



# English Learners in Utah

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

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

In 2016, approximately 252,000 foreign-born individuals resided in Utah, accounting for 8 percent of the state population—a smaller share compared to immigrants in the United States overall (14 percent), as seen in Table 1. The growth rate of the foreign-born population in Utah slowed considerably from 171 percent in the period between 1990 and 2000 to 59 percent between 2000 and 2016. Nevertheless, this growth rate is higher than that of the U.S. immigrant population more generally, and it far outpaces the growth rate of the native-born population. Age group trends in Utah 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 relatively small population of immigrants, it follows that the share of school-age children with one or more foreign-born parents is smaller in Utah (18 percent) than in the United States overall (26 percent), as shown in Table 2. Additionally, about 89 percent of children of immigrants in Utah were native born, compared to 86 percent nationwide. In Utah, 27 percent of children in low-income families had one or more foreign-born parents, which is somewhat less than the share of low-income children nationally.

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

	Utah		United States	
	Foreign Born	U.S. Born	Foreign Born	U.S. Born
Number	252,333	2,798,884	43,739,345	279,388,170
Share of total population	8.3%	91.7%	13.5%	86.5%
<b>Population Change over Time</b>				
% change: 2000-16	59.0%	34.9%	40.6%	11.6%
% change: 1990-2000	170.8%	24.7%	57.4%	9.3%
<b>Age Group</b>				
Share under age 5	0.7%	9.0%	0.7%	7.0%
Share ages 5-17	5.8%	23.4%	5.1%	18.5%
Share ages 18+	93.6%	67.6%	94.2%	74.5%

Source: Migration Policy Institute (MPI) Data Hub, “State Immigration Data Profiles: Demographics & Social,” accessed May 16, 2018, [www.migrationpolicy.org/data/state-profiles/state/demographics/UT/US/](http://www.migrationpolicy.org/data/state-profiles/state/demographics/UT/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,<sup>1</sup> 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.<sup>2</sup>

At the state level, ACS data indicate that 2 percent of Utah children ages 5 to 17 are LEP.<sup>3</sup> In contrast, the most recent data from the Utah State Board of Education, from school year (SY) 2017–18, indicate ELs represented 7 percent of the state K-12 student population, or 43,784 students.<sup>4</sup>

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

	Utah		United States	
	Number	Share of Population (%)	Number	Share of Population (%)
<b>Children between ages 6 and 17 with</b>	<b>592,270</b>	<b>100.0</b>	<b>47,090,847</b>	<b>100.0</b>
Only native-born parents	488,708	82.5	34,838,528	74.0
One or more foreign-born parents	103,562	17.5	12,252,319	26.0
Child is native born	92,426	15.6	10,501,024	22.3
Child is foreign born	11,136	1.9	1,751,295	3.7
<b>Children in low-income families</b>	<b>292,433</b>	<b>100.0</b>	<b>28,363,805</b>	<b>100.0</b>
Only native-born parents	212,774	72.8	19,216,957	67.8
One or more foreign-born parents	79,659	27.2	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 Utah 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
Utah	83.1	54.6	69.7
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/>.

Although ACS data seem to 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 Utah, 70 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 comparable, at 71 percent.

The most recent data available that show the top languages spoken by ELs in Utah 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 more than three-quarters of Utah ELs, with Navajo, Arabic, Somali, and Chinese rounding out the top five.

Among Utah school districts with enrollment of more than 1,000 ELs, three of the top five districts with the largest number of ELs were located in Salt Lake County (Granite, Salt Lake, and Jordan). Table 5 also shows that in districts with large numbers of ELs, these students made up between 3 percent (Alpine and Davis) and 20 percent (Granite and Salt Lake) of total enrollment.

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

	Number of ELs	Share of ELs with a Home Language Other Than English (%)
Spanish; Castilian	33,154	77.5
Navajo	954	2.2
Arabic	754	1.8
Somali	664	1.6
Chinese	474	1.1

EL = English Learner; SY = School Year.

