# DESCRIPTIVE STUDY OF SERVICES TO LEP STUDENTS AND LEP STUDENTS WITH DISABILITIES

## SPECIAL TOPIC REPORT #1

## Native Languages of LEP Students

PAUL J. HOPSTOCK
TODD G. STEPHENSON

*Submitted to:*
U.S. Department of Education
Office of English Language Acquisition, Language Enhancement and Academic Achievement of LEP Students (OELA)
(*Contract No. ED-00-CO-0089*)

*Submitted by:*
Development Associates, Inc.

*Subcontractors:*
Center for Equity and Excellence in Education,
The George Washington University
*and*
National Center on Educational Outcomes,
University of Minnesota

September 15, 2003

This report was prepared for the U.S. Department of Education, Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (OELA), under Contract No. ED-00-CO-0089. The opinions, conclusions and recommendations expressed herein do not necessarily reflect the position or policy of the Department of Education and no official endorsement by the Department of Education should be inferred.

# Note

The Descriptive Study of Services to LEP Students and LEP Students with Disabilities was conducted by Development Associates, Inc., Arlington, VA, for the U.S. Department of Education, Office of English Language Acquisition, Language Enhancement, and Academic Achievement for LEP Students (OELA) from September 2000 to September 2003.

The Project Director was Annette M. Zehler, PhD, and Deputy Director was Howard L. Fleischman. Subcontractors were the Center for Equity and Excellence in Education (CEEE), The George Washington University, directed by Charlene Rivera, EdD; and the National Center for Educational Outcomes (NCEO), University of Minnesota, directed by Martha L. Thurlow, PhD.

This report is one of several developed as part of the Descriptive Study. The reports produced are:

Research Report (Volume I)

Policy Report (synthesis of findings)

Methodology (Volume II)

Case Study Findings (Volume III)

Special Topics Reports:

Special Topic Report #1: Native Languages of LEP Students

Special Topic Report #2: Issues in Studying Learning Outcomes for LEP Students

Special Topic Report #3: Analysis of Office for Civil Rights (OCR) Data Related to LEP Students

Special Topic Report #4: Findings on Special Education LEP Students

# TABLE OF CONTENTS


Page

1. Introduction ..... 1
   - A. Purpose and Contents of This Report ..... 1
   - B. Data Sources and Analytic Approach ..... 1

2. Native Languages of LEP Students ..... 3
   - A. Native Languages of Students ..... 3
   - B. Most Common Languages in Districts and Schools ..... 3
   - C. Numbers of Native Language Groups in Districts ..... 4
   - D. Numbers of Districts with Concentrations of Specific Language Groups ..... 4

3. Comparisons of Districts Based on Native Languages of LEP Students ..... 11
   - A. Number and Languages of LEP Students ..... 11
   - B. Alignment of Instruction with Standards and Assessment ..... 11
   - C. Program Entry, Exit and Follow-Up ..... 12

4. Comparisons of Schools Based on Native Languages of LEP Students ..... 23
   - A. Numbers and Languages Of LEP Students ..... 23
   - B. Instructional Services for LEP Students ..... 23
   - C. Characteristics of Teachers ..... 24
   - D. Parent and Community Involvement ..... 25

5. Comparisons of LEP Students Based on Native Language ..... 33
   - A. Background Characteristics ..... 33
   - B. Programs and Services ..... 33

Appendix A
Description of Service Types ..... 37

# 1. INTRODUCTION

## A. Purpose and Contents of This Report

This report is one of a series of products produced as part of the Descriptive Study of Services to LEP Students and LEP Students with Disabilities (hereafter referred to as the "Descriptive Study'). The Descriptive Study was funded by the U.S. Department of Education to provide descriptions of limited English proficient (LEP) students in U.S. public schools, the instruction LEP students receive, the alignment of instruction of LEP students with State content and performance standards, and the numbers and characteristics of instructional staff providing services to LEP students. The Descriptive Study also included a major substudy concerning LEP students with disabilities.

The purpose of this report is to provide more detailed information concerning differences among districts, schools, and LEP students based on native language group. As documented in the final report, the Descriptive Study estimated that in the 2001-2002 school year, 76.9 percent of LEP students in U.S. public schools had Spanish as their native language. However, there are hundreds of other languages spoken by LEP students. This report is focused on the ways in which districts and schools differ depending on the native languages of LEP students that they serve.

The findings of the report are presented in four chapters that focus on the native languages of LEP students (Chapter 2), differences among school districts based on the native languages of LEP students (Chapter 3), differences among schools based on the native languages of LEP students (Chapter 4), and differences between Spanish language and other LEP students (Chapter 5). Each chapter presents a narrative description of the findings followed by the relevant data tables.

## B. Data Sources and Analytic Approach

The data for this report come from two mail questionnaires completed by LEP services coordinators (District LEP Services Questionnaire, School LEP Services Questionnaire), background forms completed by instructional staff (Teacher Background Questionnaire, Instructional Aide/Paraprofessional Background Questionnaire) collected in on-site data collection, and student record review forms (LEP Student Information Form) completed in on-site data collection (with some supplementary interviews) by study staff. The sampling, data collection procedures, and analytic weighting relating to each of these instruments are described in detail in the Methodology Volume (Volume II) of the final report of the study.

All data presented in this report are weighted so as to be nationally representative of districts serving LEP students, schools serving LEP students, teachers serving at least three LEP students, and LEP students in U.S. public schools. The analyses of districts and schools generally report on three groups: (1) districts/schools in which Spanish students represented a majority of LEP students; (2) districts/schools in which another language group represented a majority of LEP students; and (3) districts/schools in which no language group represented a majority of LEP students. A majority language group was defined as the language which represented at least 50 percent of all LEP students in the district/school.

Other analyses were considered, including analyses of other specific language groups or combinations of languages (e.g., Native American languages). However, the numbers of districts, schools, or LEP students in those specific language groups were not large enough to support reliable

national estimates. Also, because Spanish LEP students represent such a large majority, from an educational policy and planning perspective, it seemed reasonable to group districts, schools, and LEP students into "Spanish" and "other" categories.

# 2. NATIVE LANGUAGES OF LEP STUDENTS

## A. Native Languages of Students

District LEP coordinators were asked to list the native languages spoken by LEP students in their districts, and the number of LEP students speaking that language. More than 350 native languages were listed by the coordinators.

Spanish was the native language of more than three-quarters of LEP students (76.9 percent) (Table 2.1). No other native language exceeded three percent of the LEP population. The ten most common languages besides Spanish were Vietnamese, Hmong, Korean, Arabic, Haitian Creole, Cantonese, Tagalog, Russian, Navajo, and Khmer (Cambodian).

