between SY 2014-15 to SY 2016-17. Figure 6 shows trends in the number of speakers for languages identified by Council-member districts as being among the five most prevalent languages, after Spanish, from SY 2014-15 to SY 2016-17. The number of reported Arabic and Somali speakers increased, while the numbers of Chinese, Haitian Creole, and Vietnamese speakers declined in this three-year period.

Figure 6. Number of Speakers for Top Five Languages Other Than Spanish, SY 2014-15 to SY 2016-17



The percentage change of speakers from the previous year for the languages featured in the chart above is shown in Figure 7. From SY 2014-15 to SY 2015-16, the number of Arabic speakers who were enrolled in districts that reported Arabic to be one of their top five languages increased by approximately 12.0 percent. In SY 2016-17, the number of Arabic speakers increased by about 21.6 percent from the preceding school year. Between SY 2014-15 and SY 2015-16, the number of Vietnamese speakers who were enrolled in districts that reported Vietnamese to be one of their top five languages declined by 10.1 percent. In the following year, the number rebounded with a 10.6 percent increase in the number of speakers. (For the top five languages in each reporting district, see Appendix F.)

Figure 7. Change in Number of Speakers from Previous Year for Top Five Languages Other than Spanish, SY 2014-15 to SY 2016-17



ELL Enrollment in Districts Reporting Top Five Languages for SY 2016-17 (N=60 Districts)

Table 9 shows select districts with the largest number of ELLs speaking a particular top five language in SY 2016-17.[46] The languages are listed in order of prevalence, with the language garnering the largest number of speakers (Spanish) first and the language garnering the fewest number of speakers (Pashto and Wolof) last. The combined total number of ELLs that districts reported as speaking their top five languages is provided next to the language name; these totals do not include ELLs who speak a particular language but were unreported because the language was not within the district's top five.[47] Under each language, the five districts with the highest number of speakers are listed. Where fewer than five districts reported a language, all reporting districts that provided a specific number of speakers are listed.

46 Data for Long Beach, Santa Ana, Stockton, and Sacramento were obtained from the California Department of Education. California Department of Education. (2013). DataQuest. Retrieved from DataQuest website: https://dq.cde.ca.gov/dataquest/.

47 The listing of districts under a language indicates that the language is among the top five within a district and does not imply a greater number of speakers within a district overall. For example, the number of Chinese speakers is greater in Boston than Broward County based on figures from SY 2014-15 and SY 2015-16, but Chinese was not reported as a top five language in Boston for SY 2016-17.

Table 9. Districts with the Highest Number of ELLs Speaking Reported Top Five Languages, SY 2016-17[48]					
Language	**ELL #**	**Language**	**ELL #**	**Language**	**ELL #**
Spanish	**1,260,229**	**Somali**	**12,211**	**Russian**	**6,128**
Los Angeles	339,043	Minneapolis	3,294	New York	3,413
New York	89,043	Columbus	2,347	Los Angeles	2,303
Clark County	73,497	St. Paul	1,187	Miami-Dade County	412
Dallas	63,696	Seattle	1,170	**Armenian**	**5,475**
Miami-Dade County	63,399	San Diego	858	Los Angeles	5,475
Arabic	**27,502**	**Tagalog**	**11,879**	**Karen**	**4,977**
New York	8,527	Los Angeles	5,221	St. Paul	2,267
Metropolitan Nashville	1,826	Clark County	2,842	Omaha	1,047
Chicago	1,571	San Diego	1,118	Des Moines	556
Hillsborough County	1,552	Hawaii	1,034	Buffalo	541
Houston	1,088	Anchorage	794	Milwaukee	440
Chinese	**22,732**	**Hmong**	**10,982**	**Korean**	**4,908**
New York	19,588	St. Paul	4,833	Los Angeles	4,905
Philadelphia	1,026	Fresno	1,927	Santa Ana	3
Clark County	783	Sacramento	1,369	**French Creole**	**3,804**
Seattle	697	Anchorage	1,081	Orange County	2,715
Broward County	328	Minneapolis	647	Hillsborough County	789
Haitian Creole	**18,182**	**Portuguese**	**6,682**	Bridgeport	300
Broward County	6,898	Orange County	2,120	**Nepali**	**3,476**
Palm Beach County	5,465	Broward County	1,506	Columbus	1,353
Miami-Dade County	4,669	Palm Beach County	993	Jefferson County	366
Boston	1,150	Bridgeport	800	Fort Worth	290
Vietnamese	**13,056**	Miami-Dade County	677	Des Moines	270
San Diego	1,602	**Cantonese**	**6,626**	Dallas	245
Arlington (TX)	1,261	San Francisco	4,297	**Burmese**	**2,988**
Charlotte-Mecklenburg	1,165	Chicago	925	Dallas	569
Hillsborough County	1,129	Oakland	833	Milwaukee	446
Denver	856	Sacramento	571	Buffalo	438
		Bengali	**6,247**	Metropolitan Nashville	323
		New York	6,247	Duval County	305

48 *English, other languages,* and unspecified languages were excluded. Districts that listed a language within the top five without indicating the number of speakers were also excluded.

Table 9. Districts with the Highest Number of ELLs Speaking Reported Top Five Languages, SY 2016-17, continued

Language	ELL #	Language	ELL #	Language	ELL #
French	**2,898**	**Samoan**	**1,138**	**Mam**	**312**
Columbus	1,207	Anchorage	1,138	Oakland	312
Charlotte-Mecklenburg	702	**Urdu**	**1,115**	**Mai Mai**	**294**
Miami-Dade County	423	Chicago	890	Jefferson County	294
District of Columbia	165	Guilford County	225	**Bosnian**	**234**
Arlington (TX)	127	**Mon-Khmer, Cambodian**	**1,106**	St. Louis	234
Ilocano	**2,306**	Long Beach	656	**Albanian**	**230**
Hawaii	2,306	Stockton	260	Pinellas County	230
Amharic	**1,864**	Fresno	150	**Turkish**	**200**
Clark County	695	Santa Ana	40	Dayton	200
Denver	425	**Cape Verdean Creole**	**1,072**	**Tongan**	**131**
Seattle	354	Boston	1,072	Salt Lake City	131
District of Columbia	301	**Polish**	**887**	**Akateko**	**21**
Minneapolis	89	Chicago	887	Birmingham	21
Trukese	**1,777**	**Navajo**	**507**	**Fulani**	**18**
Hawaii	1,697	Albuquerque	507	Birmingham	18
Tulsa	80	**Q'an'jobal**	**471**	**Thai**	**15**
Marshallese	**1,760**	Palm Beach County	463	San Antonio	15
Hawaii	1,512	Birmingham	8	**Tigrinya**	**12**
Sacramento	248	**Oromo**	**465**	Jackson	12
Swahili	**1,171**	St. Paul	275	**Pashto**	**4**
Houston	386	Minneapolis	190	Richmond	4
Fort Worth	256	**Kurdish**	**452**	**Wolof**	**4**
Kansas City	144	Metropolitan Nashville	452	Jackson	4
Wichita	132	**Serbo-Croatian**	**385**		
Pittsburgh	112	Pinellas County	385		
Telugu	**1,161**	**Laotian**	**321**		
Hillsborough County	604	Fresno	172		
Charlotte-Mecklenburg	557	Wichita	104		
Mandarin	**1,156**	Oklahoma City	45		
San Francisco	685	**Yupik**	**319**		
Houston	324	Anchorage	319		
Austin	147				

Source: All data from CGCS ELL Survey except Long Beach, Sacramento, and Stockton.[49]

49 California Department of Education. (2013). DataQuest. Retrieved from DataQuest website: https://dq.cde.ca.gov/dataquest/

Long-Term ELLs

Students identified as ELLs receive language acquisition instruction and remain in this category for accountability and reporting purposes until the school district determines that the student has met the criteria to deem them proficient in English, and thus, able to exit the ELL classification. Criteria used to exit from the ELL classification may include more than scores on the English language proficiency assessment and can vary significantly across school districts and states, though states are now required to establish standardized procedures for exiting under ESSA. The numbers reported by responding districts, accordingly, reflect varying contexts and criteria that preclude generalizing across districts. Nonetheless, the three-year data provide an interesting look at district-specific trends and the overall trend during that period.

We identify as Long-Term ELL (L-TEL) those students who remain in ELL programs for six or more years.

ELLs Enrolled in ELL Program for 6+ Years for SY 2013-14 to SY 2015-16 (N=49 Districts)

For purposes of the Council's data collection and report, we identify as Long-Term ELL (L-TEL) those students who remain in ELL programs for six or more years. Districts fell along four distinct bands, or ranges, in the percentage of ELLs who are deemed L-TELs. Specifically, about 29 percent (14 of 49 districts) had between 0 percent and 10 percent L-TELs, about 30 percent (15 of 49 districts) had between 10.1 percent and 20 percent L-TELs, and another 29 percent (14 of 49 districts) had between 20.1 percent and 30 percent L-TELs in SY 2015-16. Six districts (12.2 percent) reported that L-TELs accounted for more than 30 percent of the total ELL enrollment.

Table 10 displays ELLs enrolled and L-TELs[50] as a percentage of total ELL enrollment in each of the three school years, and the percentage change between SY 2013-14 and SY 2015-16. The data are ranked by the change in percentage in the numbers of L-TELs between SY 2013-14 and SY 2015-16. Of the 49 reporting Council-member districts, 20 districts show decreases in the number of L-TELs from SY 2013-14 to SY 2015-16.

50 Formal definitions for Long-Term ELLs do not exist at the federal level, though some states have developed their own (e.g., AB 2193 in California in 2012 and New York state definitions). Most references in literature refer to ELLs enrolled in ELL programs for five to seven or more years as long term. The Council's ELL survey defines Long-Term ELLs as those enrolled in ELL programs for six or more years.

Table 10. ELLs Enrolled in ELL Program for 6+ Years, SY 2013-14 to SY 2015-16
Sorted by L-TEL % Change from SY 2013-14 to SY 2015-16

District	SY 2013-14			SY 2014-15			SY 2015-16			L-TEL % Change from SY 2013-14 to SY 2015-16
	L-TELs	ELLs	L-TELs as % of ELLs	L-TELs	ELLs	L-TELs as % of ELLs	L-TELs	ELLs	L-TELs as % of ELLs	
Richmond	4	1,795	0.2%	0	2,116	0.0%	0	2,192	0.0%	-100.0%
Hillsborough County	22,559	26,467	85.2%	18,991	24,691	76.9%	6,336	25,392	25.0%	-71.9%
Salt Lake City	190	6,975	2.7%	76	7,006	1.1%	63	7,389	0.9%	-66.8%
Miami-Dade County	7,662	73,540	10.4%	8,691	74,224	11.7%	4,168	67,946	6.1%	-45.6%
Albuquerque	12,400	15,587	79.6%	10,534	14,958	70.4%	8,531	14,577	58.5%	-31.2%
Los Angeles	40,780	157,807	25.8%	31,837	141,487	22.5%	29,996	141,415	21.2%	-26.4%
San Diego	5,249	28,988	18.1%	4,884	27,586	17.7%	3,982	26,878	14.8%	-24.1%
Guilford County	1,541	5,228	29.5%	1,376	4,805	28.6%	1,301	5,196	25.0%	-15.6%
Hawaii	2,034	14,044	14.5%	1,845	13,064	14.1%	1,721	12,093	14.2%	-15.4%
Indianapolis	1,275	4,979	25.6%	1,167	5,448	21.4%	1,102	5,035	21.9%	-13.6%
Omaha	486	7,000	6.9%	495	7,534	6.6%	424	7,285	5.8%	-12.8%
Fresno	5,008	17,434	28.7%	5,026	17,783	28.3%	4,501	16,280	27.6%	-10.1%
Charlotte-Mecklenburg	3,382	14,460	23.4%	3,175	15,404	20.6%	3,157	16,002	19.7%	-6.7%
San Antonio	2,688	10,255	26.2%	2,560	10,203	25.1%	2,523	10,119	24.9%	-6.1%
Boston	2,196	15,008	14.6%	2,028	14,859	13.6%	2,096	14,912	14.1%	-4.6%
Oakland	2,620	11,375	23.0%	2,694	12,061	22.3%	2,522	12,060	20.9%	-3.7%
San Francisco	2,081	13,316	15.6%	1,997	15,220	13.1%	2,045	12,452	16.4%	-1.7%
Orange County	2,123	24,797	8.6%	2,260	26,523	8.5%	2,088	28,447	7.3%	-1.6%
Buffalo	308	4,080	7.5%	308	4,390	7.0%	303	4,486	6.8%	-1.6%
Des Moines	1,838	5,769	31.9%	1,642	6,163	26.6%	1,810	6,580	27.5%	-1.5%
Wichita	6,233	8,566	72.8%	6,297	8,812	71.5%	6,459	9,005	71.7%	3.6%
Houston	8,369	55,023	15.2%	8,614	57,102	15.1%	8,823	57,987	15.2%	5.4%
Arlington (TX)	3,781	14,564	26.0%	4,051	14,610	27.7%	4,039	14,455	27.9%	6.8%
Oklahoma City	1,310	12,276	10.7%	1,294	12,603	10.3%	1,417	12,609	11.2%	8.2%
Denver	8,676	27,103	32.0%	9,233	24,585	37.6%	9,750	23,920	40.8%	12.4%
Austin	4,195	20,116	20.9%	4,513	20,790	21.7%	4,748	20,561	23.1%	13.2%
Palm Beach County	446	17,845	2.5%	703	18,371	3.8%	508	19,139	2.7%	13.9%
Cleveland	1,329	3,135	42.4%	859	3,165	27.1%	1,530	3,282	46.6%	15.1%
Atlanta	133	1,558	8.5%	135	1,596	8.5%	155	1,559	9.9%	16.5%
Jefferson County	551	6,249	8.8%	592	6,523	9.1%	645	6,973	9.2%	17.1%
Dallas	16,647	59,424	28.0%	19,045	61,968	30.7%	19,799	62,615	31.6%	18.9%
Philadelphia	1,475	12,100	12.2%	1,577	12,492	12.6%	1,767	12,951	13.6%	19.8%
Seattle	567	5,852	9.7%	707	5,989	11.8%	685	6,111	11.2%	20.8%
St. Paul	1,929	12,404	15.6%	2,589	13,050	19.8%	2,376	11,709	20.3%	23.2%
St. Louis	255	2,298	11.1%	290	2,330	12.4%	323	2,352	13.7%	26.7%
Kansas City	575	3,436	16.7%	795	3,526	22.5%	747	3,482	21.5%	29.9%

Table 10. ELLs Enrolled in ELL Program for 6+ Years, SY 2013-14 to SY 2015-16, continued

District	SY 2013-14			SY 2014-15			SY 2015-16			L-TEL % Change from SY 2013-14 to SY 2015-16
	L-TELs	ELLs	L-TELs as % of ELLs	L-TELs	ELLs	L-TELs as % of ELLs	L-TELs	ELLs	L-TELs as % of ELLs	
Fort Worth	4,315	23,564	18.3%	5,318	24,589	21.6%	5,731	24,711	23.2%	32.8%
Baltimore	173	2,936	5.9%	201	3,411	5.9%	236	3,642	6.5%	36.4%
Milwaukee	423	7,078	6.0%	492	7,114	6.9%	585	7,123	8.2%	38.3%
Clark County	7,878	52,452	15.0%	9,219	58,792	15.7%	11,222	61,535	18.2%	42.4%
Broward County	1,225	24,150	5.1%	1,377	27,048	5.1%	1,748	28,122	6.2%	42.7%
El Paso	1,630	14,183	11.5%	2,052	14,697	14.0%	2,377	15,202	15.6%	45.8%
Pinellas County	807	5,498	14.7%	1,103	6,055	18.2%	1,208	6,245	19.3%	49.7%
Jackson	10	249	4.0%	15	233	6.4%	17	281	6.0%	70.0%
Duval County	313	4,864	6.4%	411	5,588	7.4%	547	5,638	9.7%	74.8%
Shelby County	678	7,637	8.9%	1,059	7,376	14.4%	1,505	7,771	19.4%	122.0%
Columbus	159	3,035	5.2%	305	2,523	12.1%	571	1,477	38.7%	259.1%
Anchorage	—	5,794	—	1,015	5,892	17.2%	1,106	6,032	18.3%	—
Chicago	—	56,628	—	11,852	58,862	20.1%	12,393	59,555	20.8%	—

(—) denotes missing or insufficient data to calculate.

Figure 8 displays the L-TEL enrollment data as a scatterplot, with the total enrollment of ELLs shown on the x-axis and the percentage of ELLs who are identified as Long-Term ELLs on the y-axis. The scatterplot shows a concentration of districts with between 5,000 and 25,000 total ELLs and a concentration of districts reporting between zero and 30 percent Long-Term ELLs. Two districts appear as outliers, reporting more than half of their ELLs as L-TELs. The range of percentages identified as L-TEL shown in the report is not unlike ranges reported in the 2016 research brief by Regional Educational Laboratory West. Specifically, for SY 2013-14, New York City, Chicago, Colorado, and California reported between 23 percent and 74 percent of their secondary ELL population as L-TEL.[51]

51 REL West. (2016, November). *Long-term English learner students: Spotlight on an overlooked population.* Retrieved from https://relwest.wested.org/system/resources/236/LTEL-factsheet.pdf?1480559266

Figure 8. District Percentage of L-TEL vs. Total ELL Enrollment, SY 2015-16

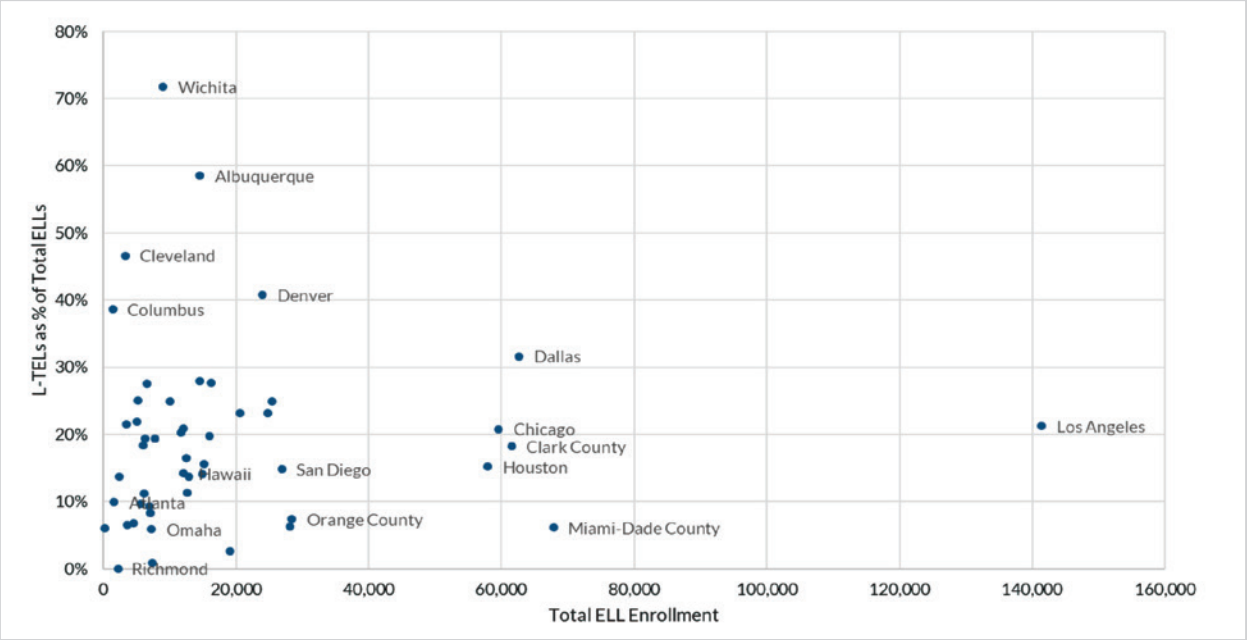
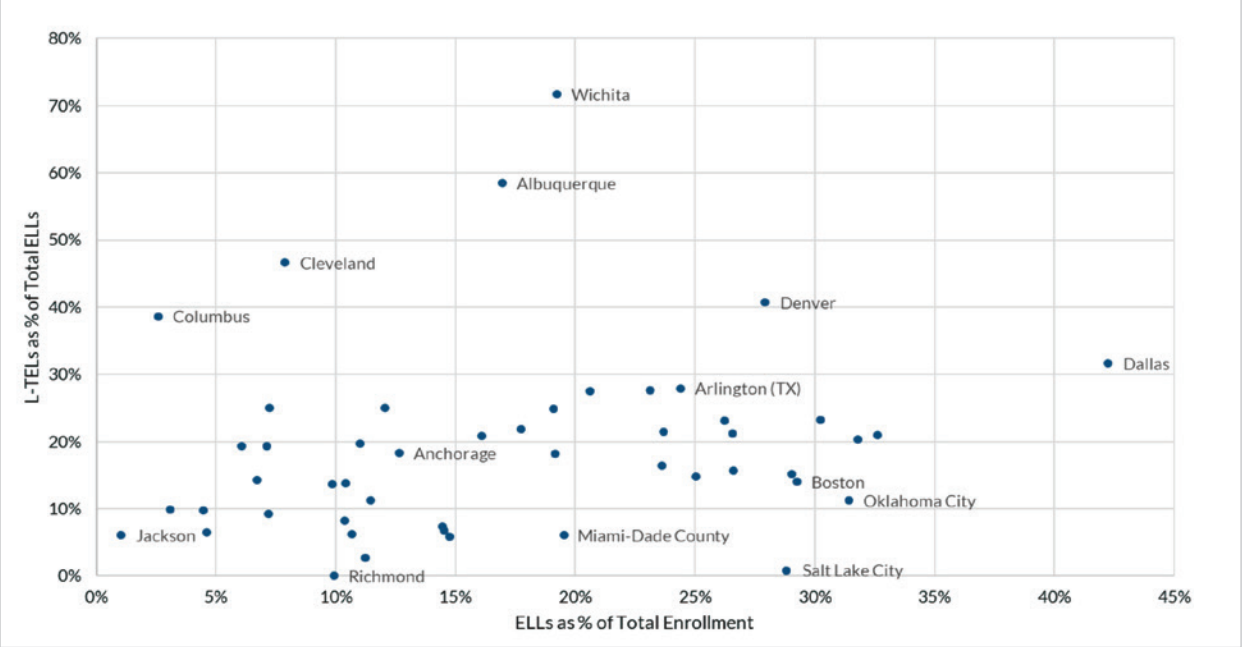


Figure 9 displays L-TELs as a percentage of total ELLs on the y-axis and ELLs as a percentage of total enrollment on the x-axis. There is no discernable correlation between the district L-TEL percentage of total ELLs and district's ELLs as a percentage of total enrollment. For instance, districts that reported 40 percent of their ELLs were L-TELs had ELL enrollments that ranged from two percent to over 28 percent of the district's total enrollment. Similarly, 14 districts that reported having between 20 and 30 percent of their ELLs as L-TELs had overall ELL enrollments that ranged between five percent and 35 percent of total enrollment.

Figure 9. District Percentage of L-TEL vs. Percentage of ELLs, SY 2015-16



ELLs Requiring Special Education Services

The survey also asked for figures on ELLs who are identified as requiring special education services. Consistent with the previous ELL survey and the Academic KPIs, we defined such ELLs as those who have an individualized education program (IEP).

Number of ELLs Identified as Requiring Special Education Services from SY 2013-14 to SY 2015-16 (N=50 Districts)

Table 11 shows the number of ELLs and non-ELLs enrolled in special education programs relative to total enrollment from SY 2013-14 to SY 2015-16. To maintain comparability of data over the years, only districts that reported the requested special education enrollment data for all years were included in this analysis. Ultimately, 50 districts are represented in the aggregated figures. (See Appendix K.) The three-year change reported in the 2013 ELL report showed substantially larger swings than this latest survey. Specifically, overall enrollment decreased by 35,334 between SY 2007-08 and SY 2009-10, and 20,024 more students were in special education in SY 2009-10 compared to SY 2007-08.

The latest figures, in contrast, show that, despite the 14 additional districts included in the data set, student enrollment declined by 16,470 between SY 2013-14 and SY 2015-16 and special education enrollment increased by only 12,245.

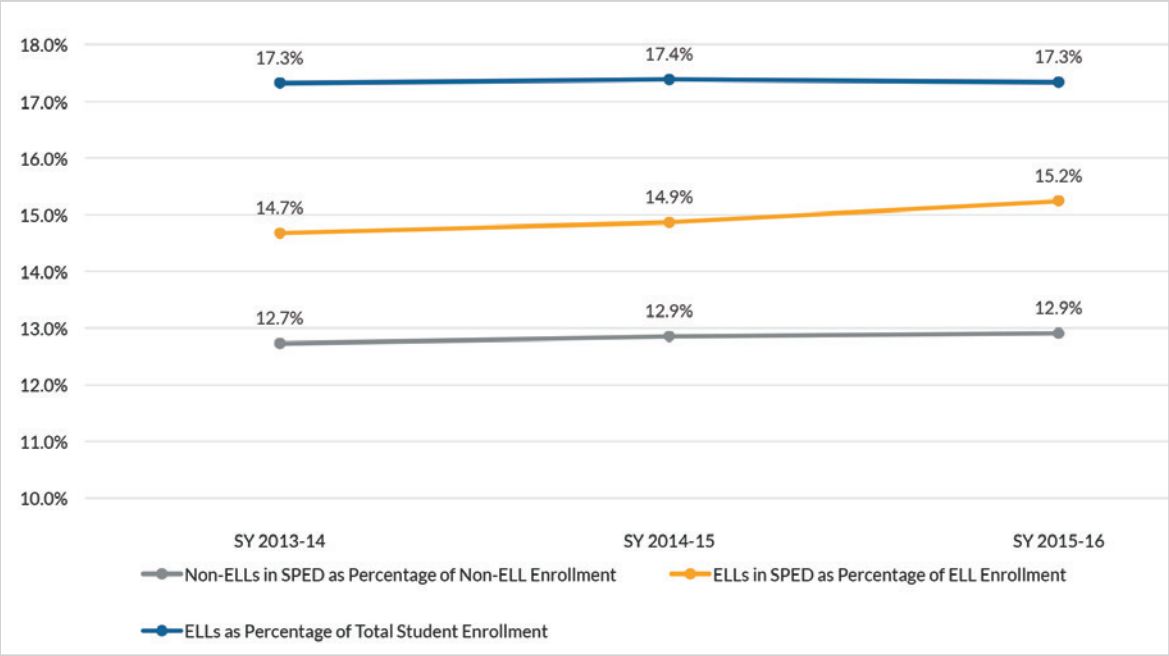
Table 11. ELL and Non-ELL Participation in Special Education, SY 2013-14 to SY 2015-16 (N=50 Districts)

	SY 2013-14	SY 2014-15	SY 2015-16	Change from SY 2013-14 to SY 2015-16
Total Student Enrollment	5,810,098	5,804,175	5,793,628	-16,470
Non-ELLs	4,803,810	4,795,118	4,789,134	-14,676
ELLs	1,006,288	1,009,057	1,004,494	-1,794
Total in Special Education	758,960	766,366	771,205	12,245
Non-ELLs in Special Education	611,304	616,352	618,149	6,845
ELLs in Special Education	147,656	150,014	153,056	5,400

Note: Analysis only includes figures from districts that reported a complete set of SPED data for SY 2013-14 to SY 2015-16.

Using the figures in Table 11, Figure 10 shows the percentage of ELLs within the total student enrollment, the percentage of non-ELLs in special education within the total non-ELL enrollment, and the percentage of ELLs in special education within the total ELL enrollment for SY 2013-14 to SY 2015-16. Overall, the percentages either remained the same or changed slightly (less than half a percentage point) during the three-year period. While ELLs in special education as a percentage of total ELLs remained fairly steady, albeit increasing slightly, through the three-year period, it is worth noting that it remained higher than the comparable ratio for non-ELLs. In the 2013 Council ELL report, data showed that in SY 2007-08, ELLs and non-ELLs had similar rates of special education participation—around 12.2 percent. Since then, the gap between these two groups widened and for the last three years remained stable. The special education rate for ELLs increased to and remained near 15 percent while the rate for non-ELLs increased slightly to 12.9 percent.

Figure 10. Percentage of Total ELLs, ELLs in Special Education, and Non-ELLs in Special Education, SY 2013-14 to SY 2015-16



Special Education Disproportionality Ratios for SY 2013-14 to SY 2015-16 (N=58 Districts)

The Council used district-reported data to determine whether ELLs were disproportionately represented in special education services in the member districts. Specifically, the calculation entails comparing the likelihood that an ELL would be classified as having a disability to the likelihood of a non-ELL student being classified as having a disability.

The number of districts that reported data on ELLs in special education almost doubled from the 2013 ELL survey from 30 to 58 reporting districts. The distribution of districts that had disproportionality ratios that suggested either over- or under-identification of ELLs as having disabilities changed over the nine-year period. A couple of trends are worth noting—

- ***Fewer districts with disproportionality ratios suggesting under-identification of ELLs.*** In SY 2009-10, 30 percent of reporting districts (9 of 30) had disproportionality ratios at or below 0.5, whereas in SY 2015-16, only 8.6 percent of reporting districts (5 of 58) had similar disproportionality ratios.

This comparison is quantified as a disproportionality ratio represented by the following formula:

$$\textbf{Risk Ratio} = \frac{(ELLs\ in\ SPED)/(Total\ ELLs)}{(Non-ELLs\ in\ SPED)/(Total\ Non-ELLs)}$$

A disproportionality ratio of less than one suggests that there is a reduced likelihood that ELLs are identified as requiring special education services and a ratio greater than one indicates a higher likelihood. Generally, a disproportionality ratio of *2 or more* or of *0.5 or less* suggests an area of concern. In the former case, it would suggest that ELLs are twice as likely to be identified as students requiring special education services, and in the latter case, ELLs would be half as likely to be identified compared to non-ELL students.

- ***Increased number of districts approaching a one-to-one proportionality.*** In SY 2009-10, 10 percent of reporting districts (3 of 30) had disproportionality ratios between 0.9 and 1.2, whereas in SY 2015-16, 34.5 percent of reporting districts (20 of 58) had disproportionality ratios within this range of which 15 were between 0.9 and 1.12.
- ***Increased number of districts with disproportionality ratios suggesting over-identification of ELLs.*** In SY 2009-10, only 3.3 percent of reporting districts (1 of 30) had disproportionality ratios above 1.5, but this increased to 19 percent of reporting districts (11 of 58) in SY 2015-16.

Table 12 shows the special education ELL disproportionality ratios for three consecutive years for each of the 58 reporting districts using KPI codes and ranked from highest to lowest risk ratio in SY 2015-16.

Table 12. Special Education Risk Ratio for ELLs from SY 2013-14 to SY 2015-16

District	SY 2013-14	SY 2014-15	SY 2015-16	District	SY 2013-14	SY 2014-15	SY 2015-16
11	2.24	2.18	2.27	57	1.07	1.10	1.08
54	—	1.83	1.90	51	0.79	0.84	1.07
77	1.63	1.54	1.80	97	1.00	1.02	1.06
56	—	1.77	1.77	8	1.01	0.99	1.04
9	1.51	1.56	1.63	12	0.66	0.76	1.03
15	0.98	1.86	1.58	96	—	1.06	1.03
67	1.41	1.41	1.57	30	0.93	0.98	1.02
62	—	1.26	1.51	66	0.91	0.92	1.00
55	1.40	1.38	1.51	76	1.03	1.03	0.98
37	1.29	1.46	1.50	58	0.96	0.92	0.92
16	1.56	1.44	1.50	3	0.78	0.78	0.90
1	1.46	1.42	1.48	13	0.98	0.92	0.90
7	1.37	1.42	1.45	47	0.92	0.96	0.87
60	1.33	1.31	1.35	45	0.78	0.79	0.84
460	1.32	1.34	1.33	53	0.76	0.77	0.81
65	1.57	1.44	1.27	4	0.74	0.74	0.76
431	1.31	1.27	1.26	44	—	0.89	0.76
28	0.86	1.09	1.25	41	0.80	0.75	0.73
10	1.21	1.22	1.24	40	0.65	0.68	0.73
49	1.34	1.44	1.24	27	0.84	0.72	0.70
68	—	1.22	1.22	39	0.74	0.70	0.70
61	1.22	1.23	1.21	33	0.52	0.58	0.68
48	1.16	1.22	1.18	34	0.55	0.63	0.66
21	1.27	1.17	1.15	63	0.49	0.51	0.59
26	1.09	1.12	1.13	35	0.48	0.46	0.53
32	1.07	1.11	1.13	43	0.36	0.34	0.51
14	0.99	1.08	1.12	46	0.48	0.43	0.45
52	0.98	0.98	1.09	18	—	—	0.39
71	1.06	1.02	1.08	2	0.41	0.43	0.35

(—) denotes insufficient data for calculation.

Source: Calculated from district-reported data.

The Council also calculated disproportionality risk ratios across grade bands, revealing striking differences that warrant further examination at the district level. For most of the reporting districts, the disproportionality risk ratio was higher for the middle school grades (Grades 6-8). Explaining such trends would require the district's careful examination of several contributing factors, including the impact of these transition years in child development; the relative quality of diagnostic assessments, especially to accurately discern between language acquisition and a possible disability; and any unfinished learning or severe gaps in knowledge as a result of earlier instruction.

English Language Proficiency

The Council aimed to paint a picture of ELL performance in its member districts by examining measurements from a variety of sources, including scores from English language proficiency assessments, performance levels from the National Assessment of Educational Progress (NAEP), and academic KPI data. As explained in the following sections, these measurements only provide a rough sketch of ELL achievement in Council-member districts. Their meaning is derived from an understanding of local contexts, and the analyses presented in this section are meant to be a starting point for benchmarking and further inquiry.

While all school districts are required to assess the English language proficiency (ELP) levels of students identified as ELLs, no single assessment instrument exists to do so. States have discretion to determine the English language proficiency standards and the corresponding assessments to measure the English proficiency of ELLs as part of their state accountability under federal law.[52] In some states, the state education agency identifies a single English proficiency assessment instrument while in others, an approved list of assessments is identified from which local school districts can select. For the 2017 ELL survey, member districts were asked to use the data from their respective state proficiency assessments to report on the distribution of ELLs along various measures of English proficiency over three years—SY 2013-14, SY 2014-15, and SY 2015-16.

The different assessments and the differing proficiency scales, ranging from two[53] to six levels, across the member districts were major impediments in the analysis of ELP trends in the aggregate. Reporting three years of data posed additional challenges—

- Some states adopted new assessments between the reported years.
- The reclassification criteria to designate ELLs as English-proficient, and thus, exit the ELL reporting group differs by state, resulting in notable variation in the percentage of ELLs at the highest levels of proficiency.

Considerations

Why might districts show very different distribution of ELLs along the levels of English proficiency?

- English proficiency assessments may be entirely different but use scales with the same number of English proficiency levels.
- Districts with more strict exit criteria may show more ELLs at the higher levels of English proficiency.
- Districts with less stringent exit criteria may show fewer ELLs at the higher levels of proficiency as these students would have left the ELL accountability group altogether.
- Changes in cut scores set by the state can result in notable changes in the percentage of ELLs at each level.
- Districts enrolling sizable numbers of students with interrupted formal education may show larger shares of ELLs at the beginning levels of English proficiency.

52 Each State plan shall demonstrate that local educational agencies in the State will provide for an annual assessment of English proficiency of all English learners in the schools served by the State educational agency. Sec.1111 (b)(2)(G) of ESEA as amended by ESSA.

53 For data protection purposes, data from the district that reported two proficiency levels are not shown.

Given the constraints outlined above, the following graphs only include data for SY 2015-16 to illustrate the percentage distribution along English proficiency levels, by grade band. Districts are grouped based on the number of reported proficiency levels, with the understanding that the proficiency levels might not be comparable given that different assessment instruments might use the same number of levels. Three districts reported using a three-level scale; four used a four-level scale; 12 used a five-level scale; and 35 used a six-level scale.

The reporting of district-specific profiles of English proficiency allows member districts to benchmark against similar urban districts and provides a more nuanced look at the heterogeneity of ELLs in any given district. For each grade band, we produced a graph to represent the snapshot data of English proficiency levels of ELLs in SY 2015-16. In other words, each distribution of a particular grade band is not longitudinally linked to others; they represent different students altogether. Rather than district names, we used KPI codes assigned by the Council.

Districts with Three Levels of English Language Proficiency in SY 2015-16 (N=3 Districts)

Figures 11 to 13 display English language proficiency data for ELLs in Grades K-5, 6-8, and 9-12 enrolled in each of the three districts that reported measuring three ELP levels.

