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

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VOLUME I
RESEARCH REPORT

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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 2001 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 of Civil Rights (OCR) Data Related to LEP Students
  - Special Topic Report #4: Findings on Special Education LEP Students

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EXECUTIVE SUMMARY

The goals of the Descriptive Study were to collect data on the following: the numbers and characteristics of limited English proficient (LEP) students in grades K-12 and those LEP students with disabilities who receive special education services (SpEd-LEP); the policies and practices related to the identification of LEP students and SpEd-LEP students; the instructional services that LEP and SpEd-LEP students receive; the background and training of instructional staff who work with LEP and SpEd-LEP students; the extent to which instruction for LEP and SpEd-LEP students is aligned with State standards; and the policies and practices in place that define LEP and SpEd-LEP students' participation in Statewide assessments. Data were collected for the 2001-2002 school year.

Methodology

The core component of the study consisted of mail surveys of a sample of 1,315 districts and 3,424 schools. Survey questionnaires were completed by district administrators for LEP services and for special education services, and by school administrators/lead teachers for LEP services and for special education services. Since there is no single definition of a limited English proficient student, respondents to the study's surveys were instructed to use their district's own definition in reporting data.

A second component of the study was on-site data collection conducted in a subset of 105 of the mail survey districts. In each of these on-site data collection districts, student background forms were completed for up to 20 LEP students and up to 5 SpEd-LEP students in each of three to six schools. In addition, district staff, teachers, and aides who worked with LEP and SpEd-LEP programs/students completed staff background forms.

The third component of the study involved site visits to twelve school districts to conduct focused interviews on key topics with district and school administrators. The focused interviews represented an effort to understand key issues addressed by the study, and to obtain local perspectives on successes and challenges in carrying out reform efforts.

Number and Characteristics of LEP Students

The study findings showed that the number of LEP students has increased dramatically in the decade since the previous Descriptive Study. According to Descriptive Study estimates, there were 3,977,819 LEP students in grades K-12 in U.S. public schools in the 2001-2002 school year, a 71.9 percent increase from the 1991-1992 estimate. LEP students represent approximately 8.4 percent of all public school students in the U.S. (based on 2001-2002 school membership data from the Common Core of Data, U.S. Department of Education).

LEP students were enrolled in almost half of public schools nationwide, that is, in an estimated 45,283 public schools of the approximately 91,000 schools in the U.S.

Spanish was the native language of 76.9 percent of LEP students. The next two largest language groups were Vietnamese (2.4 percent) and Hmong (1.8 percent). Estimates provided by school LEP services coordinators indicated that 46.1 percent of LEP students had been born in the U.S. Of the remaining 53.9 percent, 14.7 percent had been in the U.S. for at least five years, 21.9 percent had been in the U.S. for one to four years, and 17.4 percent had been in the U.S. for less than a year. Of all Spanish language LEP students, 50.0 percent were born in the U.S. and 30.1 percent were born in Mexico.

School LEP services coordinators estimated that 23.0 percent of LEP students nationwide had limited oral proficiency skills in their native language compared to the level expected of a native speaker of the same age/grade. They estimated that 38.9 percent of LEP students had limited literacy skills in their native language compared to the level expected of a native speaker of the same age/grade.

Number and Characteristics of SpEd-LEP Students

Many school districts and schools had difficulty in providing a count of LEP students enrolled in special education (SpEd-LEP) programs. However, based on the reported data, there were an estimated 357,325 SpEd-LEP students in public schools in grades K-12 in 2001-2002, representing 9.0 percent of all LEP students in U.S. public schools. SpEd-LEP students were enrolled in an estimated 33,713 public schools in the U.S. (72.8 percent of the 45,283 schools with LEP students).

SpEd-LEP students constituted 8.2 percent of all special education students in districts with at least one SpEd-LEP student. This percentage was smaller than the percentage of all K-12 students identified for special education. Similarly, the percentage of LEP students in each of the thirteen disability categories defined by IDEA was smaller than the percentage of all K-12 students identified in each of those categories.

Identification of LEP Students and Assignment to Services

To identify LEP students, most districts use home language surveys (90.7 percent), oral proficiency tests in English (87.3 percent), and literacy tests in English (60.4 percent). The data used most commonly to assign students to services and to exit them from LEP status were oral proficiency tests in English (90.0 and 81.8 percent of districts, respectively, for assignment and exit).

Identification of SpEd-LEP Students and Assignment to Services

A majority of the district special education coordinators (69.7 percent) reported that their districts determined that SpEd-LEP students were LEP before assigning them a disability status. In more than two-thirds of districts (67.2 percent), the special education staff, rather than the LEP staff, had primary responsibility for developing the program of instruction for each SpEd-LEP student.

Instructional Services for LEP Students

There are no definitions or terminologies that are universally accepted for describing instructional services provided to LEP students. Thus, this study used an approach to describing services that was developed for the 1993 Descriptive Study. This approach is based on three principles: first, that the description of services should be student-focused, i.e., it should describe what an individual student receives; second, that services should reflect the full instructional experience of the student over the course of a typical week; and third, that the description should be objective and use specific criteria.

Two key variables were crossed to define eight types of instructional service provided to LEP students: (1) the extent to which instructional services are specifically designed to meet the needs of LEP students (none, some, extensive); and (2) the extent of use of the student's native language for instruction (all English, some use of the native language, significant use of the native language). The most common service types received by LEP students are those described as *Some LEP services, all English* (Service Type 3, 24.7 percent of LEP students); *Extensive LEP services, all English* (Service Type 6, 23.2 percent of LEP students); and *Extensive LEP services, significant native language use* (Service Type 8, 17.0 percent of LEP students).

Considering the data for the two key variables separately (collapsing across service categories), 11.7 percent of LEP students received *no LEP services*, i.e., no services specifically designed for LEP students; 36.4 percent received *some LEP services*, and 52.0 percent received *extensive LEP services*. With respect to language used in instruction, 59.6 percent of LEP students received instruction *all in English*, 20.1 percent were instructed with *some use of native language*, and 20.4 percent were instructed with *significant use of the native language*. In comparison with the findings of the Descriptive Study conducted ten years ago, the current data show a significant decrease in the use of native languages for instructing LEP students.

Instructional Services for SpEd-LEP Students

Three-fourths of district special education coordinators (75.7 percent) indicated that their districts did not have services within the special education program specifically designed for SpEd-LEP students.

School special education coordinators reported that 16.1 percent of students received *no LEP services*, 56.2 percent of SpEd-LEP students received *some LEP services*, and 27.7 percent received *extensive LEP services*. Compared with LEP students, SpEd-LEP students overall were less likely to receive *extensive LEP services*; however, the extent of LEP services received by a SpEd-LEP student varied by his/her primary disability category. Also, compared to all LEP students, SpEd-LEP students were more likely to receive instruction *all in English*.

Standards and Assessment for LEP Students

The majority of district LEP services coordinators (85.0 percent) reported that instructional programs for English proficient students were "very well" or "well" aligned with State content/performance standards. However, only approximately six of ten district respondents (58.1 percent) reported that instructional programs for LEP students were similarly aligned. Thus, the findings indicated that instructional programs for LEP students are not aligned with State content/performance standards to the same extent as are instructional programs for English proficient students.

The majority of district LEP services coordinators (86.2 percent) reported that general curriculum materials and training were provided to teachers of LEP students to help them align their instruction with State standards, while only 56.7 percent reported that materials and training specifically designed for instructing LEP students were provided to help with alignment to State standards.

District coordinators reported that 82.0 percent of LEP students in tested grade levels participated in the most recently administered Statewide tests. This statistic, however, refers to assessments in general without reference to specific content areas; it may therefore include LEP students who are tested on English language proficiency assessments and not necessarily reflect assessment on all content areas. The most frequent criteria that districts reported using to exempt individual LEP students from Statewide tests were English proficiency (57.0 percent of districts), length of time in U.S. schools (53.3 percent), and length of time in the U.S. (44.5 percent). These data reflect the 2001-2002 school year, when school districts were operating under the federal IASA legislation of 1994, and prior to the implementation of the NCLB Act of 2001.

One of four LEP students received some form of accommodation on Statewide tests. The most frequently cited forms of accommodations provided to LEP students were extra time allowed for completion (76.5 percent of districts), individual or small group administration (71.4 percent), items read aloud to students in English (51.9 percent), use of dictionaries (44.9 percent), and interpretation of test directions in students' native language (32.2 percent). The majority of school districts reported that they did not offer alternate/ alternative testing to LEP students.

Standards and Assessment for SpEd-LEP Students

District special education coordinators indicated that instructional programs for SpEd-LEP students were not aligned with State content/performance standards to the same extent as were instructional programs for special education students in general. Two-thirds of district special education coordinators (68.5 percent) reported that instructional programs for special education students were "very well" or "well" aligned with State content/performance standards, while only a little more than half of those coordinators (53.5 percent) reported that programs for SpEd-LEP students were similarly aligned with State standards.

Nine out of ten (89.8 percent) of district special education coordinators reported that general curriculum materials were provided to teachers of SpEd-LEP students to help them align instruction with State standards. In 47.9 percent of districts, coordinators reported that materials for LEP students were provided.

The data from the district coordinators also indicated that 75.4 percent of those SpEd-LEP students enrolled in grade levels at which tests were administered were included in the most recent Statewide testing. Data for these SpEd-LEP students were most frequently reported together with the data for other special education students (37.4 percent of districts).

Almost all district coordinators (98.1 percent) reported that their States have a policy on the use of accommodations for special education students on Statewide tests, but less than one-half of those district coordinators (40.8 percent) reported that their States have such a policy specifically for SpEd-LEP students. Of the SpEd-LEP students who took the most recent Statewide tests, 60.3 percent received some form of accommodation. The most frequent types of accommodations provided by districts to SpEd-LEP students were individual or small group administration (86.7 percent of districts), extra time to complete the test (81.0 percent), and reading the test aloud to students in English (69.5 percent). Approximately one-quarter of SpEd-LEP students were reported to receive alternate or alternative testing.

Instructional Staff

The estimated number of public school teachers who instructed one or more LEP students in Grades K-12 during the 2001-2002 school year was 1,273,420. This total was 42.6 percent of all public school teachers, and is 3.5 times as large as the number reported in the previous Descriptive Study for the 1991-1992 school year.

Almost half of teachers of three or more LEP students (45.8 percent) have an advanced degree and almost all (97.6 percent) have teaching certification. Of teachers who work with at least three LEP students, four in ten reported that they spoke a non-English language that was the native language of their students, and approximately one-quarter of these teachers reported that they were proficient in both oral and written use of the native language of their LEP students. Among teachers of three or more LEP students, 22.5 percent reported that they used their students' native language for instruction. By far, the most frequent language spoken by teachers of LEP students was reported to be Spanish.

There were an estimated 204,553 instructional aides who worked with LEP students in Grades K-12 in public schools during the 2001-2002 school year. This number is three times as large as the number reported in the previous Descriptive Study. Of aides who work with at least three LEP students, six in ten (60.3 percent) reported that they spoke a non-English language that was the native language of their students, and approximately half reported that they were proficient in both oral and written use of the native language of their LEP students. Among aides who worked with three or more LEP students, 49.1 percent reported that they used their students' native language for instruction. By far, the most frequent language spoken by aides who work with LEP students was reported to be Spanish.

An estimated 729,603 teachers in public schools in the U.S. worked with at least one SpEd-LEP student in 2001-2002. This represents 24.4 percent of all public school teachers who teach grades K-12. Based on the responses of district special education coordinators, three-quarters of districts lack at least to some extent sufficient numbers of teachers with the necessary qualifications to serve special education students who are LEP. An estimated

156,292 instructional aides worked with at least one SpEd-LEP students in public schools across the country in 2001-2002.

School/Community Environment

Schools most frequently use English language newsletters and/or informational meetings with translators present to communicate with parents of LEP students. More than half of the school LEP services coordinators reported that social services, ESL classes, and family services are provided to parents of LEP students.

Student Outcomes

District and school LEP coordinators were asked to provide summary responses on the level of performance of LEP students and former LEP students in their districts. The district coordinators most commonly reported that former LEP students scored near district norms on district/Statewide tests. School LEP coordinators most commonly reported that LEP students scored below grade level, and former LEP students scored at grade level, in English reading and mathematics. Also, coordinators most commonly reported that students at exit from LEP status were "generally fluent" in terms of English oral proficiency and at "at grade level" in terms of English reading and writing.

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4. Teachers and aides/paraprofessionals serving SpEd-LEP students ... 100

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APPENDICES

A. Tasks Related to Chapter 3: Description of LEP Students
B. Tasks Related to Chapter 4: Identification/Assignment
C. Tasks Related to Chapter 5: Services for LEP Students
D. Tasks Related to Chapter 6: Services for SpEd LEP Students
E. Tasks Related to Chapter 7: Standards and Assessments
F. Tasks Related to Chapter 8: Instructional Staff
G. Tasks Related to Chapter 9: School/Community
H. Tasks Related to Chapter 10: LEP Student Outcomes

1. INTRODUCTION

Students whose first language is not English and who have limited proficiency in English represent one of the fastest growing segments of the K-12 student population in the United States. In fact, in some areas, language minority students, many of whom are identified as limited English proficient (LEP), are becoming the majority in many school districts. This growing population presents a challenge to many school districts that must develop new resources and expand their approaches for instruction in order to provide their LEP students with challenging and effective instruction. The recently authorized No Child Left Behind Act of 2001 (NCLB Act) emphasizes the responsibility of schools and districts to establish high standards in curriculum, instruction, and assessment for all students, including LEP students.

The U.S. Department of Education, and in particular, the Office of English Language Acquisition (OELA, formerly OBEMLA) has devoted considerable effort over the past years to promoting quality instruction and assessment for LEP students. As part of this effort, approximately every ten years, the Department has conducted a national study of LEP students in grades K-12. This information has provided essential descriptions of students and services to Department of Education policy-makers and members of Congress to inform key policy and program decisions. Prior study reports were completed in 1983 (Young et al.) and in 1993 (Fleischman & Hopstock). In fall 2000, a third study, the *Descriptive Study of Services to LEP Students and LEP Students with Disabilities* (hereafter referred to as the "Descriptive Study"), was begun with the goal of providing an update on students and services.

A. The Goals of the Descriptive Study

The primary goal of the Descriptive Study as defined by the U.S. Department of Education was to provide current data on the characteristics of LEP students in grades K-12 and on the instructional services that they receive. A variety of sources have indicated increases in the language minority and LEP student populations over the past decade (e.g., Kindler, 2002). Also, in the approximately ten years since the 1993 report on LEP students and services, there have been many changes in policies and practices that affect LEP students. For example, Proposition 227 (1998) in California promoted a substantial shift away from the use of the native language in providing instruction to LEP students, and this shift has been repeated in other States as well. The findings of the current Descriptive Study provide a timely, updated picture of students and

instructional services after a decade of substantial changes in education relevant to LEP students.

- **The Descriptive Study also includes important new data collection related to LEP students and current reform efforts.** The data from the Study, collected during the 2001-2002 school year, provide a description of LEP students' participation in standards and assessment just prior to the implementation of the No Child Left Behind (NCLB) Act. The design of the Descriptive Study was developed within the context of renewed reform efforts at the federal level. More specifically, the Study goals were outlined by the U.S. Department of Education approximately one year before the signing of the NCLB Act in January 2002, and these goals reflect the concerns and issues that were at the forefront of the debates leading up to the legislation and incorporated in the final law. Thus, the final research questions defined by the Department reflected the preceding years of reform efforts (e.g., *Goals 2000; Improving America's Schools Act,* 1994), and the emphasis on the participation of all students in standards and assessment that are critical components of the NCLB Act.

- **The design of the Descriptive Study also incorporates a significant new focus through its inclusion of LEP students with disabilities who receive special education services, a population which was not included in the prior studies.** There are substantial issues in the field related to the identification and instruction of LEP students who have disabilities that qualify them for special education services. Although such students were not a focus in the prior national descriptive studies, the need for more data specifically on this group of LEP students was clear. Thus, the Department of Education included a sub-study within the design of the current Descriptive Study to obtain information on the numbers, backgrounds, and instructional services provided to LEP students with disabilities who have qualified for receipt of special education services under the Individuals with Disabilities Education Act (IDEA, 1997). These students are referred to as "SpEd-LEP students" in this report.

The Descriptive Study provides national estimates of the LEP and SpEd-LEP student population and other characteristics, estimates of instructional staff that work with LEP and SpEd-LEP students, and of implementation of policies and practices related to the identification, instruction, and assessment of LEP students and SpEd-LEP students. The data also describe the steps being taken to ensure that instruction presented to LEP students is aligned with standards, and the policies and practices in place that define LEP students' participation in Statewide assessments. The specific research questions addressed by the Descriptive Study are presented in the Technical Volume of this report. In this listing, the questions related to LEP students in general and to SpEd-LEP students are presented separately.

B. The Purpose and Value of the Study as a Descriptive Study

Often, in a study of this scope, given the sheer volume of data collected and the extensive data collection effort, there is an expectation that the findings will answer an

even greater range of questions. In particular, there frequently is the expectation that there must be data that will provide guidance as to the effectiveness of services. However, as the title of the study indicates, the purpose of this study is to provide description only. It is not an evaluation study or a study of effectiveness of services.

What is the value of such a descriptive effort? An effort such as the Descriptive Study provides a large national database to address questions posed by the U.S. Department of Education about LEP students and the education they receive. Obviously, for such an effort to be supported, there is recognition that the types of descriptive data gathered are of significant use for the Federal government and for the field. Descriptive data have value for federal policy-makers and program decision-makers, for researchers, and for educators in districts and schools (see Figure 1.1).

FIGURE 1.1
Audiences for Descriptive Study Information

Federal and State Policy-Makers and Program Staff	Researchers and Teacher Educators	Local Educators
• Input into policy decisions (programs, resources) • Design of programs • Provision of public information	• Identification of areas for future research • Information for teacher education/training programs	• Comparisons with local data • Input into policy decisions

For Federal policy-makers and program decision-makers, descriptive data offer an important snapshot of the students and services at one point in time. In fact, the Descriptive Study data were collected at a particularly useful point in time, since the 2001-2002 school year was the year in which the NCLB Act was signed. The data can serve as a baseline description of the status of students and services just prior to the actual implementation of the NCLB Act. Such "snapshots" can have important implications for policy decisions. Over time, descriptions of LEP student characteristics can identify shifts in the LEP student population (e.g., in language groups, in educational background) that will have implications for how services how structured, for the types of information instructional staff may require, or for areas in which districts may require additional assistance. Further, as the NCLB Act is implemented,

current descriptive data can be compared with later data to examine, for example, changes in the implementation of standards and assessments for LEP students.

- **For researchers, descriptive findings offer basic information on the composition of the LEP student population and on how districts and schools identify and serve LEP students.** These basic data can lay the groundwork for further focused research on particular areas of interest and of significance to LEP students. The data can offer national level information on the participation of LEP students in standards and assessment, and on the training of teachers who work with LEP students and SpEd-LEP students. Perhaps of special interest to many in this study will be the information on the identification of LEP students for special education services, and the nature of the services provided to these students. The findings can point to areas for further, more focused investigation.

- **For educators in districts and schools, national descriptive data are also a valuable resource for self-evaluation and comparison.** District staff can compare and contrast their district data with those reported for the national study, both overall and for districts with similar populations (e.g., similar in the size of the LEP student population). The national level information can provide an important context to inform local decision-making about education policy and practices related to LEP students.

C. What is a LEP Student?

There is no single operational definition of a limited English proficient student. The federal legislation incorporates a definition of a LEP student as one who has sufficient difficulty in use of English to prevent that individual from learning successfully in classrooms in which the language of instruction is English (Note 1). Most States utilize the federal definition of LEP (Kindler, 2002); however, the specific criteria used to identify a LEP student are not consistently defined across States, nor across districts within a State (Fleischman and Hopstock, 1993). As in the 1993 Descriptive Study, respondents to the survey were instructed to use their district's own operational definition in reporting on LEP students. That is, they were to respond to the study questions on LEP students by referring to those students formally identified as LEP within their district, based on the district's criteria (See glossary).

D. How Should Instructional Services for LEP Students Be Described?

As a national study with the goal of reporting on the types of instructional services received by LEP students, an important issue was how to describe and categorize instructional services. The various terms used to describe instructional services for LEP students (e.g., transitional bilingual education, ESL program, structured immersion program) as applied to actual school settings do not necessarily represent consistent characteristics across schools and districts. There are no universally accepted standards

or criteria for describing instructional services provided to LEP students. Thus, relying on the existing terminology to distinguish types of instructional services was not sufficient. An objective means of describing the services was needed in order to provide a national description of instructional services for LEP students.