## B. Most Common Languages in Districts and Schools

The data provided by the district LEP services coordinators indicated that Spanish was the largest native language group in 81.5 percent of districts (Table 2.2). No other native language was the largest language group in more than two percent of districts. In six out of ten districts (60.8 percent) the most common native language accounted for at least 80 percent of all LEP students in the district (Table 2.3). The median percentage of the most common language was 90.0 percent and the mean was 78.4 percent.

Certain native languages were higher in the ranking of most common language in a district than in the ranking of most common native languages of LEP students overall. For example, Russian was the ninth most common native language of LEP students but it was second in terms of the most common language found in districts. This suggests that Russian LEP students were more concentrated within districts than were other native language groups.

School LEP services coordinators also provided data on the largest native language group in their respective schools. These responses generally correspond to those given by the district level respondents. As presented in Table 2.4, Spanish was the largest language group for more than eight in ten schools (82.0 percent).

The number of LEP students in the largest language group differed for schools depending on whether that largest language group was Spanish or another language. When Spanish was the largest language group of LEP students in a school, the median number of Spanish-language LEP students was 23.0. When another language was the largest language group, the median number of LEP students who were speakers of that other language was 8.0.

The proportion of the most common language in schools also varied depending on whether Spanish was the most common language. When Spanish was the most common language, the median percentage of LEP students whose native language was Spanish was 90.9 percent. When the most common language was not Spanish, the median percentage of the largest language group was 50.0 percent.

## C. Numbers of Native Language Groups in Districts

According to district LEP services coordinators, the number of native languages found in specific districts ranged from 1 to 119. However, in over a quarter of the districts (28.3 percent) all LEP students in the district were of one native language group, and districts with seven or fewer native languages represented in their LEP student population accounted for over two thirds (68.4 percent) of districts (Table 2.5). The median number of languages represented in individual districts was 3.0 and the mean was 8.0. The mean is more than twice as high as the median due to the fact that a small number of districts enrolled LEP students from very many native language backgrounds. Not surprisingly, districts with larger numbers of LEP students had more native languages represented than did districts with fewer LEP students.

## D. Numbers of Districts with Concentrations of Specific Language Groups

Table 2.6 shows the number of school districts in the U.S. that were projected to have at least 100, at least 50, and at least 25 LEP students in specific language groups. According to these projections, an estimated 1,998 school districts had at least 100 Spanish LEP students and an estimated 153 school districts had at least 100 Vietnamese LEP students in the 2001-2001 school year.

**TABLE 2.1**
**Native Languages of LEP Students**
(District LEP Services Questionnaire)

| Native Language | Number | Percentage of Total |
|---|---|---|
| Spanish | 2,963,256 | 76.9% |
| Vietnamese | 90,659 | 2.4 |
| Hmong | 68,892 | 1.8 |
| Korean | 47,427 | 1.2 |
| Arabic | 44,681 | 1.2 |
| Haitian Creole | 43,137 | 1.1 |
| Cantonese | 36,942 | 1.0 |
| Tagalog | 35,495 | 0.9 |
| Russian | 33,860 | 0.9 |
| Navajo | 33,622 | 0.9 |
| Khmer | 28,910 | 0.8 |
| Portuguese | 24,684 | 0.6 |
| Urdu | 24,092 | 0.6 |
| Chinese | 22,255 | 0.6 |
| Mandarin | 18,097 | 0.5 |
| Japanese | 14,950 | 0.4 |
| Punjabi | 14,502 | 0.4 |
| Serbo-Croatian | 14,220 | 0.4 |
| Bengali | 14,056 | 0.4 |
| Lao | 13,778 | 0.4 |
| French | 13,408 | 0.3 |
| Hindi | 12,189 | 0.3 |
| White Mountain | 11,166 | 0.3 |
| Lakota | 10,820 | 0.3 |
| Armenian | 10,676 | 0.3 |
| Farsi | 10,663 | 0.3 |
| Somali | 9,178 | 0.2 |
| Inupiaq | 8,968 | 0.2 |
| Cherokee | 8,637 | 0.2 |
| Ilocano | 8,360 | 0.2 |
| Ukrainian | 6,633 | 0.2 |
| Polish | 6,625 | 0.2 |
| English | 5,970 | 0.2 |
| Gujarathi | 5,931 | 0.2 |
| Samoan | 5,931 | 0.2 |
| All others | 129,870 | 3.4 |
| Total | 3,852,540 | 100.0% |

The number of respondents who provided data on this item was 932. The item response represented 97.8% of the weighted cases on this form. The responses were weighted at the item level to be nationally representative.

**TABLE 2.2**
**Most Common LEP Native Languages in Districts**
(District LEP Services Questionnaire)

| Native Language | Percentage of Districts |
|---|---|
| Spanish | 81.5% |
| Russian | 1.6 |
| Korean | 1.3 |
| Hmong | 1.3 |
| Japanese | 1.0 |
| Mandarin | 0.9 |
| Cantonese | 0.8 |
| Chinese | 0.7 |
| Portuguese | 0.7 |
| Serbo-Croatian | 0.7 |
| Cherokee | 0.6 |
| French | 0.6 |
| Polish | 0.6 |
| Arabic | 0.5 |
| Navajo | 0.5 |
| Hindi | 0.4 |
| American Indian | 0.4 |
| Urdu | 0.3 |
| Choctaw | 0.3 |
| Albanian | 0.2 |
| All others | 5.0 |
| Total | 100.0% |

The number of respondents who provided data on this item was 932. The item response represented 97.8% of the weighted cases on this form. The responses were weighted at the item level to be nationally representative.

**TABLE 2.3**
**Proportion of LEP Students Speaking the Most Common Native Language of the Total LEP Population in the District**
(District LEP Services Questionnaire)

| Percentage | Percentage of Districts |
|---|---|
| Less than 10 | 0.2% |
| 10-19 | 1.9 |
| 20-29 | 5.7 |
| 30-39 | 3.5 |
| 40-49 | 4.8 |
| 50-59 | 7.2 |
| 60-69 | 6.4 |
| 70-79 | 9.4 |
| 80-89 | 10.7 |
| 90-99 | 21.8 |
| 100 | 28.3 |
| Total | 100.0% |

The number of respondents who provided data on this item was 932. The item response represented 97.8% of the weighted cases on this form. The responses were weighted at the item level to be nationally representative.