Figure 11. Percentage of ELLs in Grades K-5 Scoring at Each Proficiency Level in SY 2015-16
Ranked by Percentage in Level 1

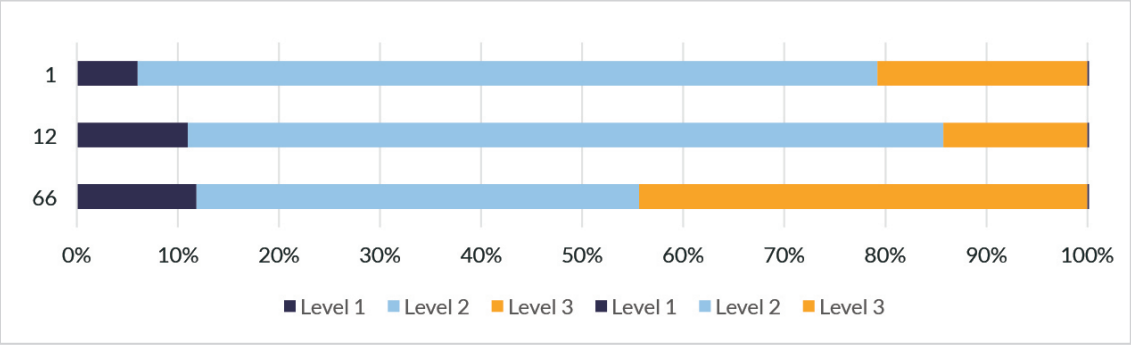


Figure 12. Percentage of ELLs in Grades 6-8 Scoring at Each Proficiency Level in SY 2015-16
Ranked by Percentage in Level 1

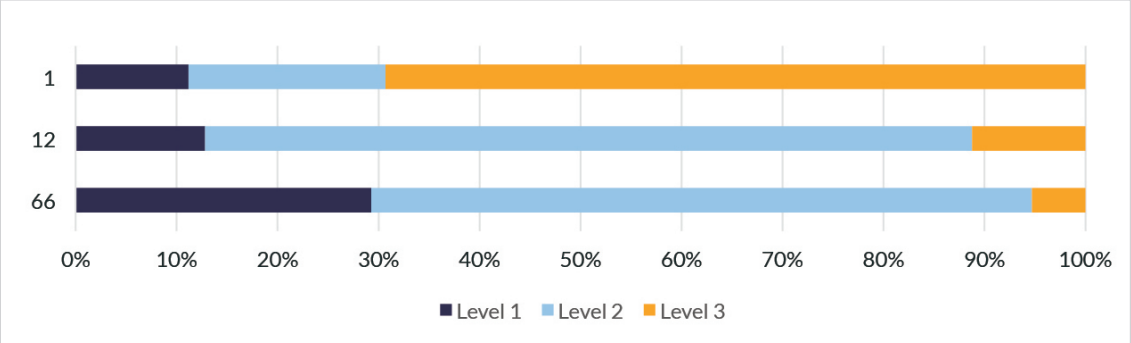
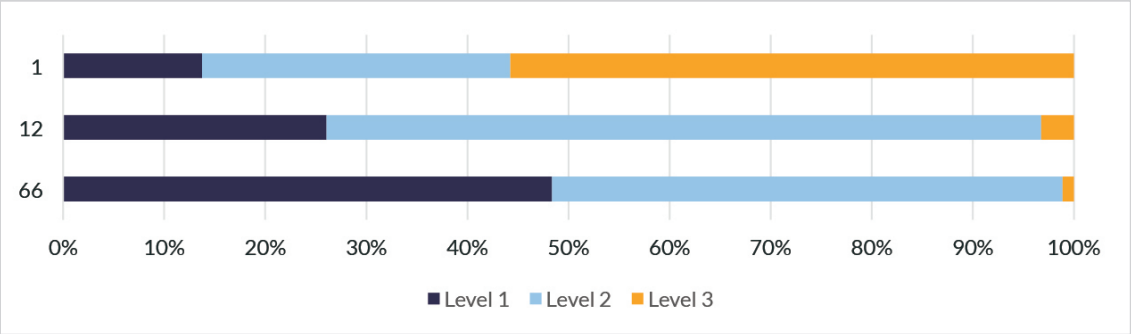


Figure 13. Percentage of ELLs in Grades 9-12 Scoring at Each Proficiency Level in SY 2015-16
Ranked by Percentage in Level 1



Districts with Four Levels of English Language Proficiency in SY 2015-16 (N=4 Districts)

Figures 14 to 16 display English language proficiency data for ELLs in Grades K-5, 6-8, and 9-12 enrolled in each of the four districts that reported measuring four ELP levels.

Figure 14. Percentage of ELLs in Grades K-5 Scoring at Each Proficiency Level in SY 2015-16
Ranked by Percentage in Level 1

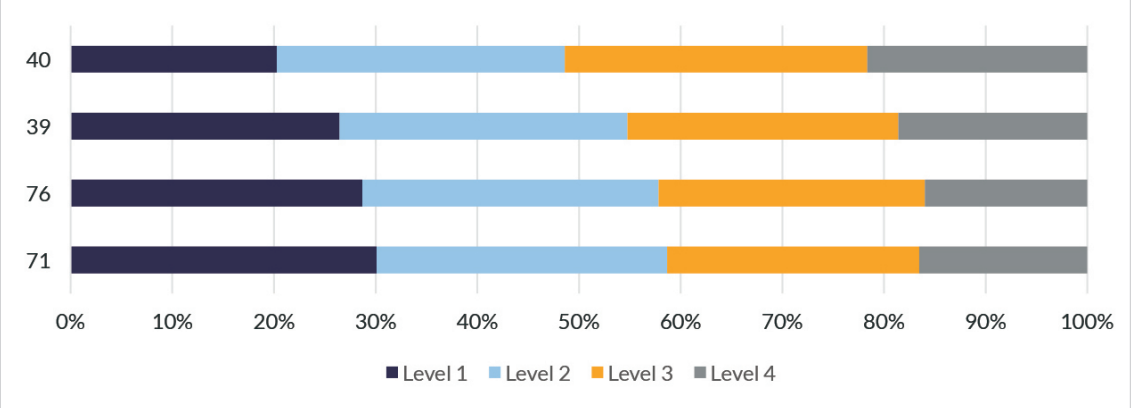


Figure 15. Percentage of ELLs in Grades 6-8 Scoring at Each Proficiency Level in SY 2015-16
Ranked by Percentage in Level 1

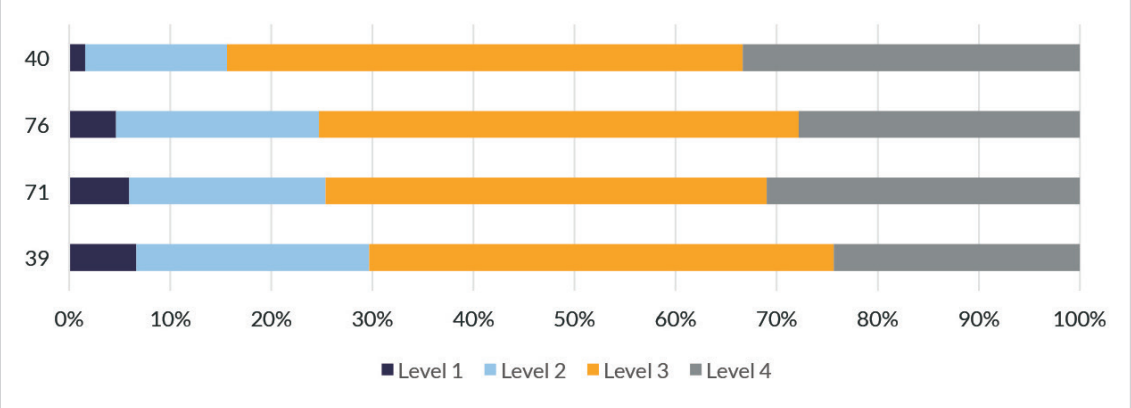
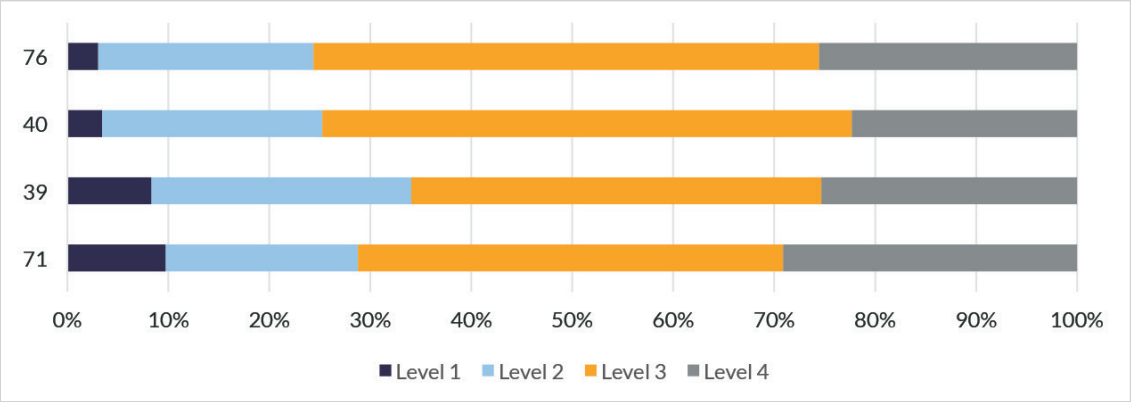


Figure 16. Percentage of ELLs in Grades 9-12 Scoring at Each Proficiency Level in SY 2015-16
Ranked by Percentage in Level 1



Districts with Five Levels of English Language Proficiency in SY 2015-16 (N=12 Districts)

Figures 17 to 19 display English language proficiency data for ELLs in Grades K-5, 6-8, and 9-12 enrolled in each of the 12 districts that reported measuring five ELP levels. It is important to note that one district (35) reported no students in levels beyond Level 3, as this district exits ELLs once they have reached Level 3.

Figure 17. Percentage of ELLs in Grades K-5 Scoring at Each Proficiency Level in SY 2015-16
Ranked by Percentage in Level 1

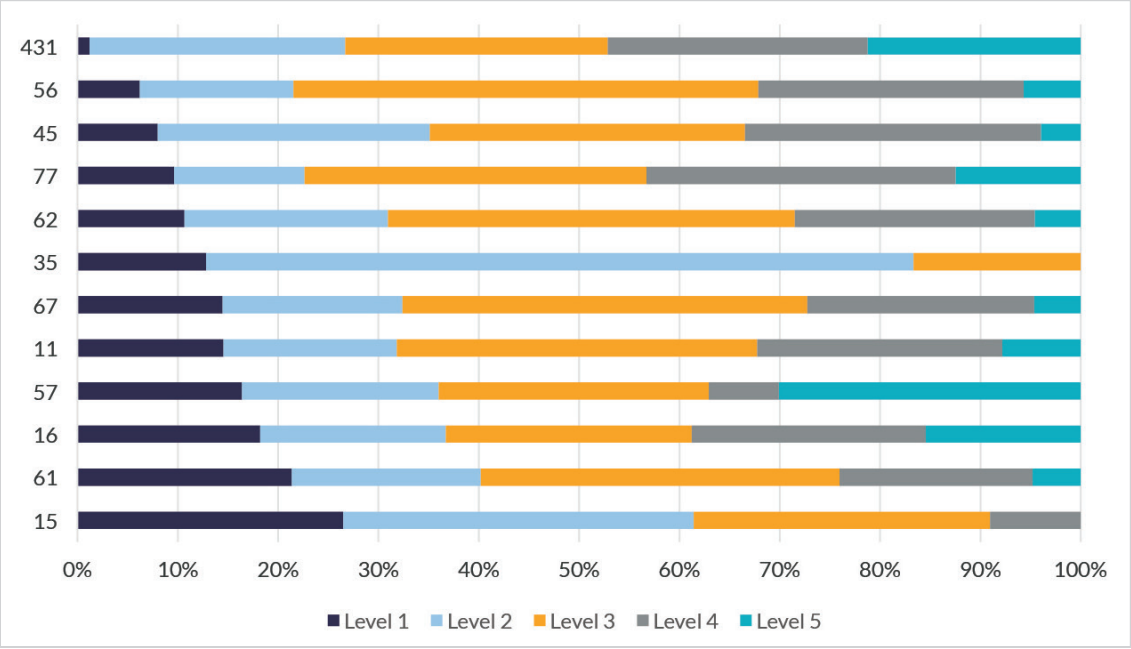


Figure 18. Percentage of ELLs in Grades 6-8 Scoring at Each Proficiency Level in SY 2015-16
Ranked by Percentage in Level 1

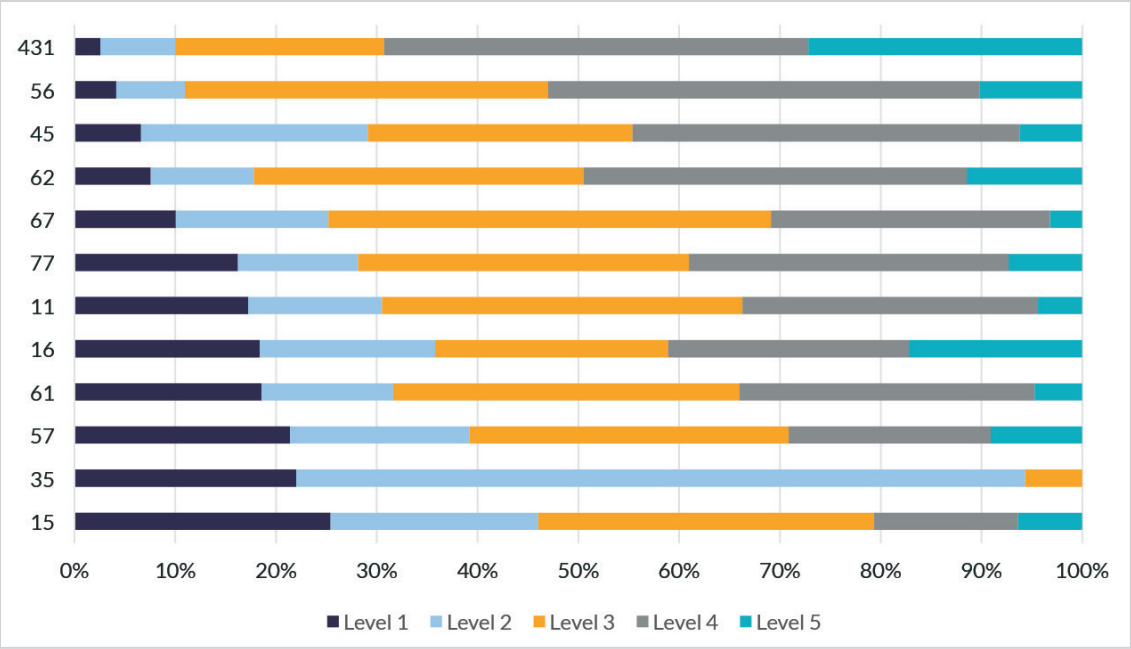
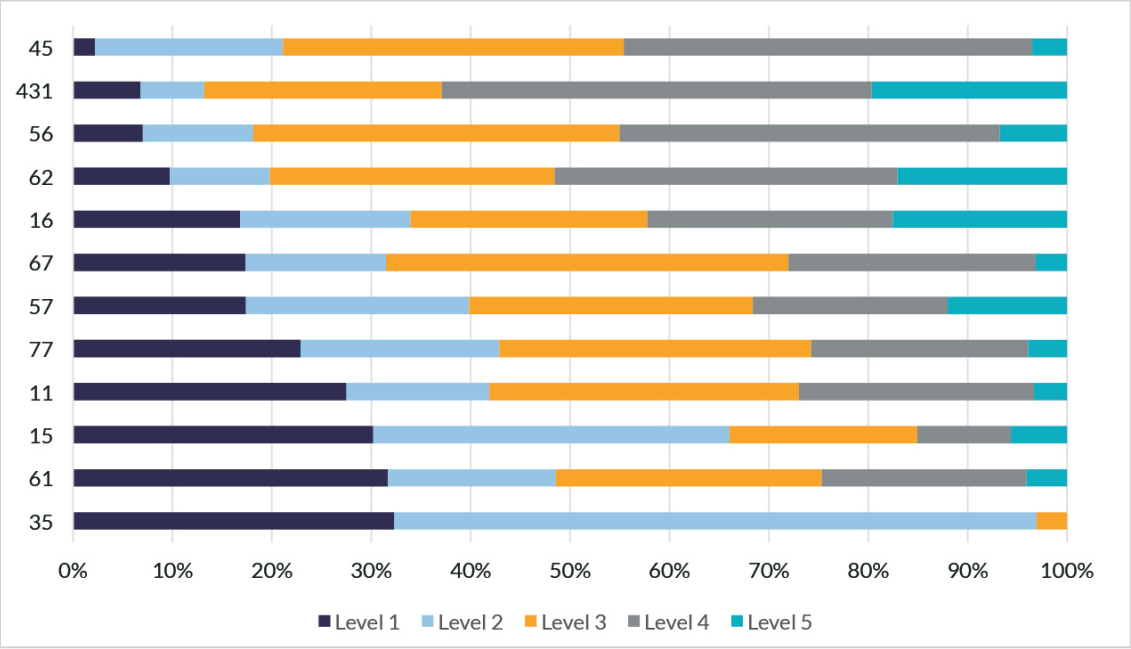


Figure 19. Percentage of ELLs in Grades 9-12 Scoring at Each Proficiency Level in SY 2015-16
Ranked by Percentage in Level 1



Districts with Six Levels of English Language Proficiency in SY 2015-16 (N=35 Districts)

Figures 20 to 22 display English language proficiency data for ELLs in Grades K-5, 6-8, and 9-12 enrolled in each of the 35 districts that reported measuring six ELP levels, ranked by the percentage of ELLs in Level 1.

Figure 20. Percentage of ELLs in Grades K-5 Scoring at Each Proficiency Level in SY 2015-16
Ranked by Percentage in Level 1

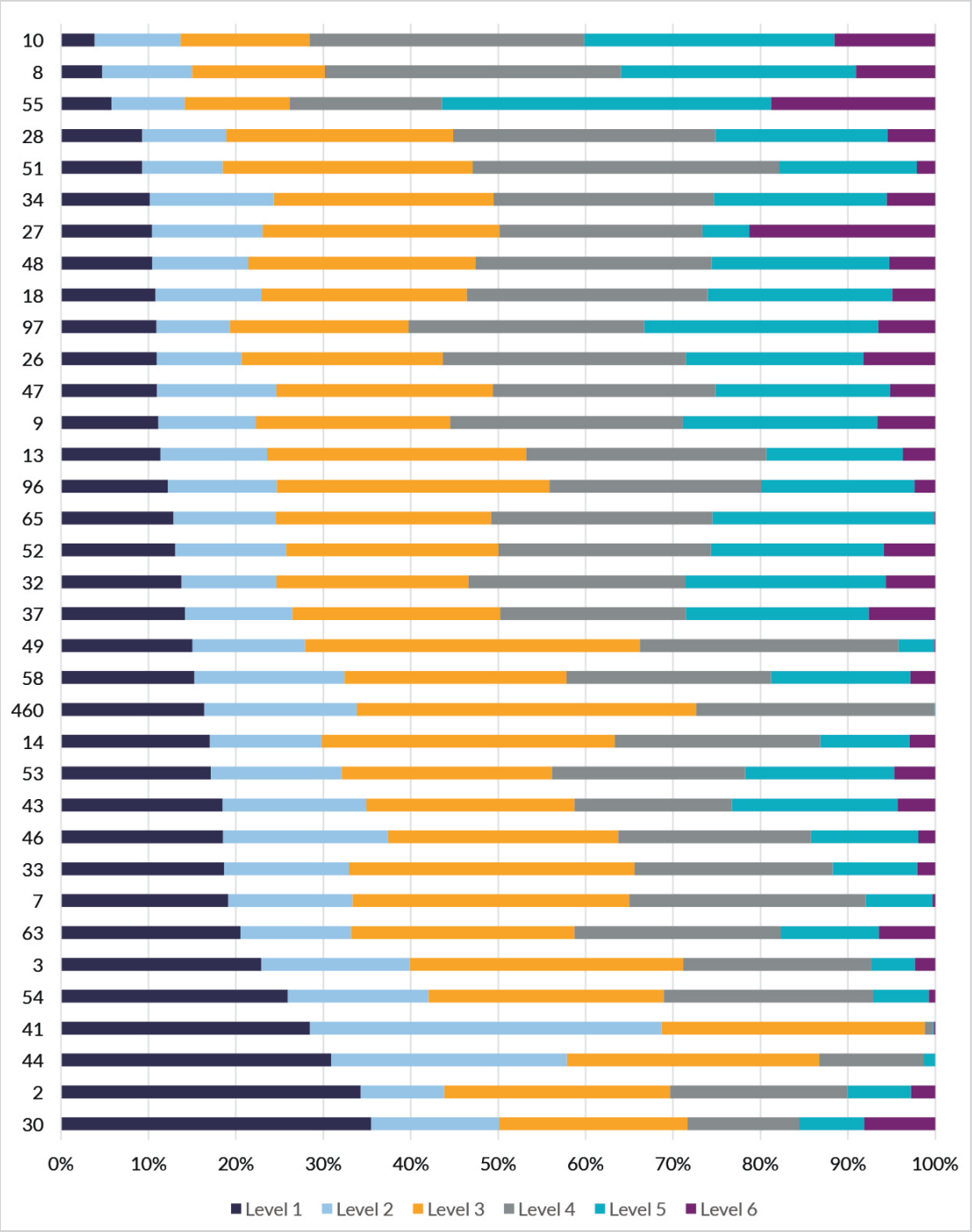
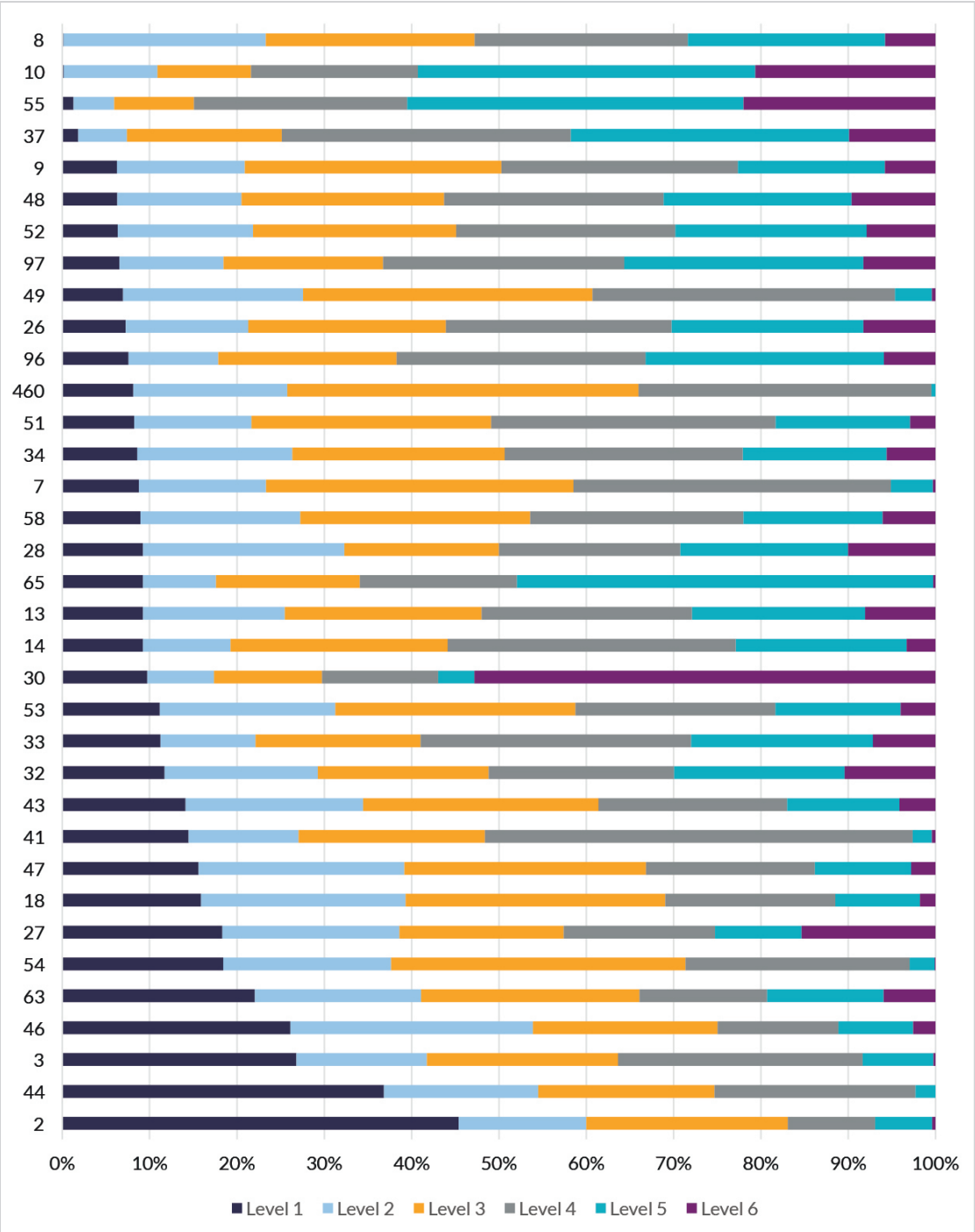


Figure 21. Percentage of ELLs in Grades 6-8 Scoring at Each Proficiency Level in SY 2015-16
Ranked by Percentage in Level 1

Figure 22. Percentage of ELLs in Grades 9-12 Scoring at Each Proficiency Level in SY 2015-16
Ranked by Percentage in Level 1



Proficiency in Reading and Mathematics on NAEP

As noted in the Council's report *Student Testing in America's Great City Schools: An Inventory and Preliminary Analysis*[54] (2015), there is an array of state content assessments that are typically administered in Grade 3 through Grade 8 and one in high school pursuant to ESSA, the reauthorization of the Elementary and Secondary Education Act. Further, these assessments fall into one of three subcategories: (1) the Partnership for Assessment of Readiness for College and Careers (PARCC), (2) the Smarter Balanced Assessment Consortium (SBAC), or (3) new state-developed assessments to measure college- and career-ready standards.

Understanding that this array of assessments across states precludes us from making any direct comparisons of annual academic achievement for ELLs in member districts, we did not include content achievement on state assessments as part of the data collection. An analysis of the academic performance of ELLs in Council-member districts can only be approximated by using data from the National Assessment of Educational Progress (NAEP), since it is the only assessment that captures achievement across states. The NAEP is administered to a representative sample of students throughout the nation to measure performance in reading and mathematics. The results allow comparisons of state, nation (NP),[55] and large-city samples (LC).[56] The LC sample closely approximates Council trends since Council-member districts constitute more than 70 percent of the LC sample.

For this report, we use LC sample data as a proxy for the achievement levels and trends of ELLs in Council-member districts. The report does not use Trial Urban District Assessment (TUDA) results, as the 27 member districts that participated in the 2017 TUDA represent no more than 38 percent of the Council membership.[57] Similar to the 2013 Council ELL report, we analyzed reading and mathematics achievement data by ELL status (ELLs, former ELLs, and non-ELLs),[58] but for this report, we amplified the analysis by also disaggregating achievement data by free- and reduced-price lunch (FRPL) eligibility status. NAEP results are reported along three achievement levels—basic, proficient, and advanced. The data displayed in the report present the percentage of students performing at or above the proficient level (i.e., proficient or advanced).

54 Hart, R., Casserly, M., Uzzell, R., Palacios, M., Corcoran, A., & Spurgeon, L. (2015, October). ***Student testing in America's great city schools: An inventory and preliminary analysis.*** Washington, DC, DC: Council of the Great City Schools.

55 Students from public schools only, including charter schools. Excludes Bureau of Indian Education schools and Department of Defense Education Activity schools. Source: National Center for Education Statistics. (n.d.). The NAEP glossary of terms. Retrieved August 8, 2018, from https://nces.ed.gov/nationsreportcard/glossary.aspx#l.

56 Urbanized areas inside principal cities with a population of 250,000 or more. Source: National Center for Education Statistics. (n.d.). The NAEP glossary of terms. Retrieved August 8, 2018, from https://nces.ed.gov/nationsreportcard/glossary.aspx#.

57 National Center for Education Statistics. (n.d.). Trial Urban District Assessment (TUDA). Retrieved August 8, 2018, from https://nces.ed.gov/nationsreportcard/tuda/

58 Criteria for ELL identification and reclassification vary by state.

In addition to descriptive analyses of the NAEP trends, the Council conducted statistical significance tests to identify variations between years and groups that were not attributable to chance.[59] (See Appendix G and H.) Statistical significance[60] was specifically examined for—

1) the percentage point achievement difference *between* 2005 and 2017, the bookend years for the 2013 and this report;
2) changes in achievement *from year to year* between 2005 and 2017;
3) the difference in achievement for ELLs, former ELLs, and non-ELLs when FRPL-eligibility is considered; and
4) the difference in achievement *between* former ELLs and non-ELLs when FRPL-eligibility is considered.

English Language Learners in America's Great City Schools (2013) documented NAEP performance from 2005 to 2011. The current report covers three additional NAEP testing cycles—2013, 2015, and 2017, providing data covering a 12-year or seven-cycle period.

The achievement trend over the seven cycles of NAEP testing does not tell a linear story, as there are visible peaks and valleys across the years and for various student groups. Our analysis examined changes from 2005 to 2017, as well as between each of the years to provide a more nuanced understanding of achievement in mathematics and reading for various groups. While some differences in the graphs appear significant to the eye, we conducted statistical significance tests to signal which of these changes were indeed significant. (See Appendices G and H.) These more nuanced performance trends are provided following the discussion of general trends revealed by the analysis.

Comparison of ELL Performance between 2005 and 2017

ELL performance on NAEP largely unchanged. The performance of ELLs in large cities, on both the Reading and the Mathematics NAEP, saw small changes in Grades 4 and 8, none of which were *statistically significant*; the same was true for most ELLs in the NP sample. However, FRPL-eligible ELLs in the NP sample saw a *statistically significant* improvement in Grade 4 reading and mathematics scores. The 2017 NAEP Reading scores for such students increased by two percentage points over the 2005 reading score and increased three percentage points over the 2005 mathematics score. (See Tables 29 and 32.)

The performance of former ELLs on NAEP Reading showed greater improvement than on NAEP Mathematics. In large cities, former ELL achievement on NAEP Reading showed *statistically significant* improvement only for Grade 8, specifically for the FRPL-eligible ELL sample. In Grade 4, NP former ELLs who were FRPL-eligible showed *statistically significant* improvement in the percentage scoring at or above proficient. In Grade 8, former ELLs (both FRPL-eligible and ineligible) showed *statistically significant* improvement in the percentage scoring at or above proficient. (See Table 29.)

Higher percentage of non-ELLs scored at or above proficient. In both the LC and the NP samples, the performance of non-ELLs on both the Reading and the Mathematics NAEP assessments in Grades 4 and 8 showed improved proficiency rates as well. The percentage point differences between 2015 and 2017 for all non-ELLs in both LC and NP were *statistically significant*. (See Tables 29 and 32.)

59 Because of sample size variations from year to year among various groups, statistical significance may not be straightforward to deduce from graphs. In larger samples, small variations may be detected as ***statistically significant***, whereas greater variation is necessary in smaller samples. Thus, visual differences between years and samples on the presented charts cannot be assumed to be ***statistically significant*** solely by inspection. For an in-depth explanation, see https://nces.ed.gov/nationsreportcard/guides/statsig.aspx.

60 Due to the rounding of figures, reported difference values for pairwise statistical significance tests may differ by no more than one or two percentage points from values reported on NAEP's Data Explorer at https://www.nationsreportcard.gov/ndecore/xplore/NDE.

Comparison of LC-NP Performance between 2015 and 2017

Year-to-year analyses of NAEP scores over the 12-year span reveal fewer *statistically significant* differences between the LC and the NP samples than those shown in the 2013 Council ELL report, especially among FRPL-eligible students. For example, Table 30 of Appendix G shows that, between 2007 and 2015, only six instances related to ELLs or former ELLs presented *statistically significant* differences in Grade 4 and 8 reading proficiency scores between the LC and the NP samples.

Therefore, for brevity and to maintain focus on ELLs in the Great Cities, the examination of data presented here for both general achievement trends and the year-to-year changes will not address the NP sample. See Tables 30 and 33 in Appendices G and H, respectively, for the summary tables showing *statistically significant* differences between the performance of students in the LC and NP samples for reading and mathematics.

General Observations about Achievement Trends between 2005 and 2017

We conducted extensive analysis comparing an array of student groups, disaggregated by ELL status and FRPL eligibility. In Tables 13 and 14, we examined the statistical significance of differences in the percentage of students scoring *at or above proficient* by FRPL eligibility. The figures shown in the tables are the percentage point differences in performance for FRPL-eligible students compared to FRPL-ineligible students. In other words, a negative value indicates that FRPL-eligible students performed worse than FRPL-ineligible students, and a positive value indicates that the FRPL-eligible students performed better than the FRPL-ineligible students. *Statistically significant* performance differences between FRPL-eligible and FRPL-ineligible students are marked with an asterisk and shading. Orange shading indicates that FRPL-eligible students performed significantly worse than FRPL-ineligible students, whereas green shading indicates that they performed significantly better.

Two general trends worth noting are consistent with achievement reports authored by a number of organizations—(1) the lower performance, in general, of FRPL-eligible students and (2) the higher performance, in general, of non-ELLs.

I. Fewer FRPL-eligible students scored at or above proficient compared to students who are ineligible for FRPL.

When data are disaggregated by eligibility for FRPL, achievement over the 12-year period shows that a smaller percentage of students eligible for FRPL scored at or above proficient compared to the percentage of ineligible students. This was true for all examined student groups—ELL, former ELL, and non-ELL—though the percentage difference was not always *statistically significant.* Throughout the seven NAEP testing years, the performance of ELLs showed persistent gaps between FRPL-eligible ELLs and FRPL-ineligible ELLs. As shown in Tables 13 and 14 below—

READING

For Grade 4 Reading in the seven testing years examined, the performance of ELLs was similar regardless of whether students were eligible for FRPL.

- In two out of the seven testing years, ELLs showed *statistically significant* differences in scores between students based on FRPL-eligibility.
- Former ELLs had three out of seven years in which the differences were statistically different.

For Grade 8 Reading, there were fewer instances in which the performance difference between FRPL-eligible ELLs and FRPL-ineligible ELLs were *statistically significant.* Former ELLs showed a similar number (three out of seven) of *statistically significant* performances as in Grade 4 Reading.

- None of the ELL scores over the seven test years showed *statistically significant* differences between students who were FRPL-eligible and those not eligible.
- For former ELLs, in three of the seven years, *statistically significant* differences were noted between FRPL-eligible and ineligible former ELLs.

Table 13. Statistically Significant Differences in Performance in Reading by FRPL Status from 2005-2017								
Grade and Subgroup		%-Point Difference between FRPL-Eligible and FRPL-Ineligible						
		2005	2007	2009	2011	2013	2015	2017
Grade 4	ELL	-6%	-6%*	-6%	-5%	-13%*	-7%	-3%
	Former ELL	-22%	-29%	-10%	-23%*	-34%*	-15%*	-25%
	Non-ELL	-25%*	-29%*	-28%*	-31%*	-35%*	-33%*	-29%*
Grade 8	ELL	-6%	-3%	-4%	-2%	-2%	-4%	-2%
	Former ELL	-19%*	-5%	-9%	-13%	-20%*	-18%*	-10%
	Non-ELL	-21%*	-21%*	-23%*	-23%*	-28%*	-25%*	-24%*

**Statistically significant (p<0.05)*

MATHEMATICS

For Grade 4 Mathematics in the seven testing years examined, there was a preponderance of *statistically significant* score differences between students who were FRPL-eligible and those who were not—

- For ELLs, in all but one year, the differences between FRPL-eligible and FRPL-ineligible students were *statistically significant*.
- For former ELLs, differences between FRPL-eligible and FRPL-ineligible students were *statistically significant* in four out of seven years.

For Grade 8 Mathematics during the same time span, in only one year was the performance difference *statistically significant* between FRPL eligibility groups of ELLs—

- Only in 2005 was there a *statistically significant* difference between the performance of FRPL-eligible and FRPL-ineligible ELLs.
- For former ELLs, in four out of seven years, the difference was *statistically significant.*

Table 14. Statistically Significant Differences in Performance in Mathematics by FRPL Status from 2005-2017								
Grade and Subgroup		%-Point Difference between FRPL-Eligible and FRPL-Ineligible						
		2005	2007	2009	2011	2013	2015	2017
Grade 4	ELL	-12%*	-10%*	-10%*	-11%*	-15%*	-20%*	-1%
	Former ELL	-20%	-32%	-25%*	-16%*	-32%*	-22%*	-9%
	Non-ELL	-32%*	-31%*	-32%*	-31%*	-37%*	-36%*	-32%*
Grade 8	ELL	-5%*	-6%	-9%	-7%	-2%	-3%	-1%
	Former ELL	-9%	-10%	-9%	-10%*	-19%*	-17%*	-13%*
	Non-ELL	-24%*	-23%*	-25%*	-27%*	-28%*	-30%*	-28%*

**Statistically significant (p<0.05)*

II. Non-ELLs who are not eligible for FRPL showed higher levels of performance than all other groups examined.

In both the LC and NP samples for both reading and math, students who were neither ELL nor FRPL-eligible showed higher levels of performance compared to all other groups based on ELL status and FRPL eligibility. While not all NAEP administrations rendered differences that were *statistically significant*, the trend for the non-ELL, FRPL-ineligible students appear consistently at the highest level in the set of line graphs provided in this section. The more detailed analysis of year-to-year changes excludes a comparison to this group to avoid unnecessary repetition.

This section describes in general what appear to be persistent FRPL-related gaps within the three ELL-status groups (ELL, former ELL, and non-ELL) and notes the consistent higher performance of non-ELLs who are FRPL-ineligible. In the following section, we provide the performance on NAEP Reading and Mathematics for the past seven test administration cycles and describe the differences in performance among certain groups for specific years.