Finding a means of objectively defining services for LEP students was not a new challenge faced by the Study, since the same requirement was present in developing the design of the 1993 Descriptive Study. In that study, Development Associates determined that a system for description of instructional services received by LEP students needed to be constructed, and that such a system would be most useful if it were based upon three key principles: These three principles identified are:

- **Principle 1: The description of services should be student-centered: In describing the instructional services received by LEP students, the focus should be upon what an individual student *receives*, rather than on what is offered within the school.** Many descriptions of LEP services take a school-centered or classroom-centered approach. For example, a school administrator may know that the school offers a range of special services for LEP students (e.g., bilingual classrooms, pull-out English as a second language (ESL) instruction), but may not be aware of how many students receive specific combinations of services. Similarly, a teacher may provide native language support to some students in a classroom but not to others (e.g., if the teacher speaks Spanish but not Vietnamese in a classroom containing Spanish and Vietnamese students), or may vary the amount of native language support based on the needs of the LEP student. Thus, a description of services should take the individual student's experience into account.

- **Principle 2: The description of services should be comprehensive: It should include the full instructional experience of the individual student.** The description of the services received by LEP students should not focus solely on the services students receive that are designed specifically to meet their needs as LEP students. All components of a student's instructional experience should be incorporated, including instruction within a main classroom or other instructional setting. It is very important that all instruction received by a LEP student in the course of a typical week be included in the description.

- **Principle 3: The description of services should be objective: There should be specific criteria used to describe services.** In the 1993 Descriptive Study and in the current Study, two keys variables were used for describing instructional services for LEP students. The first variable was the *extent of LEP instructional services,* (i.e., services that are specifically designed to address the student's needs as a LEP student.) in relation to all instruction received. The second key variable was the *extent of use of the student's native language* in relation to all instruction received. These two factors, extent of LEP services and the extent of use of the student's native language, were used to define eight types of instructional services for LEP students. These eight "instructional service types", were developed in the 1993 study and were retained in the current study. The eight instructional service types for LEP students are described in detail in the beginning of Chapter 5 of this report.

The use of the eight instructional service types for LEP students provides a system for describing the different instructional experiences of LEP students and for comparing changes in services received since the 1993 Study. The findings from the Descriptive Study can be compared against the 1993 data to examine change on a national level in the specific types of instructional services received by LEP students.

E. How Should Instructional Services for Special Education LEP Students Be Described?

Another issue in the design of the study involved how to describe instructional services for SpEd-LEP students. The 1993 Descriptive Study did not include SpEd-LEP students, and thus there was no precedent to draw upon from that research. Further literature searches were carried out to identify possible models for describing instructional services for this group of students.

No existing systems were found for describing instructional services for Special Education LEP students: Thus the design of the Descriptive Study included the development of an approach for defining instructional services for SpEd-LEP students that would provide meaningful findings both to those in the special education field and to those working with LEP students. As a first step, the Descriptive Study turned to the Individuals with Disabilities Education Act (IDEA) and the annual reporting required for students who have Individual Education Plans (IEPs). The IDEA reporting system requests information on extent to which services are provided within separate special education settings, such as a pull-out setting or a separate special education classroom. Based on research and recommendations from experts, a second factor was identified that involves the number of hours of special education services provided within inclusion settings. These include services provided by a special education teacher or aid, working within a regular (i.e., not special education) classroom. Both factors examine how special education services are provided within the least restrictive environments for special education students.

The goal was to develop a description of services for SpEd-LEP students. In addition, it was necessary that the approach be consistent with the three principles established for defining instructional services for LEP students. That is, the description of services would be student-centered, comprehensive, and it would be based on objective, observable criteria. As a result, the description of services for SpEd-LEP students developed drew on both key special education variables and on the two key variables used to describe instructional services for LEP students.

Instructional services for Special Education LEP students in the Descriptive Study are described in terms of four variables: extent of services in special education settings, hours of special education services in general classroom settings, receipt of special LEP instructional services, and extent of native language use. All of these are described in terms of the whole instructional experience of individual SpEd-LEP students within the

course of a typical week. The approach that was used made it possible to link findings on the extent of LEP services and the extent of native language use across LEP and SpEd-LEP students. The details of the variables used and this approach are described at the beginning of Chapter 6 of this report.

F. Structure of the Report

This report provides a comprehensive description of the study findings. The report begins with an overview of the study methodology (Chapter 2). The next two chapters present the findings on numbers and characteristics of LEP students and SpEd-LEP students (Chapter 3), and related findings on the identification of LEP and SpEd-LEP students (Chapter 4). In Chapters 5 through 10, findings on instructional services, student participation in State standards and assessments, staff characteristics and training, and on student outcomes are discussed. The last chapter presents key findings and discusses implications for policy and practice.

Given the extensive amount of data to be reported, it was important to structure the presentation such that the findings would be easily accessed by a range of readers with varied purposes and interests. With this goal in mind, a number of decisions have been made regarding the formats and the organization of the report.

- **Consistently, throughout the report, data for LEP students related to a particular topic are presented first, followed by the data for SpEd-LEP students**. In most cases, this sequence occurs within a chapter. The only exception occurs for the discussion of findings on instructional services. In this case, Chapter 5 presents the findings on instructional services for LEP students, and Chapter 6 presents the findings for SpEd-LEP students.

- **Study findings are presented in text and through graphics and selected tables. In addition, readers can refer to the more detailed data tables provided in the appendices.** The number of variables in the study required more than 200 tables for reporting the findings, even before any cross-tabulations or other analyses were conducted. A full set of all tables produced in the analysis is provided in Appendices A-H. Each appendix provides the data tables related to a specific report chapter. Linkage is made in the text to the related appendix tables by means of bracketed references inserted under appropriate topic headings. These references indicate the Appendix letter and specific table numbers. For example, [A-1 to A-19] refers the reader to tables 1 to 19 in Appendix A. Thus, a reader can obtain more in-depth information on the findings in any chapter or section by turning to the related appendix tables.

- **Findings from the focused interviews conducted during the case study visits are presented in the text and in presentations of vignettes.** The interview data were obtained to provide the on-the-ground, daily experience of local districts and schools. Examples have been selected and inserted into this volume in appropriate sections to

inform the reader about local experience and/or local perspectives. (All examples use fictitious names.)

- **The final report for the Descriptive Study consists of a total of eight separate documents.** This volume, Volume I, presents the main findings and detailed data tables. Volume II of the report provides a detailed description of the study methodology and technical issues. Volume III presents findings from the interviews conducted within the twelve case study district visits. In addition, a summary of the key findings is presented in a separate Policy Report. In this report, there is some additional discussion of issues and implications for policy and practice. Finally, the U.S. Department of Education requested four additional reports on specific topics. These Special Topics Reports focus on the following: (1) analyses of data by student language group; (2) an analysis of Office of Civil Rights data related to LEP students; (3) a discussion of issues involved in studying LEP student outcomes; and (4) analyses of the data on SpEd-LEP students.

Notes:

[1] ***The Improving America's Schools Act (IASA***) defined a LEP student as "an individual who (1) was not born in the United States or whose native language is a language other than English and comes from an environment where a language other than English is dominant; or (2) is a Native American or Alaska Native or who is a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on such individual's level of English language proficiency; or (3) is migratory and whose native language is other than English and comes from an environment where a language other than English is dominant; and has sufficient difficulty speaking, reading, writing, or understanding the English language and whose difficulties may deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society".

The ***No Child Left Behind Act*** (effective January 2002) defines a limited English proficient individual as an individual: (A) who is aged 3 through 21; (B) who is enrolled or preparing to enroll in an elementary school or secondary school; (C) who was not born in the United States or whose native language is a language other than English; (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual--(i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3)[of the legislation]; (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society. an individual who (1) was not born in the United States or whose native language is a language other than English and comes from an environment where a language other than English is dominant; or (2) is a Native American or Alaska Native or who is a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on such individual's level of English language proficiency; or (3) is migratory and whose native language is other than English and comes from an environment where a language other than English is dominant; and has sufficient difficulty speaking, reading, writing, or understanding the English language and whose difficulties may deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in society. "

2. METHODOLOGY

A. An Overview of the Study Design

The Descriptive Study was designed to obtain information to address a set of research questions identified by the U.S. Department of Education. The plan for collecting the data for each research question was developed by identifying the level, district or school, at which the data were expected to be most validly described. Thus, for example, questions regarding district policy were addressed to district administrators, while specific questions regarding services provided to students were addressed to administrators at the school level. As shown in Figure 2.1, there were three components to the study design.

FIGURE 2.1
Major Components of the Descriptive Study

Mail Survey	On-Site Student/Staff Data Collection	Case Study Interviews
• Sample of school districts and schools with at least one LEP student • Mail questionnaires to district and school LEP and special education coordinators	• Sample of school districts drawn from mail survey sample • 3-6 schools within each district • Staff (teacher, aide, administrator) background questionnaires • LEP and SpEd-LEP student background forms	• Visits to 12 school districts • Focused interviews with district and school staff

The core component of the study was a mail survey of districts and schools that serve at least one LEP student. Survey questionnaires were completed at the district level by administrators for LEP services and for special education services, and at the school level by coordinators/lead teachers for LEP services and coordinators/lead teachers for special education.

The study included an on-site student/staff data collection component conducted in a subset of the mail survey districts. In these on-site data collection districts, student background forms were completed for up to twenty LEP students and for up to five special education LEP students in three to six schools within a district. In addition, teachers and aides who worked with LEP students, including special education LEP students, completed background forms as also did district staff who worked with LEP student programs.

In the third component of the study, staff visited twelve districts to conduct focused interviews on key topics. Study staff conducted interviews with district and school administrators in selected districts that varied in size and nature of the LEP student population. The focused interviews represented an effort to understand local realities underlying the key issues addressed by the study, and to obtain local perspectives on successes and challenges in carrying out reform efforts.

B. Sampling

1. Mail Survey.

District sample: The sample of school districts for the mail survey consisted of 1,315 school districts that served at least one LEP student in the 2000-2001 school year. The districts were drawn from a sampling frame assembled by contacting State Education Agencies (SEAs) in all 50 States plus the District of Columbia. The major stratification variable used in sampling was the number of LEP students in the district. Districts with more LEP students were sampled with higher probabilities.

School sample: The sample of schools for the mail survey consisted of 3,424 schools that served at least one LEP student in the 2000-2001 school year. The sampling frame of schools was created in some cases from information from SEAs and in other cases directly from school districts in the mail survey sample. In most school districts in the mail survey sample, we selected three schools: one elementary school, one middle school, and one high school. Where a school district did not contain the full K-12 grade range, fewer than three schools were selected (e.g., elementary school districts include only elementary and middle school grade levels, and thus no high school was included in those districts). For school districts with more than 5,000 LEP students, more than three schools were selected per district. In the Los Angeles Unified School District (LAUSD), because of its extraordinary size in terms of LEP students, twelve schools were selected, four at each of the three grade levels. In the other large school districts, six schools per district were selected, two each at the elementary, middle and high school levels.

2. On-site Student/Staff Data Collection.

The sample of school districts for the student/staff data collection included 135 districts, a subset of the 1315 districts in the mail survey sample. The primary stratification variable for this sample was the number of LEP students in the district. Districts that refused to participate in the student/staff data collection were systematically replaced for as long as was feasible. The sample of 453 schools for the on-site data collection included all mail survey sample schools in the 135 districts selected. The sample contained 167 elementary schools, 152 middle schools, and 134 high schools. Schools that refused to participate were not replaced.

Within each of the schools sampled for the on-site student/staff data collection, twenty LEP students and five special education LEP students were randomly selected for the examination of student records. Within each of the districts sampled for the student/staff data collection, background questionnaires were distributed to all district-level staff members who devoted at least twenty percent of their time to LEP services/issues and/or LEP students. Within each of the sampled schools, background questionnaires were distributed to all teachers and instructional aides who worked with at least three LEP students.

3. Case Study Interviews.

The twelve case study sites were selected from among the sample of 135 on-site data collection sites. The sites were selected to provide a range in terms of size of school district, and types of instructional/program services provided to LEP students, and approaches to serving special education LEP students. Three schools (elementary, middle, high school) were included within each case study district, with the exception of elementary school districts in which only elementary and middle schools were included (since these districts do not go beyond middle school grade levels).

C. Data Collection Methodology

There were three major categories of data collection instruments that were used in the LEP Descriptive Study. These categories and the specific instruments were as follows:

Mail Survey Instruments

- District LEP Services Questionnaire
- District Special Education Services Questionnaire
- School LEP Services Questionnaire
- School Special Education Services Questionnaire

On-Site Student/Staff Instruments

- District Staff Background Questionnaire
- Teacher Background Questionnaire
- Instructional Aide/Paraprofessional Background Questionnaire
- LEP Student Information Form
- Special Education LEP Student Information Form

Case Study Interview Guides

- District LEP Services Coordinator Interview Guide
- District Special Education Coordinator Interview Guide
- District Curriculum Coordinator Interview Guide
- District Testing Coordinator Interview Guide
- School Principal Interview Guide
- School LEP Services Coordinator/Lead Teacher Interview Guide
- School Special Education Coordinator/Lead Teacher Interview Guide

In addition, three instruments were developed to facilitate telephone follow-up. They contained selected items from the relevant mail questionnaires:

- District LEP Services Telephone Information Sheet
- District Special Education Services Telephone Information Sheet
- School LEP Services Follow-Up Telephone Information Sheet

The four mail survey questionnaires and the three staff background questionnaires were self-administered. The three telephone follow-up instruments and the seven case study instruments were administered via interview. The two student information forms were completed by locally-hired Development Associates' staff using school records, and consulting with school coordinators as necessary.

The implementation of the Descriptive Study involved a complex series of information, approval, and data collection processes. SEAs, school districts, and schools received a series of communications describing and explaining the study. Many school districts had their own data collection approval processes, requiring separate approval applications and review. The data collection process was particularly complex in districts with on-site data collection. For each of these districts, a Development Associates district study coordinator in the firm's main office coordinated the approval process at the district and at the selected schools, hired local staff, and interacted with the school district staff to facilitate the data collection and help ensure responses were received. In some cases, on-site districts approved a limited participation in the student/staff data collection.

The study employed a wide range of follow-up data collection efforts. The effort required to generate the response rates was significantly greater than had been originally anticipated based upon our prior experience in conducting similar research ten years earlier. In the mail survey component of the study, respondents received at least two mailings of the data collection forms, received follow-up calls as reminders, and for three of the forms were given the option of completing a shortened version

over the telephone. Similarly, at least two mailings/distributions of background forms were carried out in the on-site districts, and follow-up calls and visits were made to the districts and schools by the liaison staff and/or local district data collector.

D. Response Rates

There are a variety of ways to define response rates to mail, telephone, and on-site data collection. The details of our approach are described in the Methodology Volume. To summarize, in the mail survey portion of the study, responses were obtained from 80.9 percent of the sample on the District LEP Services Questionnaire, 80.0 percent on the School LEP Services Questionnaire, 71.4 percent of the District Special Education Services Questionnaire, and 65.8 percent on the School Special Education Services Questionnaire. The response rates include as a positive response districts and schools that reported no LEP students (or no special education LEP students) in the current year; the calculation of response rates for schools did not include those cases where data collection was not attempted at the school level because of refusal at the school district level.

The response rates for the on-site student/staff data collection were divided into two components: (1) the percentage of schools or districts who agreed to participate in a particular aspect of data collection; and (2) the percentage of respondents who completed the data collection instruments. The response rates were: District Staff Background Questionnaire, 77.8 percent of districts participating, 73.1 percent responses; Teacher Background Questionnaire, 70.9 percent of schools participating, 57.1 percent responses; Instructional Aide Background Questionnaire, 70.9 percent of schools participating, 61.7 percent responses; LEP Student Information Form, 73.1 percent of schools participating; SpEd-LEP Student Information Form, 71.5 percent of schools participating. No response rates were calculated on the Student Information Forms since students were sampled and forms completed by Development Associates' staff members who conducted the student record reviews.

E. Data Processing and Data Analysis

Data from mail questionnaires, telephone follow-up instruments, and on-site instruments were cleaned and coded prior to data entry. They were then entered using double-entry verification, and subjected to a series of computer editing steps to resolve data inconsistencies.

All data analyses involved the use of weighted data. In general, the weighting approach involved weighting cases by the inverse of their inclusion probability, with further adjustments based on form non-response rates within specific sampling strata (e.g., based on number of LEP students in the district). For analyses involving estimates of national totals, additional adjustments within sampling strata were used based on item non-response rates.

There were four key analytic variables used as break variables in data analyses: (1) number of LEP students in the district (1-24; 25-99; 100-999; 1,000-9,999; 10,000+); (2) grade level of school (elementary; middle; high; multi-level) (*Note 1)*; (3) number of LEP students in the school (1-9; 10-29; 30-99; 100-299; 300+); and (4) grade range of student (K-6; 7-8; 9-12). The Descriptive Study used the same analytic variables as in the previous Descriptive Study in order to facilitate comparisons across studies.

Notes:

[1] Elementary schools were defined as those containing at least one grade lower than 5 and no grade higher than 6. Middle schools were defined as those having no grade lower than 5 and no grade higher than 9. High schools were defined as those containing at least one grade higher than 9 and no grade lower than 9. Multi-level schools were those that crossed these grade ranges (K-12, K-8, 7-12, etc.).

3. A DESCRIPTION OF LEP STUDENTS IN GRADES K-12

A. Who Are Identified As LEP Students?

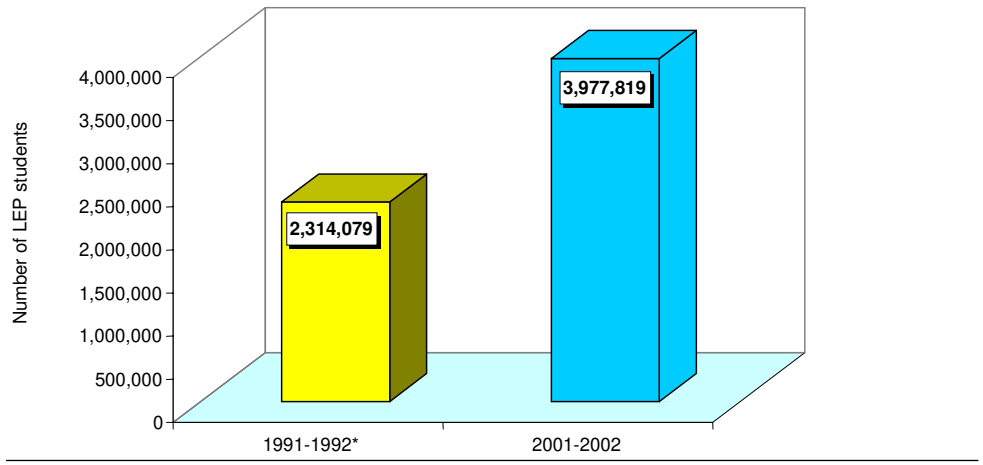
The Descriptive Study collected a range of information about the numbers and characteristics of LEP students. Summary data on numbers of LEP students and language groups were provided by district LEP coordinators on mail questionnaires. Summary data on other LEP student variables (e.g., place of birth, receipt of free or reduced price school lunches) were collected from school LEP coordinators. Data on a range of background and instructional variables came from reviews of school records of a sample of LEP students.

1. How many students are identified as LEP?

Tables A.1 to A.7

The Descriptive Study developed national estimates of the numbers of LEP students based on data from the sample of school districts serving LEP students (Note 1). These data are useful for comparisons with the previous Descriptive Study (see Figure 3.1) to examine changes in the LEP student population over the past 10 years.

FIGURE 3.1
Sizes of LEP Student Populations in 1991-1992* and 2001-2002
(District LEP Services Questionnaire)



The number of respondents who provided data on this item was 930. 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.

* Data from Fleischman and Hopstock (1993).

The number of LEP students has increased dramatically in the decade since the previous Descriptive Study. According to Descriptive Study estimates, there were 3,977,819 LEP students in grades K-12 in U.S. public schools (50 states and DC) in the 2001-2002 school year. This is a 71.9 percent increase from the 1991-1992 estimate of 2,314,079, and represents approximately 8.4 percent of all public school students in the U.S. (based on 2001-2002 school membership data from the Common Core of Data, U.S. Department of Education).

LEP students are enrolled in thousands of public school districts, but the majority of LEP students are enrolled in a small number of districts. LEP students were enrolled in an estimated 6,471 school districts out of the approximately 15,000 school districts in the United States. Of the districts with LEP students, 60.8 percent enrolled fewer than 100 LEP students; combined, these districts enrolled only 2.8 percent of the total population of LEP students. In contrast, districts with 5,000 or more LEP students represented only 2.6 percent of districts with LEP students, but enrolled 53.7 percent of all LEP students in grades K-12.

LEP Students:
Diversity in District Populations

One large city school district has 363,127 students. Of these students, 66,011 are LEP. The majority (58,475) of LEP students are Spanish-speakers. Other language groups in the district include Haitian Creole, Portuguese, French and Cantonese.