**TABLE 2.4**
**Most Common LEP Native Languages in Schools**
(School LEP Services Questionnaire)

| Native Language | Percentage of Schools |
|---|---|
| Spanish | 82.0% |
| Russian | 2.3 |
| Hmong | 1.9 |
| Arabic | 1.3 |
| Korean | 1.3 |
| Japanese | 0.9 |
| Chinese | 0.9 |
| Portuguese | 0.9 |
| Farsi | 0.7 |
| Navajo | 0.5 |
| Vietnamese | 0.5 |
| Bosnian | 0.5 |
| Mandarin | 0.5 |
| Gujarathi | 0.5 |
| Urdu | 0.4 |
| Polish | 0.3 |
| Blackfoot | 0.3 |
| Somali | 0.3 |
| Ukrainian | 0.3 |
| Punjabi | 0.2 |
| All others | 3.3 |
| Total | 100.0% |

The number of respondents who provided data on this item was 2,000. The item response represented 94.8% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

**TABLE 2.5**
**Number of Different Native Languages of LEP Students in Districts**
(District LEP Services Questionnaire)

| Number | Percentage of Districts |
|---|---|
| 1 | 28.3% |
| 2 | 15.5 |
| 3 | 8.4 |
| 4 | 5.2 |
| 5 | 4.2 |
| 6 | 4.2 |
| 7 | 2.5 |
| 8 | 2.5 |
| 9 | 2.1 |
| 10 | 2.3 |
| 11 | 3.1 |
| 12 | 2.0 |
| 13 | 1.3 |
| 14 | 0.8 |
| 15 | 1.3 |
| 16 | 1.5 |
| 17 | 0.8 |
| 18 | 0.7 |
| 19 | 1.2 |
| 20 | 0.8 |
| 21 | 0.5 |
| 22 | 0.4 |
| 23 | 1.0 |
| 24 | 0.8 |
| 25 | 0.5 |
| 26 or more | 7.9 |
| Total | 100.0% |

The number of respondents who provided data on this item was 932. The item response represented 97.8% of the weighted cases on this form. The responses were weighted at the item level to be nationally representative.

**TABLE 2.6**
**Number of Districts With At Least 25, 50, and 100 LEP Students In Specific Language Groups**
(District LEP Services Questionnaire)

| Language | Number of Districts with ... LEP Students | | |
|---|---|---|---|
| | At Least 25 | At Least 50 | At Least 100 |
| Spanish | 3,402 | 2,721 | 1,998 |
| Vietnamese | 420 | 263 | 153 |
| Hmong | 135 | 99 | 90 |
| Arabic | 289 | 180 | 82 |
| Korean | 324 | 165 | 69 |
| Urdu | 139 | 90 | 64 |
| Tagalog | 205 | 134 | 61 |
| Mandarin | 142 | 83 | 46 |
| Punjabi | 98 | 64 | 46 |
| Russian | 231 | 107 | 44 |

The number of respondents who provided data on this item was 932. The item response represented 97.8% of the weighted cases on this form. The responses were weighted at the item level to be nationally representative.

# 3. COMPARISONS OF DISTRICTS BASED ON THE NATIVE LANGUAGES OF LEP STUDENTS

## A. Numbers and Languages of LEP Students

As described in Chapter 1, public school districts serving LEP students in the U.S. were categorized into three groups for analyses: (1) districts in which Spanish students represented a majority of LEP students ("Spanish-majority districts"); (2) districts in which another language group represented a majority of LEP students ("other-majority districts"); and (3) districts in which no language group represented a majority of LEP students ("no-majority districts"). Of all districts serving LEP students, 72.5 percent were estimated to be Spanish-majority districts; 9.3 percent, other-majority districts; and 18.2 percent were estimated to be no-majority districts.

Table 3.1 shows the median numbers of students and LEP students for the three groups of districts. Other-majority districts had fewer total students and fewer LEP students than did the other two groups of districts. No-majority districts were largest in terms of the total number of students, but Spanish-majority districts were largest in terms of the number of LEP students in the district. LEP students represented 11.6 percent of all students in Spanish-majority districts, 9.4 percent of all students in other-majority districts, and 5.2 percent of all students in no-majority districts.

Considering the other-majority districts, the data indicated that Russian (13.3 percent of districts in group 2), Hmong (8.8 percent), and Korean (7.3 percent) were most commonly the majority language group in a district. However, when various Native American languages were combined, districts with a Native American language as the majority language represented 27.1 percent of the other-language districts. Among the no-majority districts, Spanish was the largest language group for 48.9 percent of the districts; aside from Spanish, no other language group was the largest for more than 5.0 percent of the no-majority districts.

Taken together, these data suggest that districts in which no language group was a majority included many of the country's largest (i.e., often urban) districts, while districts in which a language group other than Spanish was in the majority included many of the smaller (i.e., often rural) districts. Districts with Spanish-language majorities fell between these two groups in terms of size, but often had the highest concentrations of LEP students.

## B. Alignment of Instruction with Standards and Assessments

District LEP services coordinators were asked a series of questions about alignment of instruction for LEP students with State standards and involvement of LEP students in State assessments related to standards. The coordinators were asked to rate the extent of alignment of instruction for non-LEP students with State standards as well as the alignment of instruction for LEP students. For all three groups of districts (Spanish-majority, other-majority, no-majority districts), the level of alignment was higher for non-LEP students than for LEP students, with very small differences across the three groups.

When asked what materials were provided to teachers to help them align instruction with standards, there were some differences among the three groups (Table 3.2). Other-majority districts were less likely than Spanish-majority and no-majority districts to provide materials specific to LEP students (curriculum materials for LEP students aligned to standards, manuals/guides for applying standards

to instructing LEP students), although the districts were equally likely to provide more general materials. In addition, compared to the Spanish-majority and no-majority districts, other-majority districts were less likely to provide training related to the application of standards in the classroom. These differences in the availability of materials and training for teachers may be related to the sizes of districts (e.g., smaller districts may have less resources), or they may be related to the specific language groups served (e.g., materials and training for serving Spanish students may be more available).

The responses of the district LEP services coordinators indicated that more than four-fifths (81.5 percent) of LEP students in relevant grades were included in the most recent State tests for student performance assessment. There were no major differences in this percentage among the three groups of districts. There were differences, however, in the use of test accommodations. As reported by the coordinators, fewer LEP students in other-majority districts (15.6 percent) received accommodations on State tests than did LEP students in Spanish-majority districts (24.8 percent) or in no-majority districts in (30.3 percent). The coordinator responses indicated that LEP students in Spanish-majority districts, compared to LEP students in other-majority and no-majority districts, were more likely to receive written translation of test directions or of the test itself, more likely to receive oral interpretation of the test directions or of the test, and less likely to receive extra time or use of dictionaries. LEP students in other-majority districts were most likely to have the test read aloud to them in English (Table 3.3).