Content NAEP Results by Grade

In this section, we show and discuss the results by grade level and content area for the latest seven NAEP administrations. The graphs show trend lines for the various student groups, disaggregated by ELL status and FRPL eligibility. The graphs show a range of variability in the intervening years between 2015 and 2017, with most of this variance being the result of random chance. Our analysis, therefore, is limited to comparing the NAEP results between two years—2005 and 2017 for the LC sample and highlighting only a few of the interim years in which there were *statistically significant* and large achievement differences. Our discussion mainly focuses on general achievement trends. In Appendices G and H, however, we provide comprehensive tables showing statistical significance tests between groups by selected characteristics.

Key Questions

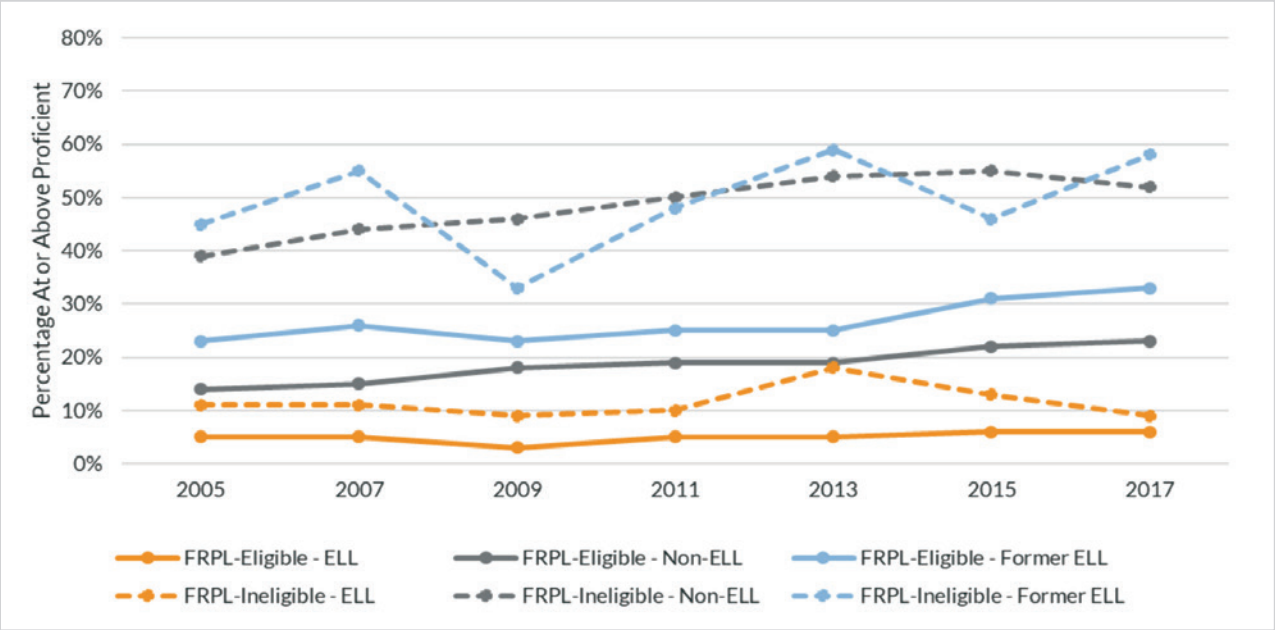
1. Is the difference between the percentage of students scoring at or above proficient in 2005 and 2017 *statistically significant*?
2. Are the year-to-year changes *statistically significant*?
3. Do outcomes differ significantly with respect to FRPL-eligibility?
4. Do the outcomes for former ELLs and non-ELLs differ significantly?
5. Do the outcomes for large cities and national public schools differ significantly?

Grade 4 NAEP Reading from 2005 to 2017

The performance levels of virtually all students related to ELL status (ELL, former ELL, and non-ELL) showed changes that were not *statistically significant* from one NAEP administration to the next (every two years). The year-to-year changes in Grade 4 Reading were *statistically significant* only for non-ELLs in two years. (See Figure 23.)

- **ELLs.** The percentage of ELLs scoring at or above proficient remained relatively stagnant from 2005 to 2017. In 2017, 6 percent of FRPL-eligible ELLs and 9 percent of FRPL-ineligible ELLs scored at or above proficient. Neither of these differences were *statistically significant* from 2015 results.
- **Former ELLs.** In the FRPL-eligible group, a greater percentage of former ELLs than non-ELLs scored at or above proficient in four out of the seven testing years; however, these differences were not *statistically significant*.

Figure 23. Percentage of Large City Grade 4 ELLs, Non-ELLs, and Former ELLs Performing At or Above Proficient in NAEP Reading by FRPL-Eligibility



Grade and Subgroup		2005	2007	2009	2011	2013	2015	2017
FRPL-Eligible	ELL	5%	5%	3%	5%	5%	6%	6%
	Former ELL	23%	26%	23%	25%	25%	31%	33%
	Non-ELL	14%	15%	18%	19%	19%	22%*	23%
FRPL-Ineligible	ELL	11%	11%	9%	10%	18%	13%	9%
	Former ELL	45%	55%	33%	48%	59%	46%	58%
	Non-ELL	39%	44%	46%	50%	54%*	55%	52%

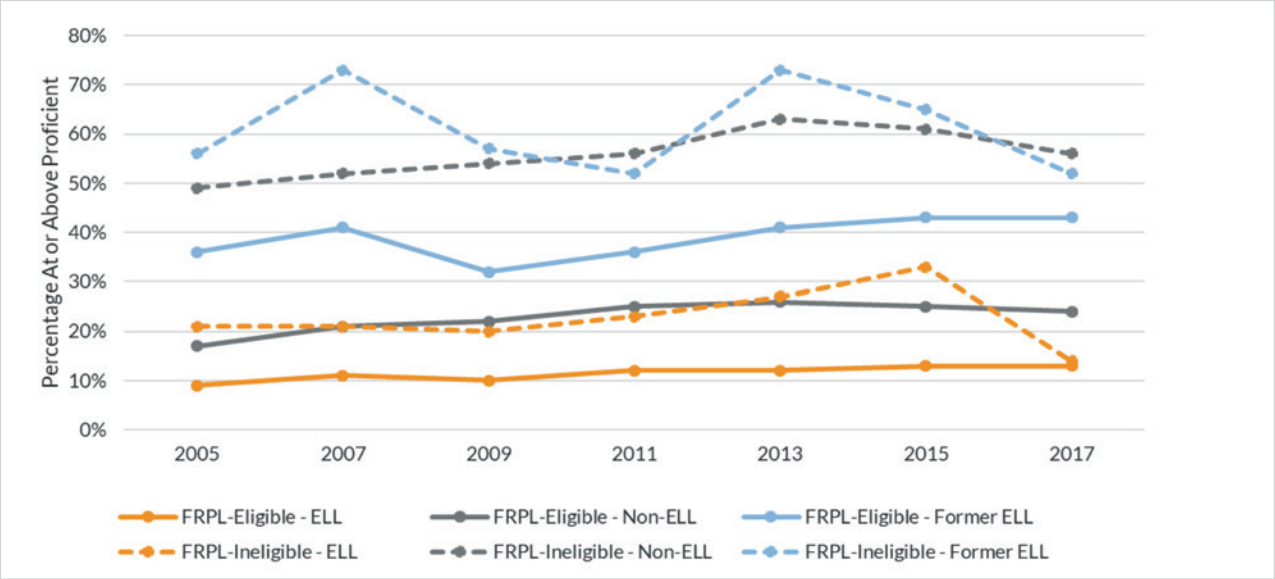
**Statistically significant change from prior year (p<0.05)*

Grade 4 NAEP Mathematics from 2005 to 2017

The performance level changes from one NAEP administration to the next (every two years) for ELLs and former ELLs were not s*tatistically significant* in virtually all observed cases between 2005 and 2017. (See Figure 24.)

- **ELLs.** The percentage of FRPL-eligible ELLs scoring at or above proficient slightly increased from 2005 to 2017, although the difference between outcomes in 2005 and 2017 is not *statistically significant*. In 2017, 13 percent of FRPL-eligible ELLs and 14 percent of FRPL-ineligible ELLs scored at or above proficient.
- **Former ELLs.** Among FRPL-eligible students, former ELLs showed better performance than non-ELLs—36 percent of former ELLs scored at or above proficient in 2005 and 43 percent did so in 2017. In contrast, about 17 percent and 24 percent of FRPL-eligible non-ELLs scored at or above proficient in 2005 and 2017, respectively.

Figure 24. Percentage of Large City Grade 4 ELLs, Non-ELLs, and Former ELLs Performing At or Above Proficient in NAEP Mathematics by FRPL-Eligibility



Grade and Subgroup		2005	2007	2009	2011	2013	2015	2017
FRPL-Eligible	ELL	9%	11%	10%	12%	12%	13%	13%
	Former ELL	36%	41%	32%	36%	41%	43%	43%
	Non-ELL	17%	21%*	22%	25%	26%	25%	24%
FRPL-Ineligible	ELL	21%	21%	20%	23%	27%	33%	14%*
	Former ELL	56%	73%	57%	52%	73%	65%	52%
	Non-ELL	49%	52%	54%	56%	63%*	61%	56%

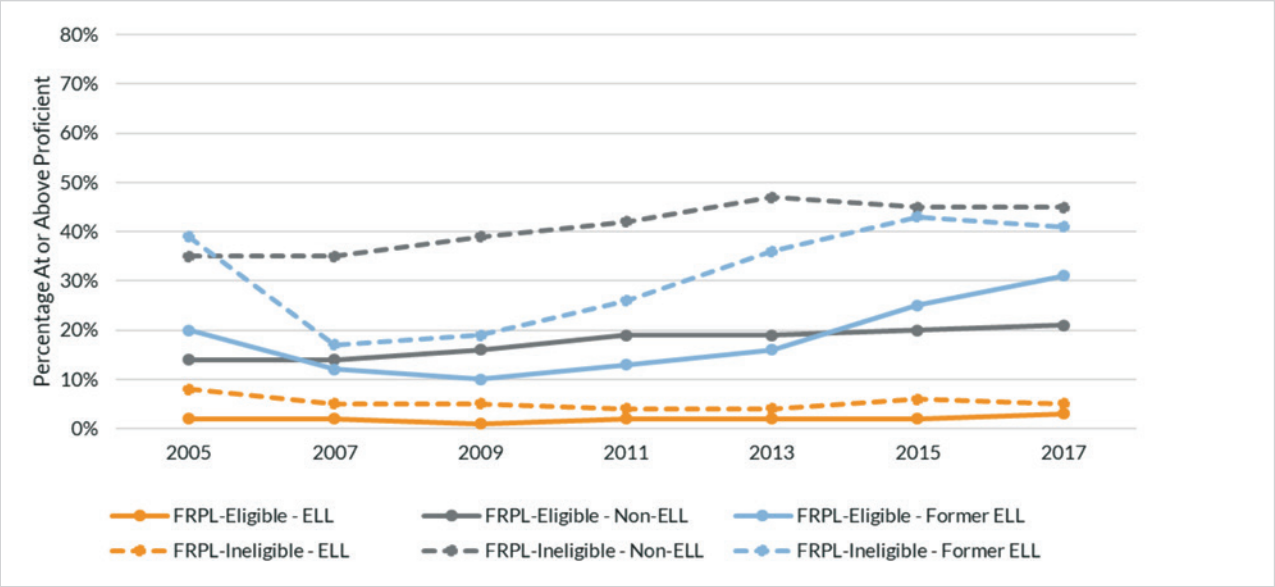
**Statistically significant change from prior year (p<0.05)*

Grade 8 NAEP Reading from 2005 to 2017

The performance levels of virtually all students related to ELL status (ELL, former ELL, and non-ELL) showed changes that were not *statistically significant* from one NAEP administration to the next (every two years). The year-to-year changes in Grade 8 Reading were *statistically significant* for former ELLs in two years and for non-ELLs in one year. (See Figure 25.)

- **ELLs.** The percentage of ELLs scoring at or above proficient remained relatively stagnant from 2005 to 2017, regardless of FRPL eligibility. About 2 percent of FRPL-eligible ELLs scored at or above proficient in 2005, and 3 percent did so in 2017. In 2005, about 8 percent of FRPL-ineligible ELLs scored at or above proficient, and 5 percent did so in 2017. Like Grade 4 Reading results, there were no *statistically significant* changes for ELLs in Grade 8 Reading between testing years.
- **Former ELLs.** Among FRPL-eligible students, the change in performance of former ELLs was not *statistically significant* for most of the testing years. In 2007, this group saw a drop from the prior year, and in 2015, it saw a significant increase from 2013, from 16 to 25 percent scoring proficient.

Figure 25. Percentage of Large City Grade 8 ELLs, Non-ELLs, and Former ELLs Performing At or Above Proficient in NAEP Reading by FRPL-Eligibility



Grade and Subgroup		2005	2007	2009	2011	2013	2015	2017
FRPL-Eligible	ELL	2%	2%	1%	2%	2%	2%	3%
	Former ELL	20%	12%*	10%	13%	16%	25%*	31%
	Non-ELL	14%	14%	16%	19%*	19%	20%	21%
FRPL-Ineligible	ELL	8%	5%	5%	4%	4%	6%	5%
	Former ELL	39%	17%*	19%	26%	36%	43%	41%
	Non-ELL	35%	35%	39%	42%	47%	45%	45%

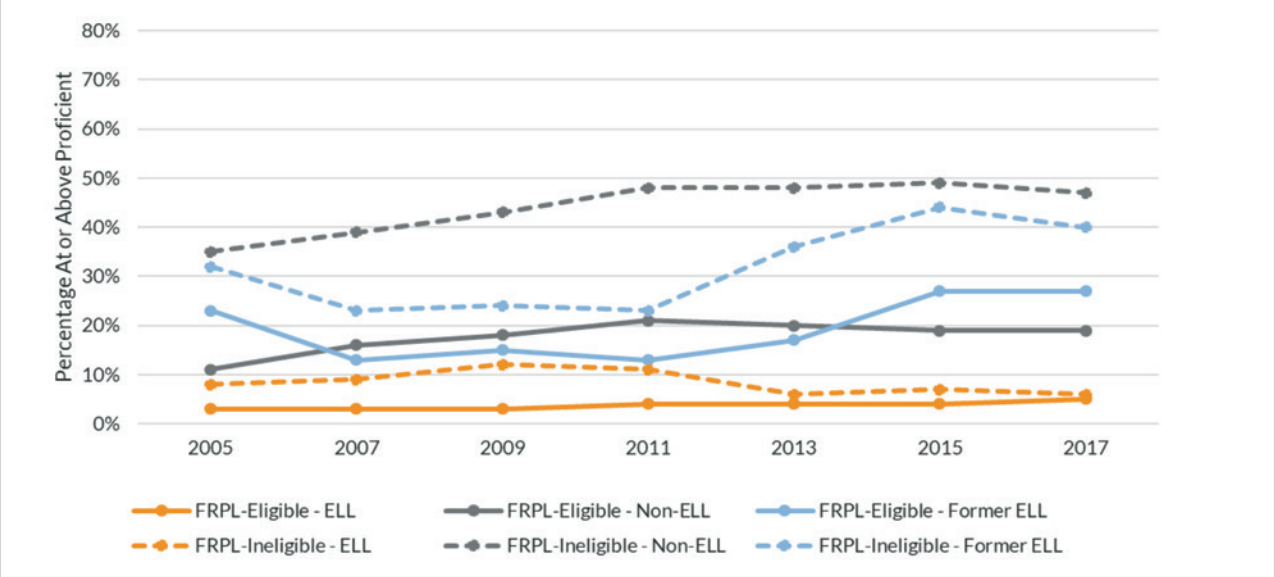
**Statistically significant change from prior year (p<0.05)*

Grade 8 Mathematics from 2005 to 2017

The performance levels of all ELLs and virtually all former ELLs showed changes that were not *statistically significant* from one NAEP administration to the next (every two years). The year-to-year changes in Grade 8 Mathematics were *statistically significant* in only two years for both former ELLs and non-ELLs—in 2007 and 2011—regardless of FRPL eligibility. In 2015, FRPL-eligible former ELLs constituted the only group with a *statistically significant* change from the preceding testing cycle. (See Figure 26.)

- **ELLs.** The percentage of ELLs scoring at or above proficient remained relatively stagnant from 2005 to 2017, regardless of FRPL eligibility. About 3 percent of FRPL-eligible ELLs scored at or above proficient in 2005 and 5 percent in 2017. For FRPL-ineligible ELLs, 8 percent scored at or above proficient in 2005 and 6 percent did so in 2017.
- **Former ELLs.** Among FRPL-eligible students, former ELLs showed better performance than non-ELLs in 2005, 2015, and 2017. In 2005, 23 percent of former ELLs scored at or above proficient, whereas 27 percent did so in 2017. In contrast, among FRPL-eligible non-ELLs, 11 percent scored at or above proficient in 2005 and 19 percent did so in 2017. (See Figure 26.)
  - Changes from year to year were *statistically significant* only in 2007 and 2015. On the 2007 NAEP Math 8, FRPL-eligible former ELLs showed a *statistically significant* decrease in the percentage scoring at or above proficient compared to 2005. From 2013 to 2015, former ELLs showed a *statistically significant* increase in the percentage scoring at or above proficient.

Figure 26. Percentage of Large City Grade 8 ELLs, Non-ELLs, and Former ELLs Performing At or Above Proficient in NAEP Mathematics by FRPL-Eligibility



Grade and Subgroup		2005	2007	2009	2011	2013	2015	2017
FRPL-Eligible	ELL	3%	3%	3%	4%	4%	4%	5%
	Former ELL	23%	13%*	15%	13%	17%	27%*	27%
	Non-ELL	11%	16%*	18%	21%*	20%	19%	19%
FRPL-Ineligible	ELL	8%	9%	12%	11%	6%	7%	6%
	Former ELL	32%	23%	24%	23%	36%	44%	40%
	Non-ELL	35%	39%	43%	48%*	48%	49%	47%

**Statistically significant change from prior year (p<0.05)*

Analysis of Selected CGCS Academic Key Performance Indicators

In 2014, the Council began a multi-year project to develop a set of Academic Key Performance Indicators (KPIs) that could be collected across the Council membership to allow districts to benchmark their progress in improving academic achievement. Teams of educators from Council-member districts and Council staff jointly developed specifications for indicators in general instruction, special education, and ELL programming. The Council refined and narrowed a set of KPIs that were piloted in 2015 and 2016. The data regarding ELLs were collected as one of the disaggregated student groups for virtually all the final Academic KPIs, providing important information about the academic experience of ELLs in member districts. The Academic KPI ELL-related data used in this report are from (a) the full-scale pilot that gathered data for SY 2013-14, SY 2014-15, and SY 2015-16 and (b) the Academic KPI data collection for SY 2016-17.

We selected a few of the Academic Key Performance Indicators to provide contextual information that could prove helpful in examining the ELL-related indicators collected through the Council's ELL survey. As with the Academic KPI reports, however, the purpose of reporting on the selected indicators is to encourage districts to ask questions and consider ways to analyze their own data by showing trends, further disaggregating results, and combining variables.

The indicators reported in this section follow the KPI reporting conventions in which cell sizes less than 20 are not reported, except for Algebra I completion by Grade 7 or 8, for which small cohorts are common. Consistent with the data quality protocol of the Academic KPIs, districts were removed from the data set when data were missing or could not be confirmed. We examined the following Academic KPIs—

- ***Absentee rates by selected grade levels.*** Of the attendance measures collected by the Academic KPIs, we looked at absentee rates for ELLs who were absent between 10 and 20+ days in Grades 6, 8 and 9. The KPI survey collected data on cumulative absences for five to nine days, 10 to 19 days, and 20 or more days.
- ***Failure of one or more courses in Grade 9.*** Of the secondary achievement indicators collected as Academic KPIs, we looked at the percentage of ELLs who failed one or more core courses in Grade 9.
- ***Algebra 1 or equivalent course completion by Grade 9.*** Another secondary achievement indicator we looked at was the percentage of first-time ninth grade ELLs successfully completing Algebra I, Integrated Math, or an equivalent course by the end of seventh, eighth, or ninth grade.

For each of the Academic KPIs, we display the district-specific data for SY 2016-17. For a smaller number of districts that provided complete data for three consecutive years, we calculated trends in the aggregate from SY 2014-15 to SY 2016-17 on each of the selected indicators.

Absences

For a total of 35 districts, Figure 27 illustrates how districts compare on their absence rates for ELLs and non-ELLs in Grade 6 who were cumulatively absent between 10 and 19 or 20+ days. The bars to the left of the 0% point on the x-axis represent the absence rates for non-ELLs, and the bars to the right of the 0% point on the x-axis represent the absence rates for ELLs. Districts are ranked based on the percentage of ELLs absent between 10 and 19 days.

Figure 27. Grade 6 Chronic Absences by ELL Status, SY 2016-17 (N=35 Districts)
Sorted by Percentage of ELLs Absent 10-19 Days

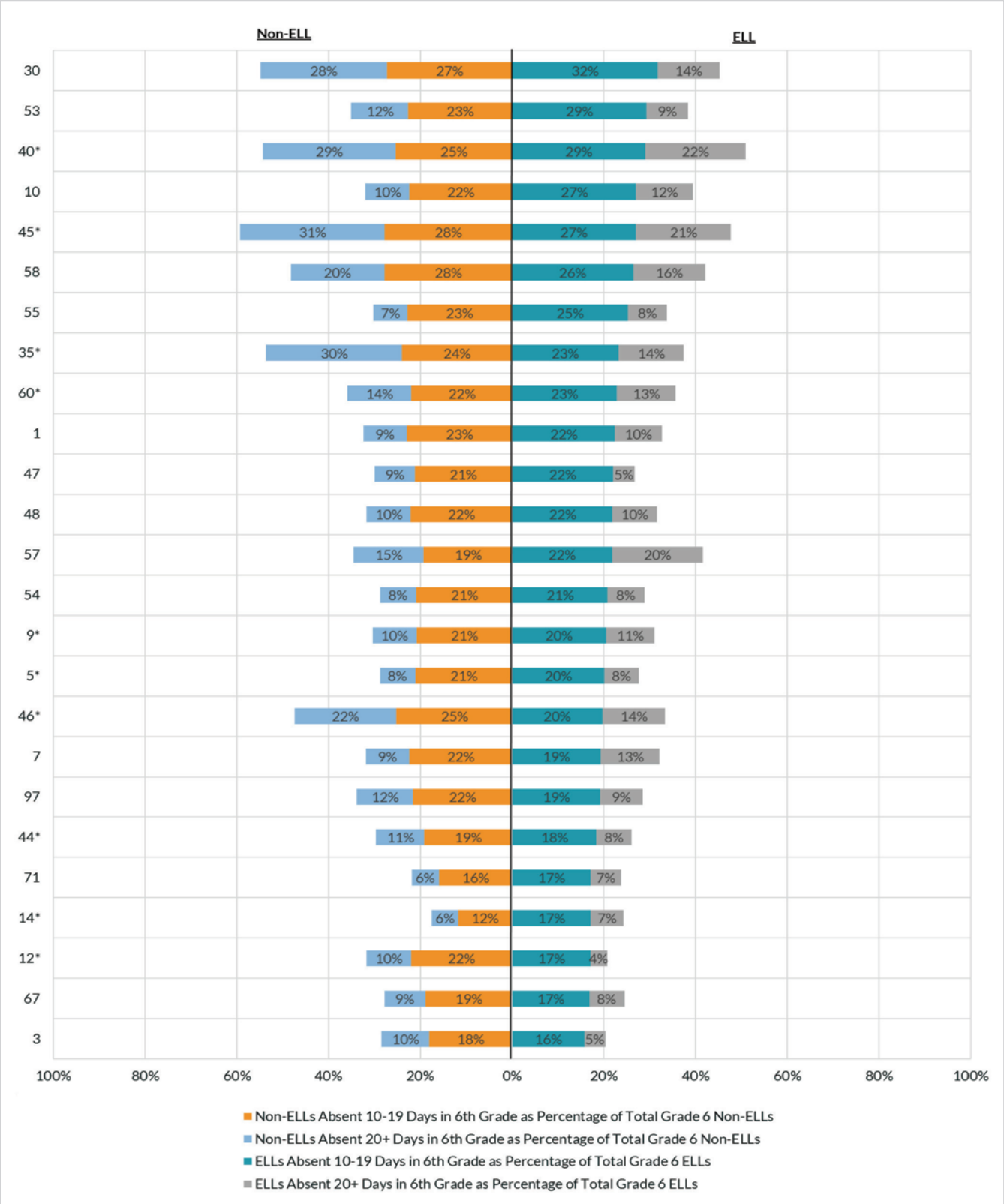
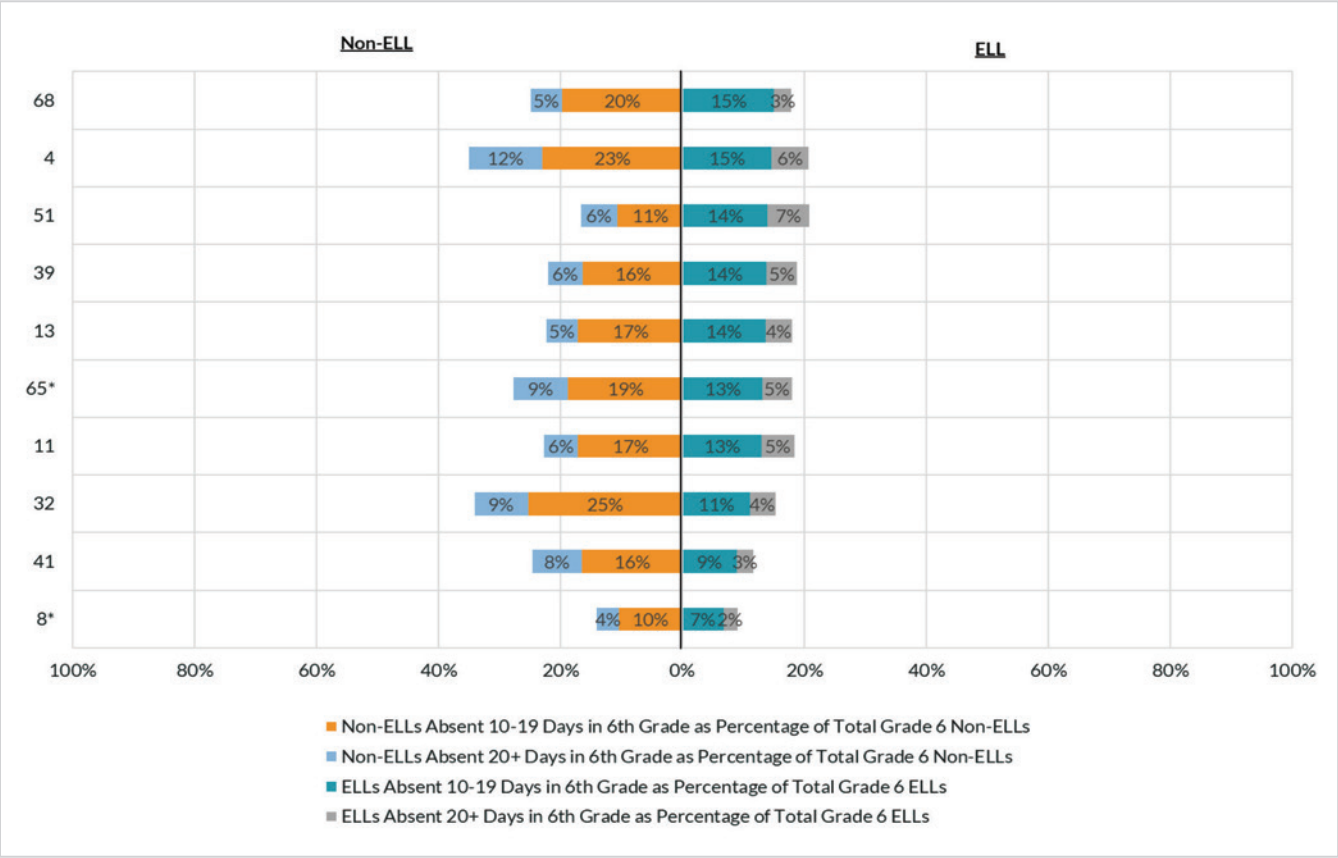


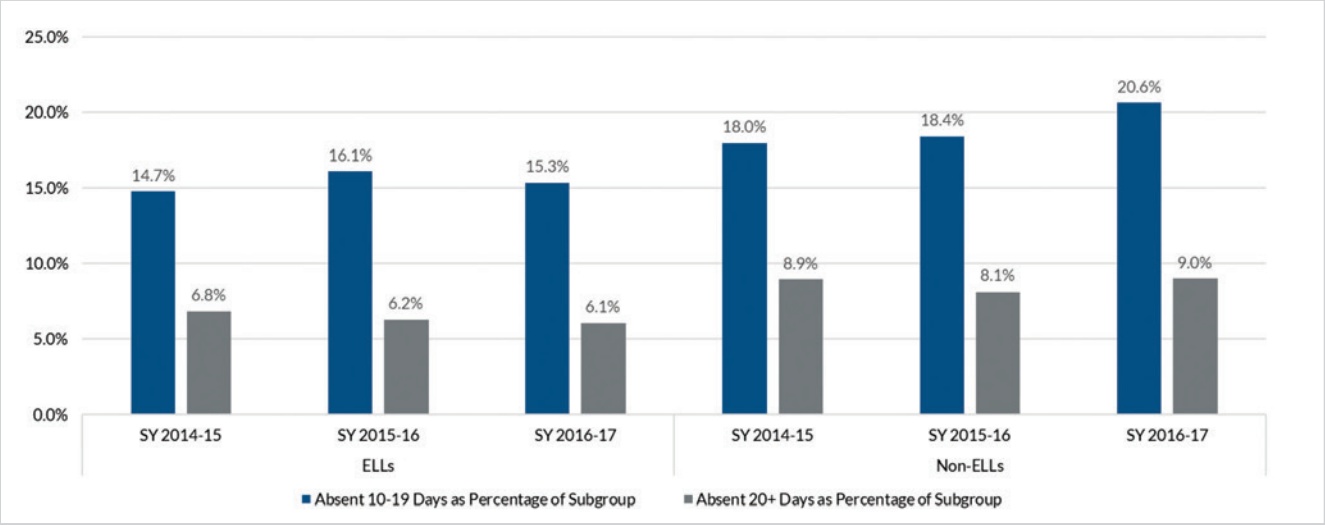
Figure 27. Grade 6 Chronic Absences by ELL Status, SY 2016-17 (N=35 Districts), continued



**Excluded from Figure 28 due to missing data for SY 2014-15 and/or SY 2015-16.*

A comparison of three-year rates of absence for ELLs and non-ELLs is shown in Figure 28 for a total of 23 districts that had complete data for all three years from SY 2014-15 to SY 2016-17.

Figure 28. Percentage of Grade 6 Students Chronically Absent by ELL Status, SY 2014-15 to SY 2016-17 (N=23 Districts)



For a total of 37 districts, Figure 29 illustrates how districts compare on their absence rates for ELLs and non-ELLs in Grade 8 who were cumulatively absent between 10 and 19 or 20+ days in SY 2016-17. The bars to the left of the 0% point on the x-axis represent the absence rates for non-ELLs, and the bars to the right of the 0% point on the x-axis represent the absence rates for ELLs. Districts are ranked based on the percentage of ELLs absent between 10 and 19 days.

Figure 29. Grade 8 Chronic Absences by ELL Status, SY 2016-17 (N=37 Districts)
Sorted by Percentage of ELLs Absent 10-19 Days

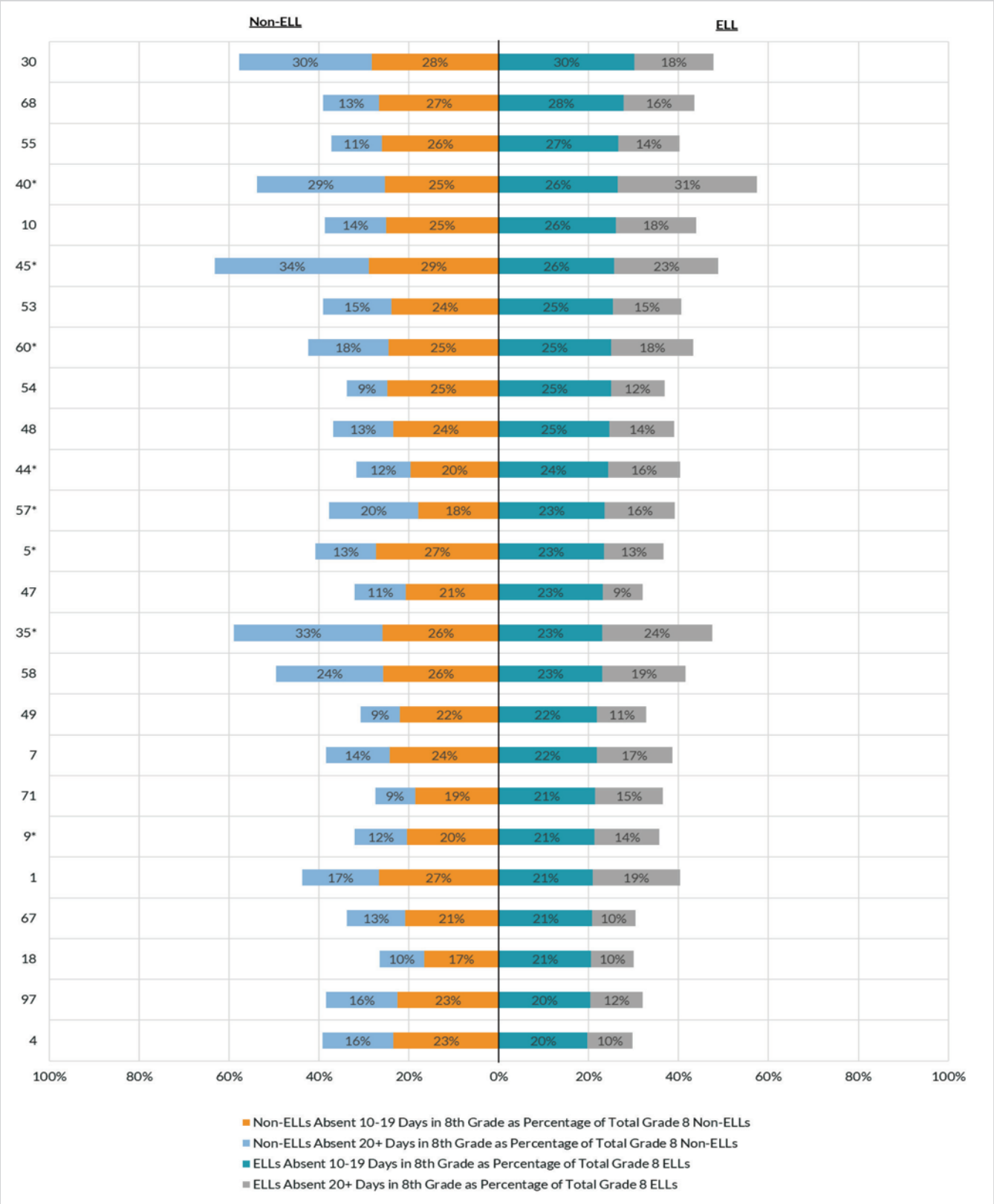
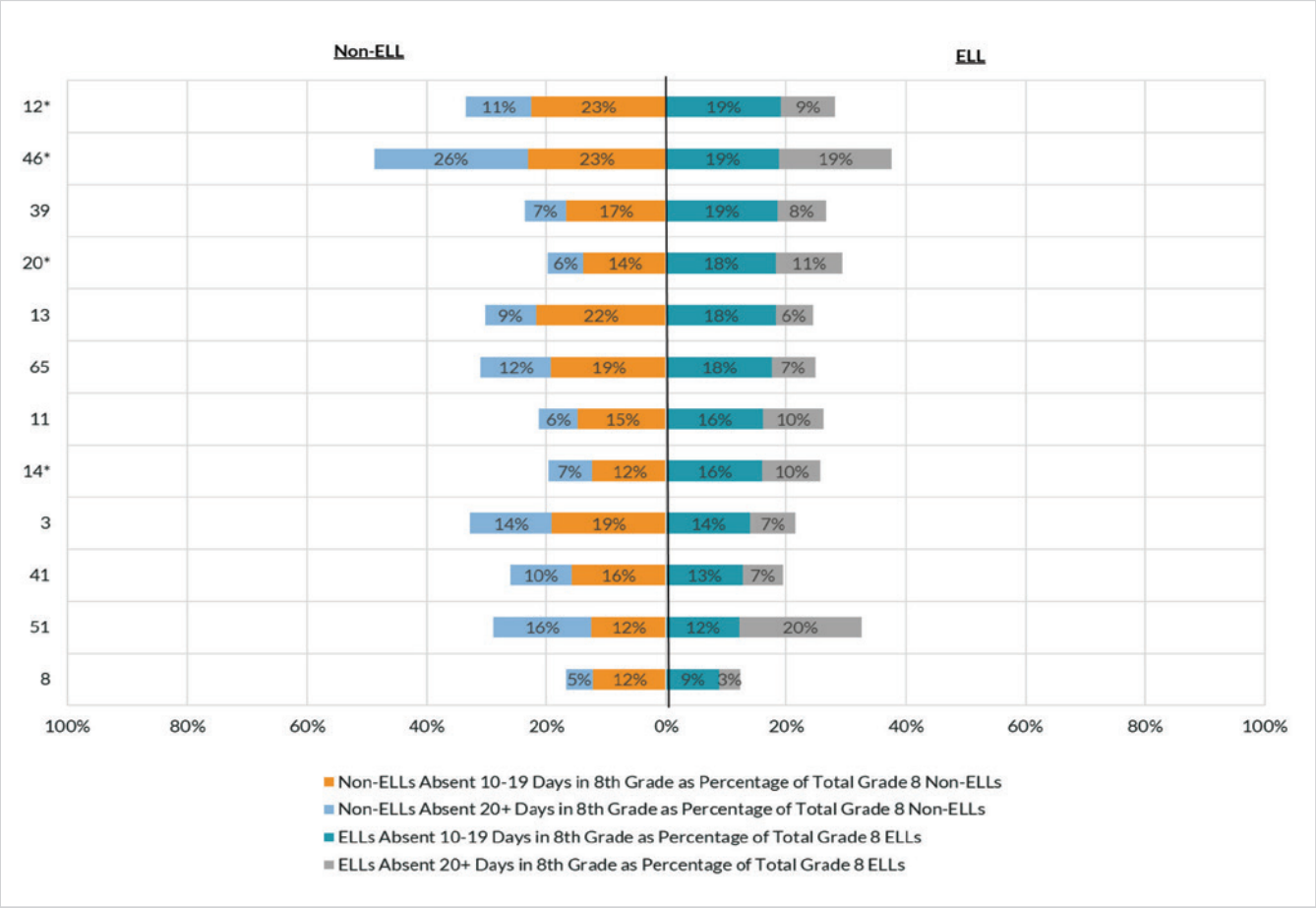


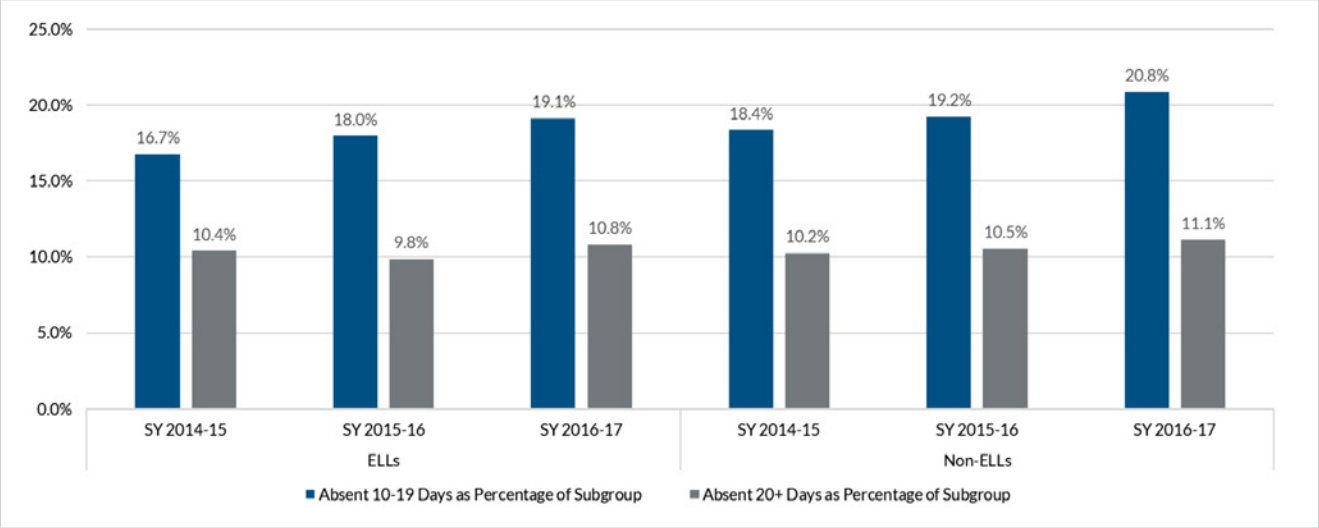
Figure 29. Grade 8 Chronic Absences by ELL Status, SY 2016-17 (N=37 Districts), continued



**Excluded from Figure 30 due to missing data for SY 2014-15 and/or SY 2015-16.*

A comparison of three-year rates of absence for ELLs and non-ELLs in Grade 8 is shown in Figure 30 for a total of 25 districts that had complete data for all three years from SY 2014-15 to SY 2016-17.

