



English Learners in Florida

Demographics, Outcomes, and State Accountability Policies

By Julie Sugarman and Courtney Geary

This fact sheet provides an overview of key characteristics of the foreign-born and English Learner (EL) populations in Florida. It aims to build understanding of the state demographic context, how ELs are performing in K-12 schools, and the basics of state policies for EL education under the federal *Every Student Succeeds Act* (ESSA), enacted in December 2015. The transition to ESSA is ongoing, with states slated to update their data reporting systems by December 2018. As a result, the data this fact sheet uses to describe student outcomes primarily reflect systems and accountability policies developed under the *No Child Left Behind Act* (NCLB, in effect from 2002 through 2015). Many of the changes expected as ESSA is implemented will improve the accuracy and availability of these data.

The first section examines the demographics of Florida using U.S. Census Bureau 2016 American Community Survey (ACS) data, and EL students as reported by the Florida Department of Education. A discussion of EL student outcomes as measured by standardized tests follows, and the fact sheet concludes with a brief overview of Florida accountability mechanisms that affect ELs under ESSA.

I. Demographic Overview of Foreign-Born and EL Populations in Florida

In 2016, approximately 4,237,000 foreign-born individuals resided in Florida, accounting for 21 percent of the state population—higher than the immigrant share of the U.S. population overall (14 percent), as seen in Table 1. Historically, Florida has been a destination for substantial numbers of immigrants, with the state home to almost 10 percent of the U.S. foreign-born population (see Table 1). The growth rate of the immigrant population in Florida has remained relatively constant, decreasing only slightly from 61 percent in the period between 1990 and 2000 to 59 percent between 2000 and 2016. Nevertheless, this growth rate outpaced that of the overall U.S. immigrant population as well as of the native-born population. Age group trends in Florida mirror broader national trends, with disproportionately smaller shares of foreign-born individuals in the birth-to-age-17 brackets compared to the native born.

With a large population of immigrants, it follows that the share of school-age children with one or more foreign-born parents is higher in Florida (34 percent) than in the United States overall (26 percent), as shown in Table 2. Additionally, about 81 percent of children of immigrants in Florida were native born, compared to 86 percent nationwide. In Florida, 38 percent of children in low-income families had one or more foreign-born parents, which is higher than the share of low-income children nationally (32 percent).

Table 1. Foreign- and U.S.-Born Populations of Florida and the United States, 2016

	Florida		United States	
	Foreign Born	U.S. Born	Foreign Born	U.S. Born
Number	4,236,511	16,375,928	43,739,345	279,388,170
Share of total population	20.6%	79.4%	13.5%	86.5%
Population Change over Time				
% change: 2000-16	58.6%	23.0%	40.6%	11.6%
% change: 1990-2000	60.6%	18.1%	57.4%	9.3%
Age Group				
Share under age 5	0.6%	6.7%	0.7%	7.0%
Share ages 5-17	4.7%	17.3%	5.1%	18.5%
Share ages 18+	94.7%	76.1%	94.2%	74.5%

Source: Migration Policy Institute (MPI) Data Hub, “State Immigration Data Profiles: Demographics & Social,” accessed May 15, 2018, www.migrationpolicy.org/data/state-profiles/state/demographics/FL/US/.

Number of ELs. ACS data on the Limited English Proficient (LEP) population rely on self-reporting of English proficiency, with LEP individuals counted as those who speak English less than “very well.” At the national level, ACS data indicate that 5 percent of U.S. children ages 5 to 17 are LEP,¹ while data the states submitted to the federal government put the EL share of the total K-12 population at 10 percent in Fall 2015.²

At the state level, ACS data indicate that 5 percent of Florida children ages 5 to 17 are LEP.³ In contrast, the most recent data from the Florida Department of Education, from school year (SY) 2017–18, indicate ELs represented 10 percent of the state K-12 student population, or 279,662 students.⁴