Table 3.4 shows the percentages of LEP students who received alternate/alternative testing on State tests in English language arts, mathematics, social studies, and science as reported by the district LEP services coordinators. LEP students in Spanish-majority districts were much more likely to receive such testing than were LEP students in other districts.

## C. Program Entry, Exit, and Follow-up

District LEP services coordinators were asked to describe the processes by which LEP students were identified in their districts, assigned to services, exited from LEP status, and monitored following exit from LEP status.

When asked at what level(s) standards and criteria for identifying LEP students were defined, the coordinators indicated that policies were most often defined at the State (84.1 percent of districts) and district levels (67.9 percent), and less often at the school (31.2 percent) and classroom levels (21.1 percent). Coordinators in districts in which no language group was a majority were more likely than other districts to report that standards and criteria were defined at the district level, and less likely to report that standards and criteria were defined at the State, school, and classroom levels (Table 3.5).

The responses of the district LEP services coordinators also indicated that districts used an average of 4.6 different types of information in identifying LEP students. Of the three categories of districts, coordinators in no-majority districts were the most likely to report use of oral proficiency tests in English, literacy tests in English, and English writing samples in identifying LEP students, while coordinators in Spanish-majority districts were those most likely to report use of oral proficiency tests in the native language and achievement tests in the native language in identifying LEP students (Table 3.6).

In assigning LEP students to instructional services, the district LEP services coordinators reported that districts used many of the same types of information as were used for identification of LEP students. The data for the three district groups indicate that coordinators in the no-majority districts

were more likely than coordinators in other districts to report use of literacy tests in English and writing samples in English to make decisions regarding assignment of LEP students to services (Table 3.7). Coordinators in Spanish-majority districts were more likely than coordinators in other districts to report use of oral proficiency tests in English, oral proficiency tests in the native language, and achievement tests in the native language to make assignment decisions, while coordinators in other-majority districts were most likely to report use of teacher ratings of English proficiency.

District LEP services coordinators reported on the level at which standards and criteria for exit were defined, and on the types of data used to determine whether to exit a student from LEP status. Coordinators in no-majority districts were more likely than others to report that standards and criteria were defined at the district level, and less likely to report that these were defined at the State, school, or classroom levels (Table 3.8). Also, coordinators in no-majority districts reported a somewhat wider range of data used to make exit decisions (5.25 types of data) than was reported by coordinators in other-majority districts (4.57 types) or in Spanish-majority districts (4.49 types).

**TABLE 3.1**
**Number of Students and LEP Students in Districts**
(District LEP Services Questionnaire)

| | Native Language of the Majority of LEP Students in the District | | | |
|---|---|---|---|---|
| **Median number of …** | **Spanish** | **Other** | **None** | **Total** |
| Students | 2,033 | 1,396 | 3,538 | 2,276 |
| LEP students | 61 | 30 | 47 | 54 |

The number of respondents who provided data on this item was 827. The item response represented 86.0% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

**TABLE 3.2**
**Materials and Training to Align Instruction of LEP Students with State Standards**
(District LEP Services Questionnaire)

| | Percentage of Districts by Native Language of the Majority of LEP Students in the District | | | |
|---|---|---|---|---|
| **Materials** | **Spanish** | **Other** | **None** | **Total** |
| General curriculum | 87.2% | 80.8% | 85.1% | 86.2% |
| Curriculum for LEP students | 59.2 | 38.0 | 56.9 | 56.8 |
| General manuals/guides | 60.9 | 57.6 | 57.9 | 60.0 |
| Manuals/guides for LEP students | 44.1 | 36.8 | 52.1 | 44.9 |
| Manuals/guides for SpEd-LEP students | 22.2 | 20.6 | 15.2 | 20.7 |
| Other | 1.3 | 0.0 | 3.4 | 1.5 |
| **No materials provided** | 5.4% | 15.2% | 7.3% | 6.6% |
| **Training in …** | **Spanish** | **Other** | **None** | **Total** |
| Applying standards to classroom instruction in general | 83.6% | 65.9% | 72.5% | 79.9% |
| Applying standards to instructing LEP students | 60.9 | 31.2 | 51.3 | 56.4 |
| Applying standards to instructing SpEd-LEP students | 25.2 | 13.7 | 22.7 | 23.7 |
| Designing classroom materials aligned to standards | 47.7 | 32.9 | 51.3 | 47.0 |
| Other | 1.0 | 1.9 | 3.1 | 1.5 |
| **No training provided** | 9.6% | 26.3% | 19.4% | 13.0% |

The number of respondents who provided data on this item was from 722 to 724. The item response represented 95.0% to 95.5% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

**TABLE 3.3**
**Accommodations Provided to LEP Students on State Tests**
(District LEP Services Questionnaire)

| | Percentage of Districts by Native Language of the Majority of LEP Students in the District | | | |
|---|---|---|---|---|
| **Accommodation** | **Spanish** | **Other** | **None** | **Total** |
| Extra time for completion | 70.6% | 81.9% | 89.9% | 76.3% |
| Individual or small group administration | 71.5 | 65.7 | 72.1 | 71.3 |
| Test read aloud to student in English | 50.8 | 70.7 | 49.3 | 51.8 |
| Dictionaries | 39.1 | 56.4 | 58.6 | 45.2 |
| Interpretation of directions into native language | 37.8 | 19.5 | 21.7 | 32.4 |
| Written translation of test into native language | 17.0 | 4.0 | 10.3 | 14.4 |
| Written translation of directions into native language | 13.9 | 8.7 | 8.0 | 12.0 |
| Use of scribe | 9.9 | 2.9 | 18.9 | 11.7 |
| Interpretation of test into native language | 11.1 | 7.5 | 7.8 | 10.1 |
| Assistive technology | 6.6 | 2.9 | 6.7 | 6.4 |
| Other | 2.3 | 2.9 | 0.2 | 1.8 |

The number of respondents who provided data on this item was 409. In addition, 302 respondents skipped this item because it was not applicable. The item response represented 93.9% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

**TABLE 3.4**
**LEP Students Receiving Alternate or Alternative Tests**
(District LEP Services Questionnaire)

| | Percentage of LEP Students by Native Language of the Majority of LEP Students in the District | | | |
|---|---|---|---|---|
| **Statewide Tests in…** | **Spanish** | **Other** | **None** | **Total** |
| English language arts | 11.7% | 2.2% | 6.7% | 10.8% |
| Mathematics | 10.1 | 1.2 | 0.8 | 8.7 |
| Social studies | 4.2 | 0.9 | 0.6 | 3.6 |
| Science | 4.2 | 0.9 | 0.6 | 3.6 |

The number of respondents who provided data on this item was from 552 to 643. In addition, 10 respondents skipped this item because it was not applicable. The item response represented 76.6% to 87.2% of the weighted cases on this form. The responses were weighted at the item level to be nationally representative.