Figure 30. Percentage of Grade 8 Students Chronically Absent by ELL Status, SY 2014-15 to SY 2016-17 (N=25 Districts)



For 39 districts, Figure 31 illustrates how districts compare on their absence rates for ELLs and non-ELLs in Grade 9 who were cumulatively absent between 10 and 19 or 20+ days. The bars to the left of the 0% point on the x-axis represent the absence rates for non-ELLs, and the bars to the right of the 0% point on the x-axis represent the absence rates for ELLs. Districts are ranked based on the percentage of ELLs absent between 10 and 19 days.

Figure 31. Grade 9 Chronic Absences by ELL Status, SY 2016-17 (N=39 Districts)
Sorted by Percentage of ELLs Absent 10-19 Days

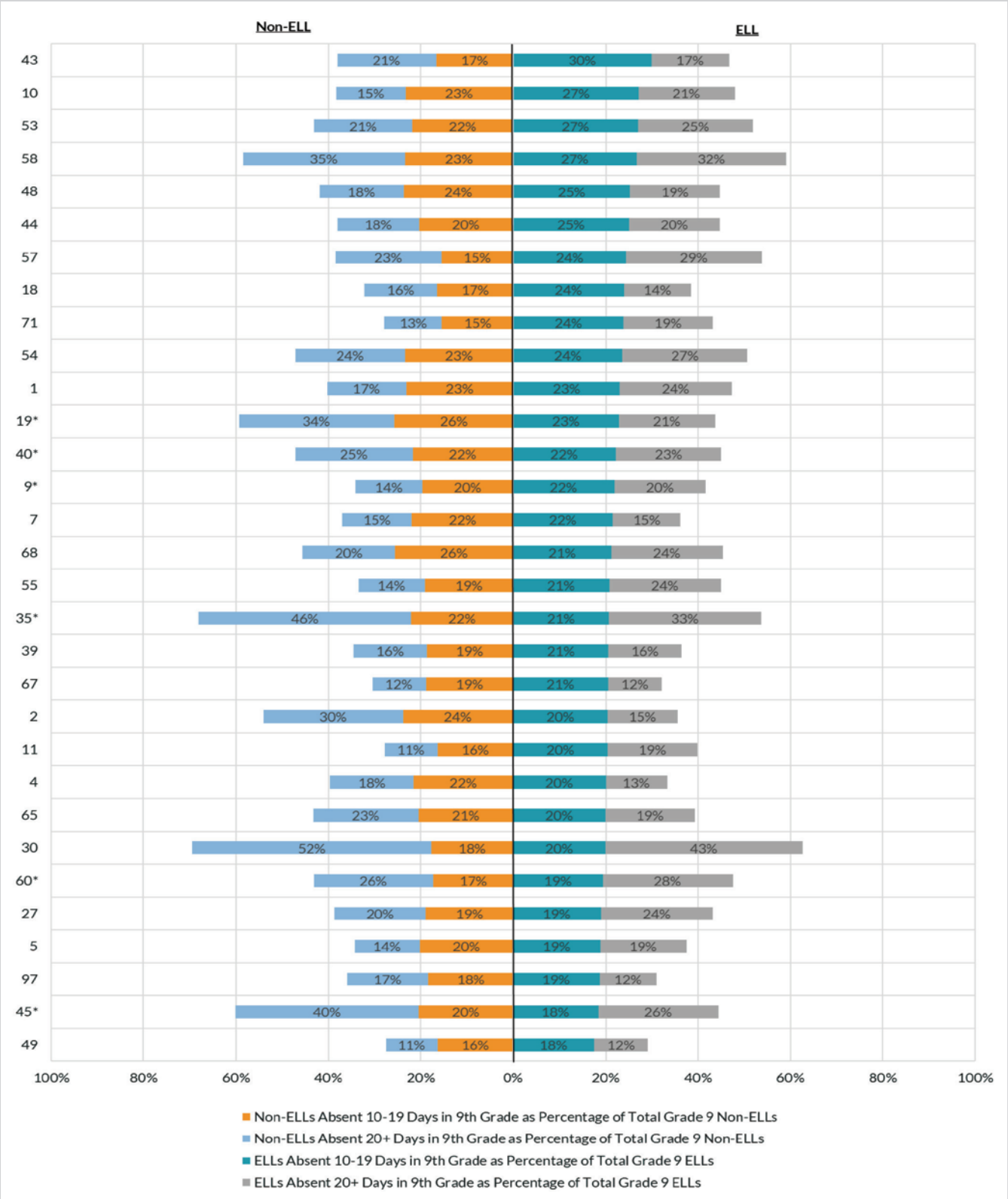
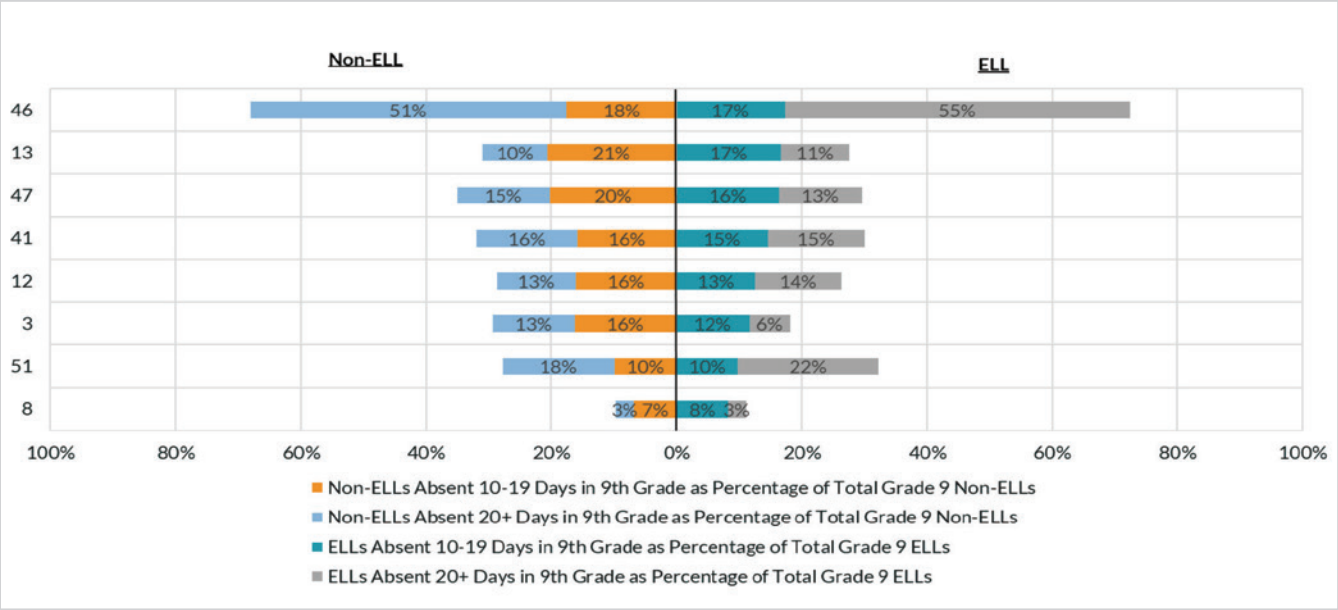


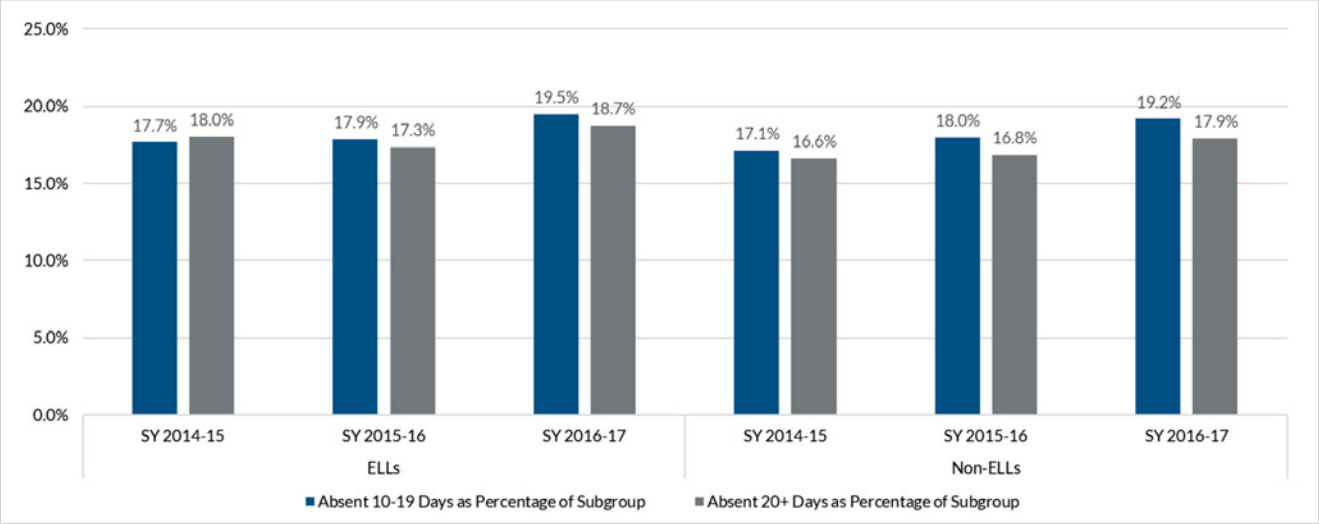
Figure 31. Grade 9 Chronic Absences by ELL Status, SY 2016-17 (N=39 Districts), continued



**Excluded from Figure 32 due to missing data for SY 2014-15 and/or SY 2015-16.*

A comparison of three-year rates of absence for ELLs and non-ELLs in Grade 9 is shown in Figure 32 for a total of 33 districts that had complete data for all three years from SY 2014-15 to SY 2016-17.

Figure 32. Percentage of Grade 9 Students Chronically Absent by ELL Status, SY 2014-15 to SY 2016-17 (N=33 Districts)



Failure of One or More Core Courses in Grade 9

For 42 districts, Figure 33 illustrates how the districts compare on the percentage of ELLs and non-ELLs who have failed one or more core courses in ninth grade during SY 2016-17. Data are sorted by the percentage of ELLs in ninth grade with one or more course failures. The inherent variability of district-reported data on course failures warrants caution in examining the charts. The data and charts are meant to elicit further questions for districts to explore with their own data.

Figure 33. Failure of One or More Core Courses by Grade 9 ELLs and Non-ELLs, SY 2016-17 (N=42 Districts)
Sorted by Percentage of ELLs Failing Grade 9 Course

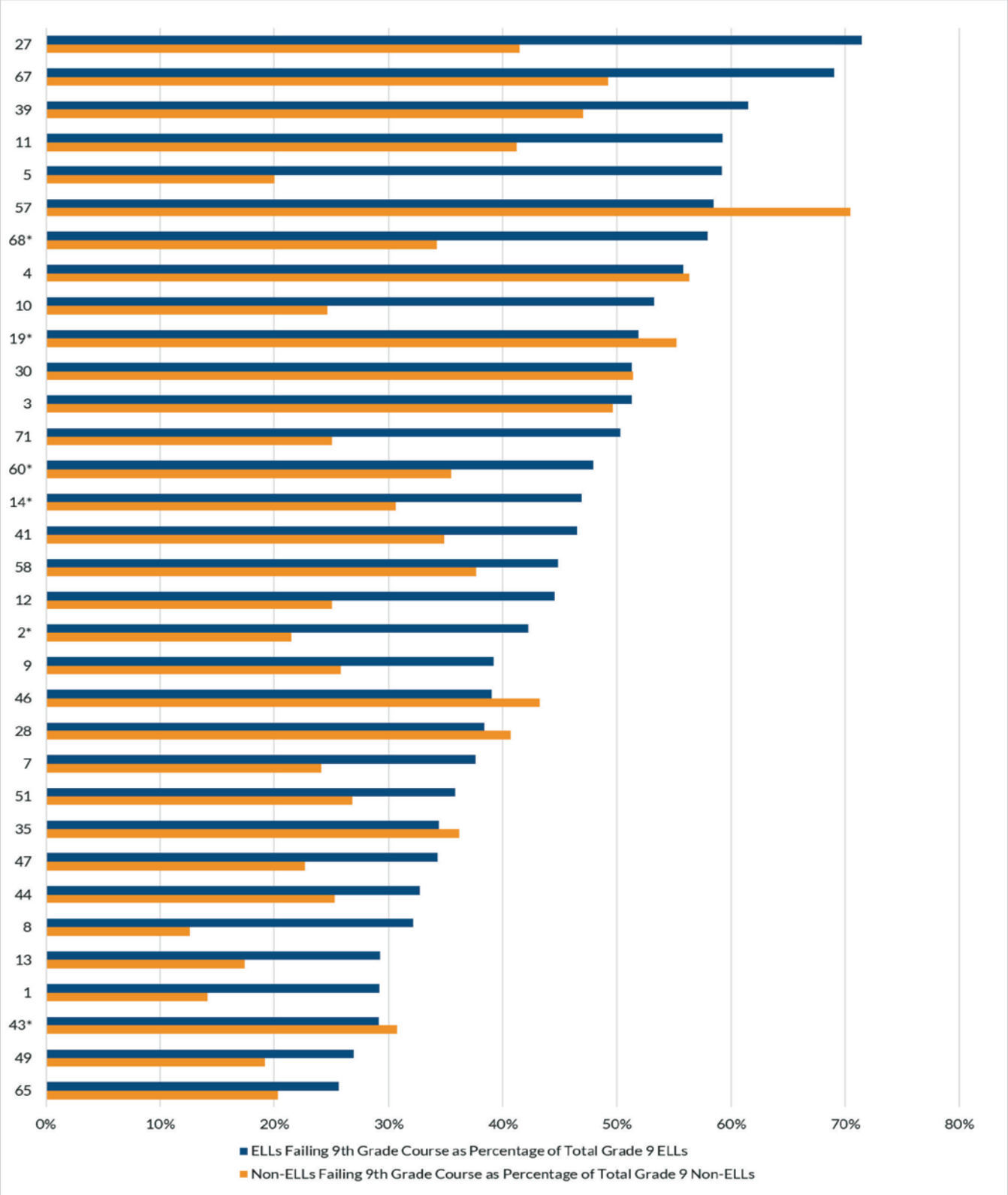
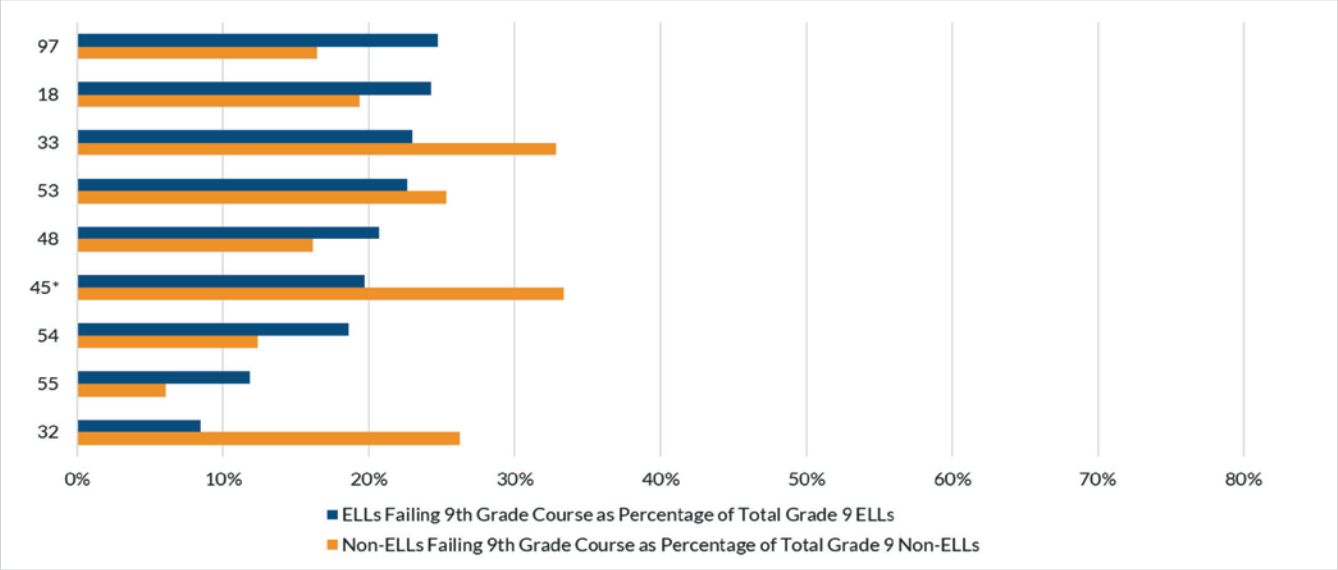


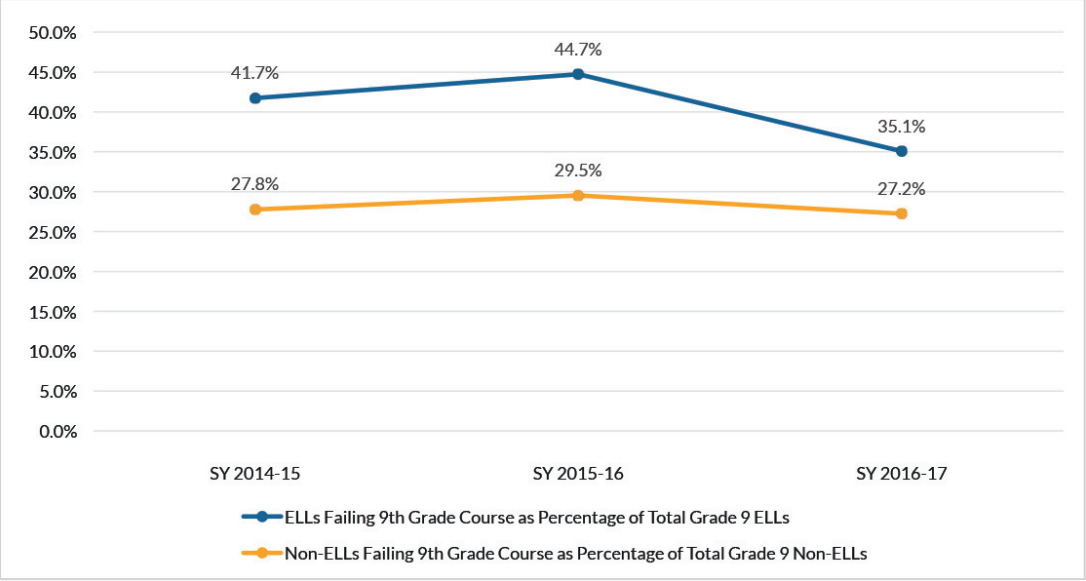
Figure 33. Failure of One or More Core Courses by Grade 9 ELLs and Non-ELLs, SY 2016-17 (N=42 Districts), continued



**Excluded from Figure 34 due to missing data for SY 2014-15 and/or SY 2015-16.*

Figure 34 shows a comparison between the percentage of ELLs and non-ELLs at Grade 9 who failed one or more core courses, over a three-year period, SY 2014-15 to SY 2016-17, for the 35 member districts that had data for all years.

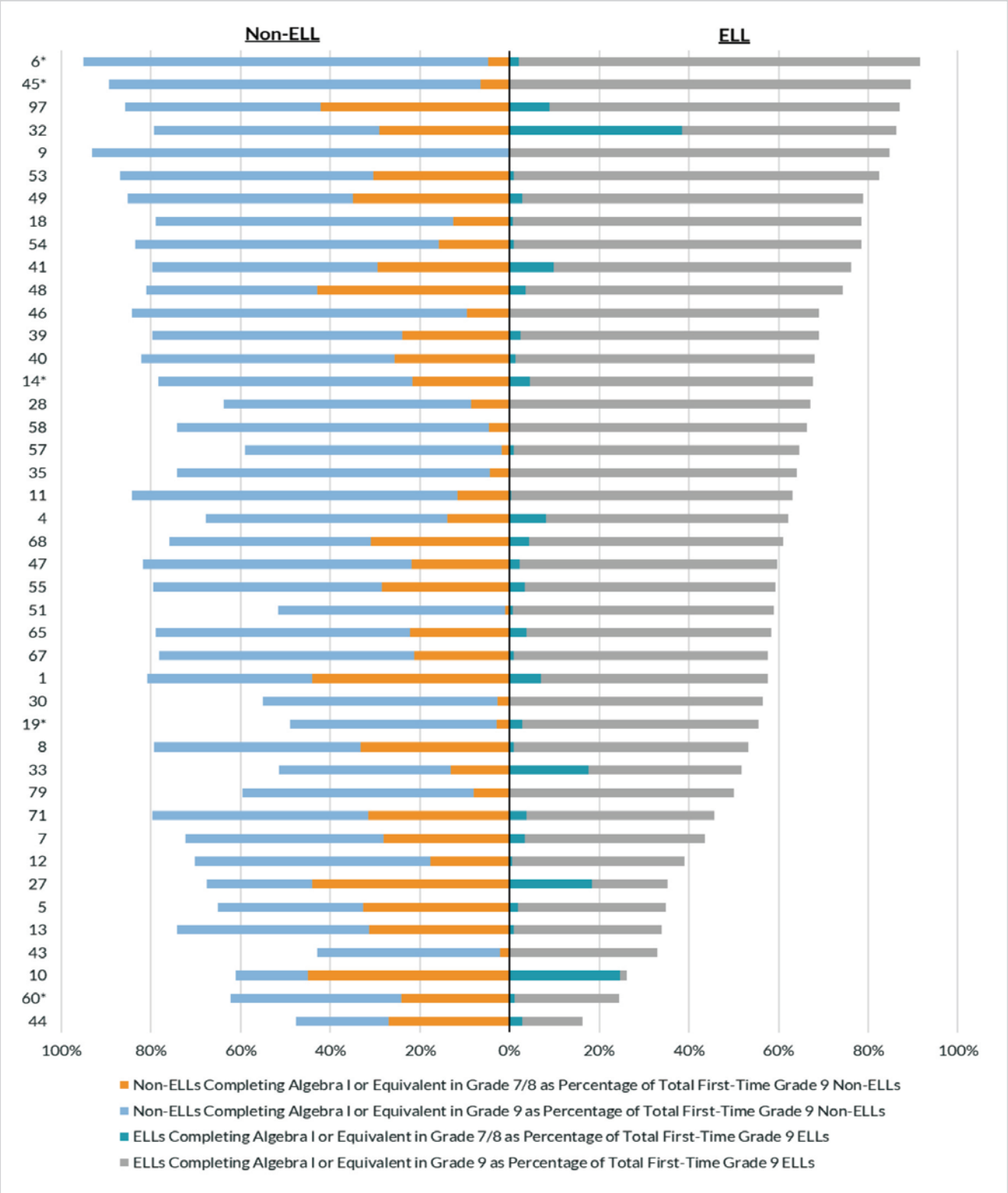
Figure 34. Percentage of Grade 9 Students Failing One or More Core Courses by ELL Status, SY 2014-15 to SY 2016-17 (N=35 Districts)



Algebra I or Equivalent Course Completion by First-Time Grade 9 Students

For 44 districts, Figure 35 illustrates how the districts compare on the percentage of ELLs and non-ELLs in SY 2016-17 who successfully completed Algebra I or an equivalent course by the end of Grade 7, 8, or 9. Data are sorted by the percentage of ELLs completing Algebra I. Data show that the vast majority of ELLs who successfully completed Algebra I did so by the end of Grade 9.

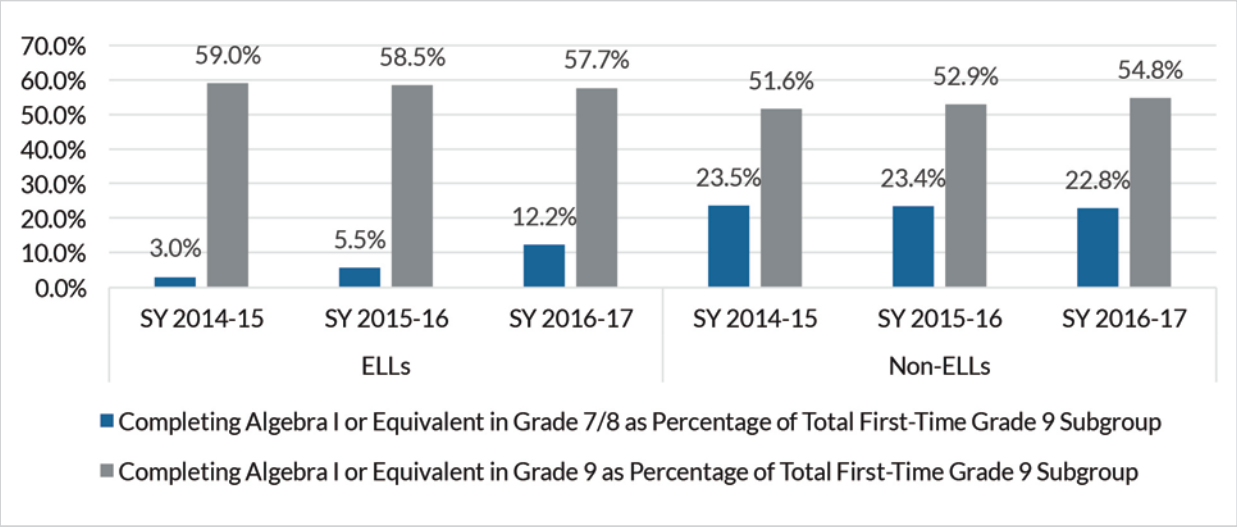
Figure 35. Algebra I or Equivalent Course Completion by ELL Status, SY 2016-17 (N=44 Districts)



**Excluded from Figure 36 due to missing data for SY 2014-15 and/or SY 2015-16.*

Figure 36 shows a comparison between ELLs and non-ELLs in Grade 9 who completed Algebra I or an equivalent course by Grade 9 over a three-year period from SY 2014-15 to SY 2016-17. A total of 38 member-districts provided complete data that were included in the aggregate figures.

Figure 36. Percentage of First-Time Grade 9 Students Completing Algebra I or Equivalent by ELL Status, SY 2014-15 to SY 2016-17 (N=38 Districts)



Teachers of ELLs: State Requirements and Number of Teachers with Relevant Endorsement or Certification

State Requirements for Teachers Providing Instruction to English Language Learners in SY 2016-17 (N=55 Districts)

ELLs across the nation and in Council-member districts are taught by general education teachers as well as by ESL/ESOL or bilingual education teachers. The time that ELLs spend being taught by general education teachers depends on several factors, such as grade level, the student's level of English proficiency, the instructional service model, and the overall ELL program design in a given district. State and district requirements regarding staffing of instructional programs for ELLs also result in different amounts of time spent with either general education teachers or ESL/ESOL or bilingual education teachers. Nevertheless, teachers who provide instruction to ELLs should be equipped with an understanding of English language acquisition and well-versed in instructional practices that ensure ELLs have access to grade-level content while they are developing their English proficiency. According to the Education Commission of States (ECS), however, fewer than 30 states have state policies or department of education guidelines requiring teachers of ELLs to have specialized certification.[61]

According to the 2014 ECS report, of the 20 states that had some type of requirement for teachers of ELLs, 14 of them required an ELL-related endorsement and only six required an ELL-related license or certification.[62] Approximately 55 districts provided information on the state requirements for the various categories of teachers in their districts who work with ELLs; however, not all districts reported on requirements for each specific type of educator requested in the survey. It is important to note that the reported data by category includes inherent variability because of the differing state-determined criteria for what constitutes a "license, certification, and endorsement" related to serving ELLs, including the total number of hours or courses required to obtain such qualifications. In an attempt to standardize categories as far as possible across member districts, we made the following distinction between License/Certification and Endorsement/Credential:

- **ESL/Bilingual Education License/Certification**—as primary teaching licensure
- **ESL/Bilingual Education Endorsement/Credential**—supplemental to the primary licensure

We separated district-reported data into four tables that detail state requirements for specific types of teachers, namely, bilingual teachers, ESL teachers, general education teachers of ELLs, and special education teachers of ELLs. Not all the 55 responding districts provided information for each category of teacher, as not all districts use the same nomenclature. Thus, the tables display information on different subsets of responding districts. Districts indicated that endorsement and credential requirements for Bilingual Education and ESL teachers are specific to grade spans, rather than content areas. Additional requirements of content-area certifications and certifications in the language of instruction for bilingual teachers, which are required by six districts, are not included in the following tables.

61 Wixom, M. (2014, November 1). 50-State comparison: English language learners. Retrieved from Education Commission of the States website: https://www.ecs.org/english-language-learners

62 Ibid.

Table 15 shows the distribution of responses from 53 districts on state-required qualifications specifically for bilingual teachers. In summary,

a) six indicated that a bilingual teacher required an ESL/Bilingual Education License/Certification;

b) eighteen indicated that a bilingual teacher required only an ESL/Bilingual Education Endorsement/Credential;

c) fourteen indicated that the bilingual teacher needed either (a) or (b); and

d) thirteen or about one-quarter of reporting districts indicated that their state had no specific requirement for bilingual teachers in order to provide instruction to ELLs.

Some districts indicated that supplemental coursework and/or professional development hours were also required. Both the number of required professional development hours and the reported time frame for completing the coursework or professional development requirements varied across districts; some reported as few as one hour and others—such as the Florida member districts—reported 300 hours to be completed over several years.

Table 15. State Requirements for Bilingual Education Teachers, SY 2016-17 (N=53 Districts)

District ID	ESL/Bilingual Education License/ Certification	ESL/Bilingual Education Endorsement/ Credential	Supplemental Coursework	Professional Development Hours	No Requirements
40	✔	✔	✔		
46	✔	✔	✔		
14	✔	✔		✔	
26	✔	✔		✔	
97	✔	✔		✔	
54	✔	✔		✔	
39	✔	✔			
35	✔	✔			
48	✔	✔			
77	✔	✔			
431	✔	✔			
16	✔	✔			
32	✔	✔			
71	✔	✔			
41	✔			✔	
52	✔			✔	
29	✔				
61	✔				
62	✔				
67	✔				
65		✔	✔	✔	
44		✔		✔	
12		✔		✔	
45		✔		✔	
76		✔			
15		✔			

Table 15. State Requirements for Bilingual Education Teachers, SY 2016-17 (N=53 Districts), continued					
District ID	ESL/Bilingual Education License/ Certification	ESL/Bilingual Education Endorsement/ Credential	Supplemental Coursework	Professional Development Hours	No Requirements
20		✔			
102		✔			
9		✔			
1		✔			
8		✔			
11		✔			
27		✔			
30		✔			
43		✔			
49		✔			
57		✔			
68		✔			
460			✔		
66				✔	
37					✔
51					✔
96					✔
4					✔
7					✔
10					✔
13					✔
19					✔
33					✔
34					✔
53					✔
55					✔
58					✔
Total Districts	20	32	4	11	13
% of Responses	37.7%	60.4%	7.5%	20.8%	24.5%

Table 16 shows the responses of 55 districts that reported state requirements for ESL teachers. More than twice as many districts reported having state requirements for ESL teachers than for bilingual education teachers. Specifically,

a) thirty-eight districts indicated ESL teachers required only an ESL/Bilingual Education License/Certification;

b) four indicated ESL teachers required only an ESL/Bilingual Education Endorsement/Credential;

c) seven districts indicated that ESL teachers required either (a) or (b);

d) fifteen districts indicated ESL teachers had requirements for professional development hours; and

e) four districts reported no state requirements for ESL teachers of ELLs.

Table 16. State Requirements for ESL Teachers, SY 2016-17 (N=55 Districts)

District ID	ESL/Bilingual Education License/ Certification	ESL/Bilingual Education Endorsement/ Credential	Supplemental Coursework	Professional Development Hours	No Requirements
12	✔	✔		✔	
14	✔	✔		✔	
15	✔	✔		✔	
34	✔	✔		✔	
44	✔	✔		✔	
45	✔	✔		✔	
49	✔	✔		✔	
40	✔		✔		
46	✔		✔		
65	✔		✔		
13	✔			✔	
54	✔			✔	
97	✔			✔	
1	✔				
4	✔				
6	✔				
8	✔				
9	✔				
10	✔				
11	✔				
16	✔				
18	✔				
19	✔				
20	✔				
27	✔				
28	✔				
30	✔				
32	✔				
33	✔				

Table 16. State Requirements for ESL Teachers, SY 2016-17 (N=55 Districts), continued					
District ID	ESL/Bilingual Education License/ Certification	ESL/Bilingual Education Endorsement/ Credential	Supplemental Coursework	Professional Development Hours	No Requirements
35	✔				
39	✔				
43	✔				
47	✔				
48	✔				
53	✔				
57	✔				
58	✔				
63	✔				
67	✔				
68	✔				
71	✔				
76	✔				
77	✔				
102	✔				
431	✔				
2		✔	✔	✔	
26		✔		✔	
41		✔		✔	
66		✔		✔	
460			✔		
52				✔	
7					✔
37					✔
51					✔
96					✔
Total Districts	45	11	5	15	4
% of Responses	81.8%	2.%	9.1%	27.3%	7.3%

Table 17 shows that about 40 percent of reporting districts (55) indicated that their states required content-area teachers of ELLs to have either an ESL/bilingual education endorsement or a credential. Additionally, 29 percent of responding districts reported having no state requirements for content-area teachers of ELLs.