Another district, located in a small city, has a total of 11,500 students, of whom 4,035 are identified as LEP. More than half of the LEP students are from Spanish language backgrounds, and there are also many students from Southeast Asian backgrounds who speak Hmong, Mien and Lao.

A suburban school district has 3,166 students, and 206 students are identified as LEP. The majority of the LEP students speak Mandarin. Other LEP student language groups include Cantonese, Japanese, Korean, and Spanish.

However, it is important to recognize that the same number of LEP students can have a very different impact depending on the total enrollment in a district. Thus, another way of viewing the data on LEP student enrollment is to examine the proportion of students within a district that LEP students represent. In 23.4 percent of all districts with LEP students, LEP students made up less than 1 percent of the overall student body. In 73.6 percent of districts with LEP students, the population of LEP students represented less than 10 percent of all students.

LEP students make up a greater percentage of the total student population in the lower grades than in the higher grades. In districts with LEP students, LEP students represented 15.9 percent of students in kindergarten, 11.2 percent of those in grade 4, 7.9 percent of those in grade 7, and only 3.2 percent of those in grade 12. This difference may be mostly due to students exiting from LEP status, but it may also reflect school dropout by LEP students.

LEP students are enrolled in almost half of public schools nationwide. Based on Descriptive Study estimates, LEP students were enrolled in 45,283 public schools in the U.S., out of approximately 91,000 schools in the U.S. Of schools with LEP students, 24.7 percent had fewer than 10 LEP students, while 28.6 percent had 100 or more LEP students. In 13.0 percent of schools with LEP students, LEP students represented less than 1 percent of the school population; and in 54.5 percent of schools, LEP students represented less than 10 percent of the school population. In 6.7 percent of schools with LEP students, LEP students represented 50 percent or more of the school population. Schools enrolled a median of 32.0 LEP students, and those LEP students represented a median of 6.9 percent of the total school population.

2. What are the native language backgrounds of LEP students?

Tables A.8 to A.13

The Descriptive Study requested information on the languages of LEP students from district LEP coordinators. Data on characteristics and backgrounds of LEP students came from two sources: (1) summary data provided by school LEP coordinators; and (2) data on individual LEP students abstracted from student records.

Students from Spanish language backgrounds make up over three-quarters of the LEP student population. Data from district LEP coordinators indicated that Spanish was the native language of 76.9 percent of LEP students. This was a 4.0 percent increase from the previous Descriptive Study. The next two largest language groups were Vietnamese (2.4 percent) and Hmong (1.8 percent). These language groups were also second and third in size in the previous study. No other language group represented more than 1.2 percent of the LEP population.

TABLE 3.1
Ten Most Common Language Groups of LEP Students
(District LEP Services Questionnaire)

Language	Number of LEP Students	Percentage of LEP Students
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
Others	454,570	11.8
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.

The median number of language groups served by school districts was 3.0, and the mean was 8.0. (The difference between mean and median values was caused by the fact that some districts served very large numbers of language groups.) In contrast, 28.3 percent of districts with LEP students served only one language group. Spanish was the most common language of LEP students in 81.5 percent of districts. Russian (1.6 percent of districts), Korean (1.3 percent), and Hmong (1.3 percent) were the only other languages that were most common in more than 1 percent of districts.

At the school level, Spanish was the most common language of students in 82.0 percent of schools. Russian (2.3 percent of schools), Hmong (1.9 percent), Arabic (1.3 percent), and Korean (1.3 percent) were the other languages most common in schools.

In schools in which Spanish was most common, Spanish LEP students made up an average of 80.0 percent of LEP students. In schools in which a language other than Spanish was most common, students from that language group made up an average of 54.7 percent of LEP students.

3. What is the English and native language proficiency of LEP students?

Tables A.14 to A.15

Data obtained during the student record review process indicated that 14.2 percent of LEP students had "very little or no proficiency" in English (i.e., the student generally could not communicate or function in the classroom using English), 24.0 percent had "very limited proficiency" (i.e., the student had considerable difficulty in using English to function in the classroom), and 61.8 percent had "limited" proficiency (i.e., the student had some difficulty in using English to function in the classroom).

School LEP coordinators also reported on the native language proficiency of their LEP students. These data indicated that an estimated 23.0 percent of LEP students nationwide had limited oral proficiency skills in their native language compared to the level expected of a native speaker of the same age/grade, and an estimated 38.9 percent of LEP students had limited literacy skills in the native language compared to the level expected of a native speaker of the same age/grade. LEP students in elementary schools were those most likely to have limited oral proficiency skills and limited literacy skills in their native language.

4. What are the backgrounds of LEP students?

Tables A.16 toA.A.24

LEP Students:
A Range of Backgrounds

Ariana is a five-year-old kindergarten LEP student in an elementary school in a rural school district. She is a native Spanish speaker. Ariana was born in the U.S. and she has attended U.S. schools for two years.

Cheng is an eleven-year-old fifth-grade LEP student in an elementary school in a small city. He was born in the U.S. and is a native Hmong speaker. He has attended U.S. schools since kindergarten.

Sergei is a fourteen-year-old eighth-grade LEP student attending school in a medium-sized city. He was born in Russia, and is a native Russian speaker. He has attended U.S. schools for three years.

Carlos is a sixteen-year-old tenth-grade LEP student in a rural school. He was born in Mexico and is a native Spanish speaker. He has been in U.S. schools for two years.

Almost half of LEP students were born in the U.S. Estimates provided by school LEP services coordinators indicated that 46.1 percent of LEP students had been born in the U.S. Of the remaining 53.9 percent, 14.7 percent had been in the U.S. for at least five years, 21.9 percent had been in the U.S. for one to four years, and 17.4 percent had been in the U.S. for less than a year. LEP students in elementary schools were those most likely to have been born in the U.S. Of all Spanish language LEP students, 50.0 percent were born in the U.S. (50 states and DC) and 30.1 percent were born in Mexico. Smaller numbers were born in South America (7.3 percent), Central America (5.0 percent), Puerto Rico (3.5 percent), Cuba (0.9 percent), and other countries (3.3 percent total).

Data from the sample of student records showed similar results. LEP students born in the U.S. represented 47.3 percent of the population.

Many LEP students come from economically and educationally disadvantaged backgrounds. Receipt of free or reduced price school lunches was used as a measure of the economic status of LEP students. In those schools in which data were provided both for all students and for LEP students (57.9 percent of weighted cases), 49.2 percent of all students and 73.8 percent of LEP students received free or reduced price lunches. Data from student records indicated that 75.0 percent of LEP students received free or reduced price meals. For an additional 13.2 percent of the student records, the data were not available; thus the percent of LEP students receiving free or reduced price lunches may be higher than 75.0 percent.

As a measure of family educational level, school LEP coordinators were asked to estimate what percentage of parents of LEP students had eight or more years of schooling. Only 56.9 percent of respondents (weighted) provided estimates. They estimated that 46.0 percent of parents of LEP students had eight or more years of schooling (i.e., they estimated that 54.0 percent of LEP students had parents who did not have eight years of schooling).

Interrupted schooling can be a key factor limiting the academic achievement of a student. School LEP coordinators estimated that 10.6 percent of LEP students in middle schools and high schools had missed more than two years of schooling since age 6. LEP students in high schools were those most likely to have missed more than two years of schooling.

LEP students with interrupted schooling and others may be placed in grade levels in which they are older than the age/grade norm. The review of the student records in the on-site data collection found that 2.4 percent of LEP students were in grades where they were at least two years older than the median LEP student in that grade. The majority (71.3 percent) of those who were older than age/grade norms were in grades 9-12.

B. Who Are Identified As Special Education LEP (SpEd-LEP) Students?

The Descriptive Study also collected a range of information about the numbers and characteristics of special education LEP (SpEd-LEP) students. As was the case for LEP student data, there were three sources of information on SpEd-LEP students. District and school special education coordinators provided summary data related to SpEd-LEP students in responses to separate mail questionnaires. A third source of information was the review of school records for a sample of SpEd-LEP students.

1. How many special education students are identified as LEP?

Tables A.25 to A.36

There has been limited information available on the number of SpEd-LEP students in the U.S., although more recently, a universe survey conducted by Office for Civil Rights (OCR) of the U.S. Department of Education has offered new data (see Special Topic Report # 2). The Descriptive Study provides an important new source of information about the numbers and characteristics of SpEd-LEP students.

Many school districts and schools have difficulty in providing a count of Special Education LEP students. During both the pilot test and the mail follow-up phases of the Descriptive Study, many respondents reported that the data were not easily available. Creating a count sometimes required special computer analyses or manual comparisons of separate lists of special education students and LEP students.

Based on data provided by school districts, there were an estimated 357,325 Special Education LEP students in public schools in grades K-12 in 2001-2002. This represented 9.0 percent of all LEP students in U.S. public schools. In those districts with at least one SpEd-LEP student, SpEd-LEP students constituted 8.2 percent of all special education students overall. The number of SpEd-LEP students represented a larger percentage of all special education students in grades K-6 (9.5 percent) than in grades 7-12 (6.7 percent).

Although SpEd-LEP students are present in a large number of districts, most of the Special Education LEP student population is enrolled in a small number of districts. SpEd-LEP students were enrolled in an estimated 4,774 school districts (out of the approximately 6,471 school districts with LEP students). Of these districts, 54.6 percent included fewer than 10 SpEd-LEP students and, combined, the number of SpEd-LEP students in these districts represented only 2.6 percent of the total SpEd-LEP population. In contrast, districts containing 500 or more SpEd-LEP students represented only 3.4 percent of districts with SpEd-LEP students, but enrolled 57.4 percent of SpEd-LEP students. The median number of SpEd-LEP students per district (for districts with at least one SpEd-LEP student) was 8.0, and the mean was 74.1 SpEd-LEP students.

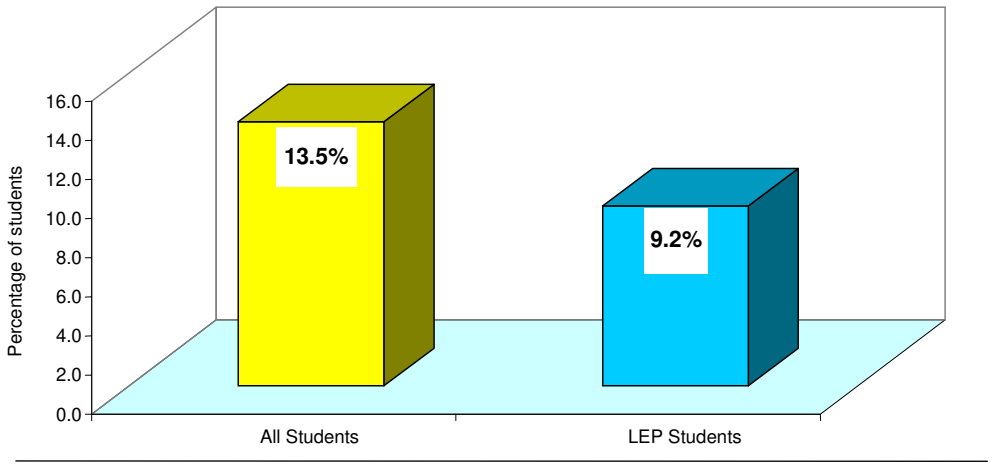
At the school level, SpEd-LEP students were enrolled in an estimated 33,713 public schools in the U.S. (72.8 percent of the 45,283 schools with LEP students). Of schools with at least one SpEd-LEP student, 62.2 percent had fewer than 10 SpEd-LEP students, and only 5.8 percent had 40 or more SpEd-LEP students. The median number of SpEd-LEP students per school was 5.0, and the mean number was 11.5.

Student record data from the Descriptive Study on-site student samples indicated that 61.7 percent of SpEd-LEP students were male, in contrast to the 51.2 percent of LEP students who were male. The findings on male SpEd-LEP students also contrast with analyses conducted by Development Associates for the Descriptive Study based on data from the 2000 Elementary and Secondary School Civil Rights Compliance Survey (E&S Survey). The analyses of the E&S Survey data (see Special Topic Report #2) indicated that 66.4 percent of all special education students, and 66 percent of SpEd-LEP students, were male.

The percentage of LEP students reported to be in special education was smaller than the percentage of all students in special education. In districts with at least one SpEd-LEP student, 13.5 percent of all students were in special education, while the equivalent percentage for LEP students was 9.2 percent (see Figure 3.2). This difference in reported percentages may be due to: (1) LEP students who were in special education but not so identified by district respondents; (2) an under-identification of LEP students in need of special education services; or (3) lower disability rates among LEP students. Descriptive Study data do not provide evidence to choose among these three possibilities.

However, these lower nationwide rates of LEP students in special education may mask differences among districts and States. For example, data from the E&S Survey indicated wide differences among States in the percentage of LEP students identified for special education (Special Topic Report #2).

FIGURE 3.2
Percentages of All Students and LEP Students in Special Education
(District Special Education LEP Services Questionnaire)



The number of respondents who provided data on this item was from 508 to 569. The item response represented 83.5% to 94.4% of the weighted cases on this form. The responses were weighted at the item level to be nationally representative.

These data on the percentage of LEP students in special education are similar to data from the U.S. Department of Education for the 2000-2001 school year, which analyzed special education enrollment by race/ethnicity. These data indicated that although Hispanics represented 17.5 percent of the population ages 6-21, they represent only 14.5 percent of students in special education (U.S. Department of Education, 2002).

The percentage of LEP students in each of the disability classifications was smaller than the percentage of the total population in each of those classifications. For districts with at least one SpEd-LEP student, Table 3.2 shows the percentages of all students and the percentages of LEP students with specific primary disability classifications. The largest percentage difference was in the "specific learning disability" classification, but the largest proportional differences were for "emotional disturbance" and "other health impairment" classifications. (The "other health impairment" classification includes the attention deficit-hyperactivity disorder (ADHD)).

Data from student records indicated that SpEd-LEP students in elementary grades were more commonly in the "speech/language disability" classification than were SpEd-LEP students in the middle and high school grades. In contrast, SpEd-LEP

students in the middle and high school grades were more commonly in the "specific learning disability" classification than were elementary grade SpEd-LEP students.

TABLE 3.2
Percentages of All Students and LEP Students with Specific Disability Classifications
(District Special Education Services Questionnaire)

Disability	Percentage of All Students	Percentage of LEP Students
Specific learning disabilities	6.64%	5.16%
Speech/language impairments	2.72	2.17
Mental retardation	1.20	0.72
Emotional disturbance	1.00	0.23
Other health impairments	0.73	0.20
Developmental delay	0.32	0.15
Autism	0.26	0.12
Multiple disabilities	0.25	0.10
Hearing disabilities	0.18	0.16
Orthopedic impairments	0.16	0.14
Visual impairments	0.06	0.05
Traumatic brain injury	0.04	0.02
Deaf/blindness	0.01	0.005

The number of respondents who provided data on this item was from 518 to 534. The item response represented 84.8% to 90.1% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

2. What are the languages and language skills of special education LEP students?

Tables A.37 to A.47

Spanish-language students make up a greater percentage of the Special Education LEP population than of the overall LEP population. Spanish-language students represented 80.4 percent of the SpEd-LEP student population, while they represented 76.9 percent of the LEP population. Even so, in districts with at least one SpEd-LEP student, the percentage of Spanish-language SpEd-LEP students as a proportion of Spanish-language LEP students (9.5 percent) was lower than the percentage of special education students (13.5 percent) identified for the student population as a whole. In addition, two other language groups had higher than average representation in the SpEd-LEP population. Higher identification rates were found for Navajo-language students (1.9 percent of the SpEd-LEP population compared to 0.9 percent of the LEP population) and Lao-language students (0.7 percent compared to 0.4 percent).

The fact that Spanish-language LEP students are more likely than other LEP students to be in special education programs may be due in part to the availability of staff with language skills and appropriate assessment instruments, which assist districts and schools in identifying Spanish-language students in need of special education.

In terms of English language proficiency, data from the student record review process indicated that 11.4 percent of SpEd-LEP students had "very little or no proficiency" in English (i.e., the student generally could not communicate or function in the

classroom using English), 23.9 percent had "very limited proficiency" (i.e., the student had considerable difficulty in using English to function in the classroom), and 64.7 percent had "limited proficiency" (i.e., the student had some difficulty in using English to function in the classroom). SpEd-LEP students in elementary grades were somewhat more likely to have very little or very limited proficiency (40.9 percent of the population) than were SpEd-LEP students in middle and high school grades (23.9 percent).

Notes:

[1] It should be noted, however, that there are also data available on numbers of LEP students from other sources that do not rely on sampling. For example, Kindler (2002) provides the total number of LEP students as reported in annual State Education Agency (SEA) surveys. The total reported by 50 States and the District of Columbia for the 2000-2001 year was 3,908,095 LEP students. This total includes pre-K LEP students for most States (16 States did not report pre-K numbers) and for the District of Columbia. The Descriptive Study provides estimates for the LEP student population in 2001-2002 for grades K-12; pre-K is not included.

4. IDENTIFICATION OF LEP STUDENTS AND ASSIGNMENT TO SERVICES

This chapter presents data from district LEP coordinators and district special education coordinators on the processes used by districts to identify limited English proficient (LEP) and special education LEP (SpEd-LEP) students, and on the processes used to assign these students to instructional services.

There are no national standards for identifying LEP and SpEd-LEP students, and there are no widely used operational definitions of the terms LEP and SpEd-LEP. The Federal government provides a general definition of a LEP student, States provide guidance to districts, and local district officials typically make the decisions on which specific assessments and criteria will be employed to identify LEP and SpEd-LEP students. Districts employ a wide range of approaches in making those identifications.

It is important to recognize that identification and assignment are two very distinct concepts. **Identification** refers to the steps involved in classifying students as LEP or SpEd-LEP while **assignment** refers to the process for deciding which services a student will receive to address his/her needs. Students identified as LEP and SpEd-LEP in some cases may not be assigned to special LEP services, for example, if their parents request that they not receive such services. Also, LEP and SpEd-LEP students may exit LEP services but remain identified as LEP if they have not met all of the criteria required for exiting LEP status (e.g., they have not obtained a specified score on a standardized test).

Therefore, there are situations in which a student may be identified as LEP and not currently assigned to special LEP services. As a result, a clear distinction between receipt of LEP services and LEP status is needed. Such a distinction is becoming increasingly important as States set limits on the length of time LEP services can be provided, and as more LEP students receive mainstream services only.

A. How Are Students Identified As LEP and Assigned To Services?

1. What processes and data are used for identifying a student as LEP?

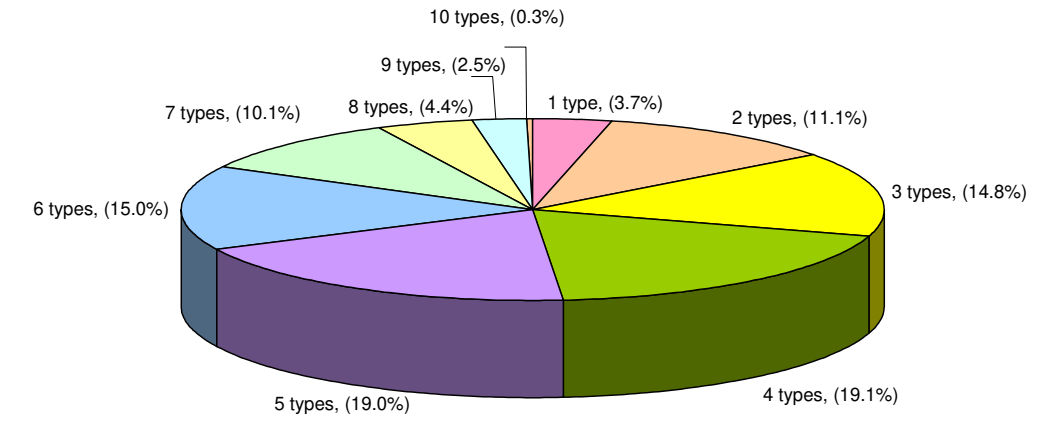
Tables B.1 to B.2

The standards and criteria used to define LEP status come from policies developed at various levels of the educational system (state, district, school, and classroom). The district LEP coordinators indicated that the majority of districts (61.3 percent) applied standards and criteria that were defined by at least two educational levels. They were most commonly defined at the State level (84.3 percent), followed by the district level (68.4 percent), school level (31.4 percent), and classroom level (21.1 percent). The

most common pattern was that standards and criteria for defining LEP status were based on a combination of State and school district policies.

Districts typically use several types of data to identify LEP students. As Figure 4.1 shows, the number of different data types employed to identify LEP students ranged from one to 10. The median was five types of data and districts most commonly used either four or five types of information.