**TABLE 3.5**
**Levels at Which Standards and Criteria for Identifying LEP Students Are Defined**
(District LEP Services Questionnaire)

| | Percentage of Districts by Native Language of the Majority of LEP Students in the District | | | |
|---|---|---|---|---|
| **Level** | **Spanish** | **Other** | **None** | **Total** |
| State | 86.1% | 87.9% | 74.9% | 84.1% |
| District | 66.6 | 59.2 | 77.2 | 67.9 |
| School | 31.6 | 42.1 | 24.5 | 31.2 |
| Classroom | 20.7 | 30.5 | 18.1 | 21.1 |

The number of respondents who provided data on this item was from 730. The item response represented 96.2% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

**TABLE 3.6**
**Types of Information Used to Identify LEP Students**
(District LEP Services Questionnaire)

| Type of Information | Percentage of Districts by Native Language of the Majority of LEP Students in the District | | | |
|---|---|---|---|---|
| | Spanish | Other | None | Total |
| Home language survey | 93.2% | 85.1% | 85.1% | 90.9% |
| Oral proficiency tests in English | 87.9 | 74.1 | 92.5 | 87.5 |
| Literacy tests in English | 58.0 | 54.9 | 71.7 | 60.4 |
| Teacher judgment | 47.7 | 69.8 | 67.7 | 53.5 |
| Writing samples in English | 44.7 | 47.7 | 65.0 | 48.8 |
| Achievement tests in English | 41.9 | 51.0 | 36.6 | 41.7 |
| Teacher ratings of English proficiency | 36.7 | 46.9 | 46.7 | 39.6 |
| Oral proficiency tests in native language | 35.0 | 16.8 | 8.6 | 28.3 |
| Achievement tests in native language | 12.4 | 4.0 | 4.9 | 10.2 |
| Other | 3.2 | 0.0 | 2.9 | 2.9 |

The number of respondents who provided data on this item was from 734. The item response represented 96.8% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

**TABLE 3.7**
**Types of Information Used to Assign LEP Students to Services**
(District LEP Services Questionnaire)

| | Percentage of Districts by Native Language of the Majority of LEP Students in the District | | | |
|---|---|---|---|---|
| **Type of Information** | **Spanish** | **Other** | **None** | **Total** |
| Oral proficiency tests in English | 93.0% | 74.7% | 85.5% | 90.1% |
| Teacher judgment | 73.8 | 81.7 | 85.9 | 76.7 |
| Parent request | 67.2 | 69.6 | 67.0 | 67.4 |
| Literacy tests in English | 66.2 | 55.0 | 79.1 | 67.7 |
| Prior instructional services | 64.7 | 57.3 | 64.1 | 64.0 |
| Writing samples in English | 58.3 | 60.6 | 71.1 | 60.9 |
| Achievement tests in English | 58.7 | 65.4 | 49.5 | 57.5 |
| Teacher ratings of English proficiency | 46.4 | 72.2 | 61.5 | 51.3 |
| Oral proficiency tests in native language | 36.5 | 18.8 | 12.5 | 30.6 |
| Achievement tests in native language | 19.5 | 9.0 | 11.2 | 17.1 |
| Other | 1.1 | 0.0 | 1.3 | 1.1 |

The number of respondents who provided data on this item was 599. In addition, 148 respondents skipped this item because it was not applicable. The item response represented 98.4% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

**TABLE 3.8**
**Levels at Which Standards and Criteria for Exiting Students from LEP Status Are Defined**
(District LEP Services Questionnaire)

| | Percentage of Districts by Native Language of the Majority of LEP Students in the District | | | |
|---|---|---|---|---|
| **Level** | **Spanish** | **Other** | **None** | **Total** |
| State | 63.5% | 65.1% | 50.7% | 61.2% |
| District | 53.7 | 46.4 | 60.1 | 54.3 |
| School | 25.6 | 29.9 | 12.0 | 23.4 |
| Classroom | 14.5 | 19.8 | 11.1 | 14.3 |
| Other | 0.7 | 0.0 | 1.1 | 0.7 |

The number of respondents who provided data on this item was from 726. The item response represented 95.7% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

# 4. COMPARISONS OF SCHOOLS BASED ON THE NATIVE LANGUAGES OF LEP STUDENTS

## A. Numbers and Languages of LEP Students

Public schools serving LEP students in the U.S. were categorized into three groups for analyses: (1) schools in which Spanish students represented a majority of LEP students ("Spanish-majority schools"); (2) schools in which another language group represented a majority of LEP students ("other-majority schools"); and (3) schools in which no language group represented a majority of LEP students ("no-majority schools"). Of all schools serving LEP students, 69.1 percent were estimated to be Spanish-majority schools; 7.8 percent, other-majority schools; and 23.1 percent were estimated to be no-majority schools.

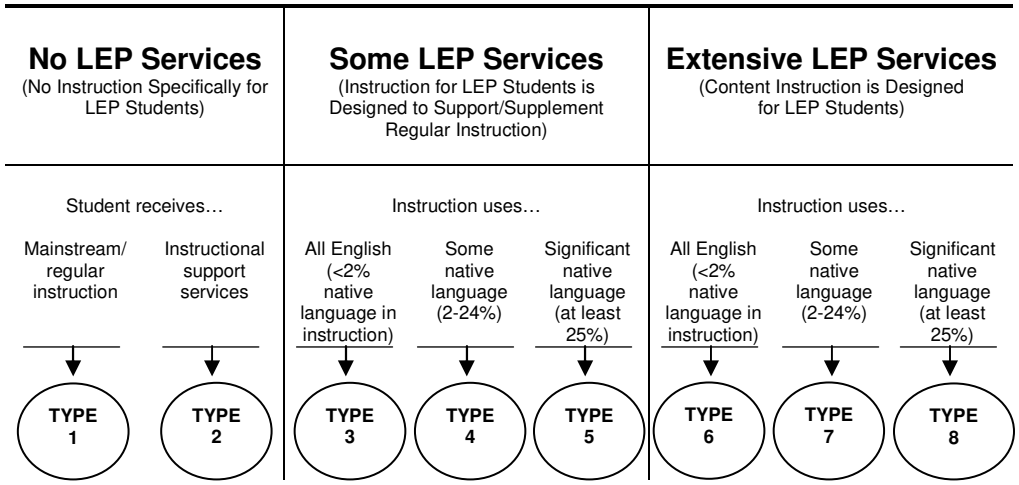
Table 4.1 shows the median numbers of total students and LEP students for the three groups of schools. Other-majority schools had fewer total students and fewer LEP students than did schools in the other two groups. No-majority schools were largest in terms of the total number of students in the school, but Spanish-majority schools were largest in terms of the number of LEP students. LEP students represented 15.5 percent of all students in Spanish-majority schools, 13.4 percent of all students in no-majority schools, and 10.1 percent of all students in other-majority schools.