Although ACS data seem to undercount EL children, they can be used to examine (with due caution) the nativity of ELs, a variable

Table 2. Nativity and Low-Income Status of Children in Florida and the United States, 2016

	Florida		United States	
	Number	Share of Population (%)	Number	Share of Population (%)
Children between ages 6 and 17 with	2,629,178	100.0	47,090,847	100.0
Only native-born parents	1,726,437	65.7	34,838,528	74.0
One or more foreign-born parents	902,741	34.3	12,252,319	26.0
Child is native-born born	734,678	27.9	10,501,024	22.3
Child is foreign born	168,063	6.4	1,751,295	3.7
Children in low-income families	1,794,316	100.0	28,363,805	100.0
Only native-born parents	1,105,680	61.6	19,216,957	67.8
One or more foreign-born parents	688,636	38.4	9,146,848	32.2

Note: The definition of children in low-income families includes children under age 18 who resided with at least one parent and in families with annual incomes below 200 percent of the federal poverty threshold.

Source: MPI Data Hub, “State Immigration Data Profiles: Demographics & Social.”

Table 3. Nativity of Florida and U.S. LEP Students, 2012–16

	Share of K-12 LEP Children Born in the United States (%)		
	Grades K-5	Grades 6–12	Total
Florida	74.3	45.0	59.1
United States	82.3	56.5	70.6

Note: Analysis based on Limited English Proficient (LEP) children ages 5 and older enrolled in grades K-12.

Source: MPI analysis of U.S. Census Bureau pooled 2012–16 American Community Survey (ACS) data, accessed through Minnesota Population Center, University of Minnesota, “Integrated Public Use Microdata Series,” accessed April 25, 2018, <https://usa.ipums.org/usa/>.

school data systems do not capture. Table 3 shows that in Florida, 59 percent of school-aged children who were reported as LEP in census data were born in the United States, with a larger share among elementary school children than older students. The rate of native-born LEP children in the United States overall was somewhat higher, at 71 percent.

The most recent data available that show the top languages spoken by ELs in Florida come from the Consolidated State Performance Reports submitted by each state to the federal government. Table 4 shows that in SY 2015-16, Spanish was spoken by almost three-quarters of Florida ELs, with Haitian/Haitian Creole, Portuguese, and Arabic the next most commonly spoken languages.

Among Florida school districts with enrollment of more than 5,000 ELs, the five districts with the largest number of ELs in SY

2017–18 were clustered in southern Florida (Miami-Dade, Broward, and Palm Beach) and the central Florida counties comprising Tampa (Hillsborough County) and Orlando (Orange County). In the districts with the largest numbers of ELs, shown in Table 5, these students made up between 5 percent (Duval) and 20 percent (Miami-Dade) of total enrollment.

Finally, Table 6 shows that as grade level increases, the share of ELs in Florida K-12 schools decreases. Whereas 17 percent of early-elementary students were ELs in SY 2017–18, that figure dropped to 6 percent for grades 9 through 12. This reflects the trend that more students achieve English proficiency (and thus exit EL status) over time than immigrate to the United States as adolescents or remain ELs beyond the typical five- to seven-year time frame.

Table 4. Top Home Languages Spoken by Florida ELs, SY 2015–16

	Number of ELs	Share of ELs with a Home Language Other Than English (%)
Spanish; Castilian	199,973	74.6
Haitian; Haitian Creole	20,881	7.8
Portuguese	4,879	1.8
Arabic	3,475	1.3
Creoles and pidgins (Other)	2,681	1.0

EL = English Learner; SY = School Year.

Note: Share calculated based on 268,109 Limited English Proficient (LEP) students reported by the state in SY 2015–16.

Source: U.S. Department of Education, “SY 2015-2016 Consolidated State Performance Reports Part I—Florida,” updated October 18, 2017, <https://www2.ed.gov/admins/lead/account/consolidated/sy15-16part1/index.html>.