*Note:* Shares were calculated based on 42,800 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—Utah,” updated October 18, 2017, [www2.ed.gov/admins/lead/account/consolidated/sy15-16part1/index.html](http://www2.ed.gov/admins/lead/account/consolidated/sy15-16part1/index.html).

**Table 5. Number of ELs and EL Share of Students in Utah School Districts with More Than 1,000 ELs, SY 2017-18**

	Number of ELs	EL Share of Students in District (%)
Granite School District	12,876	19.5
Salt Lake City School District	4,516	19.8
Alpine School District	2,715	3.4
Davis School District	2,403	3.3
Jordan School District	2,272	4.2
Ogden School District	2,155	18.4
Canyons School District	2,081	6.1
Washington County School District	1,897	6.3
Provo City School District	1,593	10.0
Nebo School District	1,170	3.6

EL = English Learners, SY = School Year

Source: Utah State Board of Education, “Superintendent’s Annual Report—2016-17—Fall Enrollment by Demographics October 2017,” accessed July 10, 2018, [www.schools.utah.gov/superintendentannualreport?mid=1045&aid=1](http://www.schools.utah.gov/superintendentannualreport?mid=1045&aid=1).

## II. EL Student Outcomes in Utah

Utah uses the WIDA ACCESS for ELLs 2.0<sup>5</sup> for annual assessment of students’ English language proficiency, which is scored on a scale of 1 (lowest) to 6 (highest). Table 6 shows the share of ELs scoring at each level, by grade band.

Across the state, 42 percent of K-12 ELs scored at the lowest proficiency levels (levels 1 and 2) and 56 percent at levels 3 and 4 in SY 2016–17. Only 2 percent scored at level 5 or 6, likely because students in Utah may exit EL status once they have reached a composite score of 5.0 out of 6.0.<sup>6</sup>

**Table 6. Share of Utah ELs at Each ACCESS Composite Level, by Grade (%), SY 2016–17**

	Grades K-2 (%)	Grades 3–5 (%)	Grades 6–8 (%)	Grades 9–12 (%)	All Students (%)
Level 1	24.2	7.9	14.9	14.2	16.5
Level 2	28.2	19.3	28.9	26.4	25.5
Level 3	36.2	46.9	40.0	44.7	41.3
Level 4	10.2	22.9	14.5	12.3	15.0
Level 5	1.0	2.6	1.3	1.8	1.6
Level 6	0.2	0.4	0.5	0.7	0.1

EL = English Learner; SY = School Year.

Note: Due to data quality and privacy concerns, when the number of students in any grade/level combination was less than 40, Utah reported these counts as ranges: 0–9, 10–19, 20–29, and 30–39. The shares in Table 7 were calculated based on the upper bound of those ranges (9, 19, 29, and 39). Therefore, the actual value of each reported share may vary by up to plus or minus 1 percent.

Source: Utah State Board of Education, “Data and Statistics—World-Class Instructional Design and Assessment (WIDA) Access—2017,” accessed July 10, 2018, [www.schools.utah.gov/data/reports](http://www.schools.utah.gov/data/reports).

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 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 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 Utah 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).

Utah administers the Student Assessment of Growth and Excellence (SAGE) for accountability purposes. Students are given ELA tests in grades 3 through 11; math tests in grades 3 through 8 and end-of-course assessments in Math I, II, and III in high school; and science tests in grades 4 through 9 and for high school courses such as biology and chemistry. Scores are reported as four achievement levels: below proficient, approaching proficient, proficient, and highly proficient.<sup>7</sup>

Table 7 shows considerable achievement gaps between the share of ELs and of all students who scored proficient or highly proficient in ELA, with that gap generally larger at older grade levels. The gap was smallest in 3rd grade (27 points) and largest in 7th grade (38 points).

There are also considerable gaps between ELs and all students on SAGE math assessments (see Table 8). As with ELA, the gaps generally grow larger in higher grade levels, with the smallest gap in 3rd grade (27 points) and the largest in 7th grade and Math III (39 points).