Among other-majority schools, the data indicated that Hmong (17.3 percent of schools), Russian (10.1 percent), Chinese (6.7 percent), Japanese (6.4 percent), and Arabic (6.0 percent) were the most commonly reported majority language groups. In no-majority schools, Spanish-language LEP students were the largest language group in 56.9 percent of schools, and Russian-language LEP students were the largest group in 7.7 percent of schools. No other language was reported to be the most common language for more than 5.0 percent of these schools.

## B. Instructional Services for LEP Students

In order to describe instructional services provided to LEP students, the Descriptive Study used an eight-category system involving two major variables: (1) the extent of special LEP services (none, some, extensive); and (2) the amount of native language use for instruction (none, some, significant). The eight service types are described in detail in Appendix A and in the main volume of the Descriptive Study report. The service types are summarized in Figure 4.1.

**FIGURE 4.1**
**Instructional Services for LEP Students**




Across all schools, the most common service types received by LEP students were Service Type 3 (some LEP services, all English,) received by 25.7 percent of LEP students; Service Type 6 (extensive LEP services, all English), received by 23.7 percent; and Service Type 8 (extensive LEP services, significant native language use), received by 16.0 percent of LEP students. There were significant differences in the types of services received by LEP students based on the native language groups in the school (Table 4.2). LEP students in Spanish-language majority schools were more likely than those in other schools to receive Service Type 8 (extensive LEP services, significant native language use). LEP students in other-majority schools were more likely than those in other schools to receive Service Type 2 (no LEP services, instructional support) and Service Type 3 (some LEP services, all English). LEP students in schools in which no language group was a majority were more likely to receive Service Type 6 (extensive LEP services, all English).

Coordinators in Spanish-majority schools were most likely to report the presence of two-way bilingual immersion programs (9.6 percent versus 0.7 percent for other schools). Two-way immersion programs are a specific version of Type 8 services in which native English speaking students and LEP students are instructed together through the use of both English and the native language of the LEP students.

## C. Characteristics of Teachers

As part of the on-site data collection in the Descriptive Study, teachers who worked with at least three LEP students were asked to complete questionnaires to describe their backgrounds and teaching experience. A total of 2,898 teachers completed the questionnaires.

As shown in Table 4.3, teachers in no-majority schools served the greatest number of total students (median of 80 LEP and non-LEP students), but these teachers served the smallest proportion of LEP students (19.4 percent). On the other hand, teachers in other-majority schools served the smallest

number of total students (median of 43 students), but the data indicate that these teachers served the highest proportion of LEP students (43.0 percent).

In terms of language abilities and language use, teachers in Spanish-majority schools were more likely than teachers in other schools to report that they could speak a non-English language that they shared with their LEP students (Table 4.4). These teachers were also those most likely to use the non-English language "some" or "a significant amount" with their LEP students. Among teachers who did speak a language in common with their LEP students, there were no major differences among the three groups in reported abilities to speak and understand and read and write in that language.

Teachers provided a range of details about their experience and training. In general, teachers in other-majority schools reported less experience and training than did teachers in the other two groups of schools (Table 4.5). Teachers in other-majority schools were less likely to have an advanced degree (Master's or Doctorate), and were more likely to be teaching with provisional certification. These same teachers also reported fewer years of teaching experience, fewer years teaching in the district, fewer years teaching in the school, and fewer years teaching LEP students. In terms of training, they were less likely to have had in-service training in the previous five years specifically related to LEP students.

## D. Parent and Community Involvement

School LEP services coordinators were asked to describe the mechanisms they used for communicating with the parents of LEP students. The most common mechanisms reported by coordinators were English-language newsletters, informational meetings with interpreters present, informational meetings conducted in English, translated newsletters, home visits to parents in general, and home visits to parents of LEP students. There were differences in the use of these mechanisms based on the native languages of the LEP students in the school (Table 4.6). Coordinators in Spanish-majority schools were more likely than other coordinators to report use of translated newsletters and informational meetings with interpreters for communicating with parents of LEP students. They were also less likely to report use of English-language newsletters and informational meetings conducted in English. Coordinators in no-majority schools were less likely than others to report use of general home visits and home visits directed to parents of LEP students.

School LEP services coordinators were also asked to describe the services provided by their schools to parents of LEP students. The most common services were social services, English as a second language (ESL) classes, family services, orientation to U.S. schools, and orientation to U.S. culture. Coordinators in other-majority schools were less likely than others to report offering social services and ESL classes. Coordinators in no-majority schools were more likely than others to report that their schools offered orientation to U.S. schools and orientation to U.S. culture (Table 4.7).

There were no major differences among school language groups in the types of involvement by parents and community members in school activities.

**TABLE 4.1**
**Number of Students and LEP Students in Schools**
(School LEP Services Questionnaire)

| | Native Language of the Majority of LEP Students in the School | | | |
|---|---|---|---|---|
| **Median number of …** | **Spanish** | **Other** | **None** | **Total** |
| Students | 575 | 471 | 624 | 575 |
| LEP students | 44 | 15 | 30 | 38 |

The number of respondents who provided data on this item was 1,480. The item response represented 88.2% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

**TABLE 4.2**
**Service Types Received by LEP Students**
(School LEP Services Questionnaire)

| Service Type | Percentage of LEP Students by Native Language of the Majority of LEP Students in the School | | | |
|---|---|---|---|---|
| | **Spanish** | **Other** | **None** | **Total** |
| 1—No LEP services/mainstream instruction only | 6.9% | 9.4% | 5.6% | 6.7% |
| 2—No LEP services/ instructional support | 5.1 | 13.6 | 3.7 | 5.1 |
| 3—Some LEP services/ all English | 26.8 | 34.8 | 21.2 | 25.7 |
| 4—Some LEP services/ some native language | 9.1 | 9.4 | 4.2 | 7.9 |
| 5—Some LEP services/ significant native language | 4.0 | 3.6 | 3.1 | 3.7 |
| 6—Extensive LEP services/ all English | 18.9 | 12.9 | 38.5 | 23.7 |
| 7—Extensive LEP services/ some native language | 11.6 | 10.1 | 10.6 | 11.3 |
| 8—Extensive LEP services/ significant native language | 17.6 | 6.3 | 13.2 | 16.0 |
| Total | 100.0% | 100.0% | 100.0% | 100.0% |

The number of respondents who provided data on this item was 1,725. The item response represented 82.6% of the weighted cases on this form. The responses were weighted at the item level to be nationally representative.

