



English Learners in New York State

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

I. Demographic Overview of Foreign-Born and EL Populations in New York State

In 2016, approximately 4,536,000 foreign-born individuals resided in New York, accounting for 23 percent of the state population—a larger share compared to immigrants in the United States overall (14 percent), as seen in Table 1. Historically, New York has been a destination for substantial numbers of immigrants, with the state home to more than 10 percent of the U.S. foreign-born population. Table 1 also shows that the growth rate of the immigrant population in New York State slowed from 36 percent in the period between 1990 and 2000 to 17 percent between 2000 and 2016, a rate less than half that of the U.S. immigrant population more generally. Nevertheless, the immigrant population continues to grow more rapidly than the native-born population. Age group trends in New York State 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 larger in New York State (38 percent) than in the United States overall (26 percent), as shown in Table 2. Additionally, about 83 percent of children of immigrants in New York were native born, compared to 86 percent nationwide. In New York, 46 percent of children in low-income families had one or more foreign-born parents, which is considerably higher than the share of low-income children nationally (32 percent).

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

	New York State		United States	
	Foreign Born	U.S. Born	Foreign Born	U.S. Born
Number	4,536,115	15,209,174	43,739,345	279,388,170
Share of total population	23.0%	77.0%	13.5%	86.5%
Population Change over Time				
% change: 2000-16	17.3%	0.7%	40.6%	11.6%
% change: 1990-2000	35.6%	-0.2%	57.4%	9.3%
Age Group				
Share under age 5	0.5%	7.5%	0.7%	7.0%
Share ages 5-17	4.6%	18.5%	5.1%	18.5%
Share ages 18+	95.0%	74.0%	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/NY/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 8 percent of New York State children ages 5 to 17 are LEP.³ Similarly, the most recent data from the New York State Education Department, from school year (SY) 2017–18, indicate ELs represented 9 percent of the state preK-12 student population, or 234,613 students.⁴

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

	New York State		United States	
	Number	Share of Population (%)	Number	Share of Population (%)
Children between ages 6 and 17 with	2,649,730	100.0	47,090,847	100.0
Only native-born parents	1,647,999	62.2	34,838,528	74.0
One or more foreign-born parents	1,001,731	37.8	12,252,319	26.0
Child is native born	830,661	31.3	10,501,024	22.3
Child is foreign born	171,070	6.5	1,751,295	3.7
Children in low-income families	1,567,101	100.0	28,363,805	100.0
Only native-born parents	848,856	54.2	19,216,957	67.8
One or more foreign-born parents	718,245	45.8	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 New York State 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
New York State	77.6	54.4	66.4
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 2012–2016 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/>.

Although ACS data seem to slightly undercount EL children, they can be used to examine (with due caution) the nativity of ELs, a variable school data systems do not capture. Table 3 shows that in New York State, two-thirds 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 New York State come from the Consolidated State Performance

Reports submitted by each state to the federal government. Table 4 shows data from SY 2015–16 that indicate Spanish was spoken by almost two-thirds of New York ELs, with Chinese, Arabic, Bengali, and Russian rounding out the top five.

Table 5 shows New York State school districts with more than 2,000 ELs, which include the “Big Five” school districts of Buffalo, Rochester, Syracuse, New York City, and Yonkers. In the districts with the largest numbers of ELs, these students made up between 12 percent (Yonkers) and 36 percent (Hempstead) of total enrollment.

Table 4. Top Home Languages Spoken by New York State ELs, SY 2015–16

	Number of ELs	Share of ELs with a Home Language Other Than English (%)
Spanish; Castilian	136,960	63.3
Chinese	19,794	9.2
Arabic	9,338	4.3
Bengali	5,925	2.7
Russian	3,480	1.6

EL= English Learner; SY = School Year.

Note: Share calculated based on 216,259 Limited English Proficient students reported by the state in SY 2015-16.

