

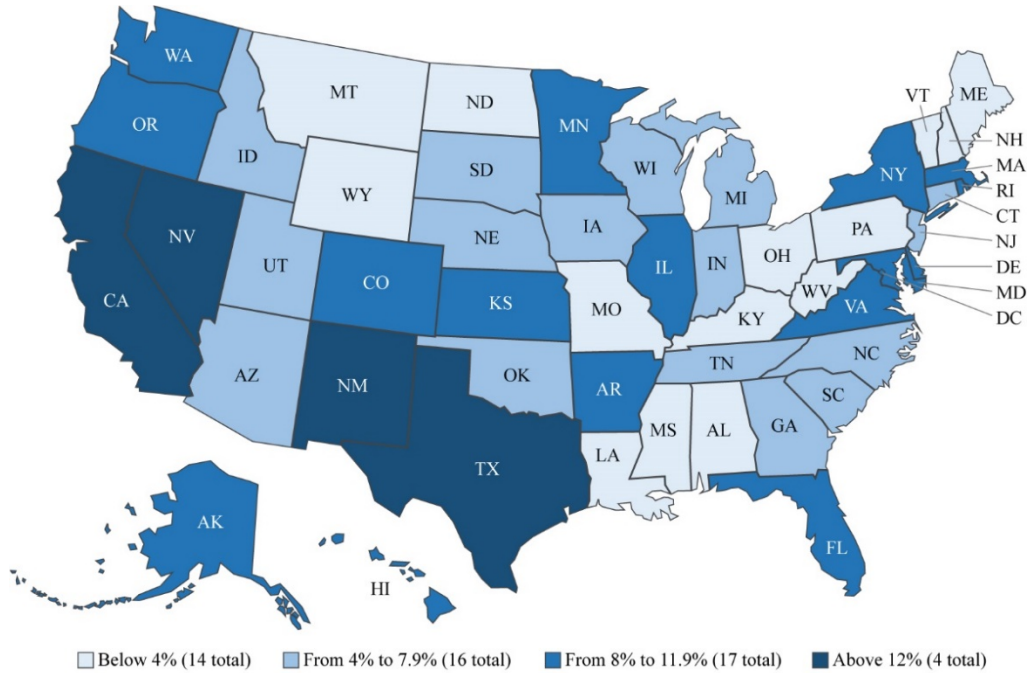


Office of English Language Acquisition

Profile of English Learners in the United States

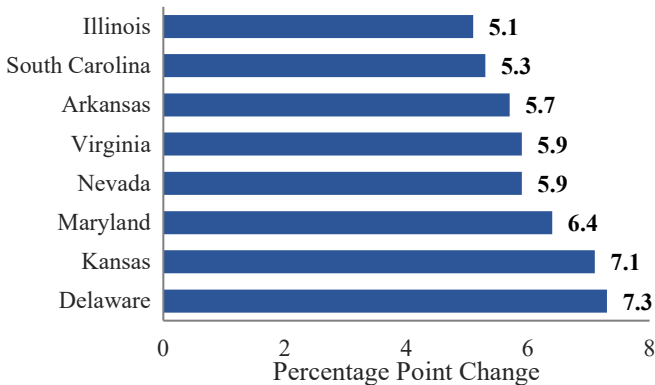
Percentage of Students Enrolled in K–12 Who Are English Learners: School Year 2017–18

During school year (SY) 2017–18, over 5 million English learners (ELs) were enrolled in U.S. schools in grades K–12. Four states had an EL population that was above 12% of total student enrollment; California had the highest percentage, with over 20% of K–12 students classified as ELs.