**TABLE 4.3**
**Number of Students Taught by Teachers of LEP Students and Percentages of All Students Taught Who Are LEP, Proficient in Native Language and English, and Monolingual English**
(Teacher Background Questionnaire)

| | Native Language of the Majority of LEP Students in the School | | | |
|---|---|---|---|---|
| **Students Taught** | **Spanish** | **Other** | **None** | **Total** |
| Median number of students taught | 60.0 | 43.0 | 80.0 | 60.0 |
| **Percentage of students who are…** | **Spanish** | **Other** | **None** | **Total** |
| LEP | 22.9% | 43.0% | 19.4% | 23.1% |
| Proficient in native language and English | 21.5 | 4.6 | 13.9 | 19.1 |
| Monolingual English | 55.6 | 52.4 | 66.6 | 57.8 |
| Total | 100.0% | 100.0% | 100.0% | 100.0% |

The number of respondents who provided data on this item was from 2,350 to 2,900. The item response represented 56.9% to 72.4% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

**TABLE 4.4**
**Ability of Teachers to Speak a Non-English Language and Use of That Language in the Classroom**
(Teacher Background Questionnaire)

| | Percentage of Teachers by Native Language of the Majority of LEP Students in the School | | | |
|---|---|---|---|---|
| **Teachers Who …** | **Spanish** | **Other** | **None** | **Total** |
| Speak a non-English language used by LEP students | 41.4% | 29.3% | 29.6% | 38.3% |
| Use a non-English language in the classroom | 25.9 | 14.3 | 12.2 | 22.4 |

The number of respondents who provided data on this item was from 2,881 to 2,898. The item response represented 72.1% to 72.3% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

**TABLE 4.5**
**Backgrounds and Training of Teachers of LEP Students**
(Teacher Background Questionnaire)

| | Native Language of the Majority of LEP Students in the School | | | |
|---|---|---|---|---|
| **Teacher Characteristic** | **Spanish** | **Other** | **None** | **Total** |
| Percentage with an advanced degree | 47.1% | 34.8% | 54.3% | 47.6% |
| Percentage with provisional certification | 7.8% | 21.2% | 4.0% | 8.1% |
| Median number of years with teaching experience | 9 | 7 | 10 | 9 |
| Median number of years teaching in the district | 6 | 4 | 7 | 6 |
| Median number of years teaching in the school | 4 | 3 | 5 | 4 |
| Median number of years teaching LEP students | 6 | 4 | 6 | 6 |
| Percentage receiving in-service training related to teaching LEP students in previous five years | 62.1% | 38.5% | 54.6% | 58.9% |

The number of respondents who provided data on this item was from 2,331 to 2,896. The item response represented 58.1% to 72.2% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

**TABLE 4.6**
**Mechanisms to Communicate with Parents of LEP Students**
(School LEP Services Questionnaire)

| Mechanism | Percentage of Schools by Native Language of the Majority of LEP Students in the School | | | |
|---|---|---|---|---|
| | Spanish | Other | None | Total |
| Regular English language newsletters | 70.3% | 83.2% | 83.1% | 74.4% |
| Informational meetings with interpreters present | 73.1 | 60.8 | 67.2 | 70.7 |
| Informational meetings in English for parents | 51.4 | 79.0 | 76.1 | 59.6 |
| Regular translated newsletters to parents of LEP students | 61.2 | 20.5 | 32.4 | 51.0 |
| Home visitors to parents/ families of any student | 43.9 | 43.1 | 24.8 | 39.2 |
| Home visitors who specifically work with parents of LEP students | 31.5 | 28.9 | 16.6 | 27.7 |
| Other | 18.4 | 14.6 | 22.0 | 19.0 |

The number of respondents who provided data on this item was 1,349. The item response represented 80.4% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

**TABLE 4.7**
**Services Provided to Parents of LEP Students**
(School LEP Services Questionnaire)

| | Percentage of Schools by Native Language of the Majority of LEP Students in the School | | | |
|---|---|---|---|---|
| **Service** | **Spanish** | **Other** | **None** | **Total** |
| Social services | 65.8% | 47.5% | 63.4% | 63.8% |
| English-as-a-second language classes | 59.5 | 41.4 | 59.4 | 58.1 |
| Family services | 56.3 | 58.2 | 50.8 | 55.0 |
| Orientation to U.S. schools | 32.4 | 26.3 | 40.6 | 34.0 |
| Orientation to U.S. culture | 16.1 | 14.5 | 26.2 | 18.5 |
| Other | 13.2 | 5.4 | 11.2 | 12.1 |

The number of respondents who provided data on this item was 992. The item response represented 59.6% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

# 5. COMPARISONS OF LEP STUDENTS BASED ON NATIVE LANGUAGE

## A. Background Characteristics

Information for comparisons among LEP students based on native language came from data collected on the LEP Student Information Form. These forms were completed by local data collectors using information in student records, and supplemented as necessary by interviews with school LEP services coordinators.

For the purposes of the analyses, the LEP students were divided into four groups: (1) Spanish-language LEP students in grades K-6; (2) Spanish-language LEP students in grades 7-12; (3) LEP students with a native language other than Spanish in grades K-6 and (4) LEP students with a native language other than Spanish in grades 7-12. Of the LEP students in the sample, 36.0 percent were in the Spanish K-6 group, 39.7 percent in the Spanish 7-12 group, 10.5 percent in the Other K-6 group, and 13.8 percent in the Other 7-12 group. Thus, the LEP student sample for the on-site data collection included a slightly larger proportion of non-Spanish language LEP students than were estimated to be in the overall LEP student population.