Table 5. Number of ELs and EL Share of Students in Florida School Districts with More Than 5,000 ELs, SY 2017–18

	Number of ELs	EL Share of Students in District (%)
Miami-Dade	72,051	20.3
Broward	33,609	12.4
Orange	30,719	15.0
Hillsborough	25,462	11.7
Palm Beach	24,946	12.9
Osceola	12,995	19.7
Polk	10,768	10.3
Lee	9,797	10.5
Collier	7,325	15.6
Pinellas	6,633	6.5
Manatee	6,317	12.9
Duval	6,234	4.8

EL = English Learner; SY = School Year.

Notes: Count includes prekindergarten students as well as K-12 students. To generate the data report used to create this table, visit the Florida Department of Education website and click on “Florida PK-20 Education Information Portal.” Then, click the “PK-12 Portal” tab at the top of the page. Under “Students,” click “Enrollment.” Select the tab labeled “Build Your Own Table,” and drag “ELL Status” from the left-hand menu to the table in the middle of the page.

Source: Florida Department of Education, “PK-20 Education Data Warehouse,” accessed August 3, 2018, www.fldoe.org/accountability/data-sys/edw/.

Table 6. Number of ELs and EL Share of Students in Florida, by Grade, SY 2017–18

	Grades K-2	Grades 3–5	Grades 6–8	Grades 9–12
EL share of students in grade band	16.7%	12.0%	7.3%	5.9%
Number of ELs	102,987	79,227	46,998	50,450

EL = English Learner; SY = School Year.

Note: To generate data report used to create this table, visit the Florida Department of Education website and click on “Florida PK-20 Education Information Portal.” Then, click the “PK-12 Portal” tab at the top of the page. Under “Students,” click “Enrollment.” Select the tab labeled “State Level,” and drag “ELL Status” from the left-hand menu to the table in the middle of the page.

Source: Florida Department of Education, “PK-20 Education Data Warehouse.”

II. EL Student Outcomes in Florida

This section looks at outcomes of the EL subgroup on state standardized assessments. It is important to note two things about the participation of ELs on these assessments. First, compared to other student subgroups based on ethnicity, poverty, gender, and special education status, ELs are a much more dynamic population: as students gain proficiency, they exit the EL

subgroup and new ELs are identified as they enter the U.S. school system. By definition, students who remain in the EL subgroup are not performing at a level where their achievement on mainstream assessments is comparable to that of their English-proficient peers. Whereas this lag is expected for students in their first several years of learning English, concerns about the significant numbers of long-term ELs—those identified as ELs for six or more years—not scoring proficient in English language arts (ELA) and math have driven policymakers

Table 7. Share of Florida ELs and Non-ELs with a Passing Score for English Language Arts (%), by Grade, SY 2016–17

	Grade 3 (%)	Grade 4 (%)	Grade 5 (%)	Grade 6 (%)	Grade 7 (%)	Grade 8 (%)	Grade 9 (%)	Grade 10 (%)
Share of ELs who passed	32.3	15.8	12.4	11.6	10.8	14.1	9.0	6.4
Share of non-ELs who passed	63.0	60.2	57.3	55.6	55.2	57.7	55.4	52.9

EL = English Learner; SY = School Year.

Note: To generate data report used to create this table, visit the Florida Department of Education website and click on “Florida PK-20 Education Information Portal.” Then, click the “PK-12 Portal” tab at the top of the page. Under “Assessments,” click “English Language Arts.” Select the tab labeled “State Level,” and drag “ELL Status” from the left-hand menu to the table in the middle of the page.

Source: Florida Department of Education, “PK-20 Education Data Warehouse”.

to strengthen the ways they hold schools accountable for EL outcomes on academic assessments.