Table 17. State Requirements for Content Area Teachers of ELLS, SY 2016-17 (N=55 Districts)

District ID	ESL/Bilingual Education License/ Certification	ESL/Bilingual Education Endorsement/ Credential	Supplemental Coursework	Professional Development Hours	No Requirements
61	✔				
46	✔	✔	✔		
97	✔	✔		✔	
16	✔	✔			
35	✔	✔			
71	✔	✔			
77	✔	✔			
62	✔				
65		✔	✔		
12		✔		✔	
26		✔		✔	
34		✔		✔	
44		✔		✔	
1		✔			
4		✔			
8		✔			
10		✔			
11		✔			
28		✔			
32		✔			
57		✔			
67		✔			
76		✔			
102		✔			
13			✔	✔	
14			✔	✔	
20			✔		
40			✔		
41			✔		
48			✔		
49			✔		
68			✔		
460			✔		
52				✔	
2				✔	

Table 17. State Requirements for Content Area Teachers of ELLS, SY 2016-17 (N=55 Districts), continued					
District ID	**ESL/Bilingual Education License/ Certification**	**ESL/Bilingual Education Endorsement/ Credential**	**Supplemental Coursework**	**Professional Development Hours**	**No Requirements**
15				✔	
45				✔	
66				✔	
54				✔	
7					✔
9					✔
19					✔
27					✔
29					✔
30					✔
33					✔
37					✔
39					✔
51					✔
53					✔
55					✔
58					✔
63					✔
96					✔
431					✔
Total Districts	8	22	11	13	16
% of Responses	14.5%	40.0%	20.0%	23.6%	29.1%

The 2014 report by the Education Commission of the States indicated that over 30 states do not require ELL training for general classroom teachers beyond the federal requirements.[63] About three years later, the results from the Council's 2017 ELL survey paints a similar picture. The data provided by 54 responding districts indicated that half (27 of 54) of these districts are in states that have no certification, coursework, or professional development requirements for general education teachers providing instruction to ELLs. Table 18 shows the individual district responses:

a) Two districts reported that general education teachers of ELLs are required to have only an ESL/Bilingual Education License/Certification.

b) A total of 16 districts (about 30 percent) reported that their states require general education teachers to have an ESL/Bilingual Education Endorsement/Credential to teach ELLs. For three of these districts, the ESL Bilingual Education License/Certification was reported as acceptable.

c) A total of nine districts (17 percent) require general education teachers to participate in professional development for the instruction of ELLs.

d) Only five responding districts required supplemental coursework related to serving ELLs.

Table 18. State Requirements for General Education Teachers of ELLs, SY 2016-17 (N=54 Districts)

District ID	ESL/Bilingual Education License/ Certification	ESL/Bilingual Education Endorsement/ Credential	Supplemental Coursework	Professional Development Hours	No Requirements
97	✔	✔		✔	
71	✔	✔			
77	✔	✔			
61	✔				
62	✔				
65		✔	✔		
26		✔		✔	
44		✔		✔	
8		✔			
10		✔			
11		✔			
13		✔			
32		✔			
48		✔			
57		✔			
67		✔			
68		✔			
76		✔			
14			✔	✔	
20			✔		
40			✔		
460			✔		

63 Wixom, M. (2014, November 1). 50-State comparison: English language learners. Retrieved from Education Commission of the States website: https://www.ecs.org/english-language-learners

Table 18. State Requirements for General Education Teachers of ELLs, SY 2016-17 (N=54 Districts), continued					
District ID	ESL/Bilingual Education License/ Certification	ESL/Bilingual Education Endorsement/ Credential	Supplemental Coursework	Professional Development Hours	No Requirements
52				✔	
2				✔	
15				✔	
45				✔	
66				✔	
1					✔
4					✔
7					✔
9					✔
12					✔
16					✔
19					✔
27					✔
28					✔
29					✔
30					✔
33					✔
34					✔
35					✔
37					✔
39					✔
43					✔
46					✔
49					✔
51					✔
53					✔
55					✔
58					✔
63					✔
96					✔
102					✔
431					✔
Total Districts	5	16	5	9	27
% of Responses	9.3%	29.6%	9.3%	16.7%	50.0%

State requirements for special education teachers of ELLs were the least reported by member districts. Table 19 shows that about 28 percent of districts reported requiring that special education teachers of ELLs have an ESL/Bilingual Education Endorsement/Credential; 19 percent of districts reported requiring professional development hours for these teachers. Half of the reporting districts indicated no state requirements for special education teachers of ELLs.

Table 19. State Requirements for Special Education Teachers of ELLs, SY 2016-17 (N=54 Districts)

District ID	ESL/Bilingual Education License/ Certification	ESL/Bilingual Education Endorsement/ Credential	Supplemental Coursework	Professional Development Hours	No Requirements
97	✔	✔		✔	
71	✔	✔			
77	✔	✔			
61	✔				
62	✔				
65		✔	✔		
26		✔		✔	
44		✔		✔	
8		✔			
10		✔			
11		✔			
32		✔			
48		✔			
57		✔			
67		✔			
68		✔			
76		✔			
13			✔	✔	
14			✔	✔	
20			✔		
40			✔		
460			✔		
52				✔	
2				✔	
15				✔	
45				✔	
66				✔	
1					✔
4					✔
7					✔
9					✔
12					✔

Table 19. State Requirements for Special Education Teachers of ELLs, SY 2016-17 (N=54 Districts), continued					
District ID	**ESL/Bilingual Education License/ Certification**	**ESL/Bilingual Education Endorsement/ Credential**	**Supplemental Coursework**	**Professional Development Hours**	**No Requirements**
16					✔
19					✔
27					✔
28					✔
29					✔
30					✔
33					✔
34					✔
35					✔
37					✔
39					✔
43					✔
46					✔
49					✔
51					✔
53					✔
55					✔
58					✔
63					✔
96					✔
102					✔
431					✔
Total Districts	5	15	6	10	27
% of Responses	9.3%	27.8%	11.1%	18.5%	50.0%

Percentage Distribution of Total Teachers of ELLs by Type of Qualification and School Level in SY 2016-17 (N=54 Districts)

Districts reported the number of teachers of ELLs who met the specified ELL-related mandates, but the variation of state and district requirements and the relative size of districts precluded us from conducting any district-to-district comparative analysis. We, therefore, aggregated the total reported number of teachers of ELLs by school level to calculate the percentage distribution across ELL-related teaching requirements. The resulting distribution shows interesting yet somewhat predictable trends across the three school levels—

- Of the total number of teachers of ELLs, the share of Bilingual education/ESL teachers who meet ELL-related requirements decreases at the higher-grade levels, from 24 percent of ELL teachers in elementary grades to 11 percent in middle school to 9 percent in high school.
- Conversely, the percentage of content-area teachers meeting ELL-related requirements increases at higher grade levels, presumably due to greater departmentalization in middle and high school grades. Of the total number of content-area teachers meeting ELL-related requirements, 22 percent are in elementary grades, 38 percent are in middle school, and 40 percent are in high school grades.
- Finally, the percentage of teachers of ELLs who are general education teachers meeting ELL-related requirements decreases only a bit between elementary and secondary levels, from 35 percent in elementary to around 29 percent in both middle school and high school.

Figures 37 through 39 depict the relative share of teachers of ELLs who meet various ELL-related requirements at the elementary, middle, and high school levels.

Figure 37. Teachers of ELLs in Elementary Schools by Requirement Status and Type, SY 2016-17

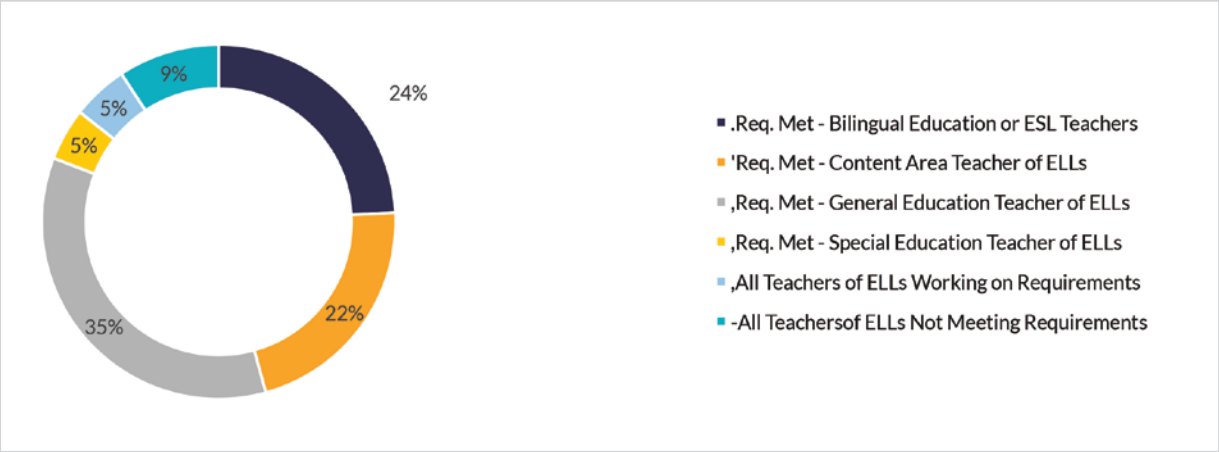


Figure 38. Teachers of ELLs in Middle Schools by Requirement Status and Type, SY 2016-17

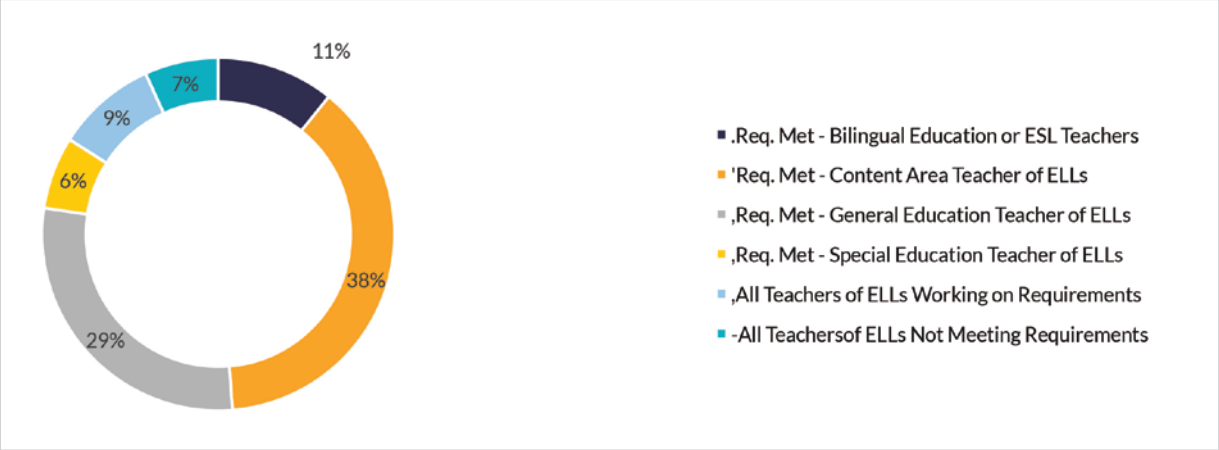
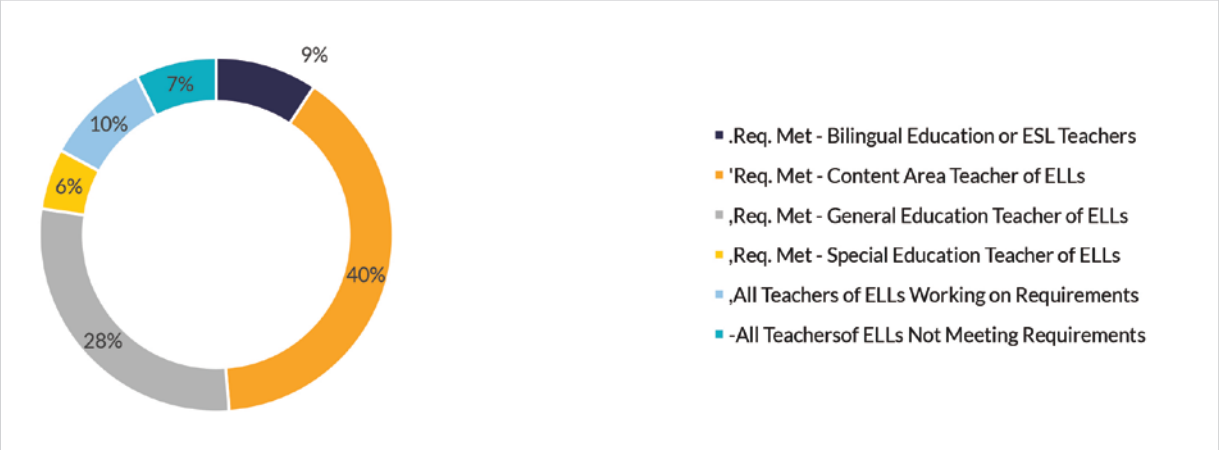


Figure 39. Teachers of ELLs in High Schools by Requirement Status and Type, SY 2016-17



Recruitment and Hiring and Evaluation of Instructional Personnel for ELLs

Teacher Recruitment Efforts by District in SY 2016-17 (N=58 Districts)

Some 58 unique districts provided information about their various recruitment efforts to hire ELL teachers. The top three listed actions are the same that appeared as the top three in the 2013 ELL survey—partnerships with local universities and colleges of education, grow-your-own strategies, and alternative certification programs. Specifically, the percentage of districts reporting that they were implementing these efforts increased from the figures reported in the 2013 Council ELL report.[64] In SY 2009-10, 85 percent of districts (35 of 41 districts) reported partnerships with local universities and colleges of education as a recruitment effort; in SY 2016-17, 95 percent of responding districts (53 of 58 districts) listed this effort. Similarly, in SY 2009-10, 71 percent of districts (29 of 41) listed "grow-your-own strategies" as a recruitment effort for ELL teachers; in SY 2016-17, 75 percent of responding districts (42 of 58 districts) listed this strategy.

District use of *alternative certification programs* as a recruitment effort to hire ELL teachers increased measurably between SY 2009-10 and SY 2016-17. In SY 2009-10, 49 percent of districts (20 of 41 districts) reported using this approach; in SY 2016-17, some 61 percent of districts (34 of 58 districts) reported doing so. Table 20 provides a district-specific listing of recruitment efforts for ELL teachers. Other responses, not shown in the table, include providing teachers with tuition reimbursement to pursue ELL-related endorsements and partnerships with institutions of higher education to provide teachers with opportunities to obtain ESL certification.

Table 20. ELL Teacher Recruitment Efforts by District, SY 2016-17 (N=56 Districts)

District ID	Partnerships with local universities and colleges of education	Grow-your- own strategies	Alternative certification programs	Travel team attending college job fairs	Recruitment efforts at bilingual education conferences	International recruitment
8	✔	✔	✔	✔	✔	✔
37	✔	✔	✔	✔	✔	✔
39	✔	✔	✔	✔	✔	✔
49	✔	✔	✔	✔	✔	✔
54	✔	✔	✔	✔	✔	✔
55	✔	✔	✔	✔	✔	✔
67	✔	✔	✔	✔	✔	✔
71	✔	✔	✔	✔	✔	✔
9	✔	✔	✔	✔	✔	
18	✔	✔	✔	✔	✔	
20	✔	✔	✔	✔	✔	
26	✔	✔	✔	✔	✔	
40	✔	✔	✔	✔	✔	
76	✔	✔	✔	✔	✔	
6	✔	✔	✔	✔		✔

64 Uro, G., & Barrio, A. (2013). English language learners in America's great city schools: Demographics, achievement, and staffing. Washington, DC: Council of the Great City Schools.

Table 20. ELL Teacher Recruitment Efforts by District, SY 2016-17 (N=56 Districts), continued						
District ID	Partnerships with local universities and colleges of education	Grow-your- own strategies	Alternative certification programs	Travel team attending college job fairs	Recruitment efforts at bilingual education conferences	International recruitment
13	✔	✔	✔	✔		✔
97	✔	✔	✔	✔		✔
4	✔	✔	✔	✔		
43	✔	✔	✔	✔		
46	✔	✔	✔	✔		
48	✔	✔	✔	✔		
19	✔	✔	✔		✔	✔
29	✔	✔	✔		✔	✔
53	✔	✔	✔			✔
61	✔	✔	✔			✔
33	✔	✔	✔			
52	✔	✔	✔			
30	✔	✔		✔	✔	✔
51	✔	✔		✔		✔
66	✔	✔		✔		✔
11	✔	✔			✔	
102	✔	✔			✔	
1	✔	✔				
12	✔	✔				
15	✔	✔				
27	✔	✔				
28	✔	✔				
47	✔	✔				
57	✔	✔				
63	✔	✔				
431	✔	✔				
41	✔		✔	✔	✔	✔
44	✔		✔	✔	✔	✔
68	✔		✔	✔	✔	
14	✔		✔		✔	✔
16	✔		✔		✔	✔
10	✔		✔			
58	✔		✔			
2	✔			✔		
34	✔			✔		
7	✔					
35	✔					
65	✔					
96		✔				
77[65]						
460						
Total Districts	53	42	34	29	24	22
% of Responses	94.6%	75.0%	60.7%	51.8%	42.9%	39.3%

65 The school district hosts its own recruitment fairs.

Components of Staff Evaluation Process Related to ELL Instruction in SY 2016-17 (N=54 Districts)

For SY 2016-17, a total of 54 districts provided information about whether personnel evaluation processes of specified teachers and administrators incorporated components related to ELL instruction. The Council's survey asked districts to respond to the question for two sets of educators—those with less than three years of experience and those with three or more years of experience. The results showed virtually no difference in the responses for these two groups. Therefore, Table 21 provides the results for educators with three or more years of experience.

The majority of responding districts, or 63 percent, indicated that their evaluation of ESL/bilingual education teachers included components related to instruction of ELLs. Slightly over half of the districts, 53.7 percent, indicated that the evaluation of general education teachers included components related to ELL instruction, and slightly less than half of the districts (48.1 percent) indicated that the evaluation of special education teachers and instructional coaches included components related to ELL instruction. Over 40 percent of districts indicated that the evaluation of both principals and assistant principals include components related to ELL instruction. The lowest response from districts involved instructional assistants; 35 percent of districts reported that evaluations for instructional assistants in ELL programs included components related to ELL instruction. That figure dropped to 22 percent of instructional assistants in general education.

Table 21. Inclusion of Evaluation Components Related to ELL Instruction for Staff Members with More than Three Years of Experience, SY 2016-17 (N=54 Districts)

District ID	ESL/Bilingual Education Teachers	General Education Teachers	Instructional Assistants for ELLs	Instructional Assistants in General Education	Special Education Teachers	Instructional Coaches/ Teachers on Special Assignment (TOSA)	Principals	Assistant Principals
4	✔	✔	✔	✔	✔	✔	✔	✔
11	✔	✔	✔	✔	✔	✔	✔	✔
15	✔	✔	✔	✔	✔	✔	✔	✔
16	✔	✔	✔	✔	✔	✔	✔	✔
20	✔	✔	✔	✔	✔	✔	✔	✔
43	✔	✔	✔	✔	✔	✔	✔	✔
51	✔	✔	✔	✔	✔	✔	✔	✔
52	✔	✔	✔	✔	✔	✔	✔	✔
66	✔	✔	✔	✔	✔	✔	✔	✔
102	✔	✔	✔	✔	✔	✔	✔	✔
97	✔	✔	✔	✔	✔	✔		
76	✔	✔	✔	✔	✔	–	✔	–
77	✔	✔	✔		✔	✔	✔	✔
65	✔	✔	✔		✔	✔		
1	✔	✔	✔			✔	✔	✔
13	✔	✔			✔	✔	✔	✔
29	✔	✔			✔	✔	✔	✔
37	✔	✔			✔	✔	✔	✔
48	✔	✔			✔	✔	✔	✔
61	✔	✔			✔	✔	✔	✔

Table 21. Inclusion of Evaluation Components Related to ELL Instruction for Staff Members with More than Three Years of Experience, SY 2016-17 (N=54 Districts)

District ID	ESL/Bilingual Education Teachers	General Education Teachers	Instructional Assistants for ELLs	Instructional Assistants in General Education	Special Education Teachers	Instructional Coaches/ Teachers on Special Assignment (TOSA)	Principals	Assistant Principals
7	✔	✔			✔	✔		
8	✔	✔			✔	✔		
71	✔	✔			✔		✔	✔
14	✔	✔			✔			
34	✔	✔			✔			
9	✔	✔				✔	✔	✔
35	✔	✔				✔		
32	✔	✔	–	–	✔	✔	✔	✔
39	✔		✔				✔	✔
6	✔		✔					
44	✔		✔					
19	✔					✔		
18	✔							
49	✔							
67			✔					
12							✔	✔
26								
27								
28								
30								
33								
40								
46								
47								
53								
55								
57								
58								
63								
68								
96								
431								
460								
10	–	✔	–	–	✔	✔	✔	✔
Total "Yes" Responses	34	29	19	12	26	26	24	23
"Yes" as % of Responses	63.0%	53.7%	35.2%	22.2%	48.1%	48.1%	44.4%	42.6%

(–) indicates missing response.

Assignment of Instructional Assistants

This section of the report provides district responses on how instructional assistants (IAs) were employed in various educational settings for distinct purposes by grade span. For purposes of the survey, we defined instructional assistants as staff working in non-certificated positions, including paraprofessionals, tutors, and aides. The relative use of IAs across school levels shows that IAs were more likely to be used in ELL programs at the elementary level than at the middle and high school levels. Specifically, 68 percent of districts indicated that they assigned IAs to provide native language support in elementary ELL programs, but this percentage drops to 50 percent in middle school and 48 percent in high school ELL programs. The assignment of IAs for assistance other than for native language support in ELL programs, general education, and special education showed similar trends: higher percentages in the elementary grades and almost the same between middle and high school. Except for "other than native language support" in general education, the percentage of districts assigning IAs increased from 25 percent in middle to 29 percent in high school.

Assignment of Instructional Assistants in Elementary Schools during SY 2016-17 (N=47 Districts)

Table 22 shows district-reported information on how IAs are assigned at the elementary school level, where a greater number of districts reported using instructional assistants to provide native language support in ELL programs as well as in general education classrooms. About 68 percent of the 47 reporting districts assigned IAs to ELL programs, and 49 percent assigned them to general education classes for native language support. A relatively smaller number of districts reported assigning IAs to provide "other than native language support." The lowest number of districts—only seven—reported assigning IAs to special education settings.

Table 22. Instructional Assistants to Support ELLs in Elementary Schools by Setting and Purpose, SY 2016 17 (N=47 Districts)

District ID	ELL Program		General Education		Special Education
	Native Language (L1) Support	Other than L1 Support	Native Language	Other Than Native Language	
30	✔	✔	✔	✔	✔
37	✔	✔	✔	✔	✔
53	✔	✔	✔	✔	✔
49	✔	✔	✔	✔	
97	✔	✔	✔	✔	
7	✔	✔	✔	✔	–
34	✔	✔	✔	✔	–
44	✔	✔	✔	✔	–
67	✔	✔	✔	✔	–
102	✔	✔	✔	✔	–
19	✔	✔	✔	–	–
28	✔	✔			–
61	✔	✔			–
40	✔	✔	–	–	–
46	✔	✔	–	–	–

Table 22. Instructional Assistants to Support ELLs in Elementary Schools by Setting and Purpose, SY 2016 17 (N=47 Districts), continued

District ID	ELL Program		General Education		Special Education
	Native Language (L1) Support	Other than L1 Support	Native Language	Other Than Native Language	
6	✔		✔		
35	✔		✔		
51	✔		✔		
71	✔		✔		
2	✔		✔		–
57	✔		✔		–
43	✔		✔		–
68	✔		–	–	–
96	✔		–	–	–
48	✔	–	✔	✔	–
18	✔	–	✔	–	–
41	✔	–			–
47	✔	–		–	–
1	✔	–	–	–	–
13	✔	–	–	–	–
20	✔	–	–	–	–
29	✔	–	–	–	–
65		✔		✔	✔
4		✔		✔	
63		✔		✔	
12		✔			
8			✔		✔
10			✔		
33			✔		
27				✔	✔
9					
15					
32				–	–
55				–	–
58			–	–	–
66	–	✔	–	–	–
77	–	–	–	–	✔
Total Districts Reporting "Yes"	32	20	23	15	7
"Yes" as % of Total Responses	68.1%	42.6%	48.9%	31.9%	14.9%

(–) indicates missing response.

Assignment of Instructional Assistants in Middle Schools during SY 2016-17 (N=48 Districts)

Compared to how IAs are assigned at the elementary school level, districts reported assigning fewer IAs at the middle school level overall for either purpose and in either setting. As in elementary schools, the most frequent purpose for assigning IAs was to provide native language support in ELL programs and general education settings, as reported by 29 districts. Twenty member-districts reported using IAs to provide "other than native language support," whether in ELL programs or general education settings. Only five districts reported IAs to provide support in special education. Table 23 shows the individual district responses.

Table 23. Instructional Assistants to Support ELLs in Middle Schools by Setting and Language Support, SY 2016-17 (N=48 Districts)

District ID	ELL Program		General Education		Special Education
	Native Language	Other Than Native Language	Native Language	Other Than Native Language	
37	✔	✔	✔	✔	✔
30	✔	✔	✔	✔	✔
97	✔	✔	✔	✔	
49	✔	✔	✔	✔	
44	✔	✔	✔	✔	–
53	✔	✔	✔	✔	–
67	✔	✔	✔	✔	–
61	✔	✔			–
46	✔	✔	–	–	–
68	✔	✔	–	–	–
35	✔		✔		
51	✔		✔		
6	✔		✔		
57	✔		✔		–
34	✔		✔		–
43	✔		✔	–	–
102	✔				–
48	✔	–	✔	✔	–
18	✔	–	✔	–	–
47	✔	–		–	–
1	✔	–	–	–	–
13	✔	–	–	–	–
29	✔	–	–	–	–
20	✔	–	–	–	–
65		✔		✔	✔
4		✔		✔	
63		✔		✔	
7		✔		✔	–
12		✔			

Table 23. Instructional Assistants to Support ELLs in Middle Schools by Setting and Language Support, SY 2016-17 (N=48 Districts), continued

District ID	ELL Program		General Education		Special Education
	Native Language	Other Than Native Language	Native Language	Other Than Native Language	
40		✔	–	–	–
10			✔		
8			✔		
33			✔		
32			✔		–
27					✔
9					
15					
71					
76					
2					–
28					–
55					–
58			–	–	–
96			–	–	–
19	–	✔	✔	–	–
41	–	✔			–
66	–	✔	–	–	–
77	–	–	–	–	✔
Total Districts Reporting "Yes"	24	19	20	12	5
"Yes" as % of Total Responses	50.0%	39.6%	41.7%	25.0%	10.4%

(–) indicates missing response.

Assignment of Instructional Assistants in High Schools during SY 2016-17 (N=48 Districts)

The assignment of IAs at the high school level, as reported by member districts, is similar to the IA assignments in middle school. A total of 28 districts reported assigning IAs to provide native language support in ELL programs (48 percent) or in general education settings (42 percent). Forty percent of districts reported that IAs provided "other than native language support" in ELL programs and 30 percent reported that IAs provided "other than native language support" in general education. Around 10 percent of responding districts reported placing instructional assistants in special education settings. Table 24 provides district-specific responses on how IAs are assigned to support ELLs in high school.

Table 24. Instructional Assistants to Support ELLs in High Schools by Setting and Language Support, SY 2016-17 (N=48 Districts)

District ID	ELL Program		General Education		Special Education
	Native Language	Other Than Native Language	Native Language	Other Than Native Language	
37	✔	✔	✔	✔	✔
49	✔	✔	✔	✔	
97	✔	✔	✔	✔	
34	✔	✔	✔	✔	–
44	✔	✔	✔	✔	–
53	✔	✔	✔	✔	–
67	✔	✔	✔	✔	–
19	✔	✔		✔	–
46	✔	✔	–	–	–
68	✔	✔	–	–	–
6	✔		✔		
35	✔		✔		
51	✔		✔		
71	✔		✔		
57	✔		✔		–
43	✔		✔	–	–
48	✔	–	✔	✔	–
18	✔	–	✔	–	–
47	✔	–		–	–
1	✔	–	–	–	–
13	✔	–	–	–	–
20	✔	–	–	–	–
29	✔	–	–	–	–
12		✔			
61		✔			
65		✔		✔	✔
4		✔		✔	
63		✔		✔	
7		✔		✔	–

Table 24. Instructional Assistants to Support ELLs in High Schools by Setting and Language Support, SY 2016-17 (N=48 Districts), continued

District ID	ELL Program		General Education		Special Education
	Native Language	Other Than Native Language	Native Language	Other Than Native Language	
40		✔	–	–	–
8			✔		
10			✔		
33			✔		
32			✔		–
27					✔
9					
15					
76					
2					–
28					–
55					–
102					–
58			–	–	–
96			–	–	–
41	–	✔			–
66	–	✔	–	–	–
30	–	–	✔	✔	
77	–	–	–	–	
Total Districts Reporting "Yes"	23	19	20	14	5
"Yes" as % of Total Responses	47.9%	39.6%	41.7%	29.2%	10.4%

(–) indicates missing response.

Professional Development

Professional development is one of the largest expenditures of categorical funding, such as Title III funds. Building on the 2013 Council ELL report, the most recent survey asked districts about an expanded range of instructional staff and administrators to whom they provided professional development on serving ELLs. In 2013, we included an "other teachers" category that was further disaggregated into "general education" and "special education" teachers for the 2017 survey. The survey asked districts to indicate whether they provided professional development to the following staff—

- ESL/bilingual education teachers,
- general education teachers,
- instructional coaches/teachers on special assignment,
- principals,
- special education teachers, and
- paraprofessionals.

The survey also asked districts about the topics of the ELL-related professional development provided. A total of 55 districts responded to the professional development questions, but not all were able to concretely respond to the number of staff who received professional development. In several instances, the district response was "unknown" to the question on the number of individuals who received ELL-related professional development.

The table below illustrates only the instances in which districts provided a numerical response to the survey question. Blank cells are shown for districts that responded 'unknown,' 'zero,' or no response. These districts are included in the denominator for determining the percentage of responses.

Instructional Personnel who Received ELL-Related Professional Development in SY 2015-16 (N=55 Districts)

Whereas the 2013 survey only collected data on professional development participation for five types of instructional personnel, the current survey expanded data collection to six types of personnel. Data from the 55 responding districts show an increase in the percentage of districts providing ELL-related professional development across almost all categories. Specifically, in comparison to the 2013 responses, the following changes were noted—

- The 2013 Council ELL report showed that 56 percent of the reporting districts provided ELL-related professional development to principals (22 out of 39 districts). This percentage rose to 71 percent of responding districts in the 2017 survey (39 out of 55 districts).
- The 2013 Council ELL report showed that 46 percent of the reporting districts provided ELL-related professional development to paraprofessionals (18 out of 39 districts). This percentage rose to 53 percent of responding districts in the 2017 survey (29 out of 55 districts).
- The percentage of districts that indicated that ESL/bilingual teachers received ELL-related professional development remained constant. For ESL/bilingual teachers, the 2013 Council ELL report showed 84 percent of reporting districts (33 out of 39) provided such professional development, similar to 82 percent (45 out of 55) of districts in 2017.

Table 25 shows the district-by-district information on staff who received ELL-related professional development in SY 2015-16. District responses that indicated no attendance or uncertain attendance are shown as blank cells in the respective staff category. For purposes of percentage calculations, we include districts that responded to the question, if only to indicate that the number of attendees was unknown.

Table 25. ELL-Related Professional Development Received by Staff Type and District, SY 2015-16 (N=55 Districts)

District ID	ESL/Bilingual Education Teachers	General Education Teachers	Instructional Coaches/Teachers on Special Assignment (TOSA)	Principals	Special Education Teachers	Paraprofessionals
3	✔	✔	✔	✔	✔	✔
6	✔	✔	✔	✔	✔	✔
7	✔	✔	✔	✔	✔	✔
26	✔	✔	✔	✔	✔	✔
34	✔	✔	✔	✔	✔	✔
44	✔	✔	✔	✔	✔	✔
71	✔	✔	✔	✔	✔	✔
96	✔	✔	✔	✔	✔	✔
4	✔	✔	✔	✔	✔	✔
9	✔	✔	✔	✔	✔	✔
35	✔	✔	✔	✔	✔	✔
43	✔	✔	✔	✔	✔	✔
65	✔	✔	✔	✔	✔	✔
97	✔	✔	✔	✔	✔	✔
39	✔	✔	✔	✔	✔	
27	✔	✔	✔	✔	✔	
61	✔	✔	✔	✔	✔	
67	✔	✔	✔	✔	✔	
20	✔	✔	✔	✔		✔
52	✔	✔	✔	✔		✔
460	✔	✔	✔	✔		
63	✔	✔	✔	✔		
47	✔	✔	✔	✔		
33	✔	✔	✔	✔		✔
29	✔	✔	✔	✔		
40	✔	✔	✔			✔
10	✔	✔	✔		✔	✔
13	✔	✔	✔		✔	✔
48	✔	✔		✔	✔	✔
37	✔	✔		✔	✔	
68	✔	✔		✔		✔
28	✔	✔		✔		
46	✔	✔				✔
2	✔	✔				
30	✔	✔		✔	✔	✔
16	✔	✔		✔	✔	
49	✔	✔		✔	✔	

Table 25. ELL-Related Professional Development Received by Staff Type and District, SY 2015-16 (N=55 Districts), continued

District ID	ESL/Bilingual Education Teachers	General Education Teachers	Instructional Coaches/Teachers on Special Assignment (TOSA)	Principals	Special Education Teachers	Paraprofessionals
51	✔	✔		✔		✔
76	✔	✔		✔		–
19	✔	✔		✔	✔	✔
431	✔	✔		✔	✔	
41	✔	✔		✔		
102	✔	✔				
18	✔		✔	✔		✔
1	✔					✔
77		✔	✔	✔		
66						✔
53						
8						
12						
15						
55						
57						
58						
11						
Total	45	44	30	39	27	29
% of Resp.	81.8%	80.0%	54.5%	70.9%	49.1%	52.7%

Professional Development Content in SY 2015-16 (N=53 Districts)

Fifty-three districts responded on the content or focus of the ELL-related professional development provided over three years from SY 2013-14 through SY 2015-16. The table focuses on the 35 districts that provided data on all professional development topics in each of the three survey years. All percentages are based on the 35-district sample.

The data shown in Table 26 indicate that, for 94 to 100 percent of responding districts, the top five areas of content for ELL-related professional development focused on general instructional strategies in support of ELLs, including providing access to content matter, language acquisition, literacy, support for newcomers, and strategies to increase rigor. Between SY 2013-14 and SY 2015-16, there were some notable increases in the number of districts offering specific content.

- The largest jump—11 districts—was in professional development content related to supporting newcomers and students with interrupted formal education (SIFE).
- The second largest increase was eight additional districts offering professional development on ELL-specific instructional strategies to raise rigor.
- The third largest increase was seven additional districts offering professional development on instructional strategies to support ELLs with special needs.

Finally, three topics were each offered by five additional districts—literacy/ELA, instructional strategies to support ELLs in math and science, and development and selection of instructional materials.

Table 26. ELL-Related Professional Development Content by Percentage of Districts Reporting Topic, SY 2013-14 to SY 2015-16 (N=35 Districts)
Sorted by Percentage of Districts in SY 2015-16

Topic	SY 2013-14	SY 2014-15	SY 2015-16
	# of Districts (% of Districts)	# of Districts (% of Districts)	# of Districts (% of Districts)
ELL-specific instructional strategies for accessing all content areas	33 (94.3%)	34 (97.1%)	35 (100.0%)
Literacy/ELA	30 (85.7%)	34 (97.1%)	35 (100.0%)
Instructional strategies to support newcomers and/or students with interrupted formal education (SIFE)	23 (65.7%)	33 (94.3%)	34 (97.1%)
Language acquisition	33 (94.3%)	33 (94.3%)	33 (94.3%)
ELL-specific instructional strategies for rigor	25 (71.4%)	28 (80.0%)	33 (94.3%)
Use of achievement data	29 (82.9%)	30 (85.7%)	32 (91.4%)
Lau compliance/legal requirements	29 (82.9%)	30 (85.7%)	31 (88.6%)
Assessment protocols	26 (74.3%)	26 (74.3%)	30 (85.7%)
Use of instructional technology	26 (74.3%)	26 (74.3%)	30 (85.7%)
ELL program models	27 (77.1%)	27 (77.1%)	29 (82.9%)
Use of leveled instructional materials	27 (77.1%)	29 (82.9%)	28 (80.0%)
Instructional strategies to support ELLs in math or science	23 (65.7%)	26 (74.3%)	28 (80.0%)
Instructional strategies to support ELLs with special needs	18 (51.4%)	21 (60.0%)	23 (65.7%)
Development and selection of rigorous materials	17 (48.6%)	20 (57.1%)	22 (62.9%)
Development of assessment items	12 (34.3%)	14 (40.0%)	15 (42.9%)

Table 27 shows the individual district array of topics offered for ELL-related professional development in SY 2015-16 for a total of 54 districts that submitted complete responses.