Overall, according to the data in the LEP student sample, approximately three-quarters (74.9 percent) of LEP students were receiving free or reduced price school meals (data were unavailable for 13.2 percent of LEP students). Spanish-language LEP students in grades K-6 were those most likely to be receiving free or reduced price school meals (80.5 percent versus 69.2 percent for other students). Spanish-language LEP students in Grades K-6 were also most likely to be rated in the two lowest categories of English oral proficiency ("very little or no proficiency" or "very limited proficiency") rather than the highest level ("limited proficiency") (42.9 percent versus 33.8 percent for other students).

## B. Programs and Services

As described in Chapter 4, instructional services for LEP students were defined based on an eight-category system involving the amount of LEP instructional services received and the amount of native language used for instruction. Table 5.1 shows the percentages of LEP students in the four groups who received each service type. Comparing across the four groups, the results show that Spanish-language LEP students in grades K-6 were more likely than other LEP students to receive Service Type 5 (some LEP services, significant native language use). Spanish-language LEP students in grades 7-12 were more likely than other students to receive Service Type 1 (no LEP services, mainstream instruction only) and Service Type 4 (some LEP services, some native language use). Other-language LEP students in grades K-6 were more likely than other LEP students to receive Service Type 2 (no LEP services, instructional support); and other-language LEP students in grades 7-12 were more likely to receive Service Type 6 (extensive LEP services, all English) compared to all other students.

In terms of specific programs and services, Spanish-language LEP students in grades K-6 were more likely than other LEP students to receive the following: content instruction using the native language, instruction in the language arts of their native language, migrant education programs, and gifted and talented services (Table 5.2). Spanish-language LEP students in grades 7-12 were more

likely than Grade 7-12 students in other language groups to be enrolled in vocational/ career/technical curricula (14.8 percent versus 9.1 percent).

**TABLE 5.1**
**Service Types Received by LEP Students**
**by Native Language and Grade Level of Students**
(LEP Student Information Form)

| | Native Language and Grade Level of LEP Student | | | | |
|---|---|---|---|---|---|
| **Service Type** | **Spanish K-6** | **Spanish 7-12** | **Other K-6** | **Other 7-12** | **Total** |
| 1—No LEP services/ mainstream instruction only | 8.6% | 17.6% | 11.6% | 12.1% | 11.6% |
| 2—No LEP services/ instructional support | 1.7 | 2.2 | 15.0 | 5.0 | 4.1 |
| 3—Some LEP services/ all English | 37.5 | 30.2 | 34.8 | 19.9 | 33.5 |
| 4—Some LEP services/ some native language | 11.8 | 17.6 | 8.4 | 9.7 | 12.5 |
| 5—Some LEP services/ significant native language | 8.8 | 1.7 | 1.6 | 0.7 | 5.2 |
| 6—Extensive LEP services/ all English | 11.8 | 16.5 | 22.2 | 45.8 | 18.1 |
| 7—Extensive LEP services/ some native language | 8.6 | 6.0 | 4.6 | 6.2 | 7.1 |
| 8—Extensive LEP services/ significant native language | 11.2 | 8.3 | 1.7 | 0.7 | 8.0 |
| Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

The number of respondents who provided data on this item was 5,402. The item response represented 96.9% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

**TABLE 5.2**
**Services and Programs Received by LEP Students**
(LEP Student Information Form)

| | Native Language and Grade Level of LEP Student | | | | |
|---|---|---|---|---|---|
| **Service or Program** | **Spanish K-6** | **Spanish 7-12** | **Other K-6** | **Other 7-12** | **Total** |
| English as a Second Language (ESL) instruction | 78.8% | 70.2% | 63.9% | 77.1% | 74.4% |
| Instruction in the language arts of the native language | 31.7 | 17.1 | 18.2 | 18.1 | 24.8 |
| Instruction in content areas using the native language | 32.4 | 19.9 | 21.8 | 13.4 | 25.9 |
| Instruction in content areas in English specifically for LEP students | 67.2 | 59.7 | 51.2 | 64.9 | 62.8 |
| Services supported by the Federal Title I program | 67.8 | 47.4 | 59.6 | 25.5 | 57.5 |
| Services supported by the Federal Title VII program | 33.5 | 18.9 | 45.2 | 26.5 | 30.9 |
| Migrant education programs | 18.5 | 9.8 | 1.7 | 1.2 | 12.2 |
| Gifted and talented services | 6.5 | 2.6 | 1.7 | 1.0 | 4.3 |

The number of respondents who provided data on this item was from 5,167 to 5,422. The item response represented 93.8% to 97.6% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

# APPENDIX A

## DESCRIPTION OF INSTRUCTIONAL SERVICES FOR LEP STUDENTS

### Types of Instructional Services for LEP Students

Type 1 – **No** LEP services/ Mainstream instruction only. This type is defined by regular instruction without any additional instructional services.

Type 2 – **No** LEP services/ Instructional support. This type includes a range of support services that are not specifically designed for LEP students. These include classroom aides, Title I or other resource teachers, tutoring, and/or special education services.

Type 3 – **Some** LEP services/All English. This type includes LEP services designed to support or supplement regular instruction; such LEP services include aides for LEP students, LEP Title I resource teachers, and/or ESL instruction provided for fewer than 10 hours per week. In this service type, all instruction is provided in English, i.e., there is *less than 2%* native language use in instruction.

Type 4 – **Some** LEP services/ Some native language. This type includes LEP services designed to support or supplement regular instruction; such LEP services include aides for LEP students, LEP Title I resource teachers, and/or ESL instruction provided for fewer than 10 hours per week. In this service type, there is *2-24%* use of the native language in instruction.

Type 5 – **Some** LEP services/ Significant native language. This type includes LEP services designed to support or supplement regular instruction; such LEP services include aides for LEP students, LEP Title I resource teachers, and/or ESL instruction provided for fewer than 10 hours per week. In this service type, there is *at least 25%* use of the native language in instruction.

Type 6 – **Extensive** LEP services/ All English. This type includes LEP services in which a significant amount of instruction is designed for LEP students; such LEP services include 10 or more hours per week of ESL instruction and/or content instruction that is specifically designed for LEP students. In this service type, there is *0-2%* use of the native language in instruction.

Type 7 – **Extensive** LEP services/ Some native language. This type includes LEP services in which a significant amount of instruction is designed for LEP students; such LEP services include 10 or more hours per week of ESL instruction and/or content instruction that is specifically designed for LEP students. In this service type, there is *2-24%* use of the native language in instruction.

Type 8 – **Extensive** LEP services/ Significant native language. This type includes LEP services in which a significant amount of instruction is designed for LEP students; such LEP services include 10 or more hours per week of ESL instruction and/or content instruction that is specifically designed for LEP students. In this service type, there is *at least 25%* use of the native language in instruction.