FIGURE 4.1
Number of Information Types Used by Districts to Identify LEP Students
(Percentage of Districts)
(District LEP Services Questionnaire)



The number of respondents who provided data on this item was 749. The item response represented 98.6% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

Table 4.1 shows the percentage of districts using different types of data for identification, assignment, and exit. For identification, a large majority of districts used home language surveys (90.7 percent) and oral proficiency tests in English (87.3 percent). The other most frequently used data type was literacy tests in English (60.4 percent). Slightly more than half of districts (53.3 percent) used all three of these measures. Other types of data used included teacher judgment (53.7 percent), writing samples in English (48.7 percent), and achievement tests in English (41.6 percent). These data show that districts relied both on objective data (e.g., oral proficiency tests), and on more subjective data (e.g., informal assessments such as those based on teacher judgment), in making decisions on student LEP status and assignment to services.

TABLE 4.1
Types of Data Used for Identification, Assignment to Services, and Exit from LEP Status
(District LEP Services Questionnaire)

Types of Data	Percentage of Districts		
	Identification	Assignment	Exit
Home language survey	90.7%	*	*
Oral proficiency tests in English	87.3	90.0%	81.8%
Literacy tests in English	60.4	67.7	67.5
Teacher judgment	53.7	77.0	66.9
Writing samples in English	48.7	60.8	56.7
Achievement tests in English	41.6	57.6	63.0
Teacher ratings of English proficiency	39.4	51.8	45.7
Oral proficiency tests in native language	28.2	30.6	7.2
Achievement tests in native language	10.1	17.1	*
Parent request	*	68.0	*
Prior instructional services	*	63.2	*
Classroom performance/grades	*	*	69.8

The number of respondents who provided data on this item was from 745 to 749. The item response represented 98.0% to 98.6% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.
*Not applicable/not included as response choices on questionnaire.

2. What processes and data are used to assign a LEP student to a particular set of instructional services?

Tables B.3 to B.5

A majority of districts have at least two types of decision-makers (e.g., district level staff, school level administrators, teachers, and others) who determine the types of instructional services LEP students receive. Some districts (23.0 percent) offered only one type of service, and therefore did not need a decision-maker. Of those districts that did provide more than one service, the number of types of decision-makers ranged from one to four with a median of two. Teachers helped make service decisions in 81.1 percent of the districts, school level administrators in 74.9 percent, and district level staff in 55.7 percent.

There is some but not complete overlap in the types of data used by districts to identify LEP students and to assign them to services. For example, Table 4.1 shows that similar percentages of districts used oral proficiency tests in English to identify LEP students and assign them to services (87.3 percent and 90.0 percent, respectively). However, districts used teacher judgment more frequently for assignment (77.0 percent) than for identification (53.7 percent). The other most frequently used types of information for assignment to services were parent request (68.0 percent), literacy tests in English (67.7 percent), prior instructional services (63.2 percent), and writing samples in English (60.8 percent).

District LEP coordinators indicated that districts relied on between one and 10 types of information to make assignment decisions. The median was six types of information, and districts most commonly used five types. The majority of district LEP coordinators (57.5 percent) reported that their districts reviewed the service decisions once a year. More than one-third of the districts (38.0 percent) examined these decisions at least twice a year.

3. What processes and data are used to exit a LEP student from LEP status?

Tables B.6 to B.7

The standards and criteria used to exit a student from LEP status are defined most often at State and school district levels. A majority of district LEP coordinators indicated that their districts used standards and criteria defined at the State level (61.6 percent) and the district level (54.3 percent). The coordinators less frequently reported that standards and criteria were defined at the school (23.8 percent) and classroom (14.4 percent) levels.

Entry, Exit and Follow-Up of LEP Students: One District's Approach

This small city school district uses a combination of a home language survey, oral proficiency tests in English and in the native language, literacy tests in English, and teacher judgments to determine if a student should qualify for LEP status.

To exit a student from LEP status, the staff uses oral proficiency tests in English, literacy tests in English, teacher ratings of English proficiency, writing samples in English and classroom performance or grades. The district monitors the achievement of former LEP students by collecting information on student grades, achievement test scores, state performance test scores, course credits and language assessment.

In determining exit from LEP status, districts use many of the same types of data as are used in assigning LEP students to services. The district LEP coordinators indicated that the number of different kinds of data employed in determining whether a student should be exited from LEP status ranged from one to eight with a median of five types. As with assignment, the most commonly used type of data for exit was oral proficiency tests in English (81.8 percent). The other most frequently employed data types were classroom performance/grades (69.8 percent), literacy tests in English (67.5 percent), teacher judgment (66.9 percent), and achievement tests in English (63.0 percent). Many districts (44.7 percent) used all three of the most common types of data to inform decisions about exit from LEP status.

More than half of district LEP coordinators (58.2 percent) reported reviewing LEP students' status once each year. The other most common responses were "as needed" (16.9 percent), twice a year (16.3 percent), and more than twice a year (6.6 percent).

4. Is there monitoring of former LEP students?

Tables B.8 to B.11

The majority of districts indicate that they monitor the achievement of former LEP students. The district LEP coordinator responses indicated that 66.3 percent of districts systematically followed the performance of students after they exited LEP status. The most common amount of time for such monitoring was two years (44.3 percent), followed by one year (31.3 percent), and other (24.5 percent). Responses under "other" varied from less than a year to until graduation.

The number of different types of information monitored ranged from one to six with a median of four. Most frequently, these districts monitored student grades (93.3 percent). A majority also used State performance test scores (76.9 percent), achievement test scores (73.9 percent), and teacher ratings/systematic reports (61.5 percent).

B. How Are Students Identified As SpEd-LEP And Assigned To Services?

1. What is the process for identifying SpEd-LEP students and developing their individualized education programs (IEPs)?

Table B.12

Districts generally identify students as LEP before identifying their disability. A majority of the district special education coordinators reported that their districts determined that SpEd-LEP students were LEP before assigning them a disability status (69.7 percent). Other district special education coordinators indicated that no typical sequence of LEP and disability determination existed (14.1 percent) or that the identification occurred simultaneously (12.9 percent). A small number of districts identified students' disabilities before determining that they were LEP (2.6 percent).

Identification of a LEP Special Education Student: Is There a Disability?

Since his arrival in this small rural school district a year ago, Tony has not shown expected educational progress. In the past year, he has had two major separations from key caregivers, and he appears resistant to learning English. His teachers are concerned about his adjustment given the separations he has experienced. They recognize that his slow progress may be related to the stresses he has faced. However, the LEP and the Special Education coordinators are also becoming concerned that Tony may be struggling with a language-specific or broader cognitive disability. They themselves struggle to determine the source of his difficulties.

2. What processes and data are used to assign a SpEd-LEP student to a particular set of instructional services?

Tables B.13 to B.17

District special education programs most often have the primary responsibility for structuring IEPs for SpEd-LEP students. In more than two-thirds of districts (67.2 percent), special education coordinators reported that the special education program took primary responsibility for developing IEPs for SpEd-LEP students. However, in 23.4 percent of districts, coordinators reported that the LEP services program and the special education program shared equally in this responsibility. Responsibility varied between the two programs depending on the disability in 8.3 percent of districts, and the LEP services program had primary responsibility in a very small percentage of districts (0.8 percent).

More than 80 percent of districts had at least three types of decision-makers who participated in decisions regarding which instructional services SpEd-LEP students received. The types of decision-makers ranged from one to seven with a median of

Identification of SpEd-LEP Students: The Need for Specialized Staff

In this large city school district, the key issue faced in identification of SpEd-LEP students is the shortage of credentialed personnel. In particular, there is a shortage of bilingual special educators and bilingual school psychologists who can participate in the assessment process. Early identification of students is especially problematic in the district since teachers often do not have the expertise to distinguish a learning problem from a delay in acquiring English language skills. The district is addressing this issue by developing programs to support the training of bilingual special educators and school psychologists.

five, and the most common number of decision-makers was six. The district special education coordinators reported that school level special education staff (85.0 percent) and parents (76.2 percent) most commonly served as decision-makers on instructional services. Regular school instructional staff (74.4 percent), district level special education staff (68.1 percent), school level administrators (67.2 percent), and district level LEP staff (59.8 percent) were also frequently on teams.

Districts use several types of information to decide which instructional services SpEd-EP students should receive. The responses of the district special education coordinators indicated that districts use between one and 12 types of information to make decisions on services. The median and most common number of types employed to make these judgments was seven. Table 4.2 presents the percentage of districts that used each of the various types of information. As shown, districts most commonly used achievement/content tests in English (83.8 percent) as one source of information to consider in making decisions about services for SpEd-LEP students.

TABLE 4.2
Types of Information Used for Assigning Services to Special Education LEP Students
(District Special Education Services Questionnaire)

Information	Percentage of Districts
Achievement/content tests in English	83.8%
Oral proficiency tests in English	73.8
Prior instructional services	66.1
Specific learning skills tests	63.9
Achievement/content tests in native language	59.3
Aptitude tests in English	56.3
Writing samples in English	54.7
Teacher ratings of English proficiency	53.6
Oral proficiency tests in native language	48.3
Aptitude tests in native language	45.5
Literacy tests in English	44.4

The number of respondents who provided data on this item was 489. The item response represented 95.8 of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

3. What processes and data are used to exit a SpEd-LEP student from LEP status?

Tables B.18 to B.19

The numbers and types of decision-makers concerning exit of SpEd-LEP students from LEP status vary across districts. The number of decision-makers ranged from one to eight with a median of four. The district special education coordinators indicated that school LEP staff/service providers most frequently played a part in making the decisions (68.4 percent). The next most common types of decision-makers were school special education staff/service providers (56.7 percent), district LEP staff (56.4 percent), parents (51.4 percent), and school administrators (50.9 percent).

The number of types of data used to exit SpEd-LEP students from LEP status ranged from one to 10 with a median of five. The most common number of data types was seven. More than seven in 10 districts used oral proficiency tests in English (77.1 percent), achievement/content tests in English (71.6 percent), and classroom performance/grades (70.2 percent). The other most common responses were teacher judgment (61.5 percent), literacy tests in English (56.9 percent), and writing samples in English (50.6 percent).

Identification of SpEd-LEP Students: The Challenges in Serving Minority Language Groups

When an Ethiopian student needed to be assessed for special education in this school, there was no criterion-referenced achievement test available in Amharic, and no cultural liaison for Ethiopian students in the district. The school had to improvise and through an interpreter gave the student a reading and writing activity in the native language. After testing, the lead special education teacher contacted an Ethiopian social service agency to ask if the results of the testing indicated to members of the Ethiopian community that the student had a disability. The contact at the social service agency informed her that the results did indicate a possible disability. She also alerted the special education teacher to the possibility that the student may have reported his age as younger that it actually was, and that any results on assessments relating to age norms would need to be interpreted with caution.

5. INSTRUCTIONAL SERVICES FOR LEP STUDENTS

A. What Approach Was Used for Describing Instructional Services for LEP Students?

In Chapter 1, the general approach to the description of instructional services for LEP students used in the Descriptive Study was introduced. This chapter presents the findings on instructional services described in terms of the eight instructional services types defined in the 1993 Study and used again in this Study. The approach was guided by three principles:

(1) The description of services should be student-centered: In describing the instructional services received by LEP students, the focus should be upon what an individual student *receives*, rather than on what is offered within the school.

2) The description of services should be comprehensive: It should include the full instructional experience of the individual student (i.e., all instruction received in a typical week).

(3) The description of services should be objective: There should be specific criteria used to describe services.

Two key variables were used in defining the eight service types: (a) the *extent of LEP instructional services,* (i.e., services that are specifically designed to address the student's needs as a LEP student); and (2) the *extent of use of the student's native language*. The eight types of instructional services for LEP students are described in the box on the next page, and discussed below:

- **Service Types 1 and 2 describe instructional experience that includes mainstream instruction only, where there is no service specifically designed to address the needs of LEP students.** Service Type 1 refers to mainstream instruction only. Type 2 is distinguished from Type 1 by the addition of instructional support services that are not specific to LEP students but that would be provided to any student who is in need of academic support. LEP students may receive such service types when parents exercise a waiver of LEP services. Other cases may be those students who exit from LEP services, but do not pass all criteria for exit from LEP status (e.g., do not achieve a cut-off point on a standardized assessment).

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.

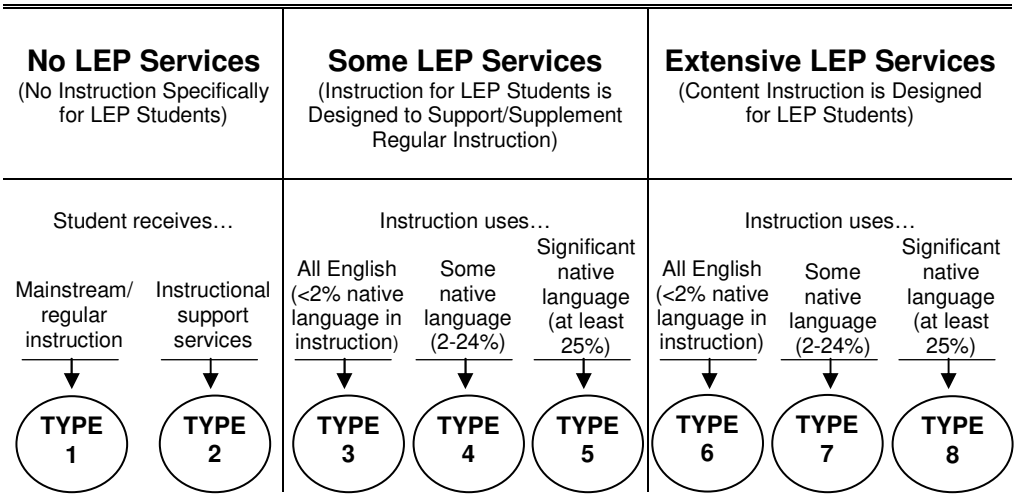
Type 6 – **Extensive** LEP services/ All English. This type includes LEP services in which a significant amount of instruction is designed for LEP students; such LEP services include 10 or more hours per week of ESL instruction and/or content instruction that is specifically designed for LEP students.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

Service Types 3-8 are distinguished by the extent of services specifically structured to meet LEP students' needs, and the extent to which the student's native language is used for instruction. The graphic in Figure 5.1 shows that Service Types 3-8 are first characterized in terms of the extent of LEP services provided, *some LEP services* versus *extensive LEP services*. Next, they are further distinguished in terms of the extent of native language used, that is, as either *all English*, *some native language use, or significant native language use*.

FIGURE 5.1
Instructional Services for LEP Students



Some LEP services refers to instruction designed for LEP students that supports regular instruction those students are receiving. Included within these service types are programs in which the student receives special instruction in English for LEP students (such as pull-out English as a Second Language sessions) for fewer than 10 hours per week, or an aide who speaks the student's native language is present in the classroom and assists the student as needed. Service Types 3, 4, and 5 involve *some LEP services*.

Extensive LEP services are those in which a substantial portion of the student's instructional experiences is specifically designed to address his/her needs as a LEP student. This would be the case when, for example, special English as a Second Language instruction is provided for 10 or more hours per week. It also includes cases where at least one subject area is provided through a specially designed curriculum and approach, such as through use of selected instructional techniques and through use of English language instructional approaches that help ensure understanding by LEP students. Service Types 6, 7, and 8 involve *extensive LEP services*.

The language used in providing the instructional services is the second factor used to distinguish Services Types 3-8. Services that are described as *All English* (Types 3 and 6) incorporate at most 2 percent native language use. The very small level of native language use included in this category takes into account situations in which teachers may use a few words of the student's native language (e.g., for greetings, for classroom management) during the course of the instructional week.

Some native language use describes instructional services in which there is a limited (2-24 percent) extent of use of the native language in instruction within a typical week. This level of language use may include cases where a native language aide assists a student in some classes, working with that student to help explain instructional content. Or it may represent a case where a main classroom teacher is able to use the student's native language and provides some separate tutoring to assist the student,

apart from the main all-English class. Another case may be where the student receives a very small proportion of instruction in the native language, e.g., one special science class each week. Service Types 4 and 7 refer to *some* native language use.

Significant native language use refers to instructional services in which the native language is used to provide a substantial portion of the content instruction (at least 25 percent). For example, if instruction in one or more academic content areas is provided all in the student's native language, then this would be a case of *significant native language use*. Or, if a bilingual aide is present for most instruction and assists the student by providing explanation or translation for all instruction, then this would also be considered to be *significant use.* Service Types 5 and 8 refer to significant native language use for instruction.

B. What Instructional Services Do LEP Students Receive?

Data on the types of instructional services received by LEP students were obtained at three levels in the study. First, school LEP coordinators reported summary data on the number of LEP students receiving each of the eight types of instructional services. The coordinators also provided other information such as the typical sequences of services types LEP students received over time. Second, data on instructional service types were obtained at the individual student level on a sample of LEP students in the on-site data collection. Individual student data were obtained through a review of student files, supplemented by consultations with the school LEP coordinator as needed. Finally, district LEP coordinators provided information on the sources of funding for LEP services.

Type 3 Services: Some LEP Services Using English for Fatima

Fatima, a fourth-grade native Arabic speaker in a large urban school district, is in her third year of receiving LEP services. She receives 45 minutes of ESL instruction every day in a pull-out session during periods in which her English-proficient classmates are instructed in either social studies or science. She also receives after-school homework assistance for an hour every day. Next year she will receive additional intensive English reading instruction.

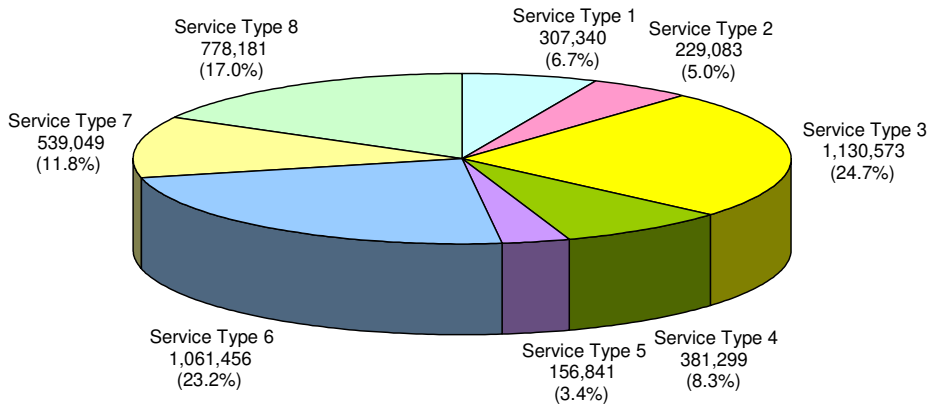
1. What instructional services types do LEP students receive?

Table C.1

The most common service types received by LEP students are Type 3 (*Some LEP services, all English*) and Type 6 (*Extensive LEP services, all English*) services. As illustrated in Figure 5.2, based on data from school LEP services coordinators, 24.7 percent of LEP students received Type 3 services, and 23.2 percent received Type 6 services. Next most common were Type 8 services, received by 17.0 percent of students.

Summarizing across service types, 11.7 percent of LEP students received *no LEP services*, 36.4 percent received *some LEP services*, and 52.0 percent received *extensive LEP services*. In terms of language use, 59.6 percent were taught *all in English*, 20.1 percent with *some native language use* (2 to 24 percent), and 20.4 percent with *significant native language use* (at least 25 percent).

FIGURE 5.2
Numbers and Percentages of LEP Students Receiving Each Service Type
(School LEP Services Questionnaire)



The number of respondents who provided data on this item was 1,987. The item response represented 95.1% of the weighted cases on this form. The responses were weighted at the item level to be nationally representative.

2. Have the instructional services types received by LEP students changed since the 1993 Descriptive Study?

Table C.2

In making the comparisons between the 1993 and current Descriptive Studies, it must be recognized that different data collection methodologies were used to obtain the services data. Thus, some caution must be exercised in interpreting the data (*Note 1*). Nevertheless, the comparison data provide a broad window on changes in services over the past decade.

The findings show a significant decrease in the number of LEP students receiving services that involve use of their native language. There has been a striking decrease in Type 8 services (*Extensive LEP services, significant native language use*) and a substantial increase in the number of LEP students receiving Type 6 services (*Extensive LEP services, all English*). There have been smaller increases in the numbers receiving Type 3 (*Some LEP services, all English*) services. Increases were also found for Type 1 (*No LEP services, mainstream only*) and Type 2 (*No LEP services, instructional support*) services. These data are shown in Table 5.1.

Type 6 Services:
Alexandra Receives Extensive LEP Services

Alexandra, a Serbian 10th grade LEP student in a large urban school district, receives instruction from seven different teachers within a typical week. Each week she meets separately with two different ESL teachers who coordinate and share information about her instruction. Alexandra attends her ESL classes during periods when her English-proficient classmates attend English and foreign language classes. Her U.S. history, geometry and biology teachers use English and instructional strategies that address Alexandra's needs as a LEP student while ensuring that she learns content parallel to what her English-proficient classmates receive. She receives mainstream instruction only for computers and physical education. However, next year, this pattern will change. Alexandra will move into mainstream regular instruction for all of her classes (i.e., Type I services) including a foreign language class (probably French or Spanish).