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

Table 5. Number of ELs and EL Share of Students in New York State School Districts with More Than 2,000 ELs, SY 2017–18

	Number of ELs	EL Share of Students in District (%)
New York City*	143,209	14.2
Brentwood Union Free School District	6,315	31.9
Buffalo City School District	5,531	16.5
Rochester City School District	3,996	13.6
Syracuse City School District	3,681	17.0
East Ramapo Central School District (Spring Valley)	3,300	31.1
Yonkers City School District	3,237	12.2
Hempstead Union Free School District	2,861	36.0
Central Islip	2,321	30.5

EL = English Learner; SY = School Year.

* New York City includes all five boroughs, with a total preK-12 enrollment of 1,009,355.

Note: These data include prekindergarten students as well as K-12 students.

Source: New York State Education Department (NYSED), “Public School Enrollment—District Enrollment—Preliminary District Level Data by Grade 2017-18—English Language Learners,” accessed June 28, 2018, www.p12.nysed.gov/irs/statistics/enroll-n-staff/home.html.

Finally, Table 6 shows that as grade level increases, the population and share of ELs generally decrease. Whereas 13 percent of early-elementary students were ELs in SY 2016–17, that number dropped to 7 percent for grades 6 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.

II. EL Student Outcomes in New York State

New York uses the New York State English as a Second Language Achievement Test (NYSESLAT)

for annual assessment of students’ English language proficiency. Table 7 shows the share of ELs scoring at each performance level, by grade band.

Across the state, 21 percent of K-12 ELs scored at the lowest proficiency levels (entering and emerging) and 67 percent at the third or fourth highest levels (transitioning and expanding) in SY 2016–17, with those proportions remaining fairly constant across grade bands.

Next, the fact sheet 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

Table 6. Number of ELs and EL Share of Students in New York State, by Grade, SY 2016-17

	Grades K-2	Grades 3–5	Grades 6–8	Grades 9–12
EL share of students in grade band	13.4%	9.3%	6.8%	6.7%
Number of ELs	79,708	56,009	40,369	53,969

EL = English Learner; SY = School Year.

Source: NYSED, “New York State Public School Enrollment, 2016-17,” accessed April 19, 2018, <https://data.nysed.gov/enrollment.php?year=2017&state=yes>.

Table 7. Share of New York State ELs at Each NYSESLAT Performance Level (%), by Grade, SY 2016–17

	Grades K-2 (%)	Grades 3–5 (%)	Grades 6–8 (%)	Grades 9–12 (%)	All Students (%)
Entering	5.8	5.7	5.6	5.9	5.8
Emerging	14.2	13.5	14.0	18.0	14.8
Transitioning	24.7	24.2	20.1	27.3	24.3
Expanding	41.7	44.8	46.2	40.9	43.1
Commanding	13.6	11.8	14.1	7.9	12.0

EL = English Learner; NYSESLAT = New York State English as a Second Language Achievement Test; SY = School Year.

Source: NYSED, “2016-17: Report Card Database,” accessed April 20, 2018, <https://data.nysed.gov/downloads.php>.

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 EL for six or more years—not scoring proficient in English language arts (ELA) and math have driven policymakers 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 New York 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).

New York administers the New York State Testing Program for accountability purposes.⁵ Tests in ELA and mathematics are administered in grades 3 to 8 and those in science in grades 4 and 8. Scores are reported in four levels, with students at levels 3 and 4 considered proficient. High school students take Common Core Regents exams—the current version of which were phased in between 2014 and 2016—in ELA, Algebra I, Geometry, and Algebra II, as well as additional end-of-course Regents exams in science and social studies. Regents exams have five achievement levels, but for school and district accountability purposes, the five levels are converted to a four-point scale, with levels 3 and 4 deemed proficient.⁶

Table 8 shows considerable achievement gaps between the share of ELs and non-ELs who scored proficient on state exams, with that gap between 33 points and 38 points between grade

Table 8. Share of New York State ELs and Non-ELs Scoring Proficient in English Language Arts (%), by Grade, SY 2016–17

	Grade 3 (%)	Grade 4 (%)	Grade 5 (%)	Grade 6 (%)	Grade 7 (%)	Grade 8 (%)
Share of ELs scoring proficient	11.1	6.6	2.3	1.6	2.2	3.0
Share of non-ELs scoring proficient	46.7	44.6	38.2	34.8	44.9	48.6

EL = English Learner; SY = School Year.