Second, under NCLB, states were allowed to exempt newly arrived EL students from taking the ELA test for one year and to exclude the math scores of those newcomers from accountability reports. For that reason, the results below do not include all Florida ELs. The rules for including newly arrived ELs in reports on subgroup outcomes will change as ESSA provisions go into effect in 2018 (see “Accountability for EL Academic Achievement” below).

Florida administers the Florida Standards Assessments (FSA) for accountability purposes. The FSA in ELA is given in grades 3 to 10 and in math to students in grades 3 to 8. Students in grades 5 and 8 also take the Statewide Science Assessment, and students in high school take end-of-course assessments in math, social studies, and science. Results for all of these assessments are reported in five achievement levels: inadequate, below satisfactory, satisfactory, proficient, and mastery; the latter three are considered a passing score.⁵

Table 7 shows considerable achievement gaps between the share of ELs and of non-ELs with a passing score in ELA. The size of the gap

remained relatively consistent, between 44 points (grade 8) and 47 points (grade 10), with the exception of grade 3 (31 points).

Achievement gaps for mathematics were somewhat smaller compared to ELA, as seen in Table 8, with a low of 18 points (grade 3) and a high of 35 points in Algebra 1. Other than in grades 3 and 8 and Algebra 2, when the gap was more modest (between 18 and 23 points), all other exams showed a gap of 31 to 35 points.

Table 9 shows that achievement gaps between EL and non-EL students in science were 40 points and 41 points in 5th and 8th grade, respectively. For high school end-of-course assessments, these gaps were 43 points for Biology 1, 44 points for Civics, and 48 points for U.S. History.

Finally, graduation rates in Florida have been increasing over the last five years for students overall and for subgroups such as ELs, but wide gaps remain between ELs and all students. For the class of 2017, the share of ELs to graduate within four years was 67 percent, compared to a four-year graduation rate of 82 percent for all students.⁶ These rates are comparable to those at the national level for the most recent year available (SY 2015–16), which were 67 percent for ELs and 84 percent for all students.⁷

Table 8. Share of Florida ELs and Non-ELs with a Passing Score in Mathematics (%), by Grade or Course, SY 2016–17

	Grade 3 (%)	Grade 4 (%)	Grade 5 (%)	Grade 6 (%)	Grade 7 (%)	Grade 8 (%)	Algebra 1 (%)	Geometry (%)	Algebra 2 (%)
Share of ELs who passed	46.7	34.6	28.6	21.4	21.7	24.5	28.0	24.2	26.9
Share of non-ELs who passed	64.6	66.8	60.4	53.7	55.2	47.8	62.7	55.1	49.3

EL = English Learner; SY = School Year.

Note: To generate data report used to create this table, visit the Florida Department of Education website and click on “Florida PK-20 Education Information Portal.” Then, click the “PK-12 Portal” tab at the top of the page. Under “Assessments,” click on one of the following: “Mathematics,” “Algebra 1,” “Geometry,” or “Algebra 2.” Select the tab labeled “State Level,” and drag “ELL Status” from the left-hand menu to the table in the middle of the page.

Sources: Florida Department of Education, “PK-20 Education Data Warehouse.”

Table 9. Share of Florida ELs and Non-ELs with a Passing Score in Science and Social Studies (%), by Grade or Course, SY 2016–17

	Science Grade 5 (%)	Science Grade 8 (%)	Biology 1 (%)	Civics (%)	U.S. History (%)
Share of ELs who passed	15.4	10.5	22.7	28.9	21.3
Share of non-ELs who passed	55.2	51.0	66.1	72.6	69.5

EL = English Learner; SY = School Year.

Note: To generate data report used to create this table, visit the Florida Department of Education website and click on “Florida PK-20 Education Information Portal.” Then, click the “PK-12 Portal” tab at the top of the page. Under “Assessments,” click on one of the following: “Science,” “Biology 1,” “Civics,” or “U.S. History.” Select the tab labeled “State Level,” and drag “ELL Status” from the left-hand menu to the table in the middle of the page.