TABLE 5.1
Service Types Received by LEP Students in 1991-1992* and 2001-2002
(School LEP Services Questionnaire)

Service Type	Percentage of LEP Students	
	1993 Study*	Current Study
1—No LEP services/mainstream instruction only	2.1%	6.7%
2—No LEP services/instructional support	1.4	5.0
3—Some LEP services/all English	19.1	24.7
4—Some LEP services/some native language	7.0	8.3
5—Some LEP services/significant native language	3.1	3.4
6—Extensive LEP services/all English	14.6	23.2
7—Extensive LEP services/some native language	15.8	11.8
8—Extensive LEP services/significant native language	37.0	17.0
Total	100.0%	100.0%

The number of respondents who provided data on the item from the current study was 1,987. The item response represented 95.1% of the weighted cases on this form. The responses were weighted at the item level to be nationally representative.
*Data from Fleischman and Hopstock (1993). The percentages were recalculated to exclude an "unknown" category.

Type 8 Services:
Instruction in Spanish and English for Gloria

Gloria, a Hispanic kindergartener in a large urban school district, receives 4 hours of instruction per day from a bilingual teacher. Of this, ESL instruction (more vocabulary instruction and greater use of pictures than is typical of mainstream English classes) is provided for one hour, and the other 3 hours of instruction are in Spanish reading and math. An arts/music teacher, a character education teacher, a library teacher, and a gym teacher provide additional instruction in English during the week. Gloria will continue receiving Type 8 services next year, when she will begin to receive 5½ hours of instruction per day. She will receive an additional hour of ESL and Spanish reading, and most of her content instruction will continue to be in Spanish.

Combining across service types, these findings reflect a significant decrease in the use of native languages in classes serving LEP students. The percentage of LEP students in service types involving all English instruction (Types 1, 2, 3, and 6) increased from 37.2 percent to 59.6 percent, while the percentage receiving service types involving significant native language use (Types 5 and 8) decreased from 40.1 percent to 20.4 percent. There was also an increase in the numbers of LEP students receiving no LEP services (Types 1 and 2) from 3.5 percent to 11.7 percent.

3. Do the instructional service types received by LEP students differ by the grade level of the school (elementary, middle, high)?

Tables C.3 to C.6

The most commonly received service types for LEP students differ substantially by the grade level of the school. The findings show that LEP students in elementary and middle schools are much more likely than those in high schools to receive Service Type 3 (*Some LEP services, all English*). In addition, Type 8 services (*Extensive LEP services, significant native language use*) are much more commonly received by elementary school LEP students than middle or high school students. However, LEP students in high schools are more likely than LEP students in other schools to receive Type 6 (*Extensive LEP services, all English*) and Type 7 (*Extensive LEP services, some native language use*) services. These differences and others are seen in the data in Table 5.2.

TABLE 5.2
Service Types Received by LEP Students
(School LEP Services Questionnaire)

	Percentage of LEP Students by Grade Level of Schools				
Service Type	**Elementary**	**Middle**	**High**	**Multi-level**	**All Schools**
1—No LEP services/mainstream instruction only	5.5%	12.2%	6.4%	4.2%	6.7%
2—No LEP services/instructional support	4.9	5.2	4.3	8.1	5.0
3—Some LEP services/all English	29.1	25.1	14.4	26.2	24.7
4—Some LEP services/some native language	10.2	6.5	4.4	11.8	8.3
5—Some LEP services/significant native language	3.6	1.9	2.5	8.6	3.4
6—Extensive LEP services/all English	16.2	28.6	36.9	15.1	23.2
7—Extensive LEP services/some native language	9.2	9.6	17.9	14.3	11.8
8—Extensive LEP services/significant native language	21.2	10.9	13.2	11.8	17.0
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 1,987. The item response represented 95.1% of the weighted cases on this form. The responses were weighted at the item level to be nationally representative.

District LEP services coordinators were asked to provide information concerning the approaches used within the district to address the needs of LEP students at the middle and high school grade levels. LEP students at these levels face difficult challenges in meeting advanced academic objectives while also learning English. The most common approaches indicated by the coordinators were concurrent English as a second language (ESL) and "sheltered/structured immersion" in content areas (55.4 percent of districts); concurrent ESL and the use of a native language "buddy" (36.0 percent); concurrent ESL and the use of a native language aide (34.2 percent); concurrent ESL and "bilingual instruction" in content areas (28.0 percent); and intensive ESL instruction prior to entry into regular classes (19.8 percent).

Districts with larger numbers of LEP students were more likely to report use of all of these approaches with the exception of the use of a native language buddy. Districts with fewer LEP students were more likely to report "other" approaches such as ESL instruction only or tutoring.

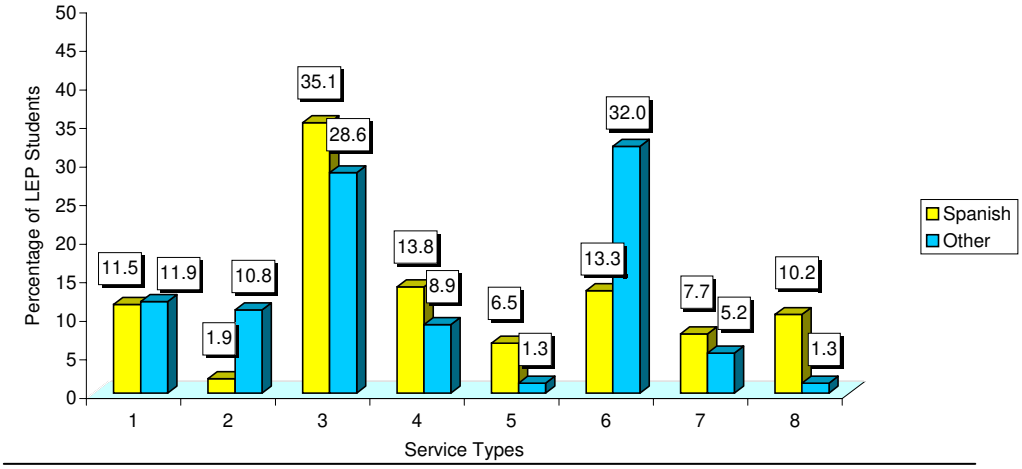
4. Are there differences in the instructional service types received by LEP students depending on the language group of the students?

Table C.7

In the on-site data collection, a sample of LEP students was randomly selected and the students' records were reviewed to obtain information on the services and sequences of services they received. These data made possible comparisons based on the native language of the students, at least in terms of Spanish versus other languages (since other individual languages were too small to reliably draw comparisons). Figure 5.3 presents the data on instructional services received by Spanish-language and by other-language students.

Spanish-language LEP students are more likely than LEP students from other language groups to receive services that involve use of the native language. Combining across service types, 38.2 percent of Spanish-language LEP students received service types involving some or significant use of the native language as compared to 16.6 percent of other-language students. That is, Spanish-language LEP students were more likely to receive Service Type 4 (*Some LEP services, some native language use*), Type 5 (*Some LEP services, significant native language use*), Type 7 (*Extensive LEP services, some native language use*), and Type 8 (*Extensive LEP services, significant native language use*). The differences between groups were more noted for those services that involve significant levels of native language use (Types 5 and 8).

FIGURE 5.3
Service Types Received by LEP Students by Native Language of Student
(LEP Student Information Form)



The number of respondents who provided data on this item was 5,418. The item response represented 97.3% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

■ **Students from language groups other than Spanish are more likely than Spanish-language students to receive service types that involve mainstream instruction without instructional services for LEP students.** Other-language students were much more likely than Spanish-language students to receive Type 2 (No LEP services, instructional support) services. These involve mainstream instruction with additional instructional support such as would be provided for any student experiencing academic difficulty. However, both groups receive Type 1 services (mainstream instruction only) about equally.

■ **Students from language groups other than Spanish are more likely than Spanish-language students to receive extensive LEP services that are provided all in English.** Other-language students were much more likely than Spanish-language students to receive Type 6 services (*Extensive LEP services, all English*) services (32.0 percent as compared to 13.3 percent , respectively).

C. How Do Schools Organize Services for LEP Students?

The data on instructional services also were analyzed from the perspective of what services schools provided to their LEP students. The school LEP coordinators provided information on types and patterns of services provided to LEP students, and on the factors that determine assignment to specific types of services.

1. How many instructional service types do schools provide?

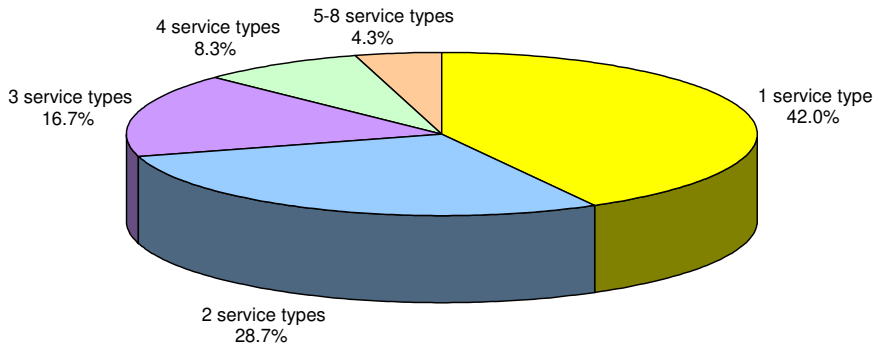
■ **The majority of schools provide more than one type of instructional service.** The data reported by school LEP coordinators (see Figure 5.4) indicated that individual schools provided a range of one to eight instructional service types for LEP students, with a mean of two instructional service types.

■ **Schools with larger numbers of LEP students provide more instructional service types.** The mean number of service types by number of LEP students in the school was: schools with fewer than 10 LEP students, 1.3 service types; schools with 10-29 LEP students, 1.8 service types; 30-299 LEP students, 2.4 service types; 300 or more LEP students, 3.0 service types.

2. What types of instructional services for LEP students do schools typically provide? *Tables C.8 to C.9*

■ **Approximately two-thirds of schools offer Service Type 3 (*Some LEP services, all English*). No other service type is offered by more than one-third of schools.** According to school LEP coordinators, 65.0 percent of schools offered Type 3. The next most common type was Type 6 (*Extensive LEP services, all English)*, which was offered by 31.1 percent of schools.

FIGURE 5.4
Number of Service Types Offered by Schools
(School LEP Services Questionnaire)



The number of respondents who provided data on this item was 1,987. The item response represented 95.0% of the weighted cases on this form. The responses were weighted at the item level to be nationally representative.

Schools that enroll larger numbers of LEP students are more likely to provide services types that involve "*extensive LEP services*". Service Type 6 (*Extensive LEP services, all English*), Service Type 7 (*Extensive LEP services, some native language use*), and Type 8 (*Extensive LEP services, significant native language use*) all provide students with services designed for LEP students that involve more than ten hours per week of instruction in English as a second language, and/or content area instruction that is specifically designed to address students' needs as LEP students. The responses of school LEP services coordinators indicated that schools providing Service Types 6, 7, and 8 were more typically those with larger populations of LEP students. For example, the percentage of schools offering Service Type 8 by number of LEP students in the school was: for schools with fewer than 10 LEP students, 1.5 percent of schools; schools with 10-29 LEP students, 6.0 percent; schools with 30-99 LEP students, 15.9 percent; schools with 100-299 LEP students, 33.7 percent; and for schools with 300 or more LEP students, 49.8 percent of schools.

3. What sequences of services do schools most typically provide?

Table C.10 to C.12

The responses from LEP services coordinators indicated that LEP students are often provided more than one type of instructional service type over time. For example, a LEP student may begin with extensive LEP services and then gradually be shifted into a service type which provides LEP to support or supplement mainstream instruction. Or, where the native language is used for instruction, the percentage of native language use may decrease over time as the students' proficiency in English increases. School LEP services coordinators reported the most common sequences of services received by LEP students in their schools.

Juan Transitions from Service Type 8 to Service Type 6

In a large urban school district, Juan, a 10th grader of Spanish language background, is receiving his second year of Type 8 services. He receives instruction that uses both English and Spanish in his U.S. history, geometry, and earth sciences classes. He also receives ESL instruction at the same time that his classmates attend English and foreign language classes. He attends computer and physical education classes with his English proficient classmates. Next year, however, all instruction in Spanish will be phased out, but he will receive some content instruction designed for LEP students (i.e., Type 6 services). He will have an elective social studies class using sheltered English, an ESL class, a mainstream class in mathematics, and a foreign language (French).

About half of schools that serve LEP students provide sequences of service types, i.e., more than one instructional service type over time, to individual LEP students. Data from school LEP services coordinators indicated that LEP students in 52.2 percent of schools receive sequences of services.

Within those schools in which a sequence of services is provided, approximately two-thirds of LEP students receive more than one instructional service type. In schools with sequences of services, school LEP services coordinators reported a mean of 68.6 percent of LEP students received more than one service type.

The most typical sequences of services involve transitions from more extensive LEP services to less extensive LEP services, and from greater levels of use of the native language to less use of the native language. The five most common sequences of services reported by school coordinators were as follows:

(1) Type 6 (*Extensive LEP services, all English) =>*
Type 3 (*Some LEP services, all English)*..... 25.0 percent;

(2) Type 3 (*Some LEP services, all English) =>*
Type 2 (*No LEP services, instructional support)* ..... 18.6 percent;

(3) Type 8 (*Extensive LEP services, significant native language) =>*
Type 7 (*Extensive LEP services, some native language)*..... 12.9 percent;

(4) Type 4 (*Some LEP services, some native language) =>*
Type 3 (*Some LEP services, all English)*..... 12.7 percent;

(5) Type 3 (*Some LEP services, all English) =>*
Type 1 (*No LEP services, mainstream instruction only)* ..... 10.8 percent.

4. What factors determine the types of services received by a LEP student?

Table C.13

School coordinators were asked to report the extent to which services provided to LEP students depended upon the following factors: student's native language, student's grade level, student's English proficiency, student's native language proficiency, parental request, and availability of teachers. The findings are shown in Table 5.3.

A student's level of English language proficiency is the most important factor in determining the types of services a LEP student receives. Overall, 78.1 percent of respondents indicated that the services received by a student depended "a great deal" on the student's level of proficiency in English. No other factor was reported to affect decisions on services "a great deal" in more than 30 percent of schools.

TABLE 5.3
Extent Specific Factors Determine the Types of Services Received by Students
(School LEP Services Questionnaire)

	Extent			
Factor	Not at All	Some	A Great Deal	Total
Student's English proficiency	4.6%	17.3	78.1	100.0%
Parent request	25.7%	49.3	25.0	100.0%
Availability of qualified teachers	39.2%	30.9	30.0	100.0%
Student's native language proficiency	43.1%	36.4	20.5	100.0%
Student's grade level	44.0%	37.5	18.6	100.0%
Native language of the student	49.9%	24.6	25.5	100.0%

The number of respondents who provided data on this item was from 1,581 to 1,604. The item response represented 90.8% to 92.9% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

Services for LEP students depend on the availability of qualified teachers in the majority of schools. LEP services coordinators in 30.0 percent of schools reported that services depended "a great deal" on the availability of qualified teachers; coordinators in 30.9 percent of schools indicated services depended to "some" extent on availability of qualified teachers.

5. How long do students remain in LEP status and receive LEP services?

Tables C.14 to C.16

As discussed in Chapter 4, it is important to recognize the difference between identification of a student as LEP (i.e., LEP status), and receipt of LEP services. Students who are designated as LEP may remain in LEP status but may exit from instructional services for LEP students. School LEP services coordinators provided estimates of the amount of time a student typically remains in LEP status, and the amount of time a student receives any form of instructional services for LEP students. In addition, school coordinators reported on the most typical length of time a student would receive each of the service types present in the school. The student record reviews in the on-site data collection also provided data on length of time receiving specific instructional services for LEP students.

LEP students on average remain in LEP status and receive LEP services for somewhat more than three years. School LEP services coordinators reported that LEP students remained in LEP status for an average of 3.55 years. The mean reported for LEP students in elementary schools was somewhat higher (3.75 years) than the means for middle and high school students (3.24, and 3.28 respectively). Coordinators in schools with fewer than 10 LEP students reported shorter typical times in LEP status (3.15 years).

The mean number of years students were reported to receive LEP services was 3.51 years. The mean for elementary school students was again somewhat higher (3.71) than the means for middle and high school students (3.10 and 3.24, respectively). The

length of time that students were reported to receive LEP services was slightly less than that reported for time in LEP status, both overall and by grade level.

These differences across grade level (elementary, middle, high school) in the findings on time in LEP status and on time receiving LEP services may be affected to some degree by the grade structure of schools (See *Note 2)*.

In the reviews of the individual LEP student records, the data on length of time receiving LEP services were collected at the individual student level. These data reflected the amount of time that the students had received LEP services up to the point of the data collection. The findings from the review of LEP student records indicated that the students on average had received LEP instructional services for 3.2 years, including LEP instructional services in the current school and in prior schools where applicable (*Note 3*). There were differences by grade level in the number of years the individual students had received LEP services. High school LEP students on average had received 4.5 years of LEP services (median = 3 years); middle school LEP students, an average of 4.0 years (median = 3 years); and elementary students, 2.8 years (median = 2 years) at the time the data were collected (spring 2002).

6. What programs support services received by LEP students?

Tables C.17 to C.19

District and school LEP coordinators provided information on sources of funding support for LEP services. However, the patterns of missing data made it difficult to judge whether blanks represented zeros or "don't know" responses. Thus, the data presented below are lower-range estimates of the numbers of students served under various programs.

Based on the data provided by district LEP services coordinators, lower-range estimates of the number of LEP students served through Federal and State programs in the 2001-2002 school year were:

(1) Federal Title I:	1,925,167 students	(70.1 percent response rate)
(2) Federal Title VII:	470,806 students	(49.3 percent response rate)
(3) Federal EIEA:	986,219 students	(55.9 percent response rate)
(4) State LEP funds:	2,671,434 students	(64.4 percent response rate)
(5) State compensatory education:	935,402 students	(49.6 percent response rate)

School LEP services coordinators also provided data on funding of services for LEP students; school coordinators reported for Federal Title 1, school-wide Title 1 grants, Federal Title VII, school-wide Title VII grants, and Comprehensive School Reform Demonstration (CSRD) grants. In general, the data indicated that elementary schools were more likely to have Title 1 program support: 67.2 percent of elementary schools, 54.6 percent of middle schools, and 36.9 percent of high schools were reported to receive Title 1 support. Title VII support was roughly equivalent at all three school levels: 28.7 percent, elementary; 23.4 percent, middle; 23.0 percent, high schools. Title VII school-wide grants were more common for elementary schools: 12.7 percent of elementary school coordinators reported such funding, compared to 7.7 percent for

middle schools, and 6.1 percent for high schools. CSRD programs were not very common; there were 5.8 percent of coordinators that reported these programs.

7. What are the costs of instructional services for LEP students?

Table C.20

District LEP services coordinators were asked to provide the total cost per student per year for educating: (a) all students in the district; and (b) LEP students in the district. Calculating costs for specific subgroups of students is very challenging for many districts because it is difficult to allocate cost elements to specific students or subgroups of students. In fact, only 40.0 percent of district coordinators provided cost figures for both all students and LEP students in the district.. Among those who did provide both figures, the median costs reported per student per year were $6,151 for all students and $6,831 for LEP students. The difference of $680 per student per year is thus an estimate of the marginal additional costs of educating a LEP student. However, given the very low response rate and the difficulty in calculating costs for specific student subgroups, considerable caution should be applied in using these estimates.

D. In What Specific Programs or Services Are LEP Students Enrolled?

1. Do LEP students receive services within two-way bilingual immersion programs?

Tables C.21 to C.22

Two-way bilingual immersion programs are defined as programs in which there are equivalent numbers of English-speakers and language minority students, in which the students are integrated for at least 50 percent of the day at all grade levels, and in which content and literacy instruction are provided to all students in both languages (Center for Applied Linguistics, 2003). In terms of the eight instructional services for LEP students, these programs would be considered to be a Type 8 (*Extensive LEP services, significant native language use*) service.

- **The data from the school LEP services coordinators indicated that overall 7.9 percent of schools provided two-way immersion programs for at least some of the LEP students they served.** Given that 16.8 percent of LEP services coordinators reported that their school offered some form of Type 8 instructional services for their students, the percentage of schools providing two-way bilingual immersion programs is a significant portion of those schools that provide any form of Type 8 services.

There were no data on two-way bilingual programs in the prior study for comparison with current findings. One other source, a directory of two-way programs (defined strictly using the definition cited above) has indicated that the number of such programs has increased over the past ten years (Center for Applied Linguistics, 2003). This increase then would appear to be occurring despite the overall decrease in Service Type 8 for LEP students.