Table 27. Content of ELL-Related District Professional Development, SY 2015-16 (N=54 Districts)

District ID	Topic														
	ELL-specific instructional strategies for accessing all content areas	Literacy/ELA	Language acquisition	Use of achievement data	Use of instructional technology	Instructional strategies to support newcomers and/or students with interrupted formal education (SIFE)	ELL-specific instructional strategies for rigor	Instructional strategies to support ELLs in math or science	Lau compliance/legal requirements	Assessment protocols	ELL program models	Use of leveled instructional materials	Development and selection of rigorous materials	Instructional strategies to support ELLs with special needs	Development of assessment items
4	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
7	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
13	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
14	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
15	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
37	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
39	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
44	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
49	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
68	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
71	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
97	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
9	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	
20	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	
48	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	
19	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔		
63	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔		✔	
32	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔			
35	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔			
2	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔			
58	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔		✔	✔	
67	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔		✔		✔
43	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔		✔	✔	✔	✔
18	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔			✔	✔	
55	✔	✔	✔	✔	✔	✔	✔	✔	✔		✔	✔	✔	✔	
12	✔	✔	✔	✔	✔	✔	✔	✔	✔		✔				
76	✔	✔	✔	✔	✔	✔	✔	✔	✔			✔			
40	✔	✔	✔	✔	✔	✔	✔	✔	✔						
16	✔	✔	✔	✔	✔	✔	✔	✔		✔	✔			✔	
431	✔	✔	✔	✔	✔	✔	✔	✔		✔	✔	✔	✔	✔	
47	✔	✔	✔	✔	✔	✔	✔	✔			✔	✔	✔		

Table 27. Content of ELL-Related District Professional Development, SY 2015-16 (N=54 Districts), continued

District ID	Topic														
	ELL-specific instructional strategies for accessing all content areas	Literacy/ELA	Language acquisition	Use of achievement data	Use of instructional technology	Instructional strategies to support newcomers and/or students with interrupted formal education (SIFE)	ELL-specific instructional strategies for rigor	Instructional strategies to support ELLs in math or science	Lau compliance/legal requirements	Assessment protocols	ELL program models	Use of leveled instructional materials	Development and selection of rigorous materials	Instructional strategies to support ELLs with special needs	Development of assessment items
61	✔	✔	✔	✔	✔	✔	✔	✔			✔	✔		✔	
28	✔	✔	✔	✔	✔	✔	✔		✔	✔	✔	✔		✔	
6	✔	✔	✔	✔	✔	✔	✔		✔	✔		✔	✔	✔	
53	✔	✔	✔	✔	✔	✔		✔	✔	✔	✔	✔		✔	
66	✔	✔	✔	✔	✔	✔		✔		✔		✔	✔		✔
8	✔	✔	✔	✔	✔		✔	✔	✔	✔	✔	✔			
65	✔	✔	✔	✔	✔		✔	✔	✔	✔	✔	✔	✔	✔	
10	✔	✔	✔	✔	✔		✔		✔	✔	✔	✔	✔		✔
460	✔	✔	✔	✔	✔			✔	✔	✔	✔	✔			
51	✔	✔	✔	✔	✔			✔	✔		✔			✔	
34	✔	✔	✔	✔		✔	✔	✔		✔		✔			✔
77	✔	✔	✔	✔		✔	✔		✔		✔	✔	✔		
57	✔	✔	✔	✔		✔	✔	✔	✔	✔	✔	✔			
52	✔	✔	✔	✔		✔	✔		✔	✔					
29	✔	✔	✔	✔				✔		✔	✔	✔			
41	✔	✔	✔		✔	✔	✔	✔			✔	✔	✔	✔	
33	✔	✔	✔		✔	✔			✔			✔			
96	✔	✔		✔	✔	✔	✔		✔	✔	✔				
26	✔	✔			✔	✔	✔	✔	✔	✔	✔		✔	✔	
27	✔	✔			✔	✔	✔	✔	✔						
46	✔	✔				✔	✔			✔					
1	✔		✔	✔	✔	✔		✔		✔		✔			
30										✔					
Total	53	52	49	48	47	47	46	45	43	43	41	41	30	30	17
% of Resp.	98.1%	96.3%	90.7%	88.9%	88.9%	87.0%	85.2%	83.3%	79.6%	79.6%	75.9%	75.9%	55.6%	55.6%	31.5%

Title III Funds Allocation

Most ELLs in the United States are in educational programs that receive supplemental support in the form of federal Title III funds. The Title III Biennial Report to Congress (SY 2012-14) indicates that 4.5 of the 4.9 million ELLs in SY 2013-14 participated in Title III-funded activities.[66] In other words, about 92 percent of ELLs in the United States participated in Title III-funded activities.

ELLs Served with Title III Funds from SY 2014-15 to SY 2016-17 (N=57 Districts)

The percentage of ELLs served with Title III funds, as reported by 57 Council-member districts, was very similar to the 92 percent reported nationwide. Table 28 shows the percentage of ELLs served by Title III in each of the reporting districts during SY 2016-17. The variance reflects the local decisions districts make with regard to how to utilize Title III funds within state-determined guidelines.

Table 28. Number of ELLs Served Using Title III Funds Between SY 2014-15 and SY 2016-17 (N=57 Districts)

District	ELLs Served using Title III Funds in SY 2014-15	ELLs Served using Title III Funds in SY 2015-16	ELLs Served using Title III Funds in SY 2016-17	Difference between SY 2014-15 and SY 2016-17	Percentage Change between SY 2014-15 and SY 2016-17	Percentage of Total ELLs Served using Title III Funds in SY 2016-17[67]
Albuquerque	14,958	14,577	12,997	-1,961	-13.1%	89%
Anchorage	1,020	1,290	1,780	760	74.5%	30%
Arlington (TX)	16,594	16,413	16,823	229	1.4%	100%
Atlanta	1,935	1,929	1,926	-9	-0.5%	100%
Austin	27,784	28,245	28,299	515	1.9%	100%
Baltimore	3,621	4,002	4,508	887	24.5%	100%
Birmingham	698	811	850	152	21.8%	—
Boston[68]	6,449	6,042	6,346	-103	-1.6%	43%
Bridgeport	3,100	3,200	3,400	300	9.7%	—
Broward County	27,048	28,122	32,724	5,676	21.0%	100%
Buffalo	5,549	5,545	5,740	191	3.4%	100%
Charlotte-Mecklenburg	17,146	16,938	19,794	2,648	15.4%	100%
Clark County	58,792	62,050	60,912	2,120	3.6%	99%
Cleveland	3,135	3,165	3,282	147	4.7%	100%
Columbus	5,200	6,200	8,064	2,864	55.1%	100%
Dallas	67,213	68,019	69,815	2,602	3.9%	100%
Dayton	800	850	962	162	20.3%	—
Denver	29,387	29,690	28,266	-1,121	-3.8%	100%

66 U.S. Department of Education, Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students, The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2012 – 14, Washington, D.C., 2018.

67 See Appendix B for total ELL enrollment figures used for calculation.

68 The percentage of ELLs served is considerably lower compared to other Council districts due to Massachusetts Department of Elementary and Secondary Education (DESE) guidance for Title III allocations.

Table 28. Number of ELLs Served Using Title III Funds Between SY 2014-15 and SY 2016-17 (N=57 Districts), continued

District	ELLs Served using Title III Funds in SY 2014-15	ELLs Served using Title III Funds in SY 2015-16	ELLs Served using Title III Funds in SY 2016-17	Difference between SY 2014-15 and SY 2016-17	Percentage Change between SY 2014-15 and SY 2016-17	Percentage of Total ELLs Served using Title III Funds in SY 2016-17
Des Moines	6,162	6,582	6,804	642	10.4%	100%
District of Columbia	5,200	5,400	6,000	800	15.4%	—
Duval County	5,589	6,028	6,638	1,049	18.8%	100%
El Paso	15,869	16,303	16,565	696	4.4%	100%
Fort Worth	26,904	26,940	26,979	75	0.3%	100%
Fresno	17,378	16,269	15,346	-2,032	-11.7%	94%
Guilford County	5,573	5,322	6,122	549	9.9%	100%
Hawaii	15,340	14,480	13,637	-1,703	-11.1%	100%
Hillsborough County	29,303	29,911	31,334	2,031	6.9%	100%
Houston	69,428	70,904	74,263	4,835	7.0%	100%
Indianapolis	3,300	3,300	3,500	200	6.1%	70%
Jackson	233	281	332	99	42.5%	100%
Jefferson County	5,336	5,981	6,880	1,544	28.9%	99%
Kansas City	3,500	3,400	3,800	300	8.6%	100%
Los Angeles	137,089	118,788	119,039	-18,050	-13.2%	84%
Metropolitan Nashville	12,167	13,547	14,753	2,586	21.3%	100%
Miami-Dade County	74,224	67,946	72,256	-1,968	-2.7%	100%
Milwaukee	8,992	9,308	8,388	-604	-6.7%	100%
Minneapolis	8,474	7,955	7,840	-634	-7.5%	99%
Norfolk	639	854	803	164	25.7%	80%
Oakland	9,557	10,700	10,500	943	9.9%	87%
Oklahoma City	13,635	13,617	13,614	-21	-0.2%	100%
Omaha	7,534	7,285	7,862	328	4.4%	100%
Orange County	26,523	28,447	30,002	3,479	13.1%	100%
Palm Beach County	24,293	27,964	25,950	1,657	6.8%	100%
Philadelphia	12,492	12,951	13,000	508	4.1%	100%
Pinellas County	6,091	6,520	6,623	532	8.7%	100%
Pittsburgh	778	702	905	127	16.3%	100%
Richmond	1,807	1,915	2,018	211	11.7%	92%
Salt Lake City	6,975	7,006	7,389	414	5.9%	100%
San Antonio	10,176	10,081	9,943	-233	-2.3%	—
San Diego	27,600	26,900	25,500	-2,100	-7.6%	95%
San Francisco	3,349	3,517	3,740	391	11.7%	30%
Seattle	6,194	6,490	6,790	596	9.6%	100%
Shelby County	9,815	9,209	9,510	-305	-3.1%	100%
St. Louis	2,298	2,330	2,352	54	2.3%	100%
St. Paul	14,611	12,560	12,654	-1,957	-13.4%	100%
Tulsa	7,380	7,153	7,365	-15	-0.2%	100%
Wichita	9,316	9,550	9,846	530	5.7%	100%

(—) denotes insufficient data to determine.

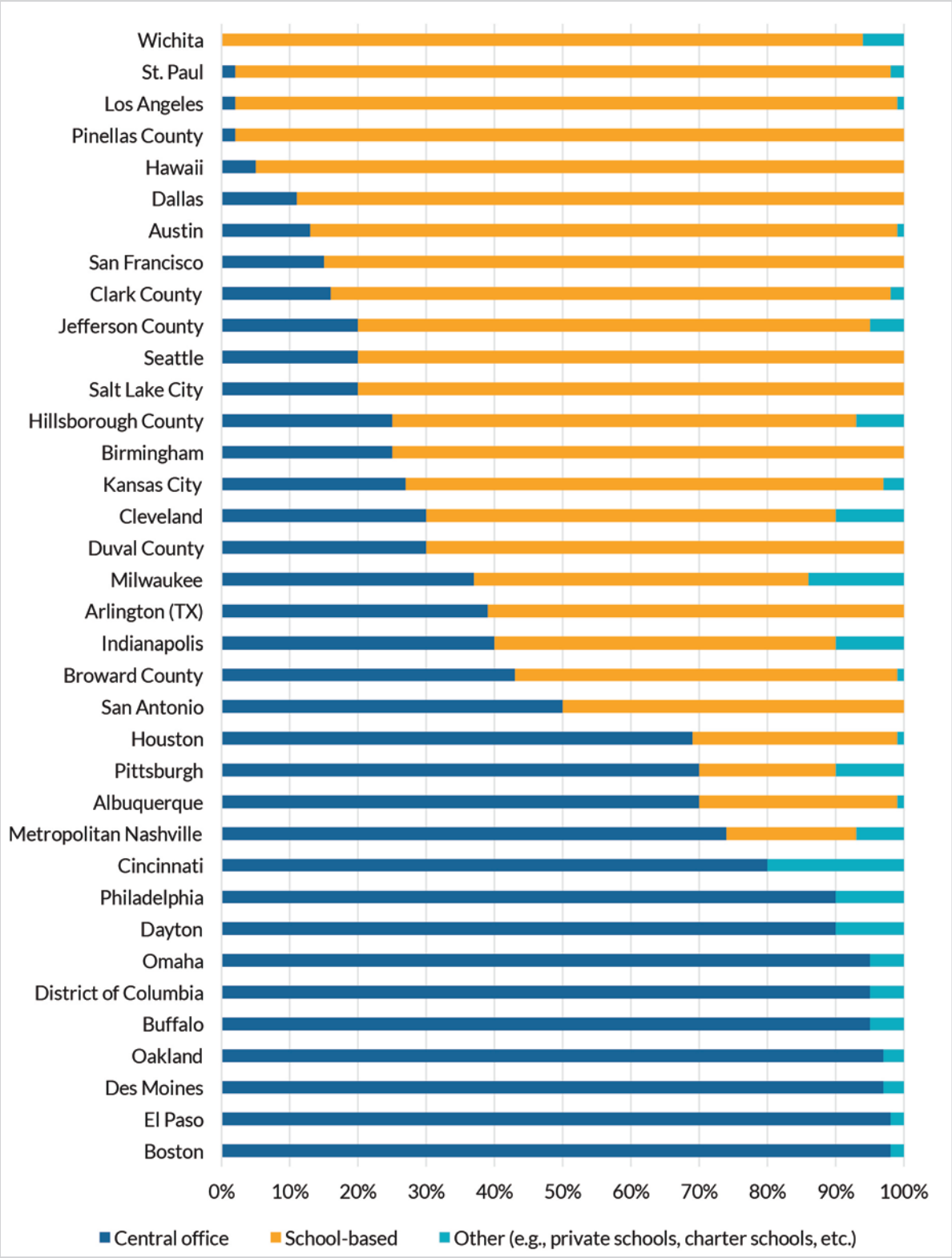
Distribution of Title III Funds in SY 2016-17 (N=55 Districts)

A total of 55 member districts reported how they distribute Title III funds. Of these Council-member districts, two reported that they distributed 100 percent of the Title III funds directly to the schools (Guilford County and Richmond), and 17 districts indicated that 100 percent of Title III expenditures were determined at the central office—

Anchorage	Atlanta	Baltimore	Columbus	Denver	Fort Worth
Fresno	Jackson	Minneapolis	Miami-Dade County	Norfolk	Oklahoma City
Orange County	Palm Beach County	San Diego	Shelby County	Tulsa	

District-specific responses are provided in Figure 40, showing the percentage of Title III funds that are expended at the central office, the percentage allocated directly to schools and, in some instances, allocated to charter or private schools. Title III of ESEA as amended by ESSA does not require that funds be entirely distributed to schools; it provides discretion to school districts in setting priorities for expending Title III funds. The variance shown in Figure 40, therefore, is a reflection of differing approaches that school districts take in supplementing and improving instructional programs and services for ELLs.

Figure 40. School District Distribution of Title III Funds, SY 2016-17
Excludes Districts with 100% Central- or School-based Distribution



Conclusion

This report was based on an extensive survey of members of the Council of the Great City Schools in 2017. The survey asked for detailed information on the numbers of English language learners (ELLs) in each of our Great City School districts, the languages students spoke, and numbers of these students who also needed special education services. In addition, the report contains new data on the share of ELLs who remain in ELL programs for over six years. The survey also asked for information on state requirements for instructional staff serving ELLs and district efforts on the recruitment, hiring, and evaluation of such staff. Moreover, the report presents updated information on English language proficiency distributions in districts. The report also analyzes NAEP performance by ELLs, and it includes three indicators from the Council's Academic KPIs to assess how these students are doing.

Significantly, the report addresses the difficult task of determining the number of ELLs nationwide and in our Great City schools. It was clear from the best available data that there are some five million ELLs nationwide enrolled in the country's K-12 public schools. Approximately 25 percent of these students attend school in one of the Council-member districts. Data also show that ELLs are among the fastest growing groups in our urban districts, now accounting for over 17 percent of total urban school enrollment. In 56 member-districts, ELL enrollment either remained steady or outpaced non-ELL enrollment. At the same time, data in the report indicate that the number of urban districts whose ELL enrollment constitutes between 20 and 30 percent of total enrollment has more than doubled in the last few years.

The data in this new report also show that ELLs are increasing not only in number but also in diversity. The number of languages, for instance, that appear in the lists of the top five most frequently spoken across the membership has jumped from 38 languages in 2013 to 50 in 2017. Nonetheless, some 92.4 percent of all ELLs in the member districts speak Spanish, Arabic, Chinese, Haitian Creole, or Vietnamese. Still, numerous districts have 100 or more languages spoken in their schools. This language diversity tests the ability of these and other school systems to (a) find instructional materials and staff resources to teach children in their home languages and (b) implement effective instructional approaches that reflect rigorous standards and effectively address the English-acquisition needs of all.

It was also clear from the report's data that, in more than 35 districts, more than 10 percent of ELLs remained in the language acquisition program for six years or more. In fact, in six of these districts, over 30 percent of ELLs were deemed Long-Term ELLs.

The new survey information also shows that districts continue to use a variety of efforts to recruit qualified teachers for ELLs. Partnerships with higher education institutions, "grow-your-own" programs, and alternative certification programs were the most commonly used, according to respondents. The fastest increasing strategy, however, was the use of alternative certification programs to fill ELL teacher vacancies. In addition, over 60 percent of districts evaluated their bilingual and ESL teachers on their instruction of ELL students, but fewer districts incorporated ELL components in the evaluation of general education or special education teachers. Even fewer reported that they evaluated principals or assistant principals on the quality or effectiveness of ELL instruction.

The report's new data also showed substantial variation in English proficiency. This was due in part to the fact that districts use differing assessments that do not measure the same things on the same scales for the same purposes. The largest number of districts reported that they assessed English proficiency on six levels, but these levels were not necessarily the same, nor did they use identical cut-scores to determine which level a student was at. Still, many districts reported using three, four, or five levels—adding to the complexity. Consequently, the data do not lend themselves to comparisons from one district to another. Program exit criteria also differ from one locale to another, resulting in inconsistent numbers of ELL in highest ELP level group.

Given the variability in state-determined assessments, we used the large city variable from the National Assessment of Education Progress (NAEP) as a proxy for all ELLs in Council-member districts. The results showed persistent gaps in reading and mathematics between ELLs and non-ELLs, gaps that were further defined by whether a student was FRPL-eligible or was a former ELL. ELLs who were FRPL-eligible tended to score at the lowest levels, while former ELLs often performed above students who had never been ELLs. Finally, we examined Academic KPI data on absentee rates, course failures in Grade 9, and Algebra I completion rates by Grade 9, comparing ELL results to non-ELL data. In general, the results showed that ELLs were more likely to have failed one or more courses in Grade 9, but they were just as likely to have completed Algebra I by the end of Grade 9.

Furthermore, some 55 districts provided information on how they allocated their Title III funds—whether they spent the funds centrally or allocated them to schools for spending. Only two districts distributed all their Title III funds to the schools, while 17 districts held 100 percent at the central office level. The remaining 36 districts showed considerable variety in how they prioritized and managed Title III funds. Finally, some 55 districts provided data on their ELL-related professional development for district staff. Compared to SY 2009-10, 17 more districts offered ELL-related professional development to principals. Frequently listed content included how to work with students with interrupted formal education (SIFE), ELL-strategies to raise rigor, and meeting the needs of ELLs in special education.

The overall picture painted in the report suggests that ELLs are increasing their share of the overall enrollment in many larger urban districts. At the same time, data show that policy and programmatic changes by many states have not kept pace. For instance, state requirements on credentialing of teachers working with ELLs remain poorly defined. ELL teacher recruitment data are about the same as they were when the Council conducted its initial report. And staff evaluations with ELL components continue to lag. In addition, local-level performance data show a continuing need for better results. Algebra I completion rates and course failure data suggest that many ELLs lack access to instructional rigor or adequate instructional and social supports to succeed academically. Moreover, the large number of districts that have more than 10 percent of their ELLs remaining in programs for more than six years signals a need to further examine why ELLs are remaining so long in the ELL programs and the extent to which this may be hindering access to instructional content needed to be college- and career-ready.

APPENDIX A

Full Names of Council-member School Districts

Submitted Complete Responses (51)		Did not Submit Complete Responses (24)
Albuquerque Public Schools	Norfolk Public Schools	**Partial Responses (10)**
Anchorage School District	Oakland Unified School District	Birmingham City Schools
Arlington Independent School District	Oklahoma City Public Schools	Bridgeport Public Schools
Atlanta Public Schools	Omaha Public Schools	Buffalo Public Schools
Austin Independent School District	Orange County Public Schools	Chicago Public Schools
Baltimore City Public Schools	Pinellas County Public Schools	Cincinnati Public Schools
Boston Public Schools	Pittsburgh Public Schools	Dayton Public Schools
Broward County Public Schools	Richmond Public Schools	District of Columbia Public Schools
Charlotte-Mecklenburg Schools	Salt Lake City School District*	Duval County Public Schools
Clark County School District	San Antonio Independent School District	New York City Department of Education
Cleveland Metropolitan School District	San Diego Unified School District	Sacramento City Unified School District
Columbus City Schools	San Francisco Unified School District	**No Response (9)**
Dallas Independent School District	Seattle Public Schools	Detroit Public Schools Community District
Denver Public Schools	Shelby County Schools	Long Beach Unified School District
Des Moines Public Schools	St. Louis Public Schools	New Orleans Public Schools
El Paso Independent School District	St. Paul Public Schools	Newark Public Schools
Fort Worth Independent School District	The School District of Palm Beach County	Portland Public Schools
Fresno Unified School District	The School District of Philadelphia	Providence Public School District
Guilford County Schools	Tulsa Public Schools	Rochester City School District
Hawaii State Department of Education	Wichita Public Schools	Santa Ana Unified School District
Hillsborough County Public Schools		Toledo Public Schools
Houston Independent School District		**Joined the Council after Data Collection (4)**
Indianapolis Public Schools		Aurora Public Schools
Jackson Public Schools		Charleston County School District
Jefferson County Public Schools		Puerto Rico Department of Education
Kansas City Public Schools		Stockton Unified School District
Los Angeles Unified School District		**Joined the Council after Report Drafted (1)**
Metropolitan Nashville Public Schools		Toronto District School Board
Miami-Dade County Public Schools		
Milwaukee Public Schools		
Minneapolis Public Schools		

* *Not a Council-member district by completion of report*

APPENDIX B

District-reported Total and ELL Enrollment from SY 2013-14 to SY 2015-16 (N=55 Districts)

The following table shows the total and ELL official fall enrollment counts that were reported to the Council for SY 2013-14 to SY 2015-16.

District	SY 2013-14		SY 2014-15		SY 2015-16	
	Total	ELL	Total	ELL	Total	ELL
Albuquerque	87,196	15,587	86,425	14,958	85,988	14,577
Anchorage	47,583	5,794	47,437	5,892	47,621	6,032
Arlington (TX)	60,197	14,564	59,791	14,610	59,274	14,455
Atlanta	49,023	1,558	50,032	1,596	50,399	1,559
Austin	79,882	20,116	79,596	20,790	78,377	20,561
Baltimore	79,967	2,936	80,165	3,411	78,975	3,642
Boston	51,877	15,008	51,771	14,859	50,993	14,912
Broward County[69]	257,854	24,150	260,264	27,048	263,273	28,122
Buffalo	31,366	4,080	31,683	4,390	30,865	4,486
Charlotte-Mecklenburg	142,751	14,460	144,320	15,404	145,541	16,002
Chicago	376,874	56,628	373,810	58,862	369,730	59,555
Clark County	316,313	52,452	319,257	58,792	321,199	61,535
Cleveland	40,360	3,135	44,573	3,165	41,632	3,282
Columbus	55,528	3,035	56,063	2,523	56,881	1,477
Dallas	150,042	59,424	150,462	61,968	148,276	62,615
Denver	81,506	27,103	84,370	24,585	85,688	23,920
Des Moines	31,511	5,769	31,654	6,163	31,883	6,580
Duval County	126,263	4,864	126,402	5,588	126,010	5,638
El Paso	58,903	14,183	57,979	14,697	57,180	15,202
Fort Worth	79,829	23,564	80,785	24,589	81,781	24,711
Fresno	70,837	17,434	70,259	17,783	70,420	16,280
Guilford County	72,388	5,228	72,191	4,805	71,908	5,196
Hawaii	185,039	14,044	180,564	13,064	180,009	12,093
Hillsborough County	211,595	26,467	205,364	24,691	210,801	25,392
Houston	194,311	55,023	199,023	57,102	199,813	57,987
Indianapolis	29,997	4,979	29,714	5,448	28,388	5,035
Jackson	28,417	249	28,086	233	26,979	281

69 The reported figures are benchmark enrollment counts from the 10th day of school.

Appendix B, continued

District	SY 2013-14		SY 2014-15		SY 2015-16	
	Total	ELL	Total	ELL	Total	ELL
Jefferson County	96,432	6,249	96,894	6,523	97,121	6,973
Kansas City	14,204	3,436	14,331	3,526	14,705	3,482
Los Angeles	545,832	130,775	541,519	137,089	517,001	118,788
Metropolitan Nashville	80,362	9,866	81,587	10,116	83,101	12,980
Miami-Dade County	346,968	73,540	347,712	74,224	348,062	67,946
Milwaukee	70,614	7,078	69,878	7,114	68,678	7,123
Minneapolis	35,400	7,803	35,489	8,474	35,801	7,955
New York City	976,840	141,848	971,857	139,843	967,454	136,495
Norfolk	30,337	805	30,101	1,065	29,976	1,010
Oakland	36,690	11,375	36,959	12,061	36,977	12,060
Oklahoma City	37,675	12,276	38,010	12,603	40,131	12,609
Omaha	48,524	7,000	49,427	7,534	49,359	7,285
Orange County	186,672	24,797	191,168	26,523	196,635	28,447
Palm Beach County	169,484	17,845	170,147	18,371	170,619	19,139
Philadelphia	131,894	12,100	130,075	12,492	131,698	12,951
Pinellas County	103,069	5,498	103,107	6,055	102,834	6,245
Pittsburgh	24,331	738	23,882	778	23,352	693
Richmond	22,022	1,795	22,225	2,116	22,044	2,192
Salt Lake City	26,120	6,975	25,772	7,006	25,634	7,389
San Antonio	53,035	10,255	53,701	10,203	53,035	10,119
San Diego	110,834	28,988	109,087	27,586	107,291	26,878
San Francisco	53,844	13,316	52,975	15,220	52,754	12,452
Seattle	51,889	5,852	52,871	5,989	53,276	6,111
Shelby County	146,085	7,637	112,482	7,376	109,365	7,771
St. Louis	24,986	2,298	24,292	2,330	22,561	2,352
St. Paul	37,026	12,404	37,054	13,050	36,821	11,709
Tulsa	37,235	6,554	37,258	6,832	36,844	6,633
Wichita	47,527	8,566	47,699	8,812	46,826	9,005

APPENDIX C

ELL and Total District Enrollment from SY 2007-08 to SY 2015-16 (N=73 Districts)

See the tables starting on the following pages.

Appendix C

District	SY 2007-08		SY 2008-09		SY 2009-10		SY 2010-11		SY 2011-12		SY 2012-13		SY 2013-14		SY 2014-15		SY 2015-16	
	ELL	Total	ELL	Total	ELL	Total	ELL	Total	ELL	Total	ELL	Total	ELL	Total	ELL	Total	ELL	Total
Albuquerque	16,082	95,965	–	95,934	14,977	96,572	15,827	95,415	16,253	94,318	16,209	94,083	15,556	93,202	15,167	93,001	15,960	90,566
Anchorage	5,282	48,857	4,246	48,837	5,400	49,592	5,351	49,206	5,291	48,765	5,654	48,790	5,804	48,159	5,888	48,089	6,032	48,324
Arlington (TX)	4,845	62,863	10,173	63,045	10,388	63,487	10,211	64,484	10,972	64,703	11,589	65,001	12,147	64,688	14,610	63,882	14,592	63,210
Atlanta	1,494	49,991	1,343	49,032	1,475	48,909	1,505	49,796	1,654	50,009	1,624	49,558	1,508	50,131	1,590	51,145	2,123	51,500
Aurora	11,804	33,563	12,525	35,523	13,235	36,967	13,537	38,605	13,778	39,696	13,956	39,835	14,456	40,877	14,068	41,729	13,684	42,249
Austin	10,906	82,564	21,994	83,483	22,292	84,676	22,030	85,697	21,751	86,528	21,728	86,516	21,321	85,372	20,360	84,564	20,561	83,648
Baltimore	–	81,284	–	82,266	1,810	82,866	2,140	83,800	2,496	84,212	3,043	84,747	3,005	84,730	3,460	84,976	3,722	83,666
Birmingham	600	28,266	543	27,440	584	26,721	41	25,914	523	25,091	–	25,104	609	24,858	683	24,449	811	24,693
Boston	10,730	56,168	6,124	55,923	6,599	55,371	7,712	56,037	15,653	55,027	15,649	55,114	15,022	54,300	14,894	54,312	14,907	53,885
Bridgeport	2,834	20,824	2,742	20,451	2,655	20,161	2,606	20,205	2,546	20,126	2,667	20,155	2,690	20,753	2,954	21,047	2,964	21,015
Broward County	26,151	258,893	25,540	256,351	24,400	256,137	24,316	256,472	24,143	258,478	25,022	260,226	26,323	262,666	28,139	266,265	30,130	269,098
Buffalo	2,819	35,677	2,830	34,538	3,236	34,526	3,501	33,543	3,643	32,723	3,879	32,762	4,220	34,854	4,551	35,234	4,582	33,345
Charleston	855	42,216	1,952	42,303	2,244	43,063	1,886	43,654	2,357	44,058	2,482	44,599	2,566	45,650	2,856	46,790	2,837	48,084
Charlotte-Mecklenburg	18,846	131,176	18,176	135,064	15,227	136,969	14,442	135,954	13,866	141,728	14,468	144,478	13,740	142,991	14,980	145,636	17,127	146,211
Chicago	75,108	407,510	72,722	421,430	51,992	407,157	56,993	405,644	53,786	403,004	64,260	395,948	65,489	396,641	69,091	392,558	60,257	387,311
Cincinnati	938	35,435	1,016	35,346	1,141	33,449	1,235	33,783	1,269	32,154	1,313	31,615	1,507	31,801	1,744	32,444	2,002	34,227
Clark County	31,737	309,051	59,782	312,761	51,579	307,059	67,877	314,059	68,577	313,398	53,155	316,778	52,744	320,532	59,400	324,093	61,688	325,990
Cleveland	2,792	52,954	2,715	49,952	2,466	48,392	2,459	44,974	2,598	42,805	2,737	39,813	2,764	38,562	2,982	39,365	3,107	39,410
Columbus	5,481	55,269	5,333	53,536	5,023	52,810	4,732	51,134	4,951	50,488	5,464	50,384	6,419	50,478	5,928	50,407	7,003	50,028
Dallas	24,794	157,804	51,439	157,352	52,405	157,111	54,506	157,162	56,650	157,575	57,446	158,932	59,070	159,713	56,508	160,253	62,575	158,604
Dayton	315	15,920	360	15,566	380	14,986	435	15,313	480	14,795	556	14,357	633	14,209	703	14,222	781	13,846
Denver	18,917	73,053	20,379	74,189	22,249	77,267	24,174	78,339	25,417	80,890	26,685	83,377	27,084	86,046	24,564	88,839	23,895	90,235
Des Moines	4,149	32,043	4,354	31,613	4,541	32,749	4,850	33,091	5,144	33,453	5,466	34,092	5,711	34,230	6,001	34,355	6,567	34,219
Detroit	7,693	107,874	6,690	97,577	6,722	90,499	6,875	77,757	6,522	67,064	5,190	49,239	5,540	49,043	5,868	47,277	5,569	46,616
District of Columbia	4,092	58,191	4,370	44,331	4,203	43,866	3,741	44,199	3,745	44,618	4,530	44,179	4,716	44,942	4,882	46,155	4,548	48,336
Duval County	3,808	124,740	3,497	122,606	3,661	122,586	3,828	123,997	3,844	125,429	4,173	125,686	4,416	127,653	4,835	128,685	5,589	129,192

Appendix C, continued

District	SY 2007-08		SY 2008-09		SY 2009-10		SY 2010-11		SY 2011-12		SY 2012-13		SY 2013-14		SY 2014-15		SY 2015-16	
	ELL	Total	ELL	Total	ELL	Total	ELL	Total	ELL	Total	ELL	Total	ELL	Total	ELL	Total	ELL	Total
El Paso	6,823	62,123	14,103	62,322	14,005	63,378	13,696	64,330	13,277	64,214	12,866	63,210	12,692	61,620	12,451	60,852	15,202	60,047
Fort Worth	21,539	78,857	22,562	79,285	21,637	80,209	21,728	81,651	21,913	83,109	23,472	83,503	24,593	84,588	23,412	85,975	24,711	87,080
Fresno	–	76,460	19,915	76,621	27,053	75,468	–	74,833	17,536	74,235	17,586	73,689	17,589	73,353	18,087	73,543	16,229	73,460
Guilford County	7,076	72,389	6,102	72,951	5,957	72,758	5,956	73,205	5,848	74,086	5,721	74,161	5,638	72,081	5,398	73,416	5,738	73,151
Hawaii	16,959	179,897	18,564	179,478	18,097	180,196	19,092	179,601	24,750	182,706	16,474	184,760	15,949	186,825	14,425	182,384	13,619	181,995
Hillsborough County	22,553	193,180	22,009	192,007	22,255	193,265	23,291	194,525	22,474	197,041	23,876	200,466	24,054	203,439	24,784	207,469	25,290	211,923
Houston	27,260	199,534	57,318	200,225	57,747	202,773	56,067	204,245	54,333	203,066	53,722	203,354	55,717	211,552	51,277	215,225	58,067	215,627
Indianapolis	3,679	35,257	3,695	34,050	3,880	33,372	3,901	33,079	4,026	31,999	4,045	29,806	4,492	30,813	4,754	31,794	4,386	31,371
Jackson	118	31,191	136	30,587	135	30,609	131	30,366	144	29,898	218	29,738	224	29,488	239	29,061	114	28,019
Jefferson County	4,497	95,871	4,959	98,774	4,895	98,808	5,135	97,331	5,302	99,191	5,850	100,316	6,216	100,529	6,445	100,602	6,772	100,777
Kansas City	–	25,094	2,361	19,788	3,105	18,839	3,520	17,326	3,582	16,610	3,625	16,832	3,426	15,230	3,525	15,386	3,483	15,724
Long Beach	–	88,186	20,715	87,509	26,736	86,283	–	84,812	20,746	83,691	17,512	82,256	19,277	81,155	18,500	79,709	17,879	77,812
Los Angeles	–	693,680	220,703	687,534	210,539	670,746	–	667,273	152,592	659,639	186,593	655,455	179,322	653,826	164,349	646,683	140,816	639,337
Metropolitan Nashville	7,105	73,715	7,618	74,312	7,926	75,080	8,437	78,782	8,697	80,393	9,013	81,134	10,186	82,806	11,722	84,069	12,913	85,598
Miami-Dade County	53,364	348,128	52,434	345,525	59,423	345,804	61,944	347,366	66,497	350,239	69,880	354,262	72,437	356,233	65,163	356,964	69,102	357,579
Milwaukee	8,210	86,819	7,301	85,381	7,996	82,096	8,125	80,934	7,772	79,130	7,666	78,363	7,418	78,516	6,648	77,316	7,246	75,749
Minneapolis	7,797	35,631	7,467	35,312	7,400	35,076	7,266	34,934	7,198	35,046	8,227	35,842	8,316	36,817	8,475	36,999	8,161	36,793
New Orleans	264	9,601	518	10,109	525	10,287	383	10,493	382	10,881	387	13,707	551	12,447	604	13,271	883	14,795
New York City	149,653	989,941	122,635	981,690	141,908	1,014,020	146,207	995,336	142,572	990,145	–	989,387	–	988,931	114,849	995,192	133,675	981,667
Newark	–	40,507	3,158	39,992	3,257	39,443	2,439	41,235	3,143	35,543	3,410	35,588	3,108	34,976	3,513	34,861	3,728	40,889
Norfolk	541	35,063	525	34,431	623	34,011	629	33,787	621	33,461	599	32,862	639	32,597	855	32,290	1,096	32,148
Oakland	–	46,431	14,257	46,516	18,465	46,099	–	46,586	14,274	46,377	14,324	46,463	14,483	47,194	15,543	48,077	12,058	49,098
Oklahoma City	9,633	40,985	–	41,089	10,686	42,549	12,170	42,989	12,775	43,212	13,472	44,720	13,427	40,913	13,683	41,074	12,668	40,823
Omaha	6,307	47,763	6,344	48,014	6,607	48,692	6,978	49,405	6,760	50,340	6,319	50,559	6,988	51,069	7,516	51,928	8,400	51,966
Orange County	33,974	174,142	33,758	172,257	30,032	173,259	28,370	176,008	28,311	180,000	25,021	183,066	24,771	187,092	26,508	191,648	28,537	196,951
Palm Beach County	18,422	170,883	17,487	170,757	18,117	172,897	18,433	174,663	18,698	176,901	20,248	179,514	20,527	182,895	21,153	186,605	22,391	189,322
Philadelphia	12,281	172,704	12,211	159,867	12,172	165,694	12,699	166,233	11,885	154,262	11,502	143,898	11,885	137,674	13,115	134,241	12,852	134,044

Appendix C, continued

District	SY 2007-08		SY 2008-09		SY 2009-10		SY 2010-11		SY 2011-12		SY 2012-13		SY 2013-14		SY 2014-15		SY 2015-16	
	ELL	Total	ELL	Total	ELL	Total	ELL	Total	ELL	Total	ELL	Total	ELL	Total	ELL	Total	ELL	Total
Pinellas County	3,752	107,892	3,799	106,061	4,136	105,238	4,260	104,001	4,598	103,776	5,059	103,590	5,592	103,411	6,053	103,774	6,255	103,495
Pittsburgh	405	27,680	403	27,945	356	27,945	451	27,982	547	26,653	629	26,292	721	26,041	755	24,657	749	24,083
Portland	5,086	46,262	5,042	45,024	4,776	45,748	4,644	45,818	5,155	46,930	3,948	46,748	3,224	47,323	3,631	47,806	3,664	48,345
Providence	3,487	24,494	—	23,710	3,224	23,847	3,622	23,573	4,095	23,518	4,239	23,872	4,947	23,827	5,396	23,907	5,747	23,867
Richmond	683	23,754	750	23,177	954	22,994	1,034	23,454	967	23,336	1,273	23,649	1,173	23,775	1,810	23,957	2,369	23,980
Rochester	2,959	32,924	2,842	32,973	3,085	32,516	2,802	32,223	2,899	31,432	2,979	30,145	2,971	30,295	3,433	30,014	3,662	28,886
Sacramento	—	48,446	12,362	48,155	15,924	47,890	—	47,897	12,149	47,940	11,306	47,616	10,222	47,031	10,064	46,868	8,076	46,843
Salt Lake City	8,797	24,908	6,466	24,237	7,041	25,447	5,488	24,647	618	25,016	3,647	24,680	4,135	24,597	4,672	24,451	5,166	24,526
San Antonio	8,313	54,779	8,579	54,696	8,790	55,327	8,685	55,116	8,522	54,394	8,545	54,268	8,575	53,857	7,480	53,750	8,905	53,069
San Diego	—	131,577	38,743	132,256	37,161	131,417	—	131,785	36,453	131,044	29,524	130,271	33,877	130,303	32,471	129,779	28,963	129,380
San Francisco	—	55,069	16,851	55,183	20,872	55,140	—	55,571	17,083	56,310	14,196	56,970	16,136	57,620	16,227	58,414	15,142	58,865
Santa Ana	—	57,061	32,202	57,439	31,873	56,937	—	57,319	32,170	57,250	28,580	57,410	27,458	57,499	26,377	56,815	22,444	55,909
Seattle	5,167	45,581	5,368	45,968	4,168	46,522	5,609	47,735	4,857	49,269	4,583	50,655	4,600	50,509	5,989	52,834	6,426	53,317
Shelby County	—	—	—	—	—	—	—	—	—	—	—	—	7,699	149,832	7,341	115,810	7,655	114,487
St. Louis	—	27,616	1,285	27,421	2,050	26,311	1,810	25,084	1,764	24,665	1,681	32,364	1,687	27,017	1,780	30,831	1,823	28,960
St. Paul	14,739	40,107	15,727	38,938	13,903	38,531	—	38,316	13,257	38,310	8,851	38,419	12,491	38,228	13,006	37,969	11,792	37,698
Stockton	—	38,408	10,598	37,831	10,485	38,141	—	38,252	10,489	38,803	11,069	38,435	11,223	39,486	11,356	40,057	10,675	40,324
Toledo	529	28,251	419	26,516	379	25,699	314	24,283	321	23,115	342	22,107	331	21,669	350	21,836	349	22,053
Tulsa	5,158	41,271	—	41,195	5,454	41,493	5,692	41,501	6,534	41,199	6,916	41,076	7,150	40,152	7,380	39,999	6,633	39,455
Wichita	6,043	46,788	6,470	47,260	7,223	48,324	7,348	49,329	7,647	49,389	8,146	50,339	8,555	50,629	8,807	50,947	10,135	50,943

(—) denotes missing or unavailable data. Figures are from district-level reports and exclude adult education students.