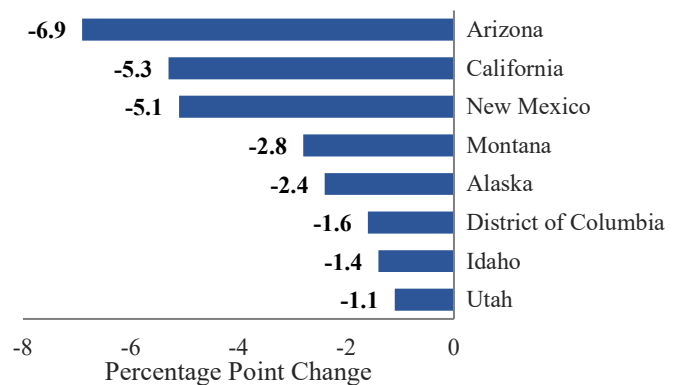
Source: U.S. Department of Education, National Center for Education Statistics (2018). Table 203.20. Enrollment in public elementary and secondary schools, by region, state, and jurisdiction: Selected years, fall 1990 through fall 2019. In U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics* (2018 ed.). Retrieved from https://nces.ed.gov/programs/digest/d19/tables/dt19_203.20.asp

Percentage Point Increases in Student Enrollment of English Learners by State: School Years 2000–01 to 2017–18



The number of ELs enrolled in K–12 grew by more than 1,000,000 from SY 2000–01 to SY 2017–18. Delaware had the highest increase in EL student population as a percentage of total enrollment where the number of ELs grew by over 10,000 students, or by 7.3%.

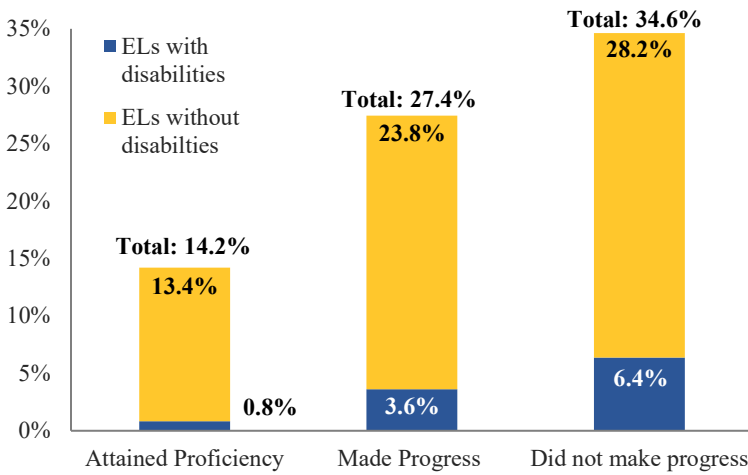
Percentage Point Decreases in Student Enrollment of English Learners by State: School Years 2000–01 to 2017–18



Eight states experienced a decline in EL population between SYs 2000–01 and 2017–18. The state with the greatest decrease of EL student population was Arizona where the number of ELs fell by over 43,000 students, or by 6.9%.

Source: U.S. Department of Education, National Center for Education Statistics (2018). Table 204.20 English language learner (ELL) students enrolled in public elementary and secondary schools, by state: Selected years, fall 2000 through fall 2017 (data extracted August 2019). In U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics* (2018 ed.). Retrieved from https://nces.ed.gov/programs/digest/d19/tables/dt19_204.20.asp

English Language Proficiency Assessment Results for English Learners in Title III-Supported Language Instruction Educational Programs: School Year 2017–18