Sources: Florida Department of Education, “PK-20 Education Data Warehouse.”

III. Accountability under ESSA

In 2017, all 50 states (plus the District of Columbia and Puerto Rico) submitted plans to the U.S. Department of Education that outline their approach to complying with new accountability regulations under ESSA. Among the new requirements are provisions requiring states to standardize how they identify students for and exit them from EL status, extending the number of years schools can include former ELs’ scores in reporting on the outcomes of the EL subgroup, and allowing

states to develop their own English language proficiency indicator (replacing the three required Annual Measurable Achievement Objectives in NCLB). Implementation of the new policies began in SY 2017–18. However, as many states have adopted new or significantly revised English language proficiency assessments over the last few years, some intend to wait to update their English language proficiency benchmarks until they have collected sufficient data from the new assessments.

Learn More about ELs and ESSA

For additional analysis, maps, and state-level data on English Learner education in the United States, check out the [MPI ELL Information Center](#) and its [ESSA resources](#).

A. Identification and Reclassification of ELs

Following federal guidelines, all states require schools to follow a two-step process for identifying students as ELs. First, parents or guardians complete a home-language survey when they enroll their child in a new school district. The survey generally includes one to four questions to identify students whose first language is not English or who live in households where a language other than English is spoken.

If students in such circumstances do not already have scores from a state-approved English language proficiency test on file, they are given a screening test to gauge their English language ability in listening, speaking, reading, and writing (as required by ESSA). Students scoring below proficient are categorized as ELs. Schools must inform parents in a timely manner of their child's English language proficiency level and of the types of support the school can provide, including the right to opt out of services (but not the right to decline EL status and subsequent annual testing).⁸

In Florida, students are identified as ELs if they have an affirmative response to the home-language survey and one of the following: in grades K-12, a score below proficient on listening and speaking on a state English language proficiency assessment; in grades 3-12, a score below the 32nd percentile on a standardized test in reading and writing or below proficient on the reading and writing sections of the state English language proficiency assessment; or, in any grade, the

recommendation of a school English Language Learner Committee based on the above scores as well as additional evidence.⁹ It is not clear from Florida regulations which assessments districts use for listening/speaking and reading/writing. However, guidelines for SY 2017-18 indicate that districts may use any of the WIDA Consortium's assessments (the WIDA Screener, the Kindergarten W-APT, or the Kindergarten MODEL) for that purpose.¹⁰

Once identified, ELs are given the WIDA ACCESS for ELLs 2.0¹¹ annually until they score highly enough to be reclassified as English proficient. To be reclassified, students must have a composite score of at least 4.0 out of 6.0 on the ACCESS, with a score of at least 4.0 on the reading component; students in a grade that completes the FSA for ELA must also achieve a passing score (level 3 or above).¹²

B. Accountability for English Language Proficiency

Whereas parents and teachers are primarily interested in the progress of individual students toward English language proficiency, state accountability systems track whether the ELs in entire schools and districts are progressing to and achieving proficiency within the state-determined timeline. States include English language proficiency in their accountability systems in two ways. First, they set a long-term goal for increasing the percent of students making progress toward proficiency (with interim goals along the way), and, second, they include an annual indicator of progress toward English language proficiency in the calculation they use to identify schools in need of improvement.¹³

Florida students are expected to take a maximum of five years to achieve English language proficiency. Students will be considered on track if they increase their overall proficiency score to the next highest whole number or maintain a composite score better than 4.0 (as they continue to work toward passing the state ELA test). About 60 percent of

Florida ELs made enough progress in 2017 to achieve proficiency within the given timeline. Using this baseline, the state aims to increase the share of ELs making the expected amount of progress by about 2 percent each year with a goal of reaching 66 percent by SY 2019–20. In line with ESSA guidance, Florida plans to factor in whether schools are making relatively less progress in moving students toward English proficiency in their criteria for identifying schools in need of comprehensive support and improvement.¹⁴

C. Accountability for EL Academic Achievement

In addition to progress toward English proficiency, ESSA requires states to report and include in their accountability systems data on how well ELs, as a subgroup, are performing on the indicators that apply to all students (including ELA, math, and science tests; graduation rates; and a school-quality or student-success indicator such as attendance). Using this information, ESSA calls for states to identify schools for comprehensive support and improvement based on the performance of all students, including subgroups of students, and for targeted support and improvement for schools that have one or more underperforming subgroups such as ELs.