Source: National Center for Education Statistics. (n.d.). Elementary/Secondary Information System. Retrieved September 18, 2018, from https://nces.ed.gov/ccd/elsi/

APPENDIX D

ELLs as Percentage of Total District Enrollment from SY 2007-08 to SY 2015-16 (N=73 Districts)

See the tables starting on the following pages.

Appendix D

District	SY 2007-08	SY 2008-09	SY 2009-10	SY 2010-11	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16
Albuquerque	16.76%	—	15.51%	16.59%	17.23%	17.23%	16.69%	16.31%	17.62%
Anchorage	10.81%	8.69%	10.89%	10.87%	10.85%	11.59%	12.05%	12.24%	12.48%
Arlington (TX)	7.71%	16.14%	16.36%	15.83%	16.96%	17.83%	18.78%	22.87%	23.08%
Atlanta	2.99%	2.74%	3.02%	3.02%	3.31%	3.28%	3.01%	3.11%	4.12%
Aurora	35.17%	35.26%	35.80%	35.07%	34.71%	35.03%	35.36%	33.71%	32.39%
Austin	13.21%	26.35%	26.33%	25.71%	25.14%	25.11%	24.97%	24.08%	24.58%
Baltimore	—	—	2.18%	2.55%	2.96%	3.59%	3.55%	4.07%	4.45%
Birmingham	2.12%	1.98%	2.19%	0.16%	2.08%	—	2.45%	2.79%	3.28%
Boston	19.10%	10.95%	11.92%	13.76%	28.45%	28.39%	27.66%	27.42%	27.66%
Bridgeport	13.61%	13.41%	13.17%	12.90%	12.65%	13.23%	12.96%	14.04%	14.10%
Broward County	10.10%	9.96%	9.53%	9.48%	9.34%	9.62%	10.02%	10.57%	11.20%
Buffalo	7.90%	8.19%	9.37%	10.44%	11.13%	11.84%	12.11%	12.92%	13.74%
Charleston	2.03%	4.61%	5.21%	4.32%	5.35%	5.57%	5.62%	6.10%	5.90%
Charlotte-Mecklenburg	14.37%	13.46%	11.12%	10.62%	9.78%	10.01%	9.61%	10.29%	11.71%
Chicago	18.43%	17.26%	12.77%	14.05%	13.35%	16.23%	16.51%	17.60%	15.56%
Cincinnati	2.65%	2.87%	3.41%	3.66%	3.95%	4.15%	4.74%	5.38%	5.85%
Clark County	10.27%	19.11%	16.80%	21.61%	21.88%	16.78%	16.46%	18.33%	18.92%
Cleveland	5.27%	5.44%	5.10%	5.47%	6.07%	6.87%	7.17%	7.58%	7.88%
Columbus	9.92%	9.96%	9.51%	9.25%	9.81%	10.84%	12.72%	11.76%	14.00%
Dallas	15.71%	32.69%	33.36%	34.68%	35.95%	36.15%	36.99%	35.26%	39.45%
Dayton	1.98%	2.31%	2.54%	2.84%	3.24%	3.87%	4.45%	4.94%	5.64%
Denver	25.89%	27.47%	28.79%	30.86%	31.42%	32.01%	31.48%	27.65%	26.48%
Des Moines	12.95%	13.77%	13.87%	14.66%	15.38%	16.03%	16.68%	17.47%	19.19%
Detroit	7.13%	6.86%	7.43%	8.84%	9.73%	10.54%	11.30%	12.41%	11.95%
District of Columbia	7.03%	9.86%	9.58%	8.46%	8.39%	10.25%	10.49%	10.58%	9.41%
Duval County	3.05%	2.85%	2.99%	3.09%	3.06%	3.32%	3.46%	3.76%	4.33%
El Paso	10.98%	22.63%	22.10%	21.29%	20.68%	20.35%	20.60%	20.46%	25.32%
Fort Worth	27.31%	28.46%	26.98%	26.61%	26.37%	28.11%	29.07%	27.23%	28.38%
Fresno	—	25.99%	35.85%	—	23.62%	23.87%	23.98%	24.59%	22.09%

Appendix D, continued

District	SY 2007-08	SY 2008-09	SY 2009-10	SY 2010-11	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16
Guilford County	9.77%	8.36%	8.19%	8.14%	7.89%	7.71%	7.82%	7.35%	7.84%
Hawaii	9.43%	10.34%	10.04%	10.63%	13.55%	8.92%	8.54%	7.91%	7.48%
Hillsborough County	11.67%	11.46%	11.52%	11.97%	11.41%	11.91%	11.82%	11.95%	11.93%
Houston	13.66%	28.63%	28.48%	27.45%	26.76%	26.42%	26.34%	23.82%	26.93%
Indianapolis	10.43%	10.85%	11.63%	11.79%	12.58%	13.57%	14.58%	14.95%	13.98%
Jackson	0.38%	0.44%	0.44%	0.43%	0.48%	0.73%	0.76%	0.82%	0.41%
Jefferson County	4.69%	5.02%	4.95%	5.28%	5.35%	5.83%	6.18%	6.41%	6.72%
Kansas City	–	11.93%	16.48%	20.32%	21.57%	21.54%	22.50%	22.91%	22.15%
Long Beach	–	23.67%	30.99%	–	24.79%	21.29%	23.75%	23.21%	22.98%
Los Angeles	–	32.10%	31.39%	–	23.13%	28.47%	27.43%	25.41%	22.03%
Metropolitan Nashville	9.64%	10.25%	10.56%	10.71%	10.82%	11.11%	12.30%	13.94%	15.09%
Miami-Dade County	15.33%	15.18%	17.18%	17.83%	18.99%	19.73%	20.33%	18.25%	19.32%
Milwaukee	9.46%	8.55%	9.74%	10.04%	9.82%	9.78%	9.45%	8.60%	9.57%
Minneapolis	21.88%	21.15%	21.10%	20.80%	20.54%	22.95%	22.59%	22.91%	22.18%
New Orleans	2.75%	5.12%	5.10%	3.65%	3.51%	2.82%	4.43%	4.55%	5.97%
New York City	17.81%	14.28%	16.27%	17.22%	16.82%	–	–	13.05%	15.76%
Newark	–	7.90%	8.26%	5.91%	8.84%	9.58%	8.89%	10.08%	9.12%
Norfolk	1.54%	1.52%	1.83%	1.86%	1.86%	1.82%	1.96%	2.65%	3.41%
Oakland	–	30.65%	40.06%	–	30.78%	30.83%	30.69%	32.33%	24.56%
Oklahoma City	23.50%	–	25.11%	28.31%	29.56%	30.13%	32.82%	33.31%	31.03%
Omaha	13.20%	13.21%	13.57%	14.12%	13.43%	12.50%	13.68%	14.47%	16.16%
Orange County	19.51%	19.60%	17.33%	16.12%	15.73%	13.67%	13.24%	13.83%	14.49%
Palm Beach County	10.78%	10.24%	10.48%	10.55%	10.57%	11.28%	11.22%	11.34%	11.83%
Philadelphia	7.11%	7.64%	7.35%	7.64%	7.70%	7.99%	8.63%	9.77%	9.59%
Pinellas County	3.48%	3.58%	3.93%	4.10%	4.43%	4.88%	5.41%	5.83%	6.04%
Pittsburgh	1.46%	1.44%	1.27%	1.61%	2.05%	2.39%	2.77%	3.06%	3.11%
Portland	10.99%	11.20%	10.44%	10.14%	10.98%	8.45%	6.81%	7.60%	7.58%
Providence	14.24%	–	13.52%	15.37%	17.41%	17.76%	20.76%	22.57%	24.08%
Richmond	2.88%	3.24%	4.15%	4.41%	4.14%	5.38%	4.93%	7.56%	9.88%
Rochester	8.99%	8.62%	9.49%	8.70%	9.22%	9.88%	9.81%	11.44%	12.68%
Sacramento	–	25.67%	33.25%	–	25.34%	23.74%	21.73%	21.47%	17.24%
Salt Lake City	35.32%	26.68%	27.67%	22.27%	2.47%	14.78%	16.81%	19.11%	21.06%

Appendix D, continued

District	SY 2007-08	SY 2008-09	SY 2009-10	SY 2010-11	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16
San Antonio	15.18%	15.68%	15.89%	15.76%	15.67%	15.75%	15.92%	13.92%	16.78%
San Diego	—	29.29%	28.28%	—	27.82%	22.66%	26.00%	25.02%	22.39%
San Francisco	—	30.54%	37.85%	—	30.34%	24.92%	28.00%	27.78%	25.72%
Santa Ana	—	56.06%	55.98%	—	56.19%	49.78%	47.75%	46.43%	40.14%
Seattle	11.34%	11.68%	8.96%	11.75%	9.86%	9.05%	9.11%	11.34%	12.05%
Shelby County	—	—	—	—	—	—	5.14%	6.34%	6.69%
St. Louis	—	4.69%	7.79%	7.22%	7.15%	5.19%	6.24%	5.77%	6.29%
St. Paul	36.75%	40.39%	36.08%	—	34.60%	23.04%	32.68%	34.25%	31.28%
Stockton	—	28.01%	27.49%	—	27.03%	28.80%	28.42%	28.35%	26.47%
Toledo	1.87%	1.58%	1.47%	1.29%	1.39%	1.55%	1.53%	1.60%	1.58%
Tulsa	12.50%	—	13.14%	13.72%	15.86%	16.84%	17.81%	18.45%	16.81%
Wichita	12.92%	13.69%	14.95%	14.90%	15.48%	16.18%	16.90%	17.29%	19.89%

(—) denotes insufficient data to calculate. Original figures are from district-level reports and exclude adult education students. Percentages calculated by author using NCES source data.

Source: National Center for Education Statistics. (n.d.). Elementary/Secondary Information System. Retrieved September 18, 2018, from https://nces.ed.gov/ccd/elsi/

APPENDIX E

ELL and Non-ELL Enrollment from SY 2007-08 to SY 2015-16 (N=73 Districts)

See the tables starting on the following pages.

Appendix E

District	SY 2007-08		SY 2008-09		SY 2009-10		SY 2010-11		SY 2011-12		SY 2012-13		SY 2013-14		SY 2014-15		SY 2015-16	
	ELL	Non-ELL	ELL	Non-ELL	ELL	Non-ELL	ELL	Non-ELL	ELL	Non-ELL	ELL	Non-ELL	ELL	Non-ELL	ELL	Non-ELL	ELL	Non-ELL
Albuquerque	16,082	79,883	–	–	14,977	81,595	15,827	79,588	16,253	78,065	16,209	77,874	15,556	77,646	15,167	77,834	15,960	74,606
Anchorage	5,282	43,575	4,246	44,591	5,400	44,192	5,351	43,855	5,291	43,474	5,654	43,136	5,804	42,355	5,888	42,201	6,032	42,292
Arlington (TX)	4,845	58,018	10,173	52,872	10,388	53,099	10,211	54,273	10,972	53,731	11,589	53,412	12,147	52,541	14,610	49,272	14,592	48,618
Atlanta	1,494	48,497	1,343	47,689	1,475	47,434	1,505	48,291	1,654	48,355	1,624	47,934	1,508	48,623	1,590	49,555	2,123	49,377
Aurora	11,804	21,759	12,525	22,998	13,235	23,732	13,537	25,068	13,778	25,918	13,956	25,879	14,456	26,421	14,068	27,661	13,684	28,565
Austin	10,906	71,658	21,994	61,489	22,292	62,384	22,030	63,667	21,751	64,777	21,728	64,788	21,321	64,051	20,360	64,204	20,561	63,087
Baltimore	–	–	–	–	1,810	81,056	2,140	81,660	2,496	81,716	3,043	81,704	3,005	81,725	3,460	81,516	3,722	79,944
Birmingham	600	27,666	543	26,897	584	26,137	41	25,873	523	24,568	–	–	609	24,249	683	23,766	811	23,882
Boston	10,730	45,438	6,124	49,799	6,599	48,772	7,712	48,325	15,653	39,374	15,649	39,465	15,022	39,278	14,894	39,418	14,907	38,978
Bridgeport	2,834	17,990	2,742	17,709	2,655	17,506	2,606	17,599	2,546	17,580	2,667	17,488	2,690	18,063	2,954	18,093	2,964	18,051
Broward County	26,151	232,742	25,540	230,811	24,400	231,737	24,316	232,156	24,143	234,335	25,022	235,204	26,323	236,343	28,139	238,126	30,130	238,968
Buffalo	2,819	32,858	2,830	31,708	3,236	31,290	3,501	30,042	3,643	29,080	3,879	28,883	4,220	30,634	4,551	30,683	4,582	28,763
Charleston	855	41,361	1,952	40,351	2,244	40,819	1,886	41,768	2,357	41,701	2,482	42,117	2,566	43,084	2,856	43,934	2,837	45,247
Charlotte-Mecklenburg	18,846	112,330	18,176	116,888	15,227	121,742	14,442	121,512	13,866	127,862	14,468	130,010	13,740	129,251	14,980	130,656	17,127	129,084
Chicago	75,108	332,402	72,722	348,708	51,992	355,165	56,993	348,651	53,786	349,218	64,260	331,688	65,489	331,152	69,091	323,467	60,257	327,054
Cincinnati	938	34,497	1,016	34,330	1,141	32,308	1,235	32,548	1,269	30,885	1,313	30,302	1,507	30,294	1,744	30,700	2,002	32,225
Clark County	31,737	277,314	59,782	252,979	51,579	255,480	67,877	246,182	68,577	244,821	53,155	263,623	52,744	267,788	59,400	264,693	61,688	264,302
Cleveland	2,792	50,162	2,715	47,237	2,466	45,926	2,459	42,515	2,598	40,207	2,737	37,076	2,764	35,798	2,982	36,383	3,107	36,303
Columbus	5,481	49,788	5,333	48,203	5,023	47,787	4,732	46,402	4,951	45,537	5,464	44,920	6,419	44,059	5,928	44,479	7,003	43,025
Dallas	24,794	133,010	51,439	105,913	52,405	104,706	54,506	102,656	56,650	100,925	57,446	101,486	59,070	100,643	56,508	103,745	62,575	96,029
Dayton	315	15,605	360	15,206	380	14,606	435	14,878	480	14,315	556	13,801	633	13,576	703	13,519	781	13,065
Denver	18,917	54,136	20,379	53,810	22,249	55,018	24,174	54,165	25,417	55,473	26,685	56,692	27,084	58,962	24,564	64,275	23,895	66,340
Des Moines	4,149	27,894	4,354	27,259	4,541	28,208	4,850	28,241	5,144	28,309	5,466	28,626	5,711	28,519	6,001	28,354	6,567	27,652
Detroit	7,693	100,181	6,690	90,887	6,722	83,777	6,875	70,882	6,522	60,542	5,190	44,049	5,540	43,503	5,868	41,409	5,569	41,047
District of Columbia	4,092	54,099	4,370	39,961	4,203	39,663	3,741	40,458	3,745	40,873	4,530	39,649	4,716	40,226	4,882	41,273	4,548	43,788
Duval County	3,808	120,932	3,497	119,109	3,661	118,925	3,828	120,169	3,844	121,585	4,173	121,513	4,416	123,237	4,835	123,850	5,589	123,603

Appendix E, continued

District	SY 2007-08		SY 2008-09		SY 2009-10		SY 2010-11		SY 2011-12		SY 2012-13		SY 2013-14		SY 2014-15		SY 2015-16	
	ELL	Non-ELL	ELL	Non-ELL	ELL	Non-ELL	ELL	Non-ELL	ELL	Non-ELL	ELL	Non-ELL	ELL	Non-ELL	ELL	Non-ELL	ELL	Non-ELL
El Paso	6,823	55,300	14,103	48,219	14,005	49,373	13,696	50,634	13,277	50,937	12,866	50,344	12,692	48,928	12,451	48,401	15,202	44,845
Fort Worth	21,539	57,318	22,562	56,723	21,637	58,572	21,728	59,923	21,913	61,196	23,472	60,031	24,593	59,995	23,412	62,563	24,711	62,369
Fresno	–	–	19,915	56,706	27,053	48,415	–	–	17,536	56,699	17,586	56,103	17,589	55,764	18,087	55,456	16,229	57,231
Guilford County	7,076	65,313	6,102	66,849	5,957	66,801	5,956	67,249	5,848	68,238	5,721	68,440	5,638	66,443	5,398	68,018	5,738	67,413
Hawaii	16,959	162,938	18,564	160,914	18,097	162,099	19,092	160,509	24,750	157,956	16,474	168,286	15,949	170,876	14,425	167,959	13,619	168,376
Hillsborough County	22,553	170,627	22,009	169,998	22,255	171,010	23,291	171,234	22,474	174,567	23,876	176,590	24,054	179,385	24,784	182,685	25,290	186,633
Houston	27,260	172,274	57,318	142,907	57,747	145,026	56,067	148,178	54,333	148,733	53,722	149,632	55,717	155,835	51,277	163,948	58,067	157,560
Indianapolis	3,679	31,578	3,695	30,355	3,880	29,492	3,901	29,178	4,026	27,973	4,045	25,761	4,492	26,321	4,754	27,040	4,386	26,985
Jackson	118	31,073	136	30,451	135	30,474	131	30,235	144	29,754	218	29,520	224	29,264	239	28,822	114	27,905
Jefferson County	4,497	91,374	4,959	93,815	4,895	93,913	5,135	92,196	5,302	93,889	5,850	94,466	6,216	94,313	6,445	94,157	6,772	94,005
Kansas City	–	–	2,361	17,427	3,105	15,734	3,520	13,806	3,582	13,028	3,625	13,207	3,426	11,804	3,525	11,861	3,483	12,241
Long Beach	–	–	20,715	66,794	26,736	59,547	–	–	20,746	62,945	17,512	64,744	19,277	61,878	18,500	61,209	17,879	59,933
Los Angeles	–	–	220,703	466,831	210,539	460,207	–	–	152,592	507,047	186,593	468,862	179,322	474,504	164,349	482,334	140,816	498,521
Metropolitan Nashville	7,105	66,610	7,618	66,694	7,926	67,154	8,437	70,345	8,697	71,696	9,013	72,121	10,186	72,620	11,722	72,347	12,913	72,685
Miami-Dade County	53,364	294,764	52,434	293,091	59,423	286,381	61,944	285,422	66,497	283,742	69,880	284,382	72,437	283,796	65,163	291,801	69,102	288,477
Milwaukee	8,210	78,609	7,301	78,080	7,996	74,100	8,125	72,809	7,772	71,358	7,666	70,697	7,418	71,098	6,648	70,668	7,246	68,503
Minneapolis	7,797	27,834	7,467	27,845	7,400	27,676	7,266	27,668	7,198	27,848	8,227	27,615	8,316	28,501	8,475	28,524	8,161	28,632
New Orleans	264	9,337	518	9,591	525	9,762	383	10,110	382	10,499	387	13,320	551	11,896	604	12,667	883	13,912
New York City	149,653	840,288	122,635	859,055	141,908	872,112	146,207	849,129	142,572	847,573	–	–	–	–	114,849	880,343	133,675	847,992
Newark	–	–	3,158	36,834	3,257	36,186	2,439	38,796	3,143	32,400	3,410	32,178	3,108	31,868	3,513	31,348	3,728	37,161
Norfolk	541	34,522	525	33,906	623	33,388	629	33,158	621	32,840	599	32,263	639	31,958	855	31,435	1,096	31,052
Oakland	–	–	14,257	32,259	18,465	27,634	–	–	14,274	32,103	14,324	32,139	14,483	32,711	15,543	32,534	12,058	37,040
Oklahoma City	9,633	31,352	–	–	10,686	31,863	12,170	30,819	12,775	30,437	13,472	31,248	13,427	27,486	13,683	27,391	12,668	28,155
Omaha	6,307	41,456	6,344	41,670	6,607	42,085	6,978	42,427	6,760	43,580	6,319	44,240	6,988	44,081	7,516	44,412	8,400	43,566
Orange County	33,974	140,168	33,758	138,499	30,032	143,227	28,370	147,638	28,311	151,689	25,021	158,045	24,771	162,321	26,508	165,140	28,537	168,414

Appendix E, continued

District	SY 2007-08		SY 2008-09		SY 2009-10		SY 2010-11		SY 2011-12		SY 2012-13		SY 2013-14		SY 2014-15		SY 2015-16	
	ELL	Non-ELL	ELL	Non-ELL	ELL	Non-ELL	ELL	Non-ELL	ELL	Non-ELL	ELL	Non-ELL	ELL	Non-ELL	ELL	Non-ELL	ELL	Non-ELL
Palm Beach County	18,422	152,461	17,487	153,270	18,117	154,780	18,433	156,230	18,698	158,203	20,248	159,266	20,527	162,368	21,153	165,452	22,391	166,931
Philadelphia	12,281	160,423	12,211	147,656	12,172	153,522	12,699	153,534	11,885	142,377	11,502	132,396	11,885	125,789	13,115	121,126	12,852	121,192
Pinellas County	3,752	104,140	3,799	102,262	4,136	101,102	4,260	99,741	4,598	99,178	5,059	98,531	5,592	97,819	6,053	97,721	6,255	97,240
Pittsburgh	405	27,275	403	27,542	356	27,589	451	27,531	547	26,106	629	25,663	721	25,320	755	23,902	749	23,334
Portland	5,086	41,176	5,042	39,982	4,776	40,972	4,644	41,174	5,155	41,775	3,948	42,800	3,224	44,099	3,631	44,175	3,664	44,681
Providence	3,487	21,007	–	–	3,224	20,623	3,622	19,951	4,095	19,423	4,239	19,633	4,947	18,880	5,396	18,511	5,747	18,120
Richmond	683	23,071	750	22,427	954	22,040	1,034	22,420	967	22,369	1,273	22,376	1,173	22,602	1,810	22,147	2,369	21,611
Rochester	2,959	29,965	2,842	30,131	3,085	29,431	2,802	29,421	2,899	28,533	2,979	27,166	2,971	27,324	3,433	26,581	3,662	25,224
Sacramento	–	–	12,362	35,793	15,924	31,966	–	–	12,149	35,791	11,306	36,310	10,222	36,809	10,064	36,804	8,076	38,767
Salt Lake City	8,797	16,111	6,466	17,771	7,041	18,406	5,488	19,159	618	24,398	3,647	21,033	4,135	20,462	4,672	19,779	5,166	19,360
San Antonio	8,313	46,466	8,579	46,117	8,790	46,537	8,685	46,431	8,522	45,872	8,545	45,723	8,575	45,282	7,480	46,270	8,905	44,164
San Diego	–	–	38,743	93,513	37,161	94,256	–	–	36,453	94,591	29,524	100,747	33,877	96,426	32,471	97,308	28,963	100,417
San Francisco	–	–	16,851	38,332	20,872	34,268	–	–	17,083	39,227	14,196	42,774	16,136	41,484	16,227	42,187	15,142	43,723
Santa Ana	–	–	32,202	25,237	31,873	25,064	–	–	32,170	25,080	28,580	28,830	27,458	30,041	26,377	30,438	22,444	33,465
Seattle	5,167	40,414	5,368	40,600	4,168	42,354	5,609	42,126	4,857	44,412	4,583	46,072	4,600	45,909	5,989	46,845	6,426	46,891
Shelby County	–	–	–	–	–	–	–	–	–	–	–	–	7,699	142,133	7,341	108,469	7,655	106,832
St. Louis	–	–	1,285	26,136	2,050	24,261	1,810	23,274	1,764	22,901	1,681	30,683	1,687	25,330	1,780	29,051	1,823	27,137
St. Paul	14,739	25,368	15,727	23,211	13,903	24,628	–	–	13,257	25,053	8,851	29,568	12,491	25,737	13,006	24,963	11,792	25,906
Stockton	–	–	10,598	27,233	10,485	27,656	–	–	10,489	28,314	11,069	27,366	11,223	28,263	11,356	28,701	10,675	29,649
Toledo	529	27,722	419	26,097	379	25,320	314	23,969	321	22,794	342	21,765	331	21,338	350	21,486	349	21,704
Tulsa	5,158	36,113	–	–	5,454	36,039	5,692	35,809	6,534	34,665	6,916	34,160	7,150	33,002	7,380	32,619	6,633	32,822
Wichita	6,043	40,745	6,470	40,790	7,223	41,101	7,348	41,981	7,647	41,742	8,146	42,193	8,555	42,074	8,807	42,140	10,135	40,808

(–) denotes missing or unavailable data. Figures are from district-level reports and excludes adult education students.

Source: National Center for Education Statistics. (n.d.). Elementary/Secondary Information System. Retrieved September 18, 2018, from https://nces.ed.gov/ccd/elsi/

APPENDIX F

Top Five Reported Languages by District in SY 2016-17

Top Five Languages by District and Number of ELL Speakers,[70] SY 2016-17

District	ELL #	District	ELL #	District	ELL #	District	ELL #
Albuquerque		**Anchorage**		**Arlington (TX)**		**Atlanta**	
Spanish	10,518	Spanish	1,387	Spanish	13,646	Spanish	2,643
Navajo	507	Samoan	1,138	Vietnamese	1,261	Chinese	81
Arabic	188	Hmong	1,081	Arabic	767	French	61
Vietnamese	183	Tagalog	794	Somali	137	Arabic	59
		Yupik	319	French	127		
Austin		**Baltimore**		**Birmingham**		**Boston**	
Spanish	20,825	Spanish	3,418	Spanish	787	Spanish	9,123
Arabic	553	Arabic	202	Akateko	21	Haitian Creole	1,150
Vietnamese	291	Nepali	113	Fulani	18	Cape Verdean Creole	1,072
Burmese	191	French	52	Arabic	10	Vietnamese	740
Mandarin	147			Q'an'jobal	8		
Bridgeport		**Broward County**		**Buffalo**		**Charlotte-Mecklenburg**	
Spanish	2,000	Spanish	20,778	Spanish	1,854	Spanish	29,982
Portuguese	800	Haitian Creole	6,898	Arabic	690	Vietnamese	1,165
French Creole	300	Portuguese	1,506	Karen	541	Arabic	780
Vietnamese	–	Vietnamese	375	Somali	491	French	702
		Chinese	328	Burmese	438	Telugu	557
Chicago		**Cincinnati**		**Clark County**		**Cleveland**	
Spanish	56,639	Spanish	–	Spanish	73,497	Spanish	2,310
Arabic	1,571	Arabic	–	Tagalog	2,842	Arabic	300
Cantonese	925	Soninke	–	Chinese	783	Nepali	56
Urdu	890	French	–	Amharic	695	Somali	32
Polish	887	Wolof	–			Swahili	27
Columbus		**Dallas**		**Dayton**		**Denver**	
Spanish	4,293	Spanish	63,696	Spanish	300	Spanish	35,532
Somali	2,347	Burmese	569	Turkish	200	Arabic	1,051
Nepali	1,353	Arabic	251	Swahili	100	Vietnamese	856
French	1,207	Nepali	245	Arabic	75	Somali	438
Arabic	509					Amharic	425

70 Due to the omission of unspecified languages, the number of reported languages for a district may be less than five.

Top Five Languages by District and Number of ELL Speakers, SY 2016-17, continued							
District	**ELL #**	**District**	**ELL #**	**District**	**ELL #**	**District**	**ELL #**
Des Moines		**District of Columbia**		**Duval County**		**El Paso**	
Spanish	3,955	Spanish	5,068	Spanish	3,933	Spanish	16,565
Karen	556	Amharic	301	Arabic	505		
Arabic	308	French	165	Burmese	305		
Nepali	270	Chinese	87	Portuguese	159		
Somali	258	Vietnamese	64	Vietnamese	148		
Fort Worth		**Fresno**		**Guilford County**		**Hawaii**	
Spanish	24,558	Spanish	12,263	Spanish	3,389	Ilocano	2,306
Arabic	321	Hmong	1,927	Arabic	495	Trukese	1,697
Nepali	290	Laotian	172	Vietnamese	394	Marshallese	1,512
Swahili	256	Mon-Khmer, Cambodian	150	Urdu	225	Tagalog	1,034
Burmese	233	Arabic	115	Nepali	170	Spanish	741
Hillsborough County		**Houston**		**Indianapolis**		**Jackson**	
Spanish	46,915	Spanish	63,114	Spanish	--	Spanish	293
Arabic	1,552	Arabic	1,088	Arabic	--	Tigrinya	12
Vietnamese	1,129	Vietnamese	438	Yoruba	--	Arabic	6
French Creole	789	Swahili	386	Karen	--	Chinese	5
Telugu	604	Mandarin	324			Wolof	4
Jefferson County		**Kansas City**		**Long Beach**		**Los Angeles**	
Spanish	3,821	Spanish	2,200	Spanish	14,300	Spanish	339,043
Arabic	689	Somali	220	Mon-Khmer, Cambodian	656	Armenian	5,475
Somali	527	Swahili	144	Tagalog	253	Tagalog	5,221
Nepali	366	Burmese	135	Vietnamese	78	Korean	4,905
Mai Mai	294	Arabic	112	Arabic	62	Russian	2,303
Metropolitan Nashville		**Miami-Dade County**		**Milwaukee**		**Minneapolis**	
Spanish	9,510	Spanish	63,399	Spanish	5,253	Spanish	4,406
Arabic	1,826	Haitian Creole	4,669	Hmong	645	Somali	3,294
Somali	471	Portuguese	677	Burmese	446	Hmong	647
Kurdish	452	French	423	Karen	440	Oromo	190
Burmese	323	Russian	412	Arabic	234	Amharic	89
New York		**Norfolk**		**Oakland**		**Oklahoma City**	
Spanish	89,043	Spanish	720	Spanish	8,314	Spanish	18,918
Chinese	19,588	Tagalog	71	Cantonese	833	Vietnamese	359
Arabic	8,527	French	46	Arabic	754	Burmese	162
Bengali	6,247	Chinese	37	Vietnamese	383	Arabic	72
Russian	3,413	Arabic	35	Mam	312	Laotian	45

Top Five Languages by District and Number of ELL Speakers, SY 2016-17, continued							
District	**ELL #**	**District**	**ELL #**	**District**	**ELL #**	**District**	**ELL #**
Omaha		**Orange County**		**Palm Beach County**		**Philadelphia**	
Spanish	5,477	Spanish	19,389	Spanish	16,538	Spanish	7,540
Karen	1,047	French Creole	2,715	Haitian Creole	5,465	Chinese	1,026
Somali	326	Portuguese	2,120	Portuguese	993	Arabic	829
Nepali	226	Arabic	502	Q'an'jobal	463	Vietnamese	439
		Vietnamese	383	Arabic	218	Portuguese	427
Pinellas County		**Pittsburgh**		**Richmond**		**Sacramento**	
Spanish	6,805	Spanish	264	Spanish	1,968	Spanish	5,714
Arabic	500	Nepali	201	Arabic	19	Hmong	1,369
Vietnamese	420	Arabic	152	Chinese	11	Cantonese	571
Serbocroatian	385	Swahili	112	French	8	Marshallese	248
Albanian	230	Chinese	47	Pashto	4	Vietnamese	244
Salt Lake City		**San Antonio**		**San Diego**		**San Francisco**	
Spanish	4,376	Spanish	9,873	Spanish	22,541	Spanish	8,239
Somali	170	Thai	15	Vietnamese	1,602	Cantonese	4,297
Burmese	153	Arabic	14	Tagalog	1,118	Mandarin	685
Tongan	131	Swahili	14	Somali	858	Vietnamese	472
Karen	126			Arabic	482	Tagalog	412
Santa Ana		**Seattle**		**Shelby County**		**St. Louis**	
Spanish	21,419	Spanish	2,157	Spanish	7,140	Spanish	718
Vietnamese	159	Somali	1,170	Arabic	466	Arabic	355
Mon-Khmer, Cambodian	40	Chinese	697	Vietnamese	110	Somali	285
Tagalog	10	Vietnamese	643	French	107	Bosnian	234
Korean	3	Amharic	354	Chinese	42	Nepali	186
St. Paul		**Stockton**		**Tulsa**		**Wichita**	
Hmong	4,833	Spanish	9,391	Spanish	6,825	Spanish	8,292
Spanish	2,614	Hmong	338	Hmong	142	Vietnamese	703
Karen	2,267	Mon-Khmer, Cambodian	260	Trukese	80	Arabic	147
Somali	1,187	Tagalog	124	Burmese	33	Swahili	132
Oromo	275	Arabic	111	Vietnamese	17	Laotian	104

Source: CGCS ELL Survey other than Long Beach, Sacramento, and Stockton.[71]

71 California Department of Education. (2013). DataQuest. Retrieved from DataQuest website: https://dq.cde.ca.gov/dataquest/

APPENDIX G

NAEP Reading in Large Cities

This appendix shows statistical significance tests for the **Large City (LC)** sample in NAEP Reading from 2005 to 2017.

Statistical Significance of Performance Differences in 2005 and 2017

Table 29 shows the percentage of students in various subgroups scoring at or above proficient on NAEP Reading in 2005 and 2015. Statistical significance tests were conducted to compare the 2005 and 2015 percentages. *Statistically significant* percentage point differences are marked with an asterisk and green shading.