Two-way bilingual immersion programs are most commonly provided by elementary schools and by schools with 100 or more LEP students. Two-way immersion programs were provided in 9.5 percent of elementary schools as compared with 6.5 percent of middle schools and 2.0 percent of high schools. Two-way immersion programs also were more commonly reported for schools with 100 or more LEP students (21.0 percent of schools with 100 or more LEP students versus 2.4 percent of schools with fewer than 100 LEP students).

LEP Services for Newcomers: A Secondary Intake Center

When students enter the school district in this middle-sized city, they undergo a language assessment process in which a teacher gathers information about their previous school experiences. Those determined to be LEP and in need of intensive English language instruction are enrolled in The Secondary Newcomer Center for at least a semester and at most one school year. Six teachers serve 100-120 LEP students in grades 9-12. Students enroll daily, and most are from Spanish-speaking countries such as Mexico, El Salvador, and Guatemala, but there are also a few students from Vietnam, Thailand and Russia. Instruction at the Center is focused on meeting State standards with the goal of raising student achievement, even though students will not be assessed on Statewide tests until they enter the standard high school program. Students with at least eight years of formal education are considered likely to graduate and thus are placed on an academic track where they take reading, mathematics, world history, science, computer science, and physical education. LEP students with less schooling are considered unlikely to graduate in five years; they are enrolled in a separate track, taking courses in reading, basic mathematics, computer science, and physical education.

2. To what extent are "newcomer" services offered to LEP students?

In some districts, specific "newcomer" programs are established to provide services to LEP students who are new to the district. Based on data provided by district LEP services coordinators, a minimum of 71,146 students were served by such programs in the 2001-2002 school year. As noted in the introduction to this section, these data provide a lower-range estimate of the total number of students receiving newcomer programs; thus the actual total count would be expected to be somewhat larger.

3. To what extent do LEP students participate in academically challenging curricula?

Table C.23

With the current emphasis on academic standards for all students, there is a concern to ensure that all students have equal access to challenging curricula, and that academically talented students receive instruction to meet their needs. In the Descriptive Study, the review of student records for high school students included information on the type of curriculum and types of courses the student was receiving (e.g., academic/college preparatory versus vocational curricula, enrollment in advanced placement or honors courses). The review of records also included data on receipt of gifted and talented services for all of the selected students.

The record reviews for high school students indicated that 84.8 percent of LEP high school students were enrolled in academic programs, 12.6 were enrolled in vocational education programs, and 2.6 percent in "other" types of programs. Also, of those LEP high school students whose records were reviewed, 8.6 percent were enrolled in honors courses, and 8.1 percent were enrolled in Advanced Placement courses.

The student records indicated that overall 4.2 percent of LEP students were receiving gifted and talented services in the 2001-2002 school year. The proportion of LEP students identified as receiving gifted and talents services varied by grade level. The findings indicated that 5.3 percent of elementary grade level LEP students, 3.4 percent

of middle school LEP students, and 1.3 percent of high school LEP students were receiving gifted and talented services.

Notes:

1 In the 1993 study, data were obtained through survey forms and telephone interviews to obtain complete, comprehensive descriptions of all instructional received by individual LEP students or groups of LEP students with the same instructional program in the course of a typical week. The descriptions included the subjects taught, the amount of time per subject, whether the instruction was designed specifically to address the students' needs as LEP students, and the language used for instruction. The eight instructional services categories were developed out of the very detailed data obtained in that study. In the current study, the respondents were asked to use the eight categories to describe the services received by students.

2 The number of years receiving services is likely to be affected to at least some degree by the grade structure of schools. Many elementary schools include K-5 or K-6 and have students enrolled for more years than is typical for middle or high schools.

3 Data on number of years receiving LEP instructional services (obtained in the review of LEP student records in the on-site data collection) included LEP services received in the current school and in any prior schools. Two points should be noted: First, the data reflect years in LEP services up to and including the current year of services. Thus, these data are not a measure of total years of LEP instructional services since many students may continue to receive LEP services. Second, student records were not always complete in terms of data from prior schools.

6. INSTRUCTIONAL SERVICES FOR SPECIAL EDUCATION LEP STUDENTS

A. What Variables Were Used To Describe Instructional Services for Special Education LEP Students?

In Chapter 1, the Descriptive Study's general approach to the definition of services for special education LEP (SpEd-LEP) students was presented. As outlined in that chapter, the system for describing instructional services for SpEd-LEP students incorporates two elements relating to special education services and two elements of the instructional services description for LEP students (see Figure 6.1).

FIGURE 6.1
Variables Used in Describing Services to Special Education LEP Students

Special Education Services	LEP Services
1. Special education services in a separate setting… • 0-20% of the week • 21-60% of the week • More than 60% of the week	3. Extent of LEP services • None • Some • Extensive
2. Special education services in a general classroom… • 0 hours per week • 1-3 hours per week • 4 or more hours per week	4. Use of native language for instruction • None (less than 2%) • Some (2-24%) • Significant (at least 25%)

The Study approached the description of instructional services for SpEd-LEP student in this way to provide data relevant to both program areas. In addition, since services to SpEd-LEP students will often differ substantially depending on the type of disability identified, information on services received was obtained for students within separate disability categories.

B. What Instructional Services Are Received by Special Education LEP Students?

Data on instructional services received by SpEd-LEP students were obtained at the school level, based on the reports of the school special education services coordinator/lead teacher. The coordinator provided descriptions of instructional services for students within each of six separate disability categories: Specific learning disabilities; speech and language impairments; mental retardation; emotional disturbance; developmental delay; and, all other disabilities. These were based on the thirteen categories defined by the Individuals with Disabilities Education Act (IDEA), but collapsing across the low-incidence categories. Additional information on services received by SpEd-LEP students was obtained through the review of individual student records in the on-site data collection.

1. What was learned through the process for obtaining information on instructional services for SpEd-LEP students?

The instructional services provided to SpEd-LEP students include services from both the LEP services program staff and the special education program staff. In collecting the data, we found that these two programs typically operate separately in serving students eligible for their services. This structure thus presented some difficulties in obtaining information on the SpEd-LEP students, who are eligible for services from both programs. The experience in the data collection suggested that in many districts there is no formal procedure in place for routine identification of students who qualify for services under both programs. Anecdotal observations within the interview visits suggested that staff within one program were not always aware of the specific services provided to the SpEd-LEP students by the other program.

- **The data collection process for the Descriptive Study in part involved forging new links across program boundaries in many districts and schools, through the program coordinators' collaboration in completing the Study surveys.** As noted in Chapter 3, in many schools and districts, it was necessary for the LEP services coordinators and special education coordinators to sit down together and compare their respective student lists in order to identify SpEd-LEP students. We found that many committed staff members from both programs made special efforts to take these steps in order to provide to the Study the requested data on the number of SpEd-LEP students.

- **There are some districts in which systems have been established in their databases for identification of SpEd-LEP students.** Anecdotal observations during the data collection process indicated that some districts have specific categories established within their district databases for identifying SpEd-LEP students. The extent to which districts have established specific systems for maintaining data on SpEd-LEP students as a separate category was not a focus of the study, however, and this would be an area for further study.

2. Do districts provide services within special education programs that are specifically designed for LEP students? *Table D.1*

District coordinators indicated whether there were specific services defined for SpEd-LEP students in the district, and if so, what was the nature of these services.

Most districts do not have services designed specifically for SpEd-LEP students within their special education programs. Three-fourths of district special education coordinators (75.7 percent) indicated that their districts did not have services within the special education program that were designed specifically to address the needs of SpEd-LEP students. Those coordinators who reported that their districts did have specific services for SpEd-LEP students were asked in an open-ended item to describe those services. However, analysis of these data indicated that most services described by the coordinators appeared to be those typically provided in LEP services or special education programs. Examples of the SpEd-LEP services described by the coordinators include: English language classes for LEP students, use of interpreters, and development of an IEP.

3. In what settings do SpEd-LEP students receive special education services?

Tables D.2 to D.3, D.6 to D.9

Within special education programs under IDEA, one focus in reporting on services is on the educational environment in which the students receive special education services. The concern is to ensure that students are served within the least restrictive environment in which their needs can be met. The most recent data on implementation of the Individuals with Disabilities Act indicate that some racial and ethnic minorities are less likely to receive special education services within the regular classroom. For example, 41.1 percent of Hispanic students compared to 52.9 percent of White students (ages 6 to 21) were reported to receive services outside the regular classroom less than 21 percent of the school day (U.S. Department of Education, 2002, p. III-45).

In this study, therefore, one factor in describing services was the extent to which a SpEd-LEP student receives services outside of the regular classroom, within separate special education settings. Such settings include a separate special education pull-out session, a separate special education class and, less typically, a full separate program placed in a separate building. The term "general classroom" was used in this study to refer to all non-special-education instructional settings (*Note 1).* That is, general classrooms were defined to include regular mainstream classrooms and classrooms that are structured to meet LEP students' needs, including those in which there is use of the student's native language, or special use of English for instruction.

The majority of SpEd-LEP students receive special education services outside of the general classroom 21 percent or more of the time. Overall, 55.0 percent of SpEd-LEP students received special education services in separate special education settings 21 percent or more of the time. In comparison, for 1999-2000, 48.6 percent of special education students ages 6-21, and 40.9 percent of special education students ages 6-11 were in separate settings 21 percent or more of the time (U.S. Department of Education, 2002).

The percentage of time SpEd-LEP students are educated in separate education settings varies substantially by the primary disability category of the student. The percent of students receiving services within separate special education settings for 21 percent or more of the time varied from 84.2 percent for students within the mental retardation category to 18.6 percent for students identified with speech and language impairments (See Table 6.1).

Table 6.1
Special Education Services Received by Special Education LEP Students
(School Special Education Services Questionnaire)

	Percentage of SpEd-LEP Students by Disability Classification						
Receipt of services within a separate special education setting …*	**Specific Learning Disabilities**	**Speech/ Language Impairment**	**Mental Retardation**	**Emotional Disturbance**	**Develop-mental Delay**	**All Others**	**Total**
0-20% of the week	37.9%	81.4%	15.8%	25.4%	31.2%	24.0%	45.0%
21-60% of the week	35.1	10.1	19.4	31.6	31.8	21.4	26.5%
More than 60% of the week	27.0	8.5	64.7	43.0	37.1	54.6	28.5%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Receipt of special education services in a general classroom …**	**Specific Learning Disabilities**	**Speech/ Language Impairment**	**Mental Retardation**	**Emotional Disturbance**	**Develop-mental Delay**	**All Others**	**Total**
0 hours per week	36.8%	68.7%	35.5%	37.0%	40.5%	33.3%	44.9%
1-3 hours per week	28.2	17.9	17.7	21.6	41.3	22.2	24.3%
4 or more hours per week	35.1	13.4	46.8	41.4	18.2	44.6	30.7%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

*The number of respondents who provided data on this item was from 790 to 868. The item response represented 86.3% to 96.4% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

** The number of respondents who provided data on this item was from 664 to 856. The item response represented 66.6% to 93.8% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

A second factor included in the description of services for SpEd-LEP students was the extent to which the students received special education services while placed within a general classroom setting, i.e., in a classroom with general education peers. Special education coordinators were asked to report on the number of hours per week (none, 1-3, 4 or more hours) in which SpEd-LEP students received instruction provided by special education teachers or aides within a general classroom.

It should be noted that these first two service variables, i.e., extent of services in separate settings, and extent of services within the general classroom, are not mutually exclusive. That is, an individual SpEd-LEP student might receive services in both settings, receiving one portion of services within separate settings and also receiving some special education services within a general classroom.

More than half of all SpEd-LEP students receive at least some special education services within the general classroom. For SpEd-LEP students overall, school special education coordinators reported that 55.1 percent of students received at least some special education services within the general class: 24.4 percent received services for

1-3 hours per week in the general class, and 30.7 percent received 4 or more hours per week. The remaining 44.9 percent received no special education services within the general class.

The amount of special education services received within the general class varies substantially by disability category of the SpEd-LEP student. Across disability categories, the percent of students receiving no special education services within the general class ranged from 33.3 percent (all other disabilities) to 68.7 percent (speech/language impairments) of SpEd-LEP students (See Table 6.1).

4. What types of instructional services for LEP students do SpEd-LEP students receive?

Tables D.4 to D.5 , D.10 to D.17

Services for SpEd-LEP Students: A Range of Service Options

In this large city school district, SpEd-LEP students are generally included in the same types of LEP services as other LEP students. The specific service is determined in part by the outcomes of standardized language assessments of English and Spanish skills. Spanish SpEd-LEP students with the lowest levels of English proficiency receive instruction using their native language. SpEd-LEP students who are assessed as more proficient in English do not receive any instruction in the native language and are included in all-English LEP services. Special education services are provided to the students through interventions such as team teaching, tutoring, and pull-out to a special resource classroom. SpEd-LEP students in middle and high school grades are included in mainstream classes. Since monolingual teachers provide most of the instruction in these grades, bilingual aides are placed in the mainstream settings to assist students as necessary. SpEd-LEP students who are exited from LEP services are monitored for their English language needs through the IEP annual review process. Students can be returned to ESL services if additional support is needed.

The second two variables used to describe services for SpEd-LEP students referred to services designed to address their needs as LEP students. These two variables were extent of LEP services and extent of use of the native language for instruction, the two variables that were used to structure the service types defined for LEP students.

The majority of SpEd-LEP students receive those services for LEP students that support or supplement instruction. The school special education coordinators reported that 56.2 percent of SpEd-LEP students received services described *as some LEP services*, 27.7 percent received *extensive LEP services,* and 16.1 percent of students received no LEP services. Comparing these data with those for all LEP students, SpEd-LEP students were less likely to receive *extensive LEP services*.

The extent of LEP services received by a SpEd-LEP student varies by the primary disability category. As shown in Table 6.2, school coordinators indicated that students with developmental delay were most likely to receive *some LEP services,* while students identified within the mental retardation category were most likely to receive *extensive LEP services*.

Most SpEd-LEP students receive instruction presented all in English. School special education coordinators indicated the language used for instruction for SpEd-LEP students. The same categories were used as were used for the instructional services categories for LEP students: *All English* (less than 2 percent)*, some native*

language use (2-24 percent), *significant native language use* (at least 25 percent). The coordinators reported that 63.0 percent of SpEd-LEP students received instruction all in English, 23.9 percent received some use of the native language, and 13.1 percent received significant use of the native language. Comparing these data to those for all LEP students, SpEd-LEP students were more likely to receive instruction all in English and less likely to receive some use of the native language.

Table 6.2
LEP Services Received by Special Education LEP Students
(School Special Education Services Questionnaire)

	Percentage of Special Education LEP Students by Disability Classification						
Extent of LEP services	**Specific Learning Disabilities**	**Speech/ Language Impairment**	**Mental Retardation**	**Emotional Disturbance**	**Develop-mental Delay**	**All Others**	**Total**
None	15.8%	14.2%	17.9%	14.0%	11.4%	24.1%	16.1%
Some	57.9	55.2	39.0	52.9	78.5	61.5	56.2
Extensive	26.3	30.6	43.1	33.0	10.1	15.3	27.7
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Extent of use of the native language**	**Specific Learning Disabilities**	**Speech/ Language Impairment**	**Mental Retardation**	**Emotional Disturbance**	**Develop-mental Delay**	**All Others**	**Total**
All English	64.9%	57.6%	57.1%	78.5%	56.2%	68.0%	63.0%
Some native language use	25.7	21.8	19.7	17.2	30.1	21.6	23.9
Significant native language use	9.4	20.6	23.2	4.3	13.7	10.4	13.1
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

*The number of respondents who provided data on this item was from 778 to 868. The item response represented 84.5% to 96.4% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

** The number of respondents who provided data on this item was from 805 to 870. The item response represented 85.4% to 96.4% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

Services for a Special Education LEP Student: A Complex Set of Services for Duong

Duong, a Vietnamese first grader, has autism. His disability requires him to have a great deal of structure in his daily life. He receives approximately six hours of instruction every day. He has ESL every morning in which the teacher provides instruction in reading/English language arts and writing skills. Four days a week he is pulled out for a special education class for thirty minutes. He also has a class of either physical education or music every day. In addition, another teacher works with Duong once a week on general study skills and art. He also sees a social worker once a week and a speech-language teacher approximately two times a week. Duong does well in math where information to be learned is basic and concrete. However, when the information to be understood is open-ended or relies heavily on language, Duong finds it difficult.

The pattern of language use for instruction differs by the disability category of the student. As shown in Table 6.2, there were differences in language use across disability categories. A higher percentage of students within the emotional disability category received all English instruction. Students identified within the special learning disability and emotional disability categories were much less likely to receive instruction that involved use of the student's native language.

The pattern of language use for instruction differs by the language group of the student. Using data from the student record review process, instructional services were compared for SpEd-LEP students from Spanish

language versus other backgrounds. Spanish SpEd-LEP students in comparison to those from other language groups were more likely to receive instruction in a separate setting 21 percent or more of the time (47.8 percent versus 32.7 percent), and were also more likely to receive special education services in general classrooms (43.3 percent versus 29.2 percent). In terms of the two LEP services variables, Spanish-language SpEd-LEP students were more likely to receive *extensive LEP services* (22.0 percent versus 11.4 percent), and were more likely than other SpEd-LEP students to receive services involving the use of their native language (41.1 percent versus 10.4 percent).

C. What Coordination is There Between LEP Services and Special Education Staff to Provide Instructional Services to Special Education LEP Students?

Tables D.18 to D.27

Coordination between the LEP services staff and special education staff was examined at both the district and school level. Coordination was included as a factor important to the provision of instructional services for SpEd-LEP students that meet the needs of the student both as an English language learner and as a student working with the challenge of a disability.

Most district and school LEP services and special education coordinators reported that they coordinated their efforts either fairly well or very well. When asked to rate the level of coordination, 31.1 percent of district special education coordinators indicated that LEP services staff and special education services staff coordinated their efforts "very well," and 53.0 percent reported that they coordinated "fairly well", while only 12.6 percent reported "not very well," and 3.3 percent, indicated that they coordinated "not at all." The responses of school special education coordinators, district LEP coordinators, and school LEP services coordinators were similar.

These responses were somewhat in contrast with the data collection experience in obtaining counts of SpEd-LEP students. The apparent contradiction can perhaps be explained by examining the types of coordination reported. According to district special education coordinators, the most common mechanisms for coordination were meetings/discussions about individual students (81.5 percent), IEP meetings (77.2 percent), and informal discussion of policy (72.5 percent). Smaller percentages of district special education coordinators reported that there were joint meetings on policy and practices (42.8 percent), joint training (35.1 percent), offices located near each other (24.5 percent), clear procedures outlined (21.4 percent), or a formal policy on coordination (14.4 percent). The findings from school special education coordinators and district and school LEP services coordinators were similar.

The findings thus indicate that the means of coordination reported, with the exception of the IEP meetings, are more informal than formal in nature, and that formal systems for coordinating student data and student services are less prevalent. Thus, the coordination that exists is apparently largely on a student-by-student basis, or perhaps on a specific issue basis. Consequently, difficulties in identifying and describing services for SpEd-LEP students as a specific subgroup may exist despite a perceived high level of coordination. As noted earlier, the data collection process for the study encountered difficulties in developing lists of SpEd-LEP students. In many districts there were separate administrative systems for LEP and special education services, and

no formal mechanisms or databases for tracking students identified as eligible for both LEP and special education services.

D. Are LEP Students Identified for Section 504 Services?

Tables D.28 to D.32

Apart from special education services offered under IDEA, there is separate legislation, Section 504 of the Rehabilitation Act, which guarantees that appropriate accommodations will be made to assist a student who has impairments that substantially limit full participation in instructional activities. Students who are eligible for special education services under IDEA and have an IEP satisfy the requirements for accommodations under Section 504. Students who do not qualify under IDEA and have substantial limitations would require accommodations to enable their full participation in instruction under a separate 504 plan. Examples would be a student who has had an injury to an eye and requires the assistance of a reader; a student who has a hand in a cast and cannot write, and requires an oral response format on tests; or a student who requires a wheel-chair and assistance to ensure access to classrooms. A student who is a second language learner of English should not be placed under a Section 504 plan due to his/her identification as LEP; a specific impairment must prompt placement under Section 504.

Most district special education coordinators reported that there was at least one student identified in their district under Section 504. In 54.1 percent of the districts with at least one SpEd-LEP student, the special education coordinator indicated that there was at least one Section 504 student in the district, and in 12.8 percent of these districts, the coordinator indicated that there was at least one LEP Section 504 student. However, over 40 percent of the respondents left this item blank or indicated "don't know," and thus the number of districts with Section 504 students is clearly higher. Results from school special education coordinators were similar.

School special education coordinators reported a total of 163,635 Section 504 students, and 20,056 LEP Section 504 students. The most common services reported by school special education coordinators under Section 504 were the development of a 504 plan (85.9 percent of those responding), instructional accommodations implemented by a general classroom teacher (83.6 percent), eligibility for language-related accommodations on tests (65.9 percent), and eligibility for exemption from tests (39.3 percent).