As noted earlier, the EL subgroup is unique in that students exit the subgroup once they reach a level at which their English proficiency is no longer keeping them from general academic achievement similar to that of their English-proficient peers. Because of this, ESSA allows states to include former ELs within the EL subgroup for up to four years after they have exited EL status. Former EL students' scores in math and reading can thus be used in accountability measures as a way to give schools credit for the progress those students have made. Florida will not include former ELs in

the EL subgroup for the purpose of calculating school and district grades, but will include them for four years in its reporting of EL subgroup outcomes.¹⁵

Unlike for other subgroups, ESSA also provides two types of exemption states may choose to apply to recently arrived ELs on state standardized tests:

1. In their first year in the United States, ELs can be exempt from taking the ELA test. They must be tested in math that year, but their scores will not be included in accountability calculations. Regular test-taking and accountability procedures will apply thereafter.
2. ELs take ELA and math tests in their first year, but their scores can be excluded from accountability measures. In the second year, outcomes on both tests are reported as a growth score from year one to year two. From their third year on, students are assessed and their scores included in accountability measures as is done for all students.

States also have a third option: they may assign option 1 to some recently arrived ELs and option 2 to others based on characteristics such as their initial English language proficiency level.¹⁶ Florida's ESSA plan indicates it will use option 2 for its recently arrived ELs.¹⁷

As states move forward with ESSA accountability plans, policymakers are taking the opportunity to revise existing regulations on funding, program requirements, teacher training, and other aspects of school administration. Provisions that affect EL students should be scrutinized closely by stakeholders at all levels, whether parents, teachers, or community organizations. Data on EL demographics and performance, such as those provided in this fact sheet, will prove an important tool in this effort.¹⁸