Source: NYSED, “New York State School Report Card Data [2016-17]—Grades 3–8 English Language Arts,” accessed July 12, 2018, <https://data.nysed.gov/reportcard.php?instid=800000081568&year=2017&createreport=1&38SY=1>.

Table 9. Share of New York State ELs and Non-ELs Scoring Proficient in Mathematics (%), by Grade, SY 2016–17

	Grade 3 (%)	Grade 4 (%)	Grade 5 (%)	Grade 6 (%)	Grade 7 (%)	Grade 8 (%)
Share of ELs scoring proficient	22.0	13.3	12.0	10.0	8.7	7.2
Share of non-ELs scoring proficient	52.0	46.4	46.3	42.7	40.4	23.3

EL = English Learner; SY = School Year.

Source: NYSED, “New York State School Report Card Data [2016-17]—Grades 3–8 Mathematics,” accessed July 12, 2018,

<https://data.nysed.gov/reportcard.php?instid=800000081568&year=2017&createreport=1&38MATH=1>.

3 and 6 and then growing larger at older grade levels. The gap was smallest in 6th grade (33 points) and largest in grade 8 (46 points).

As with ELA, there are gaps between ELs and non-ELs on state math assessments (see Table 9). From 3rd to 7th grade, these gaps ranged between 30 points and 34 points, before narrowing to 16 points in grade 8.

Science test scores also show considerable achievement gaps between ELs and non-ELs, increasing from 32 points in 4th grade to 46 points in 8th grade.

Looking at the results for secondary-level assessments for the cohort of students who entered 9th grade in 2013,⁷ the gap between ELs and non-ELs varied from a low of 43 points in math to a high of 60 points in ELA (see Table 11).

Table 10. Share of New York State ELs and Non-ELs Scoring Proficient in Science (%), by Grade, SY 2016–17

	Grade 4 (%)	Grade 8 (%)
Share of ELs scoring proficient	57.4	16.2
Share of non-ELs scoring proficient	89.2	62.6

EL = English Learner; SY = School Year.

Source: NYSED, “New York State School Report Card Data [2016-17]—Grades 4 & 8 Science,” accessed July 12, 2018, <https://data.nysed.gov/reportcard.php?instid=800000081568&year=2017&createreport=1&48SCI=1>.

Table 11. Share of New York State ELs and Non-ELs Scoring Proficient on High School Regents Exams (%), by Subject, 2013 Student Cohort

	English Language Arts (%)	Mathematics (%)	Global History and Geography (%)	U.S. History and Government (%)	Science (%)
Share of ELs scoring proficient	27.9	43.8	23.2	29.3	30.8
Share of non-ELs scoring proficient	87.7	86.6	80.4	83.3	86.3

EL = English Learner; SY = School Year.

Note: For subjects in which multiple tests are taken over the course of four years in high school (e.g., math and science), these data report the highest level a student achieved at any point in these four years.

Source: NYSED, “New York State School Report Card Data [2016-17]—Total Cohort in Secondary-Level ELA, Math, Global History and Geography, U.S. History and Government, and Science,” accessed July 12, 2018, <https://data.nysed.gov/reportcard.php?instid=800000081568&year=2017&createreport=1&cohort=1>.

Finally, graduation rates in New York State 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 27 percent, compared to a four-year graduation rate of 80 percent for all students.⁸ While the all-student graduation rate in New York is comparable to the national rate (84 percent), the 4-year graduation rate for ELs in New York was considerably lower than the national rate (67 percent).⁹ Additionally, the gap between four-year graduation rates for ELs and all students in New York (53 points) was substantially larger than the gap nationally (17 points).