Notes:

[1] In IDEA reporting, the term "regular classroom" is used to refer to non-special education environments. In the Descriptive Study, the term "general classroom" was used, and defined as including all non-special education settings, including regular classrooms and classrooms in which there is use of the student's native language, or special use of English adapted to the LEP students' needs. The term "regular classroom" alone was not used since for this Study since the respondents might interpret the term "regular" as referring to mainstream, non-LEP services, classrooms only.

7. STANDARDS AND ASSESSMENT

This chapter presents data on LEP student participation in State content and performance standards, and on State-wide assessment. The data were collected from District and School LEP and Special Education Coordinators on the District and School Mail Questionnaires. The Federal No Child Left Behind Act of 2001 (NCLB) requires that all States (1) set standards in each instructional content area for what students should know and be able to do in each grade level, and (2) assess the extent to which students are achieving those standards through the collection of objective data using tests aligned with those standards. The Act stipulates that all students must be included in State-wide testing programs, including those who are limited English proficient and those with disabilities. The NCLB Act of 2001 was signed into law in January 2002, approximately halfway through the 2001-2002 academic school year, the year in which data were collected for this study. Thus, school districts and schools were operating under the requirements of the previous legislation, the Improving America's Schools Act., which had different requirements concerning standards and assessment. The data presented in this chapter should be interpreted with this fact in mind.

A. Standards and Assessment for LEP Students

1. Are instructional services for LEP students aligned with State content/performance standards?

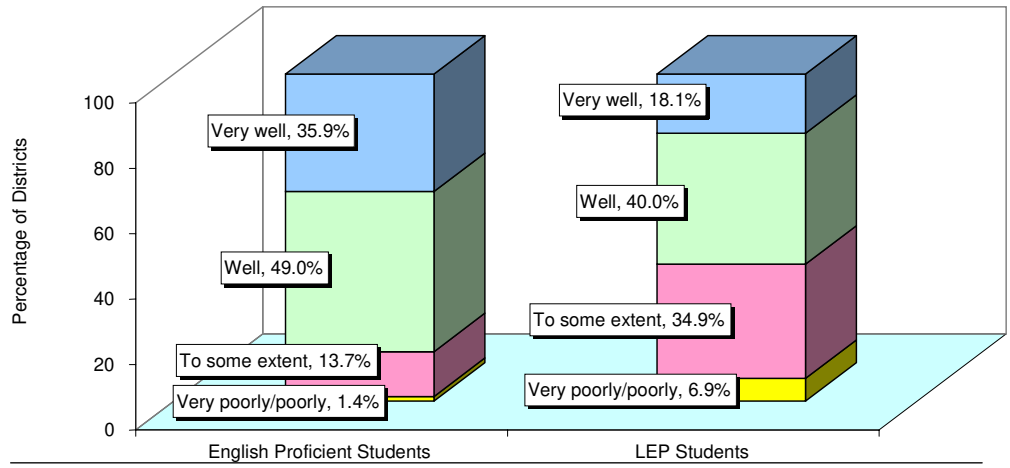
Tables E.1 to E.9

Instructional programs for LEP students are not aligned with State content/performance standards to the same extent as are instructional programs for English-proficient students. District and school LEP coordinators were asked to rate on a five-point scale the extent to which instructional programs were aligned with State content/performance standards. Data from District respondents are shown on Figure 7.1. Almost all district LEP coordinators (85.0 percent) reported that instructional programs for English proficient students were "very well" or "well" aligned with State content/performance standards. However, only approximately six of ten district respondents (58.1 percent) reported that instructional programs for LEP students were similarly aligned. Results obtained from school respondents were similar.

Coordinators in districts with very large numbers of LEP students (over 10,000) were more likely to report that programs for LEP students were "very well" or "well" aligned with State standards compared to coordinators in districts with smaller numbers of LEP students. Over 71 percent of coordinators in districts with very large

numbers of LEP students reported that their programs for LEP students were "very well" or "well" aligned with State standards.

FIGURE 7.1
Extent of Alignment of Services with State Content/Performance Standards
(District LEP Services Questionnaire)



The number of respondents who provided data on this item was from 730 to 733. The item response represented 95.8% to 96.5% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

When district LEP coordinators were asked about the extent to which State content/performance standards are applied to LEP students at the middle and high school levels, over half of the coordinators (57.2 percent) reported that the same standards were applied to LEP students as were applied to English proficient students. Another quarter of the coordinators (27.5 percent) reported that the standards were modified for middle and high school LEP students, and 13.3 percent of coordinators reported that application of standards at the secondary level was different for different groups of LEP students. Only two percent stated that standards were not applied to middle and high school LEP students.

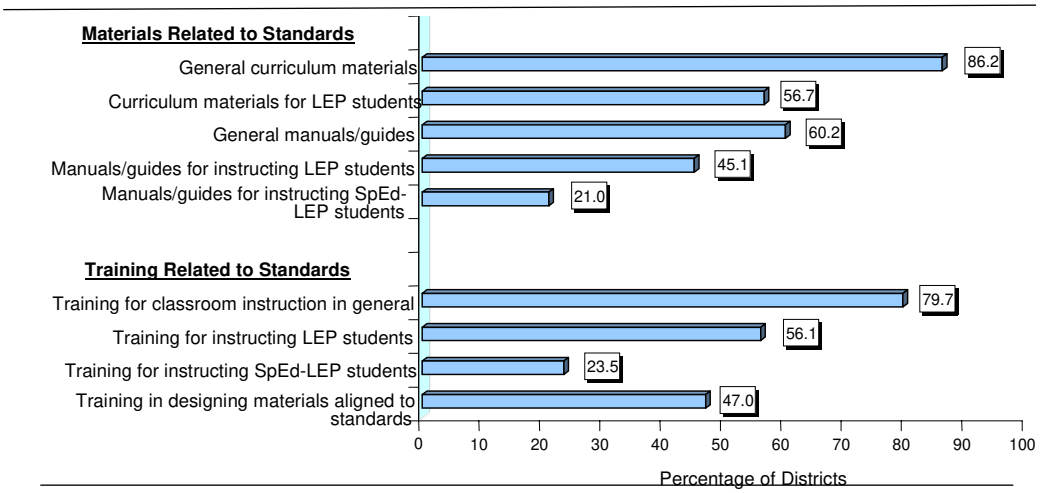
When the data on applications of standards to middle and high school LEP students were examined by the number of LEP students in a district, it was found that districts with larger numbers of LEP students were more likely to apply standards without modifications than were districts with smaller numbers of LEP students.

General curriculum materials and training are more often provided to teachers of LEP students to help them align their instruction with State standards than are curriculum materials and training specifically designed for instructing LEP students. As shown in Figure 7.2, almost all district respondents (86.2 percent) reported that general curriculum materials were provided to teachers of LEP students to help them align their instruction with State standards, while only 56.7 percent of district coordinators reported that curriculum materials for LEP students were provided to teachers of LEP students to help them align instruction. Similarly, it was reported that general manuals/guides were provided more frequently (60.2 percent of districts) to help align instruction than were manuals/guides specifically addressing instruction for

LEP students (45.1 percent of districts). In 6.6 percent of districts, coordinators indicated that no materials specific to aligning instruction with standards were provided to teachers of LEP students. A similar pattern of responses was obtained from school LEP services coordinators.

The findings obtained regarding the types of training provided to teachers to assist them in aligning their instruction with State content/performance standards parallel the findings on materials. As shown in Figure 7.2, district respondents reported that general training was provided to teachers of LEP students more frequently (79.7 percent) than training specifically related to applying standards to LEP students (56.1 percent). In 13.2 percent of districts, coordinators reported that no training on aligning instruction with standards was provided to teachers of LEP students. The findings obtained from school coordinators were similar.

FIGURE 7.2
Materials and Training Provided to Teachers of LEP Students to Help Them Align Instruction with State Content/Performance Standards
(District LEP Services Questionnaire)



The number of respondents who provided data on this item was from 738 to 740. The item response represented 97.1% to 97.5% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

2. Are LEP students included in Statewide testing programs?

Tables E.10 to E.11

LEP students generally take part in Statewide testing programs. Data from district respondents indicated that 82.0 percent of LEP students in the grades in which these tests are administered were included in their most recent Statewide tests. This statistic, however, refers to assessments in general without reference to specific content areas; it may therefore include LEP students who are tested on English language proficiency assessments and not necessarily reflect assessment on all content areas.

Larger districts were slightly more likely to test LEP students than were smaller districts. The most frequent criteria that districts used to exempt individual LEP students from Statewide tests were English proficiency (57.0 percent of districts),

length of time in U.S. schools (53.3 percent), and length of time in the U.S. (44.5 percent). (As noted earlier, these data were collected prior to the implementation of the NCLB Act of 2001.)

3. Do LEP students receive accommodations on Statewide and high stakes tests?

Tables E.12 to E.15

Respondents in 84.4 percent of districts reported the use of accommodations on Statewide tests for LEP students. Almost half of those district respondents (45.6 percent) reported that they have little discretion regarding State policy on the use of accommodations for LEP students on State tests. One-third of districts respondents (37.4 percent) reported that they have some local discretion, and 17.1 percent reported that they have a great deal of discretion in the use of accommodations for LEP students.

State Assessments: Policy on Inclusion of LEP Students Prior to NCLB

In this suburban school district, there are four types of assessments as part of the State assessment system: (1) State comprehensive assessments for accountability purposes given in reading and math at grades 3, 5 and 11; (2) a basic skills test that students need to pass in order to receive a high school diploma (the reading test for this can be taken for the first time in grade 8 and the writing test in grade 10); (3) an academic English language proficiency assessment for language minority students in grades 3 through 12; and (4) alternate assessments for students with disabilities who do not take the first two tests. LEP students are exempt from taking the state comprehensive assessments for one year after they have arrived, and they take the basic skills test if they have been in the U.S. at least one year. Newly arrived LEP students can wait as long as three years before choosing to have their basic standards test scores count toward a diploma.

One in four LEP students receives some form of accommodation on Statewide tests. District LEP services coordinators reported that the criteria used to determine which LEP students should receive accommodations included the following: levels of English proficiency (67.0 percent of districts), teacher judgment (50.8 percent), IEPs (Individual Education Plans) (45.1 percent), length of time in U.S. schools (40.9 percent), and length of time in the U.S. (31.2 percent of districts).

The most frequently cited forms of accommodations provided to LEP students on Statewide tests were extra time for completion (76.5 percent of districts), individual or small group administration (71.4 percent), items read aloud to students in English (51.9 percent), use of dictionaries (44.9 percent), and interpretation of test directions in the students' native language (32.2 percent).

The majority of school districts do not offer alternate/alternative testing to LEP students. Alternate or alternative testing refers to the use of other tests or separate assessments (e.g., observations, portfolio assessments, performance assessments) that are used in place of the standard tests/assessments when those are determined to be not appropriate for the student due to his/her status as, e.g., a LEP student or special education student. District LEP services coordinators reported on the use of alternate/alternative testing based on the policies and procedures in place during the 2001-2002 school year, i.e., just prior to the implementation of testing requirements under the NCLB Act. The data indicated that an estimated 10.7 percent of LEP students received alternate/alternative testing in English language arts, an estimated 8.7 percent of LEP students received such testing in mathematics, and an estimated 3.6 percent received alternate/alternative testing in social studies and science. Based

on the data from the district LEP services coordinators, in 71.8 percent of districts with LEP students there was no alternate/alternative testing of LEP students in English language arts; in 74.8 percent of districts, there was no alternate/alternative testing of LEP students in mathematics; and for social studies and science, coordinators in 88.4 percent and 88.5 percent, respectively, of districts, reported that no LEP students received alternate/alternative testing.

Accommodations on State Tests: Approaches for LEP Students Prior to NCLB

In this large city school district, LEP students may be exempted from testing if they have been in the U.S. for less than two years. However, if a student is exempt from the state assessment, an alternate test in the native language must be administered. Generally, the school district does not recommend exempting LEP students, regardless of English proficiency. Several types of accommodations may be made for LEP students on the state assessment. For example, LEP students are permitted to use dictionaries and are given extra time to complete the test. In addition, a bilingual test proctor is used so that test directions can be read to students in their native languages. Test items, however, cannot be translated. Groups of LEP students also may be tested in rooms other than those where mainstream students are tested.

In addition to questions about Statewide testing, district LEP services coordinators were asked about how high stakes tests (high school exit exams and grade promotion tests) were applied to middle and high school LEP students. Almost half of the coordinators (44.7 percent) reported that middle and high school LEP students took the same tests but with accommodations (such as extra time, English dictionaries, and translators) provided. Another third (33.9 percent) reported that the same tests are given with no changes, modifications, or accommodations. Another 17.0 percent reported that there were different testing rules for different groups of students, but only 4.5 percent reported that middle and high school LEP students took different tests or were exempted from high stakes tests.

When the data were examined by the number of LEP students in a district, it was noted that those districts with larger numbers of LEP students were more likely to give their middle and high school LEP students the same tests as other students with no changes, modifications, or accommodations, than were districts with smaller numbers of LEP students. Districts with smaller numbers of LEP students were more likely to administer the same tests with accommodations for their middle and high school LEP students.

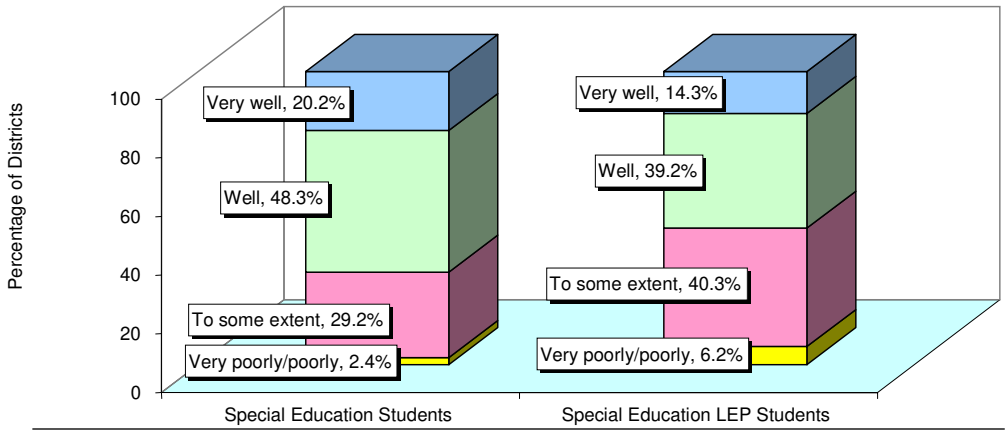
B. Standards and Assessment for Special Education LEP Students

1. Are instructional services for Special Education LEP (SpEd-LEP) students aligned with State content/performance standards?

Tables E.16 to E.22

Instructional programs for SpEd-LEP students are not aligned with State content/performance standards to the same extent as are instructional programs for special education students in general. As shown in Figure 7.3, two-thirds of district special education coordinators (68.5 percent) reported that instructional programs for special education students were "very well" or "well" aligned with State content/performance standards, while only a little more than half of those coordinators (53.5 percent) reported that programs for SpEd-LEP students were similarly aligned with State standards.

FIGURE 7.3
Extent of Alignment of Services with State Content/Performance Standards for Special Education Students
(District Special Education Services Questionnaire)

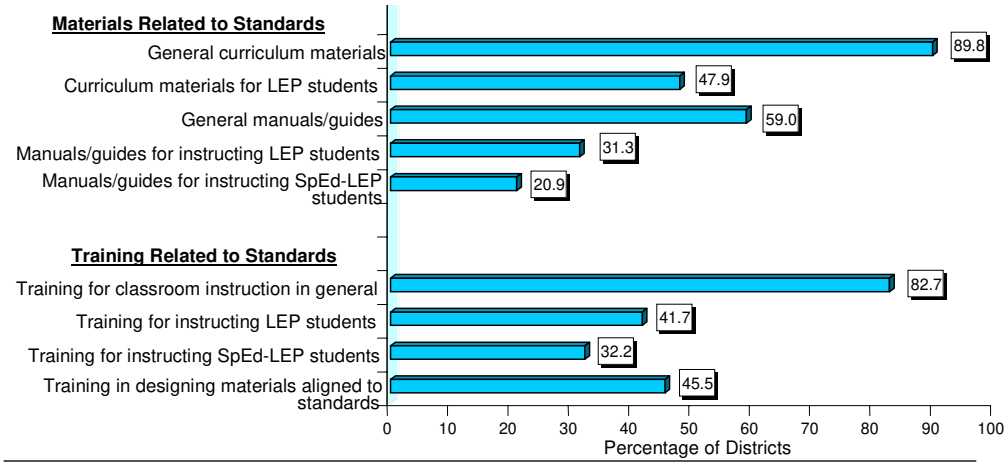


The number of respondents who provided data on this item was from 494 to 495. The item response represented 97.1% to 97.2% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

General curriculum materials and training are more often provided to teachers to align instruction with State standards than are curriculum materials and training for LEP or SpEd-LEP students. As shown in Figure 7.4, almost all district special education coordinators (89.8 percent) reported that general curriculum materials were provided to teachers of SpEd-LEP students to help them align instruction with State standards, while only 47.9 percent of coordinators reported that materials for LEP students were provided. The coordinators also reported that general manual/guides for applying standards in the classroom were provided to teachers of SpEd-LEP students in 59.0 percent of districts; manuals/guides for applying standards for instructing LEP students were provided to teachers of SpEd-LEP students in 31.3 percent of districts; and manuals/guides for applying standards for instructing SpEd-LEP students were provided to teachers of SpEd-LEP students in 20.9 percent of districts. No materials specific to aligning instruction with standards were provided to teachers of SpEd-LEP students in 4.0 percent of districts.

Similar findings were obtained with respect to training provided to teachers of SpEd-LEP students. As shown in Figure 7.4, many district coordinators (82.7 percent) reported that general training was provided to teachers of SpEd-LEP students to help apply State standards to classroom instruction. However, only 41.7 percent of district coordinators reported that training was provided to teachers of SpEd-LEP students in applying standards to instructing LEP students, and 32.2 percent reported that training was given in applying standards to instructing SpEd-LEP students. In 10.0 percent of districts, there was no training provided to teachers of SpEd-LEP students in aligning instruction to standards.

FIGURE 7.4
Materials and Training Provided to Teachers of Special Education LEP Students to Help Them Align Instruction with State Content/Performance Standards
(District Special Education Services Questionnaire)



The number of respondents who provided data on this item was from 492 to 495. The item response represented 96.7% to 97.0% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

2. Are SpEd-LEP students included in Statewide testing programs?

Tables E.23 to E.25

SpEd-LEP students are generally required to participate in Statewide testing. The data provided by district special education coordinators indicated that 75.4 percent of SpEd-LEP students in the grades in which students were tested were included in the most recent Statewide testing. The coordinators also indicated the criteria used to exempt SpEd-LEP students from testing. Three-fourths (75.3 percent) of the district coordinators indicated that exemptions from testing were based on the IEP. In addition, specific criteria used to exempt SpEd-LEP students from testing included: severity of the disability (45.3 percent of districts), level of English proficiency (38.0 percent of districts), length of time in U.S. schools (32.9 percent of districts), and length of time in the U.S. (29.0 percent of districts).

The responses of the district special education coordinators indicated that test data for SpEd-LEP students are most often combined with other data. In 37.4 percent of districts, SpEd-LEP student data are reported combined with data for other special education students; in 26.9 percent of districts, the data are combined with data for special education and for LEP students; in 26.0 percent of districts, the SpEd-LEP data are reported combined with data for all students. Coordinators in only 4.4 percent of the districts indicated that the SpEd-LEP data are reported separately.

3. Do SpEd-LEP students receive accommodations on Statewide and high stakes tests?

Tables E.26 to E.29

States have policies on the use of accommodations on Statewide tests for special education students. These State policies, however, do not always specifically address the needs of SpEd-LEP students. Almost all district coordinators (98.1 percent) reported that their States had a policy on the use of accommodations for special

education students on Statewide tests, but less than one-half of those district coordinators (40.8 percent) reported that their States had such a policy specifically for SpEd-LEP students. In those States that did have policies on accommodations for SpEd-LEP students, 34.5 percent of district coordinators reported that they had little local discretion within that policy, 37.9 percent reported that they had some local discretion, and 27.6 percent reported that they had a great deal of local discretion.

The majority of SpEd-LEP students receive accommodations on Statewide tests. Of the SpEd-LEP students who took the most recent Statewide tests, 60.3 percent received some form of accommodation. SpEd-LEP students in districts with the largest numbers of LEP students (10,000 or more) were less likely to receive accommodations on Statewide tests (50.5 percent of SpEd-LEP students) than were SpEd-LEP students in districts with less than 10,000 LEP students (64.7 percent of SpEd-LEP students). Almost all district coordinators reported that determination of whether a SpEd-LEP student received some form of accommodation was based on the student's IEP. Other criteria used were: severity of disability (43.6 percent of districts), level of English proficiency (33.0 percent of districts), teacher judgment (30.9 percent), and type of disability (29.9 percent). The finding that disability is more important in determining accommodations than is level of English proficiency may be linked to the finding on policies on use of accommodation. That is, accommodations are more often defined for special education alone and not for SpEd-LEP students specifically.