Endnotes

- 1 Migration Policy Institute (MPI) Data Hub, “State Immigration Data Profiles: Language & Education,” accessed April 25, 2018, www.migrationpolicy.org/data/state-profiles/state/language/FL/US/.
- 2 U.S. Department of Education, National Center for Education Statistics (NCES), “Table 204.20: English Language Learner (ELL) Students Enrolled in Public Elementary and Secondary Schools, by State: Selected Years, Fall 2000 through Fall 2015,” updated October 2017, https://nces.ed.gov/programs/digest/d17/tables/dt17_204.20.asp?current=yes.
- 3 MPI Data Hub, “State Immigration Data Profiles: Language & Education.”
- 4 To generate data report used to calculate this figure, visit the Florida Department of Education website and click on “Florida PK-20 Education Information Portal.” Then, click the “PK-12 Portal” tab at the top of the page. Under “Students,” click “Enrollment.” Select the tab labeled “State Level,” and drag “ELL Status” from the left-hand menu to the table in the middle of the page. See Florida Department of Education (FLDOE), “PK-20 Education Data Warehouse,” accessed August 3, 2018, www.fl DOE.org/accountability/data-sys/edw/.
- 5 FLDOE, “Florida Standards Assessment,” accessed July 11, 2018, www.fl DOE.org/accountability/assessments/k-12-student-assessment/fsa.stml.
- 6 To generate data report used to calculate this figure, visit the Florida Department of Education website and click on “Florida PK-20 Education Information Portal.” Then, click the “PK-12 Portal” tab at the top of the page. Under “Students,” click “High School Graduation Rates.” Select the tab labeled “State Level,” and drag “ELL Status” from the left-hand menu to the table in the middle of the page. See FLDOE, “PK-20 Education Data Warehouse.”
- 7 NCES, “Table 219.46. Public High School 4-Year Adjusted Cohort Graduation Rate (ACGR), by Selected Student Characteristics and State: 2010-11 through 2015-16,” updated December 2017, https://nces.ed.gov/programs/digest/d17/tables/dt17_219.46.asp?current=yes.
- 8 U.S. Department of Education, *Tools and Resources for Identifying all English Learners* (Washington DC: U.S. Department of Education, 2016), www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap1.pdf.
- 9 Florida Administrative Code, “Rule 6A-6.0902: Requirements for Identification, Eligibility, and Programmatic Assessments of English Language Learners,” May 30, 2017, www.flrules.org/gateway/ruleNo.asp?id=6A-6.0902.
- 10 FLDOE, “2017-2018 School Year Information,” accessed July 23, 2018, <https://info.fl DOE.org/docushare/dsweb/Get/Document-8005/dps>.
- 11 The ACCESS for ELLs 2.0—which stands for Assessing Comprehension and Communication in English State-to-State for English Language Learners—is an English language proficiency assessment given annually to English Learners (ELs) in the 39 states and U.S. territories that make up the WIDA Consortium. For more information on the consortium, see WIDA, “Home,” accessed July 24, 2018, www.wida.us.
- 12 FLDOE, *Florida Department of Education Every Student Succeeds Act (ESSA) State Plan Submitted to United States Department of Education* (Tallahassee, FL: FLDOE, 2018), www.fl DOE.org/core/fileparse.php/14196/urlt/essas-tateplan-waiver-a.pdf.
- 13 Susan Lyons and Nathan Dadey, *Considering English Language Proficiency within Systems of Educational Accountability under the Every Student Succeeds Act* (Chicago: Latino Policy Forum and Center for Assessment, 2017), www.latinopolicyforum.org/publications/reports/document/Considerations-for-ELP-indicator-in-ESSA_030817.pdf.
- 14 FLDOE, *Florida Department of Education Every Student Succeeds Act*.
- 15 Ibid.
- 16 EdTrust, “Setting New Accountability for English-Learner Outcomes in ESSA Plans,” accessed April 26, 2018, <https://edtrust.org/setting-new-accountability-english-learner-outcomes-essa-plans/>.
- 17 FLDOE, *Florida Department of Education Every Student Succeeds Act*.
- 18 For additional information on accessing and understanding state EL demographic and outcome data, see Julie Sugarman, *A Guide to Finding and Understanding English Learner Data* (Washington, DC: MPI, 2018), www.migrationpolicy.org/research/guide-finding-understanding-english-learner-data.

About the Authors



Julie Sugarman is a Senior Policy Analyst at the Migration Policy Institute (MPI) National Center on Immigrant Integration Policy, where she focuses on issues related to immigrant and English Learner students in elementary and secondary schools. Among her areas of focus: policies, funding mechanisms, and district- and school-level practices that support high-quality instructional services for these youth, as well as the particular needs of immigrant and refugee students who first enter U.S. schools at the middle and high school levels. Dr. Sugarman earned a B.A. in anthropology and French from Bryn Mawr College, an M.A. in anthropology from the University of Virginia, and a Ph.D. in second language education and culture from the University of Maryland, College Park.



Courtney Geary was an intern at the MPI National Center on Immigrant Integration Policy, where she provided research assistance on a variety of projects related to English Learner education policy. She has worked as a Title III ESL Tutor for the Tuscaloosa County School District in Alabama since 2016, primarily with elementary-age Arabic speakers. Her research interests include educational access and outcomes for English Learners in the Deep South, and educational and social services for refugees and victims of conflict. She is a student at the University of Alabama, where she is pursuing a B.S. in interdisciplinary studies with a focus in international crisis management.

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