Table 29. Statistical Significance of NAEP Reading Percentage Point Differences Between 2005 and 2017

Grade and Subgroup			Large City			National Public		
			2005	2017	%-Point Difference	2005	2017	%-Point Difference
Grade 4	FRPL-Eligible	ELL	5%	6%	1%	5%	7%	2%*
		Former ELL	23%	33%	10%	23%	32%	9%*
		Non-ELL	14%	23%	9%*	17%	25%	8%*
	FRPL-Ineligible	ELL	11%	9%	-2%	15%	17%	2%
		Former ELL	45%	58%	13%	39%	52%	13%
		Non-ELL	39%	52%	13%*	43%	53%	10%*
Grade 8	FRPL-Eligible	ELL	2%	3%	1%	3%	4%	1%
		Former ELL	20%	31%	11%*	17%	25%	8%*
		Non-ELL	14%	21%	7%*	16%	23%	7%*
	FRPL-Ineligible	ELL	8%	5%	-3%	11%	10%	-1%
		Former ELL	39%	41%	2%	27%	41%	14%*
		Non-ELL	35%	45%	10%*	39%	49%	10%*

**Statistically significant (p<0.05)*

Statistical Significance of Performance Differences by Subgroup Characteristics from 2005 to 2017

In Table 30, we examined the statistical significance of differences in the percentage of students scoring at or above proficient between the large city (LC) and national public (NP) sample. The figures shown in the table are the percentage point differences in performance for large city students compared to national public students. In other words, a negative value indicates that large city students performed worse than national public students, and vice versa. *Statistically significant* performance differences between large city and national public students are marked with an asterisk and shading. Orange shading indicates that large city students performed significantly worse than national public students, whereas green shading indicates that they performed significantly better.

Table 30. Statistical Significance of NAEP Reading Performance by LC or NP Enrollment from 2005-2017

Grade and Subgroup			%-Point Difference Between Large City and National Public						
			2005	2007	2009	2011	2013	2015	2017
Grade 4	FRPL-Eligible	ELL	0%	-1%	-2%*	-1%	-1%	-1%	-1%
		Former ELL	0%	1%	1%	-2%	-3%	-3%	1%
		Non-ELL	-3%*	-3%*	-1%*	-2%*	-3%*	-2%*	-2%*
	FRPL-Ineligible	ELL	-4%	-3%	-3%	-3%	2%	-4%	-8%*
		Former ELL	6%	11%	-13%	0%	6%	-3%	6%
		Non-ELL	-4%*	-1%	0%	1%	2%*	2%	-1%
Grade 8	FRPL-Eligible	ELL	-1%	-1%*	-2%	-1%	-1%	-1%	-1%
		Former ELL	3%*	0%	-2%	0%	0%	2%	6%*
		Non-ELL	-2%*	-3%*	-2%*	-1%*	-3%*	-2%*	-2%*
	FRPL-Ineligible	ELL	-3%	-3%	0%	-2%	-4%	-2%	-5%*
		Former ELL	12%	-8%	-7%	0%	6%	3%	0%
		Non-ELL	-4%*	-5%*	-3%	-3%	-2%	-2%*	-4%*

**Statistically significant (p<0.05)*

In Table 31, we examined the statistical significance of differences in the percentage of students scoring at or above proficient by former- or non-ELL status. The figures shown in the table are the percentage point differences in performance for former ELLs compared to non-ELLs. In other words, a negative value indicates that former ELL students performed worse than non-ELLs, and vice versa. *Statistically significant* performance differences between former- and non-ELLs are marked with an asterisk and shading. Orange shading indicates that former ELLs performed significantly worse than non-ELLs, whereas green shading indicates that they performed significantly better.

Table 31. Statistical Significance of NAEP Reading Performance by Former- and Non-ELL Status from 2005-2017

Grade and Subgroup		%-Point Difference Between Former ELL and Non-ELL						
		2005	2007	2009	2011	2013	2015	2017
Grade 4	FRPL-Eligible	9%*	11%*	5%	6%*	6%	9%*	10%
	FRPL-Ineligible	6%	11%	-13%	-2%	5%	-9%	6%
Grade 8	FRPL-Eligible	6%*	-2%	-6%*	-6%*	-3%	5%*	10%*
	FRPL-Ineligible	4%	-18%*	-20%*	-16%*	-11%	-2%	-4%

**Statistically significant (p<0.05)*

APPENDIX H

NAEP Mathematics in Large Cities

This appendix shows statistical significance tests for the Large City (LC) sample in NAEP Mathematics from 2005 to 2017.

Statistical Significance of Performance Differences in 2005 and 2017

Table 32 shows the percentage of students in various subgroups scoring at or above proficient on NAEP Mathematics in 2005 and 2015. Statistical significance tests were conducted to compare the 2005 and 2015 percentages. *Statistically significant* percentage point differences are marked with an asterisk and green shading.

Table 32. Statistical Significance of NAEP Mathematics Percentage Point Differences Between 2005 and 2017

Grade and Subgroup			Large City			National Public		
			2005	2017	%-Point Difference	2005	2017	%-Point Difference
Grade 4	FRPL-Eligible	ELL	9%	13%	4%	9%	12%	3%*
		Former ELL	36%	43%	7%	30%	37%	7%
		Non-ELL	17%	24%	7%*	21%	27%	6%*
	FRPL-Ineligible	ELL	21%	14%	-7%	24%	24%	0%
		Former ELL	56%	52%	-4%	56%	64%	8%
		Non-ELL	49%	56%	7%*	50%	59%	9%*
Grade 8	FRPL-Eligible	ELL	3%	5%	2%	3%	5%	2%
		Former ELL	23%	27%	4%	19%	25%	6%*
		Non-ELL	11%	19%	8%*	14%	20%	6%*
	FRPL-Ineligible	ELL	8%	6%	-2%	13%	13%	0%
		Former ELL	32%	40%	8%	38%	43%	5%
		Non-ELL	35%	47%	12%*	39%	49%	10%*

**Statistically significant (p<0.05)*

Statistical Significance of Performance Differences by Subgroup Characteristics from 2005 to 2017

In Table 33, we examined the statistical significance of differences in the percentage of students scoring at or above proficient between the large city (LC) and national public (NP) sample. The figures shown in the table are the percentage point differences in performance for large-city students compared to national public students. In other words, a negative value indicates that large-city students performed worse than national public students, and vice versa. *Statistically significant* performance differences between large-city and national public students are marked with an asterisk and shading. Orange shading indicates that large-city students performed significantly worse than national public students, whereas green shading indicates that they performed significantly better.

Table 33. Statistical Significance of NAEP Mathematics Performance by LC or NP Enrollment from 2005-2017

Grade and Subgroup			%-Point Difference Between Large City and National Public						
			2005	2007	2009	2011	2013	2015	2017
Grade 4	FRPL-Eligible	ELL	0%	0%	0%	0%	-1%	1%	1%
		Former ELL	6%*	5%	0%	1%	1%	2%	6%
		Non-ELL	-4%*	-2%*	-2%*	-1%*	-2%*	-2%*	-3%*
	FRPL-Ineligible	ELL	-3%	-2%	-1%	-3%	1%	1%	-10%*
		Former ELL	0%	11%	-2%	-9%	10%	6%	-12%
		Non-ELL	-1%	-2%	-1%	-2%	2%*	2%	-3%
Grade 8	FRPL-Eligible	ELL	0%	-1%	0%	0%	0%	0%	0%
		Former ELL	4%*	-1%	0%	-1%	3%	4%*	2%
		Non-ELL	-3%*	-1%	-1%	0%	-2%*	-1%	-1%
	FRPL-Ineligible	ELL	-5%*	-5%	0%	1%	-7%*	-6%*	-7%*
		Former ELL	-6%	-9%	-3%	-11%*	-1%	2%	-3%
		Non-ELL	-4%*	-4%*	-2%*	0%	-2%	1%	-2%

**Statistically significant (p<0.05)*

In Table 34, we examined the statistical significance of differences in the percentage of students scoring *at or above proficient* by former- and non-ELL status. The figures shown in the table are the percentage point differences in performance for former ELLs compared to non-ELLs. In other words, a negative value indicates that former ELLs students performed worse than non-ELLs, and vice versa. *Statistically significant* performance differences between former- and non-ELLs are marked with an asterisk and shading. Orange shading indicates that former ELLs performed significantly worse than non-ELLs, whereas green shading indicates that they performed significantly better.

Table 34. Statistical Significance of NAEP Mathematics Performance by Former- and Non-ELL Status from 2005-2017

Grade and Subgroup		%-Point Difference Between Former ELL and Non-ELL						
		2005	2007	2009	2011	2013	2015	2017
Grade 4	FRPL-Eligible	19%*	20%*	10%*	11%*	15%*	18%*	19%
	FRPL-Ineligible	7%	21%	3%	-4%	10%	4%	-4%
Grade 8	FRPL-Eligible	12%*	-3%	-3%	-8%*	-3%	8%*	8%*
	FRPL-Ineligible	-3%	-16%	-19%*	-25%*	-12%	-5%	-7%

**Statistically significant (p<0.05)*

APPENDIX I

Survey Instrument

ELL Demographics, Staffing, and Professional Development

Introduction and Purpose

In 2013, the Council of the Great City Schools published *English Language Learners in America's Great City Schools: Demographics, Achievement, and Staffing*—a first-of-its-kind compilation of ELL-related data from our nation's great cities. The report was possible thanks to the data received from the Council's membership, and it has served us well to support our advocacy on behalf of ELLs in the Council membership as well as to provide technical assistance to member districts. The ELL data collection also served to inform the ELL indicators that are included in the Council's Academic Key Performance Indicators (KPIs). The KPIs are a collection of academic progress and achievement indicators to help districts make better informed decisions about curriculum and instruction, and compare themselves against other major city school systems.

***Data Update*. Much has changed in our districts since 2013, and it is time to update our ELL data to reflect the current realities. We have streamlined the survey to include only those data elements that we have not captured in other surveys or data collection activities (i.e., KPI, ELL identification and reclassification survey, etc.).**

***Data Reporting*. Your individual completed survey results will not be made public, and reports that the Council generates will use aggregated data. Indicators that are reported out per district will use confidential Council-assigned numbers rather than district names.**

The survey deadline is April 21, 2017. We realize you have busy schedules, so we are grateful for your time to complete the survey. Should you have any questions about the survey, please contact Gabriela Uro [redacted] or David Lai [redacted]

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ELL Demographics, Staffing, and Professional Development

Survey Instructions

Survey Preview: The full survey is available for download in PDF format from https://fileshare.edwires.org/public/ellsurvey. We recommend completing a printed version of the survey prior to inputting responses on Survey Monkey. This will minimize the need to jump between questions and expedite completion. *Please note that enrollment and English proficiency data are collected at the end of the survey.*

Navigation: Use the "Prev" and "Next" buttons near the bottom of each page to navigate between sections of the survey. To exit the survey for completion at a later time, click "save and exit" on the upper-right corner of your page.

Saving and Exiting: Upon clicking "Next," followed by "Save and Exit," your progress on the survey will be saved for you to complete it in multiple sittings. Items on your current page will not be saved unless you click "Next" before exiting. To access your saved survey, use the link provided in the response request email from the Council. If additional staff will be assisting you to complete the survey, you can forward the emailed link to provide them access. The provided survey link uniquely identifies your district and should not be shared with individuals in other districts.

Submitting Completed Surveys: When your survey is finished, click "Done" on the last page. Changes to responses cannot be made after surveys are submitted.

2

ELL Demographics, Staffing, and Professional Development

Contact Information

* 1. School District Name

* 2. Contact Person for Survey Response

Name	
Title	
Department	
Email Address	
Phone Number	

3

ELL Demographics, Staffing, and Professional Development

Languages Spoken by English Language Learners (SY 2014-15 to SY 2016-17)

Please select from the drop-down menu the top five languages spoken by ELLs in order of prevalence for the current and past two school years: 2014-15, 2015-16, and 2016-17. Report the number of speakers for the selected languages from the official fall count. (Languages from U.S. Census Table: "Detailed Languages Spoken at Home and Ability to Speak English for the Population 5 Years and Over: 2009-2013".)

Top Five in SY 2016-17

3. 2016-17 Language 1 (Most Prevalent)

Please indicate the number of speakers. If "other," specify the language.

4. 2016-17 Language 2 (Second Most Prevalent)

Please indicate the number of speakers. If "other," specify the language.

5. 2016-17 Language 3 (Third Most Prevalent)

Please indicate the number of speakers. If "other," specify the language.

6. 2016-17 Language 4 (Fourth Most Prevalent)

Please indicate the number of speakers. If "other," specify the language.

4

7. 2016-17 Language 5 (Fifth Most Prevalent)

Please indicate the number of speakers. If "other," specify the language.

Top Five in SY 2015-16

8. 2015-16 Language 1 (Most Prevalent)

Please indicate the number of speakers. If "other," specify the language.

9. 2015-16 Language 2 (Second Most Prevalent)

Please indicate the number of speakers. If "other," specify the language.

10. 2015-16 Language 3 (Third Most Prevalent)

Please indicate the number of speakers. If "other," specify the language.

11. 2015-16 Language 4 (Fourth Most Prevalent)

Please indicate the number of speakers. If "other," specify the language.

12. 2015-16 Language 5 (Fifth Most Prevalent)

Please indicate the number of speakers. If "other," specify the language.

Top Five in SY 2014-15

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13. 2014-15 Language 1 (Most Prevalent)

Please indicate the number of speakers. If "other," specify the language.

14. 2014-15 Language 2 (Second Most Prevalent)

Please indicate the number of speakers. If "other," specify the language.

15. 2014-15 Language 3 (Third Most Prevalent)

Please indicate the number of speakers. If "other," specify the language.

16. 2014-15 Language 4 (Fourth Most Prevalent)

Please indicate the number of speakers. If "other," specify the language.

17. 2014-15 Language 5 (Fifth Most Prevalent)

Please indicate the number of speakers. If "other," specify the language.

6

ELL Demographics, Staffing, and Professional Development

Requirements for Teaching ELLs (SY 2016-17)

18. What are your **STATE** requirements for teachers who instruct English Language Learners? (Check all that apply.)

	ESL/Bilingual Education License/Certification (as primary teaching licensure)	ESL/Bilingual Education Endorsement/Credential (supplemental to the primary licensure)	Annual Required Professional Development	Supplemental Coursework	None
Bilingual Education Teachers	☐	☐	☐	☐	☐
ESL Teachers	☐	☐	☐	☐	☐
Content Area Teacher of ELLs (e.g., sheltered instruction)	☐	☐	☐	☐	☐
General Education Teacher of ELLs	☐	☐	☐	☐	☐
Special Education Teacher of ELLs	☐	☐	☐	☐	☐

Other (please specify type of teachers and requirements)

19. If your **STATE** requires annual professional development to instruct English Language Learners, please specify how many hours are required per year. Type "0" if PD hours are not required, and type "999" if the number of PD hours is unknown.

Bilingual Education Teachers	
ESL Teachers	
Content Area Teacher of ELLs (e.g., sheltered instruction)	
General Education Teacher of ELLs	
Special Education Teacher of ELLs	
Other Teachers (Please Specify in Comment Box)	

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20. Specify 'OTHER TEACHERS' from the previous question, and provide the number of PD hours. If you wish to list additional teachers, use this box to specify the required number of PD hours for each category.

21. Does your **DISTRICT** have formal policies that include additional requirements for teachers who instruct English Language Learners? (Check all that apply.)

	ESL/Bilingual Education License/Certification (as primary teaching licensure)	ESL/Bilingual Education Endorsement/Credential (supplemental to the primary licensure)	Annual Required Professional Development	Supplemental Coursework	None
Bilingual Education Teachers	☐	☐	☐	☐	☐
ESL Teachers	☐	☐	☐	☐	☐
Content Area Teacher of ELLs (e.g., sheltered instruction)	☐	☐	☐	☐	☐
General Education Teacher of ELLs	☐	☐	☐	☐	☐
Special Education Teacher of ELLs	☐	☐	☐	☐	☐

Other (please specify type of teachers and requirements)

22. If your district has other authorizing requirements for teaching ELLs that are not captured in the categories above, please explain here.

23. If 'ESL/Bilingual Education Endorsement/Credential (supplemental to the primary licensure)' is used, further specify whether it is grade-span- or content-specific.

- ☐ Grade Span Specific (i.e., elementary, secondary, etc.)
- ☐ Content Area Specific
- ☐ Neither

8

24. If you have a **DISTRICT-DETERMINED** requirement for annual professional development to instruct English Language Learners, please specify how many hours are required. Type "0" if PD hours are not required, and type "999" if the number of PD hours is unknown.

Bilingual Education Teachers	
ESL Teachers	
Content Area Teacher of ELLs (e.g., sheltered instruction)	
General Education Teacher of ELLs	
Special Education Teacher of ELLs	
Other Teachers (Please Specify in Comment Box)	

25. Specify the title included under 'OTHER TEACHERS' in the previous question for which the number of PD hours has already been provided.
If you wish to list additional teachers, use this box to specify the titles and required number of PD hours.

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ELL Demographics, Staffing, and Professional Development

School Level Assignment of Teachers Instructing ELLs (SY 2016-17)

The following five questions are meant to depict the distribution of teachers instructing ELLs by the following school levels: Elementary (K-5), Middle (6-8), and High (9-12). If your district has schools with different grade configurations, please do your best to estimate the distribution of teachers within the provided school levels. Type "0" to indicate no teachers, and type "999" if the number of teachers is unknown.
('Meeting ELL-related district requirements' presumes meeting ELL-related state requirements to teach ELLs.)

26. Elementary (Grades K-5) Teachers Instructing ELLs

Total Elementary School (K-5) Teachers in District

Bilingual Education Teachers **Meeting** ELL-Related District Requirements

ESL Teachers **Meeting** ELL-Related District Requirements

Content Area Teacher of ELLs (e.g., sheltered instruction) **Meeting** ELL-Related District Requirements

General Education Teacher of ELLs **Meeting** ELL-Related District Requirements

Special Education Teacher of ELLs **Meeting** ELL-Related District Requirements

All Teachers **Working On** Meeting ELL-Related District Requirements

All Teachers **Not Meeting** ELL-Related District Requirements

10

27. Middle (Grades 6-8) Teachers Instructing ELLs

Total Middle School (6-8) Teachers in District

Bilingual Education Teachers **Meeting** ELL-Related District Requirements

ESL Teachers **Meeting** ELL-Related District Requirements

Content Area Teacher of ELLs (e.g., sheltered instruction) **Meeting** ELL-Related District Requirements

General Education Teacher of ELLs **Meeting** ELL-Related District Requirements

Special Education Teacher of ELLs **Meeting** ELL-Related District Requirements

All Teachers **Working On** Meeting ELL-Related District Requirements

All Teachers **Not Meeting** ELL-Related District Requirements

11

28. High (Grades 9-12) Teachers Instructing ELLs

Total High School (9-12) Teachers in District

Bilingual Education Teachers **Meeting** ELL-Related District Requirements

ESL Teachers **Meeting** ELL-Related District Requirements

Content Area Teacher of ELLs (e.g., sheltered instruction) **Meeting** ELL-Related District Requirements

General Education Teacher of ELLs **Meeting** ELL-Related District Requirements

Special Education Teacher of ELLs **Meeting** ELL-Related District Requirements

All Teachers **Working On** Meeting ELL-Related District Requirements

All Teachers **Not Meeting** ELL-Related District Requirements

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ELL Demographics, Staffing, and Professional Development

Staffing: Instructional Assistants (SY 2016-17)

The next five questions are meant to gather information about how instructional assistants are deployed to support ELLs by school level. Indicate the number of instructional assistants for SY 2016-17 in the following school levels: Elementary (K-5), Middle (6-8), and High (9-12). If your district has schools with different grade configurations, please do your best to estimate the distribution of teachers within the provided school levels. Instructional assistants encompass staff working in non-certificated positions, including paraprofessionals, tutors, and aides. Native language supports may include translating for students as needed. Type "0" to indicate none, and type "999" if information for a category is unknown.

29. Instructional assistants in **ELL PROGRAMS** (ESL, Dual Language, Sheltered English, Newcomer, etc.) providing native language support during the formal school day (including extended day initiatives)

Elementary (Grades K-5)	
Middle (Grades 6-8)	
High (Grades 9-12)	
Total	

30. Instructional assistants in **ELL PROGRAMS** (ESL, Dual Language, Sheltered English, Newcomer, etc.) for purposes other than providing native language support during the formal school day (including extended day initiatives)

Elementary (Grades K-5)	
Middle (Grades 6-8)	
High (Grades 9-12)	
Total	

31. Instructional assistants providing native language support in **GENERAL EDUCATION** classes with ELLs during the formal school day (including extended day initiatives)

Elementary (Grades K-5)	
Middle (Grades 6-8)	
High (Grades 9-12)	
Total	

13

32. Instructional assistants for purposes other than providing native language support in **GENERAL EDUCATION** classes with ELLs during the formal school day (including extended day initiatives)

Elementary (Grades K-5)	
Middle (Grades 6-8)	
High (Grades 9-12)	
Total	

33. Instructional assistants in **SPECIAL EDUCATION** classes with ELLs during the formal school day (including extended day initiatives)

Elementary (Grades K-5)	
Middle (Grades 6-8)	
High (Grades 9-12)	
Total	

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ELL Demographics, Staffing, and Professional Development

Staff Assignment, Recruitment, and Evaluation (SY 2016-17)

34. In your district, how many teachers meeting ELL-related district requirements for teaching ELLs are NOT ASSIGNED to teach ELLs? Type "0" to indicate none, and type "999" if your district is unable to determine this.

ESL/Bilingual Education Teachers	
Content Area Teacher of ELLs (e.g., sheltered instruction)	
General Education Teachers	
Special Education Teachers	

35. What are specific recruitment efforts for ELL teachers in your district? (Check all that apply.)

- [ ] Partnerships with local universities and colleges of education
- [ ] Grow your own strategies
- [ ] Alternative certification programs
- [ ] Travel team attending college job fairs
- [ ] Recruitment efforts at bilingual education conferences
- [ ] International recruitment
- [ ] Other (please specify)

15

36. Indicate whether the personnel evaluation documentation (e.g., rubrics, observation protocols, metrics, etc.) for the following instructional and administrative roles includes components related to ELL instruction. (Select "Yes" or "No.")

	New (0-3 Years)	Experienced (3+ Years)
ESL/Bilingual education teachers		
General education teachers		
Special education teachers		
Instructional assistants for ELLs		
Instructional assistants in general education		
Principals		
Assistant principals		
Instructional coaches / teachers on special assignment (TOSA)		

37. Optional: Clarifying Comments Regarding Recruitment and Evaluation

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ELL Demographics, Staffing, and Professional Development

Title III Funding Distribution

38. What is the estimated number of ELLs served with Title III funds (Bilingual and Immigrant Education) in the following school years? This includes ELLs who are indirectly served through professional development for teachers.

2016-2017	
2015-2016	
2014-2015	

39. How are Title III funds distributed in your district between school-based budgeting and central office budgeting? Indicate the percentage for each allocation. If your district received Title III Immigrant Education funds, and these were distributed differently, describe in Question 40. (Responses must add to 100%.)

School-based	
Central office	
Other (e.g., private schools, charter schools, etc.)	

40. Optional: Clarifying Comments for Questions 38 and 39

17

ELL Demographics, Staffing, and Professional Development

ELL-Related Professional Development (SY 2013-14 to SY 2015-16)

Please respond to the following questions about ELL-related professional development provided over the past three years. Answer to the best of your ability, and feel free to clarify responses in Question 51. Type "0" to indicate none, and type "999" if the number is unknown.

41. Please indicate the number of individuals who received ELL-related professional development in SY 2015-2016.

ESL/Bilingual Education Teachers	
General Education Teachers	
Special Education Teachers	
Instructional Coaches / Teachers on Special Assignment (TOSA)	
Paraprofessionals	
Principals	
Other	

42. Please indicate the number of individuals who received ELL-related professional development in SY 2014-2015.

ESL/Bilingual Education Teachers	
General Education Teachers	
Special Education Teachers	
Instructional Coaches / Teachers on Special Assignment (TOSA)	
Paraprofessionals	
Principals	
Other	

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43. Please indicate the number of individuals who received ELL-related professional development in SY 2013-2014.

ESL/Bilingual Education Teachers	
General Education Teachers	
Special Education Teachers	
Instructional Coaches / Teachers on Special Assignment (TOSA)	
Paraprofessionals	
Principals	
Other	

44. If other personnel received ELL-related professional development in Questions 41-43, please specify their roles and numbers for each.

45. What do your district's teachers/educators receive for attending ELL-related professional development? (Check all that apply.)

- [ ] Continuing education units (CEUs)
- [ ] Promotion considerations
- [ ] University credits
- [ ] Preferred teaching placements
- [ ] Other (please specify)

19

46. Please indicate the topics of professional development provided over the past three school years. (Check all that apply.)

	2015-2016	2014-2015	2013-2014	N/A
ELL-specific instructional strategies for accessing all content areas	☐	☐	☐	☐
ELL-specific instructional strategies for rigor	☐	☐	☐	☐
Instructional strategies to support ELLs in math or science	☐	☐	☐	☐
Instructional strategies to support ELLs with special needs	☐	☐	☐	☐
Instructional strategies to support newcomers and/or students with interrupted formal education (SIFE)	☐	☐	☐	☐
Literacy/ELA	☐	☐	☐	☐
Language acquisition	☐	☐	☐	☐
Lau compliance/legal requirements	☐	☐	☐	☐
ELL program models	☐	☐	☐	☐
Assessment protocols	☐	☐	☐	☐
Development of assessment items	☐	☐	☐	☐
Use of achievement data	☐	☐	☐	☐
Development and selection of rigorous materials	☐	☐	☐	☐
Use of leveled instructional materials	☐	☐	☐	☐
Use of instructional technology	☐	☐	☐	☐
Other	☐	☐	☐	☐

Other (please specify topic and years offered)

20

47. Specify when professional development was provided for each of the topics during last school year (SY 2015-2016). (Check all that apply.)

	Summer training	New teacher induction	District in-service professional days	Throughout the year by demand	Ongoing professional learning communities	Other	N/A
ELL-specific instructional strategies for accessing all content areas	☐	☐	☐	☐	☐	☐	☐
ELL-specific instructional strategies for rigor	☐	☐	☐	☐	☐	☐	☐
Instructional strategies to support ELLs in math or science	☐	☐	☐	☐	☐	☐	☐
Instructional strategies to support ELLs with special needs	☐	☐	☐	☐	☐	☐	☐
Instructional strategies to support newcomers and/or students with interrupted formal education (SIFE)	☐	☐	☐	☐	☐	☐	☐
Literacy/ELA	☐	☐	☐	☐	☐	☐	☐
Language acquisition	☐	☐	☐	☐	☐	☐	☐
Lau compliance/legal requirements	☐	☐	☐	☐	☐	☐	☐
ELL program models	☐	☐	☐	☐	☐	☐	☐
Assessment protocols	☐	☐	☐	☐	☐	☐	☐
Achievement data use	☐	☐	☐	☐	☐	☐	☐
Development of assessment items	☐	☐	☐	☐	☐	☐	☐
Development and selection of rigorous materials	☐	☐	☐	☐	☐	☐	☐
Use of leveled instructional materials	☐	☐	☐	☐	☐	☐	☐
Use of instructional technology	☐	☐	☐	☐	☐	☐	☐
Other	☐	☐	☐	☐	☐	☐	☐

Other (please specify topic and when offered)

21

48. Indicate the delivery models generally used by your district to provide professional development.

	None	Some	Most	Almost all
Live facilitated workshops	○	○	○	○
Virtually facilitated workshops	○	○	○	○
Online classes	○	○	○	○
Problem-based projects (action research)	○	○	○	○
Professional learning communities (PLCs)	○	○	○	○
Job-embedded (e.g., lesson study, inquiry cycles, etc.)	○	○	○	○
University coursework	○	○	○	○
Webinars	○	○	○	○
Other	○	○	○	○

Other (please specify delivery model and frequency of use)

49. Indicate the types of professional development providers generally used by your district.

	None	Some	Most	Almost all
District personnel	○	○	○	○
School personnel in school-based PD	○	○	○	○
Textbook vendors	○	○	○	○
Professional development vendors	○	○	○	○
Private consultant	○	○	○	○
Institutions of higher learning (colleges and universities)	○	○	○	○
State agencies/offices	○	○	○	○

Other (please specify provider and frequency of use)

22

50. Indicate sources of funding for professional development opportunities described in Questions 46-49. (Check all that apply.)

- [ ] Title I
- [ ] Title II
- [ ] Title III
- [ ] Other Federal Funds
- [ ] State Funds
- [ ] Local Funds

51. Optional: Clarifying Comments Regarding ELL-Related Professional Development

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ELL Demographics, Staffing, and Professional Development

English Language Learner Enrollment and English Language Proficiency (SY 2013-14 to SY 2015-16)

We are also requesting three years of ELL enrollment and English proficiency data (2013-14, 2014-15, 2015-16) via worksheets for you to submit. Please download and complete the data worksheet from https://fileshare.edwires.org/public/ellworksheet. Email the completed file to [redacted] and [redacted] using subject header "ELL Survey Data Worksheet."

* 52. Check when data worksheet is emailed to [redacted]

☐ Data Worksheet Completed and Emailed

We understand that districts use different assessments and scales for measuring and reporting English proficiency. The two questions below will provide the necessary information to report English language proficiency data in the manner that is most comparable (i.e., districts that use the same or similar scales).

* 53. Please indicate the total number of proficiency levels on your district's English language proficiency assessment.

0 6

* 54. Please indicate the proficiency level at which your district reclassifies/exits an ELL as English proficient.

0 6

55. Optional: Clarifying Comments Regarding ELL Enrollment and English Language Proficiency Data

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ELL Demographics, Staffing, and Professional Development

Review and Finish

You have reached the end of the survey.

If you desire to review responses or submit the survey at a later time, you may:

- Click "Prev" to return to the questions now.
- Click "Save and Exit" to return later. Come back to the survey later by using the link in the email that you received from the Council. All of your responses thus far will be saved.
- Forward the Council's email with unique survey link to colleagues to have them work on the survey.

If you are completely finished with the survey, please click "Done" below. **Before submitting, please check to ensure that all questions have responses.** You will not be able to make any further changes once your survey is submitted.

We appreciate your time and look forward to reviewing responses in order to better serve you. Thank you!

* 56. Prior to clicking "Done" to submit, please confirm that you have reviewed all questions for completion. The survey will not allow for changes to be made once you hit "Done."

☐ Yes, I have reviewed all questions.

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APPENDIX J

Data Sources

The following sources were used to supplement data reported by Council-member districts—

California Department of Education. (2013). DataQuest. Retrieved from DataQuest website: https://dq.cde.ca.gov/dataquest/

National Center for Education Statistics. (2018, April). Table 204.20: English language learner (ELL) students enrolled in public elementary and secondary schools, by state: Selected years, fall 2000 through fall 2015. Retrieved August 24, 2018, from Digest of Education Statistics website: https://nces.ed.gov/programs/digest/d17/tables/dt17_204.20.asp

National Center for Education Statistics. (2018, April). Table 204.27: English language learner (ELL) students enrolled in public elementary and secondary schools, by grade, home language, and selected student characteristics: Selected years, 2008-09 through fall 2015. Retrieved August 24, 2018, from Digest of Education Statistics website: https://nces.ed.gov/programs/coe/indicator_cgf.asp

National Center for Education Statistics. (n.d.). Elementary/Secondary Information System (ElSi). Retrieved from https://nces.ed.gov/ccd/elsi/

APPENDIX K

District Sample by Topic

This section provides a listing of districts for which data were compiled by topic. These districts include those that submitted survey data and ones for which information was obtained from secondary sources. As noted in the methodology section, respondents participated in sections of the survey for which they had reliable and available data. Furthermore, responses were excluded for poor data quality, protection of confidentiality in cases where specific characteristics may inadvertently identify a respondent, and unverifiability of data.

To preserve the anonymity of districts, a separate listing of districts' names is not provided in this section for topics that were presented by district ID in the main report.

Number of Languages and Number of ELLs in Top Five Languages from SY 2014-15 to SY 2016-17 ..... N=64[72]

Albuquerque, Anchorage, Arlington (TX), Atlanta, Austin, Baltimore, Birmingham, Boston, Bridgeport, Broward County, Buffalo, Charlotte-Mecklenburg, Chicago, Cincinnati, Clark County, Cleveland, Columbus, Dallas, Dayton, Denver, Des Moines, District of Columbia, Duval County, El Paso, Fort Worth, Fresno, Guilford County, Hawaii, Hillsborough County, Houston, Indianapolis, Jackson, Jefferson County, Kansas City, Long Beach, Los Angeles, Metropolitan Nashville, Miami-Dade County, Milwaukee, Minneapolis, New York, Norfolk, Oakland, Oklahoma City, Omaha, Orange County, Palm Beach County, Philadelphia, Pinellas County, Pittsburgh, Richmond, Sacramento, Salt Lake City, San Antonio, San Diego, San Francisco, Santa Ana, Seattle, Shelby County, St. Louis, St. Paul, Stockton, Tulsa, Wichita

Number of ELLs Identified as Requiring Special Education Services from SY 2013-14 to SY 2015-16 ..... N=50

Albuquerque, Anchorage, Atlanta, Austin, Baltimore, Boston, Broward County, Buffalo, Charlotte-Mecklenburg, Clark County, Cleveland, Columbus, Dallas, Denver, Des Moines, El Paso, Fort Worth, Fresno, Guilford County, Hawaii, Hillsborough County, Houston, Indianapolis, Jackson, Jefferson County, Kansas City, Los Angeles, Metropolitan Nashville, Miami-Dade County, Milwaukee, Minneapolis, New York, Norfolk, Oakland, Oklahoma City, Omaha, Orange County, Palm Beach County, Philadelphia, Pinellas County, Pittsburgh, Richmond, Salt Lake City, San Antonio, San Diego, San Francisco, Seattle, St. Louis, St. Paul, Wichita

Percentage Distribution of Total Teachers of ELLs, by Type of Qualification and School Level in SY 2016-17 ..... N=54

Albuquerque, Anchorage, Arlington (TX), Atlanta, Austin, Baltimore, Birmingham, Boston, Bridgeport, Broward County, Charlotte-Mecklenburg, Cincinnati, Clark County, Cleveland, Columbus, Dallas, Dayton, Denver, Des Moines, District of Columbia, Duval County, El Paso, Fort Worth, Fresno, Guilford County, Hawaii, Hillsborough County, Houston, Indianapolis, Jackson, Jefferson County, Kansas City, Los Angeles, Metropolitan Nashville, Milwaukee, Minneapolis, Norfolk, Oakland, Oklahoma City, Omaha, Orange County, Palm Beach County, Philadelphia, Pinellas County, Pittsburgh, Richmond, Salt Lake City, San Antonio, San Francisco, Seattle, Shelby County, St. Louis, Tulsa, Wichita

72 Cincinnati and Indianapolis did not submit data on number of speakers with reported languages. Thus, only 62 districts are reflected in the number of speakers analysis reported in the main report.

Distribution of Title III Funds between Central Office and School-based Budgeting in SY 2016-17.....N=55

Albuquerque, Anchorage, Arlington (TX), Atlanta, Austin, Baltimore, Birmingham, Boston, Broward County, Buffalo, Cincinnati, Clark County, Cleveland, Columbus, Dallas, Dayton, Denver, Des Moines, District of Columbia, Duval County, El Paso, Fort Worth, Fresno, Guilford County, Hawaii, Hillsborough County, Houston, Indianapolis, Jackson, Jefferson County, Kansas City, Los Angeles, Metropolitan Nashville, Miami-Dade County, Milwaukee, Minneapolis, Norfolk, Oakland, Oklahoma City, Omaha, Orange County, Palm Beach County, Philadelphia, Pinellas County, Pittsburgh, Richmond, Salt Lake City, San Antonio, San Diego, San Francisco, Seattle, Shelby County, St. Paul, Tulsa, Wichita

COUNCIL MEMBER DISTRICTS

Albuquerque, Anchorage, Arlington (Texas), Atlanta, Aurora (Colorado), Austin, Baltimore, Birmingham, Boston, Bridgeport, Broward County (Ft. Lauderdale), Buffalo, Charleston, Charlotte-Mecklenburg, Chicago, Cincinnati, Clark County (Las Vegas), Cleveland, Columbus, Dallas, Dayton, Denver, Des Moines, Detroit, Duval County (Jacksonville), El Paso, Fort Worth, Fresno, Guilford County (Greensboro, N.C.), Hawaii, Hillsborough County (Tampa), Houston, Indianapolis, Jackson, Jefferson County (Louisville), Kansas City, Long Beach, Los Angeles, Miami-Dade County, Milwaukee, Minneapolis, Nashville, New Orleans, New York City, Newark, Norfolk, Oakland, Oklahoma City, Omaha, Orange County (Orlando), Palm Beach County, Philadelphia, Pinellas County, Pittsburgh, Portland, Providence, Puerto Rico, Richmond, Rochester, Sacramento, San Antonio, San Diego, San Francisco, Santa Ana, Seattle, Shelby County (Memphis), St. Louis, St. Paul, Stockton, Toledo, Toronto, Tulsa, Washington, D.C., and Wichita.

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