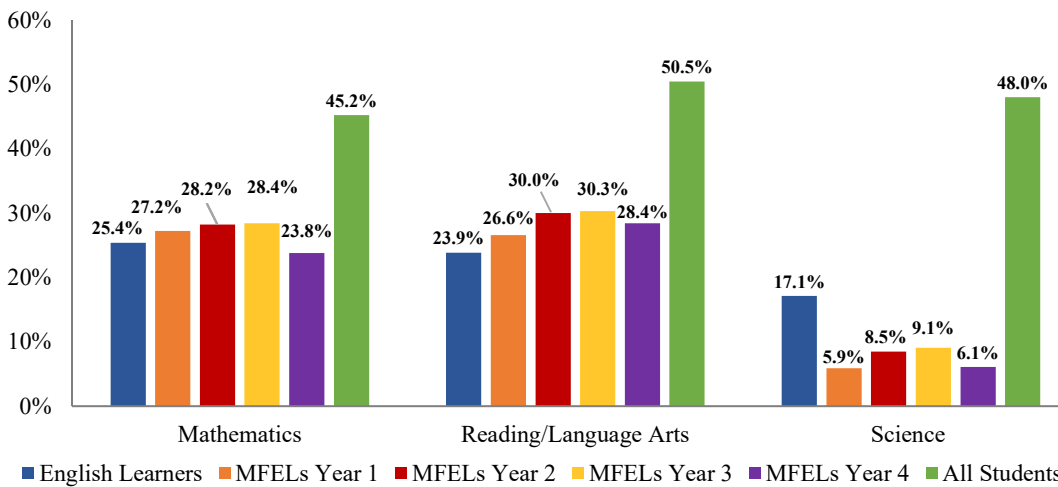


During SY 2017–18, over 4 million ELs in the U.S.¹ and Puerto Rico participated in a state English language proficiency (ELP) assessment. Approximately 14% of ELs attained proficiency in English (based on the ELP cutoff scores), about 27% made progress,² and about 34% of ELs did not make progress or attain proficiency. Puerto Rico and Colorado had the highest percentage of EL students who attained proficiency, with 26.3% and 25.2%, respectively. Montana was the state with the smallest percentage at only 1.5% of ELs who attained proficiency.

Author calculations: Percentage of students who attained proficiency, made progress, or did not make progress (respectively) divided by the number of students who participated times 100.
 Note: The Elementary and Secondary Education Act, as reauthorized by the Every Student Succeeds Act, requires that student assessment results be reported for the subgroup of students with disabilities.

Sources: *FS138 – Title III English Language Proficiency Test (SY 2017-18)*, U.S. Department of Education, Washington, DC: *EDFacts*; *FS050 – Title III English Language Proficiency Results (SY 2017-18)*, U.S. Department of Education, Washington, DC: *EDFacts*

Student Proficiency Rate on State Mathematics, Reading/Language Arts, and Science Assessments: School Year 2017–18



ELs are monitored on assessments for four years after they exit EL status. During SY 2017–18, these monitored former English learners (MFELs) typically had a higher proficiency rate than ELs on math and reading/language arts state assessments, with MFELs in year three demonstrating the highest level of achievement in reading/language arts at 30.3%.

During SY 2017–18, ELs had the highest proficiency rate on math state assessments (25.4%) and the lowest on science state assessments (17.1%).

Sources: *FS126 – Title III Former EL Students (SY 2017-18)*, U.S. Department of Education, Washington, DC: *EDFacts*; *FS185 – Assessment Participation in Mathematics, FS188 – Assessment Participation in Reading/Language Arts, and FS189 – Assessment Participation in Science (SY 2017–18)*, U.S. Department of Education, Washington, DC: *EDFacts*. Retrieved [6/17/20] from <https://eddataexpress.ed.gov/>.

Author calculations: The number of ELs and all students proficient by subject equals the percentage proficient by state times the number of students tested by state. Student proficiency rate in mathematics, reading/language arts, and science equals the total number of students in the 50 states, D.C. and Puerto Rico who scored proficient divided by the total number of students tested times 100.

Note: Maryland, New Mexico, Vermont, and Virginia did not provide EL and all student proficiency data and were not included in the calculations. Maryland and Vermont did not provide MFEL student proficiency data and were not included in the calculations.

¹ California and Vermont did not provide EL ELP data and were not included in the calculations.

² Attained proficiency and making progress are defined in the State Consolidated Application. The states' definitions of "making progress" can include students who "attained proficiency." Therefore, students could be reported at the state educational agency, local educational agency, and school levels as both "making progress" and "attained proficiency."