**Table 7. Share of Utah ELs and All Students Scoring Proficient or Highly Proficient in English Language Arts (%), by Grade, SY 2016–17**

	Grade 3 (%)	Grade 4 (%)	Grade 5 (%)	Grade 6 (%)	Grade 7 (%)	Grade 8 (%)	Grade 9 (%)	Grade 10 (%)	Grade 11 (%)
Share of ELs scoring proficient or highly proficient	22.0	14.3	12.7	9.9	6.3	5.6	4.0	3.3	2.0
Share of all students scoring proficient or highly proficient	48.6	42.2	46.2	46.8	44.7	41.4	39.1	41.1	31.2

EL = English Learner; SY = School Year

Source: Utah State Board of Education, “Data and Statistics—Assessments—SAGE Proficiency Rates by Demographic—2016-2017,” accessed July 10, 2018, [www.schools.utah.gov/data/reports](http://www.schools.utah.gov/data/reports).

**Table 8. Share of Utah ELs and All Students Scoring Proficient or Highly Proficient in Mathematics (%), by Grade or Course, SY 2016–17**

	Grade 3 (%)	Grade 4 (%)	Grade 5 (%)	Grade 6 (%)	Grade 7 (%)	Grade 8 (%)	Math I (%)	Math II (%)	Math III (%)
Share of ELs scoring proficient or highly proficient	24.7	23.1	15.9	8.7	8.2	6.9	4.0	4.8	8.9
Share of all students scoring proficient or highly proficient	51.7	52.0	49.4	40.5	47.6	42.7	40.8	38.0	47.5

EL = English Learner; SY = School Year

Source: Utah State Board of Education, “Data and Statistics—Assessments—SAGE Proficiency Rates by Demographic—2016-2017.”

Science test scores also show steady gaps between ELs and all students. The gap was smallest in 4th grade (31 points) and varied in between 36 and 44 points in all subsequent grade levels (see Table 9).

Finally, graduation rates in Utah 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 86 percent for all students.<sup>8</sup> 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.<sup>9</sup>

### 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

**Table 9. Share of Utah ELs and All Students Scoring Proficient or Highly Proficient in Science (%), by Grade or Course, SY 2016–17**

	Grade 4 (%)	Grade 5 (%)	Grade 6 (%)	Grade 7 (%)	Grade 8 (%)	Earth Sci. (%)	Bio. (%)	Chem. (%)	Phys. (%)
Share of ELs scoring proficient or highly proficient	15.9	13.3	11.3	6.6	6.9	6.0	3.7	5.4	3.2
Share of all students scoring proficient or highly proficient	46.6	50.5	52.5	47.5	48.3	41.9	42.5	49.0	43.0

EL = English Learner; SY = School Year; Earth Sci. = Earth Science; Bio. = Biology; Chem. = Chemistry; Phys. = Physics.

Source: Utah State Board of Education, “Data and Statistics—Assessments—SAGE Proficiency Rates by Demographic—2016-2017.”



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).<sup>10</sup>

Utah is a member of the WIDA consortium, and its students are screened for initial EL identification using the WIDA Screener. Students are identified as ELs if they score below level 5 (out of 6 levels). Once identified, ELs are given the WIDA ACCESS for ELLs 2.0 annually until they score highly enough to be reclassified as English proficient. To be reclassified, students must have a composite score of at least 5.0 out of 6.0 on the ACCESS. Additionally, as part of the exit process, the school convenes a meeting with the student and his or her teacher and parents to discuss necessary supports, appropriate goals, and new opportunities available to the student.<sup>11</sup>