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. In New York State, school personnel also interview students and parents in English and the student's home language to determine the student's literacy and math ability in the home language.

If students are considered potential ELs based on the survey and interview and they 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).¹⁰

In New York, students are screened for initial EL identification using the New York State Identification Test for English Language Learners (NYSITELL). Students who score at the entering, emerging, transitioning, or expanding levels are categorized as ELs; those who score at the commanding level are considered proficient. Once identified, ELs are given the NYSESLAT annually until they meet reclassification requirements. To be reclassified, students must score at the commanding level; alternately, they may score at the expanding level and—in the same year—either at level 3 or above on the general state ELA test (grades 3-8) or 65 or above on the high school Regents exam in English.¹¹

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.¹²

New York State students are expected to take a maximum of five years to achieve English language proficiency, with expectations for individual students set based on their initial English proficiency level. Students are considered on track if they meet their personalized growth targets from one year to the next; these are set based on the expectation that students will improve about one performance level per year—although slightly more at lower proficiency levels and slightly less at higher levels. About 43 percent of ELs in the state made

enough progress in 2016 to achieve proficiency within the given timeline. New York has set a long-term goal of seeing 95 percent of students make the expected progress toward proficiency every year. The state intends to close 20 percent of the current gap between the 43 percent baseline and this goal by 2022, at which time they expect 53 percent of students to be making the expected annual progress. In line with ESSA guidance, New York 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.¹³

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. New York State will include former ELs in their calculation of academic achievement and academic progress indicators, but it is unclear

from the state ESSA plan whether this will be done for two or four years.¹⁴

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.¹⁵ New York's ESSA plan indicates it will use option 1 for its recently arrived ELs.¹⁶

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.¹⁷

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/NY/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 New York State Education Department (NYSED), “Public School Enrollment—Preliminary District Level Data by Grade 2017-18—District Enrollment—English Language Learners,” accessed June 28, 2018, www.p12.nysed.gov/irs/statistics/enroll-n-staff/home.html.
- 5 NYSED, “Welcome to the Office of State Assessment,” accessed July 12, 2018, www.p12.nysed.gov/assessment/.
- 6 For more information on the alignment of the four-level and five-level scales, see NYSED, “Performance Level Score Ranges for Regents and Regents Common Core Exams for Annual and Accountability Reporting,” updated November 28, 2017, www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf.
- 7 Levels are reported based on the highest level achieved after four years in high school. For example, data reported for SY 2016-17 would include the cohort of students who entered 9th grade in the fall of 2013 and who would typically be seniors in 2016-17. For math and science, for which multiple Regents exams may be taken, a student’s highest level in any grade is counted toward the number of students scoring at each level; for example, a student who entered 9th grade in SY 2013-14 and proceeded over four years to score level 1 on Algebra 1, level 2 on Geometry, and level 3 on Algebra 2 would be counted in the 2013 cohort (2016-17 data) as having achieved level 3 in math. Author communication with the NYSED Helpdesk Team, January 13, 2017.
- 8 NYSED, “NY State Graduation Rate Data 4 Year Outcome as of June,” accessed June 28, 2018, <https://data.nysed.gov/gradrate.php?year=2017&state=yes>.
- 9 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.
- 10 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.
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- 12 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.
- 13 NYSED, *Revised State Template for the Consolidated State Plan: The Elementary and Secondary Education Act of 1965, as Amended by the Every Student Succeeds Act* (Albany, NY: NYSED, 2018), www.p12.nysed.gov/accountability/essa/documents/nys-essa-plan-final-1-16-2018.pdf.
- 14 Ibid.
- 15 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/>.
- 16 NYSED, *Revised State Template for the Consolidated State Plan*.
- 17 For additional information on accessing and understanding state English Learner 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

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For more information on the impact of the *Every Student Succeeds Act* on EL and immigrant students, visit: www.migrationpolicy.org/programs/nciip-english-learners-and-every-student-succeeds-act.

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