### 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.<sup>12</sup>

Utah students are expected to take a maximum of five years to achieve English language proficiency, and adequate progress is defined as scoring 0.4 higher on the ACCESS each year or exiting EL status. In its ESSA plan, Utah set long-term goals for the number of students who will

exit EL status each year, unlike all other states whose long-term goals are based on increasing the share of ELs making adequate progress.<sup>13</sup> Utah aims to increase the percentage of K-3 ELs reaching proficiency from 27 percent in 2016 to 75 percent in 2022, for those in grades 4–7 from 16 percent to 45 percent, and for ELs in grades 8–11 from 6 percent to 15 percent. It is unclear, however, how these exit goals are to be reconciled with other state expectations about individual student progress.<sup>14</sup> In line with ESSA guidance, Utah 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.<sup>15</sup>

### 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. Utah 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.<sup>16</sup>

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.<sup>17</sup> Utah's ESSA plan indicates it will use option 2 for its recently arrived ELs.<sup>18</sup>

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.<sup>19</sup>



## 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/UT/US/](http://www.migrationpolicy.org/data/state-profiles/state/language/UT/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](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 Utah State Board of Education (USBE), “Superintendent’s Annual Report—2016-17—Fall Enrollment by Demographics October 2017,” accessed July 10, 2018, <https://www.schools.utah.gov/superintendentannualreport?mid=1045&aid=1>
- 5 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](http://www.wida.us).
- 6 USBE, *Revised Template for the Consolidated State Plan, The Elementary and Secondary Education Act of 1965, as Amended by the Every Student Succeeds Act* (Salt Lake City: USBE, 2018), [www2.ed.gov/admins/lead/account/stateplan17/utconsolidatedstateplanfinal.pdf](http://www2.ed.gov/admins/lead/account/stateplan17/utconsolidatedstateplanfinal.pdf).
- 7 USBE, “SAGE Score Charts,” updated February 22, 2018, [www.schools.utah.gov/File/33b18184-c3de-485e-a111-7e4b11649bf9](http://www.schools.utah.gov/File/33b18184-c3de-485e-a111-7e4b11649bf9).
- 8 USBE, “Utah 2017 Graduation Rates,” updated December 1, 2017, [www.schools.utah.gov/file/d72ce1cd-7244-4496-bc6b-a2be9c63de8e](http://www.schools.utah.gov/file/d72ce1cd-7244-4496-bc6b-a2be9c63de8e).
- 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](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](http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap1.pdf).
- 11 USBE, *Revised Template for the Consolidated State Plan, The Elementary and Secondary Education Act* (2018).
- 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](http://www.latinopolicyforum.org/publications/reports/document/Considerations-for-ELP-indicator-in-ESSA_030817.pdf).
- 13 Furthermore, by defining long-term goals based on proficiency rates, Utah’s approved plan differs from the plan it submitted in 2017, in which the long-term goal was to increase the share of students making adequate annual growth from 57 percent to 73 percent for elementary and middle school students and from 31 percent to 40 percent for high school students by 2022. See USBE, *Revised Template for the Consolidated State Plan* (Salt Lake City: USBE, 2017), [www.uen.org/essa/downloads/Utah\\_Consolidated\\_ESSA\\_State\\_Plan.pdf](http://www.uen.org/essa/downloads/Utah_Consolidated_ESSA_State_Plan.pdf).
- 14 These goals—which, again, differ from those originally listed in draft plan the state submitted in 2017—conflict with Utah’s expectation that students will exit in five years. If all ELs exit in exactly five years, exactly 20 percent of ELs would exit each year. And even though some students will exit in fewer than five years, it is mathematically unlikely that many more than 20 percent would exit each year.
- 15 USBE, *Revised Template for the Consolidated State Plan, The Elementary and Secondary Education Act* (2018).
- 16 Ibid.
- 17 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/>.

- 18 USBE, *Revised Template for the Consolidated State Plan, The Elementary and Secondary Education Act* (2018).
- 19 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](http://www.migrationpolicy.org/research/guide-finding-understanding-english-learner-data).

## About the Authors



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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](http://www.migrationpolicy.org/programs/nciip-english-learners-and-every-student-succeeds-act).

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