The most frequent types of accommodation provided by districts to SpEd-LEP students were: individual or small group administration (86.7 percent of districts), extra time to complete the test (81.0 percent), test being read aloud to students in English (69.5 percent), use of a scribe (34.3 percent), interpretation of directions into students' native languages (32.0 percent), assistive technology (24.5 percent), and use of dictionaries (20.4 percent of districts).

Approximately one-quarter of SpEd-LEP students receive alternate or alternative testing, as opposed to the regular Statewide examinations. Almost one-quarter (22.8 percent) of SpEd-LEP students were reported to have received alternate/alternative testing in English language arts; 20.2 percent received alternate/alternative testing in math; and 14.5 percent received alternate/alternative testing in each of social studies and science.

When asked about the administration of high stakes tests (high school exit exams and grade promotion tests) to SpEd-LEP students at the middle and high school levels, two-thirds of district special education coordinators (63.0 percent) reported that SpEd-LEP students took the same tests with accommodations (extra time, use of English dictionaries, translators). A quarter of respondents (22.9 percent) stated that their districts had different rules for different groups of SpEd-LEP students and for different tests. A small group (7.1 percent) reported that middle and high school SpEd-LEP students took different tests or were exempted from high stakes tests.

8. CHARACTERISTICS AND TRAINING OF INSTRUCTIONAL STAFF

Data on the characteristics and training of instructional staff were collected from mail surveys of school LEP and special education coordinators, and directly from teachers and instructional aides in the on-site data collection. The mail surveys collected data on teachers and aides who taught at least one LEP or one SpEd-LEP student. Background questionnaires were completed by teachers and aides within the on-site districts who taught three or more LEP students. In the on-site data collection, background questionnaires were also completed by district administrators who spent at least twenty percent of their time on planning, managing, or supporting programs for LEP and/or SpEd-LEP students.

A. What Are the Characteristics of Teachers Who Provide Services for LEP Students?

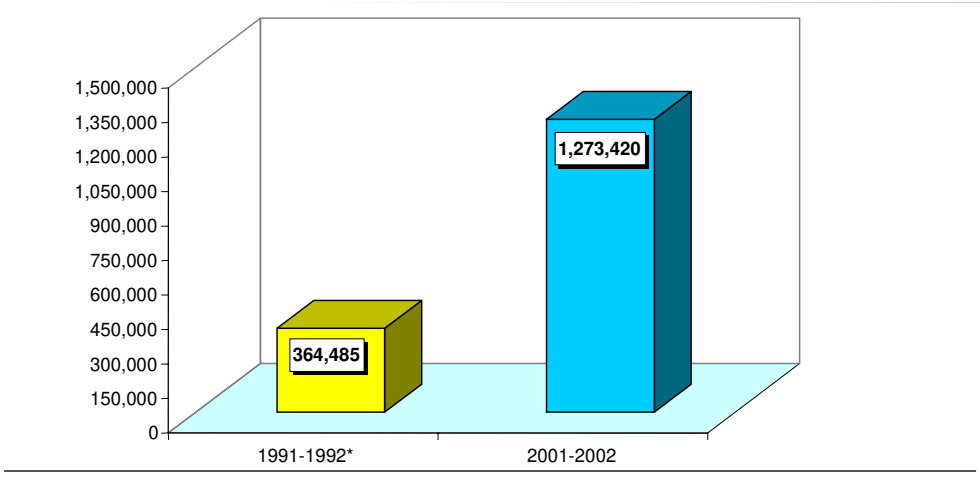
1. How many teachers work with LEP students?

Tables F.1 to F.9

There has been a dramatic increase in the number and percentage of public school teachers who teach at least one LEP student. An estimated 1,273,420 public school teachers instructed LEP students in Grades K-12 during the 2001-2002 school year. This number is 3.5 times as large as the number reported in the previous Descriptive Study; an estimated 364,485 teachers of LEP students were reported for the 1991-1992 school year (see Figure 8.1).

Viewing the data in terms of the percentage of all public school teachers, teachers working with at least one LEP student increased from 15 percent of all teachers in 1991-1992 to 42.6 percent in 2001-2002 (based on NCES' Common Core of Data, 2001-2002 estimate of 2,988,379 teachers in public schools). In other words, over four in ten public school teachers across the country instruct at least one LEP student. Given that the number of LEP students has increased by a factor of approximately two over the 10-year interval, and that the number of teachers in the same period increased by a factor of 3.5, these data suggest that LEP students are spread to a greater extent across schools and across classes within schools than was the case ten years ago.

FIGURE 8.1
Numbers of Teachers Serving LEP Students in 1991-1992* and 2001-2002
(School LEP Services Questionnaire)



The number of respondents who provided data on this item was 1,937. The item response represented 93.6% of the weighted cases on this form. The responses were weighted at the item level to be nationally representative.
* Data from Fleischman and Hopstock (1993).

2. What are the academic backgrounds and certification of teachers of LEP students?

Tables F.10 to F.14

According to school LEP coordinators, 5.6 percent of teachers who instructed at least one LEP student had a Master's or doctoral degree in a relevant field, and 23.2 percent had bilingual education, ESL, or other LEP certification. On the other hand, 9.8 percent were working with provisional teaching certification.

A Teacher of LEP Students: Mr. Smith, High School Technology Education Teacher

Mr. Smith, a technology education teacher in a medium size school district, teaches 120 high school students during each week. Of these students, 24 are LEP, 18 are proficient in both English and another language, and the remaining 72 speak English only. He conducts his classes entirely in English, and does not speak the native language of any of his LEP students. Mr. Smith has four years of teaching experience, including two years with his current district and school. He has taught LEP students and students with disabilities for two years. Mr. Smith has a bachelor's degree and the relevant grade and subject area certifications. During the past five years, he has received three hours of training related to the teaching of LEP students and three hours related to the teaching of students with disabilities.

■ **According to data from teachers, almost half of teachers of three or more LEP students have an advanced degree and almost all have teaching certification.** An estimated 45.8 percent of teachers of three or more LEP students reported that they had at least a Master's degree, while 53.7 percent have a Bachelor's degree, and 0.5 percent have an Associate's degree. An estimated 97.6 percent hold one or more teaching certifications; 18.1 percent hold an English as a Second Language (ESL) certification and 11.1 percent hold bilingual education certification. An estimated 77.4 percent of teachers of three or more LEP students who described their primary teaching responsibility as ESL reported that they held an ESL certification, and 87.8 percent of teachers who described their primary teaching responsibilities as special education held special education certification.

3. What is the classroom experience and training of teachers of LEP students?

Tables F.15 to F.27

According to school LEP coordinators, an estimated 45.3 percent of teachers of LEP students had at least three years of experience working with LEP students; also, 46.4 percent had received in-service or other training related to LEP students within the previous two years, and 19.4 percent had received in-service or other training related to LEP students with disabilities within the previous two years. Of teachers who work with LEP students, 13.1 percent were new to their schools in the 2001-2002 school year. Schools with more than 30 LEP students had higher percentages of new teachers than schools with fewer than 30 LEP students.

A Teacher of LEP Students: Mrs. Martinez, First Grade Teacher

Mrs. Martinez is a first grade teacher has been teaching in this large city school district for three decades. Her class is composed of 20 students, 7 of whom are LEP. Mrs. Martinez is fluent in Spanish but rarely uses this language with her students. She holds a bachelor's degree and has a certification in bilingual education. Every year in the school district, several hours are devoted to teacher training related to instruction of LEP students. In the last school year she received 20 hours of such training covering the areas of language acquisition theory, effective practices for instructing LEP students, teaching English to LEP students, and teaching reading and writing to State standards. In addition, she also received two hours of training concerning instruction for SpEd-LEP students.

According to the background data provided by teachers, teachers of three or more LEP students had a median number of 9.0 years of teaching experience at the K-12 level; 7.0 years of teaching experience at their current districts; 4.0 years of experience at their current school; and 6.0 years of experience teaching LEP students.

Six in ten of teachers who work with at least three LEP students reported that they had in-service training specifically related to the teaching of LEP students in the past five years. There were 61.8 percent of teachers of three or more LEP students that reported receipt of training related to the teaching of LEP students within the past five years. Overall, teachers of at least three LEP students reported a median of 4.0 hours of training over the past five years (the median included those with no training). Elementary school teachers reported that they received more training than middle school or high school teachers. Elementary school teachers received a median of 6.0 hours of training related to the teaching of LEP students; middle school teachers received 2.0 hours; and high school teachers received 3.0 hours. The content of the training, as reported by teachers, was:

Effective practices for instructing LEP students	82.3 percent of teachers
Cultural differences and implications for instruction	74.9 percent
Language acquisition theory	50.8 percent
Teaching English to LEP students	47.1 percent
Teaching other content areas to LEP students	37.6 percent
Teaching native language arts to LEP students	15.8 percent

In addition, approximately half of teachers of three or more LEP students reported that they received in-service training related to teaching SpEd-LEP students in the past five years. Higher percentages of middle and high school teachers (54.6 and 54.8 percent, respectively) reported that they received such training than did elementary school teachers (44.0 percent).

Table 8.1 provides more detail about the amount of in-service training received by teachers of LEP students. For teachers of three or more LEP students, the table describes the number of hours of in-service training in the previous five years related to the teaching of: (1) LEP students; (2) students with disabilities; and (3) LEP students with disabilities.

TABLE 8.1
In-Service Training Provided to Teachers of LEP Students That is Related to LEP Students, Students with Disabilities, and LEP Students with Disabilities
(Teacher Background Questionnaire)

	Percentage of Teachers with In-Service Training in the Past Five Years Related to the Teaching of:		
Hours of training	**LEP Students**	**Students with Disabilities**	**LEP Students with Disabilities**
0	39.9%	52.9%	82.4%
1-9	20.8	23.3	12.7
10-19	9.9	9.6	2.4
20-49	15.4	9.1	1.8
50-99	7.0	3.0	0.5
100+	7.0	2.0	0.1
Total	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was from 3,996 to 4,041. The item response represented 94.7% to 95.9% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

In order to further understand the training backgrounds of teachers of LEP students, a dichotomous variable was created to indicate whether or not teachers had "significant LEP training." A teacher was considered to have "significant LEP training" if the teacher: (1) had bilingual education certification; or (2) had English as a Second Language (ESL) certification; or (3) had received 20 or more hours of in-service training related to the teaching of LEP students in the previous five years.

As shown in Table 8.2, 40.2 percent of teachers of three or more LEP students were rated as having "significant LEP training." The following groups of teachers were more likely to have "significant LEP training": (1) teachers in districts with large numbers of LEP students; (2) teachers in schools with large numbers of LEP students; (3) teachers who taught large numbers of LEP students; (4) teachers in elementary schools; (5) ESL teachers; and (6) teachers who spoke a non-English language spoken by their LEP students.

TABLE 8.2
Teachers of At Least 3 LEP Students With Significant LEP Training*
(Teacher Background Questionnaire)

Percentage of Teachers of At Least 3 LEP Students with Significant LEP training: 40.2%

Number of LEP students in teacher's district:	Percentage of Teachers	Level of School of Teacher:	Percentage of Teachers
1-24 LEP students	10.8%	Elementary	49.0%
25-99	15.5	Middle	28.5
100-999	23.0	High	38.4
1,000-9,999	48.4	Multi-level	28.9
10,000+	54.4		
Number of LEP students in teacher's school:	**Percentage of Teachers**	**Primary responsibility of teacher:**	**Percentage of Teachers**
1-9 LEP students	14.8%	Multi-subject	48.3%
10-29	30.1	Single subject/content	25.4
30-99	25.7	ESL	90.4
100-299	50.2	Special education	35.6
300+	53.3	Resource	38.1
		Other	31.9
Number of LEP students teacher instructs:	**Percentage of Teachers**	**Teacher's knowledge of a non-English language spoken by his/her LEP students:**	**Percentage of Teachers**
3 LEP students	27.9%		
4-5	21.9		
10-14	35.4	Does speak	63.2%
15-24	58.6	Does not speak	25.3
25-39	55.5		
40-79	61.3		
80+	56.4		

*Significant LEP training was defined as having received at least 20 hours of in-service training on the teaching of LEP students during the past five years or having either English as a Second Language or bilingual education certification.

The number of respondents who provided data on this item was from 3,873 to 3,999. The item response represented 93.1% to 95.3% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

4. What are the language abilities and language use patterns of teachers of LEP students?

Tables F.28 to F.35

A Teacher of LEP Students: Mrs. Wang, ESL Teacher

Mrs. Wang is a 6th grade ESL teacher. She has been teaching in a large city school district for 17 years. During the week, she teaches 66 LEP students, one of whom has a disability. She can speak Cantonese and Mandarin, languages which some of her students also speak. However, she rarely uses these languages during class. Mrs. Wang holds a Master's degree and has a certification in bilingual education. In the past five years, she has received 20 hours of in-service training covering cultural differences and implications for instruction, language acquisition theory, effective practices for instructing LEP students, teaching English to LEP students, teaching native language arts to LEP students, and teaching other content areas to LEP students. She has had no training concerning instructing students with disabilities.

According to school LEP services coordinators, of teachers who instructed at least one LEP student, 14.0 percent were fluent speakers of a non-English language that was the native language of LEP students, and 10.7 percent came from a non-English language background.

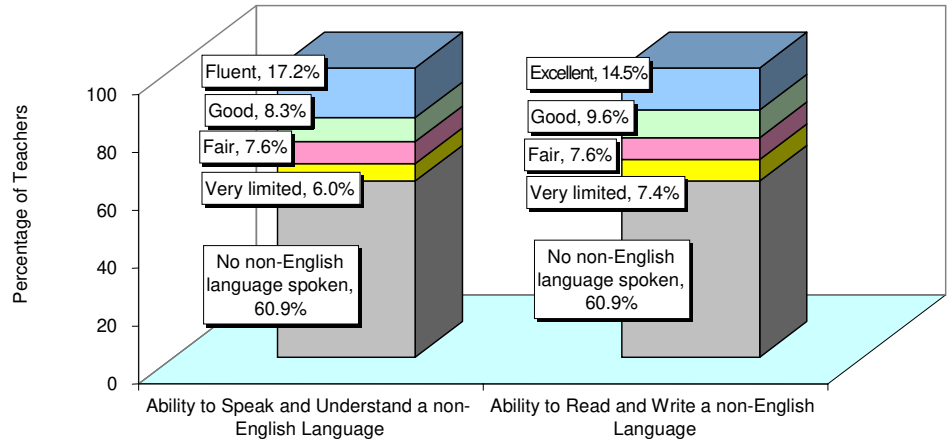
- **According to data from teachers, four in ten teachers who teach three or more LEP students reported that they speak a non-English language that is the native language of their students.** Overall, 39.1 percent of teachers who instructed at least three LEP students reported that they spoke a native language of their students. By far, the most frequent language spoken by teachers of LEP students was reported to be Spanish (92.0 percent of those teachers reporting proficiency in a native language of their students).

- **Only approximately one-quarter of teachers of three or more LEP students speak, understand, read, and write the native language of their LEP students in a proficient manner.** Of all teachers of three or more LEP students, 25.5 percent described their ability to speak and understand the language of the largest numbers of their LEP students as "fluent" or "good," and 24.1 percent described their ability to read and write as "excellent" or "good," as opposed to "fair' or "very limited" (see Figure 8.2). The data also showed that a greater percentage of teachers at the elementary level than at the other school levels tended to describe their abilities as "good" or better.

Of those teachers of three or more LEP students who spoke a non-English language spoken by their LEP students, 26.0 percent reported that they used the non-English language "a significant amount (25 percent or more)" as part of their instruction; 31.8 percent reported that they used the non-English language to "some extent (2-24 percent)"; and 42.2 percent reported that the extent they used the non-English language was "little or none (less than 2 percent of instruction)." Teachers at schools with larger numbers of LEP students tended to use the non-English language of their students for instruction to a greater extent than teachers at schools with smaller numbers of LEP students.

Examining these same data as a percentage of all teachers of three or more LEP students, 10.1 percent use their LEP students' native language for instruction "a significant amount", and 12.4 use the native language to "some extent".

FIGURE 8.2
Non-English Language Abilities of Teachers Who Teach Three or More LEP Students
(Teacher Background Questionnaire)



The number of respondents who provided data on this item was from 4,148 to 4,149. The item response represented 98.9% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

B. What Are the Characteristics of Instructional Aides/ Paraprofessionals Who Work With LEP Students?

1. How many instructional aides work with LEP students?

Tables F.36 to F.47

The number of aides who work with at least one LEP student increased dramatically from the data reported for the 1991-1992 school year. An estimated 204,553 instructional aides work with LEP students in Grades K-12 in public schools across the country. This number is three times as large as the 67,795 aides reported working with LEP students in the previous Descriptive Study in 1991-1992 (see Figure 8.3).

2. What are the academic backgrounds and certification of instructional aides serving LEP students?

Tables F.48 to F.50

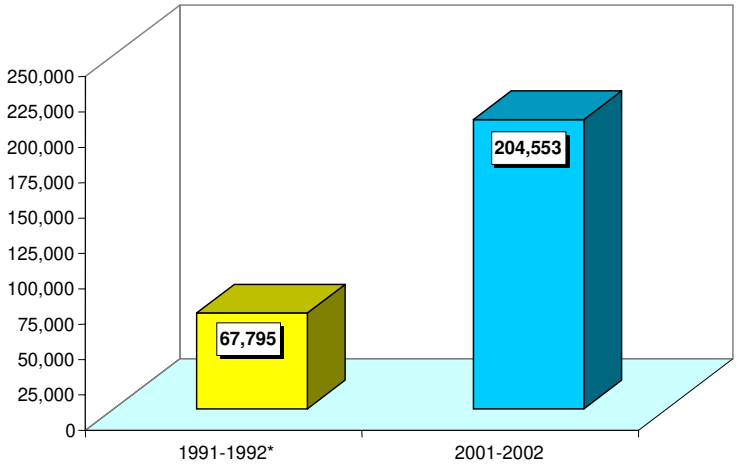
School LEP coordinators estimated that of instructional aides who work with at least one LEP student, 5.0 percent had bilingual education, ESL, or other LEP certification, and 1.6 percent had provisional teaching certification.

One-quarter of aides who work with at least three LEP students hold a Bachelor's degree. Data from aides indicated that a total of 27.7 percent held a Bachelor's degree; another 49.5 percent held an Associate's degree or had some college; and 21.8 percent were high school graduates or held a GED certificate. High school aides reported more education than did elementary school aides.

An Aide Serving LEP Students: Ms. Snow, Kindergarten Aide

Six years ago after obtaining some college level education, Ms. Snow started at this small suburban school district as an aide for a kindergarten class. There are 27 students in her class, all of whom are LEP from mostly Spanish-speaking homes. Ms. Snow, however, does not speak Spanish. In the past five years she has not received any in-service training on the teaching of LEP students or those with disabilities.

FIGURE 8.3
Number of Instructional Aides Serving LEP Students in 1991-1992* and 2001-2002
(School LEP Services Questionnaire)



The number of respondents who provided data on this item was 1,960. The item response represented 94.5% of the weighted cases on this form. The responses were weighted at the item level to be nationally representative.
* Data from Fleischman and Hopstock (1993).

3. What is the classroom experience and training of instructional aides working with LEP students?

Tables F.51 to F.60

An Aide Serving LEP Students: Mrs. Duval, Multilingual High School Aide

Mrs. Duval has been a regular classroom aide for grades 9 through 12 in an urban school district for the last 8 years. During the week, she works with 22 LEP students, many of whom are speakers of Creole. Mrs. Duval is fluent in French and Haitian Creole, and uses a significant amount of Haitian Creole with her students. She holds a Bachelor's degree in Business, and a Master's degree in Education. In the past five years she has received 20 hours of in-service training regarding the teaching of LEP students.
.

School LEP coordinators indicated that 39.9 percent of aides who worked with LEP students had received in-service or other training related to LEP students within the previous two years, and 23.6 percent had received in-service or other training related to LEP students with disabilities within the previous two years.

Data reported by instructional aides/paraprofessionals indicated that those who worked with three or more LEP students had a median number of 4.0 years of experience as a classroom aide. Middle school aides had more years of experience than aides who worked in elementary or high schools.

- **Four in ten aides (40.9 percent) who worked with at least three LEP students reported that they received in-service training specifically related to the teaching of LEP students in the past five years.** The data indicated that elementary school aides were more likely to receive such in-service training than were middle school or high school aides.

4. What are the language abilities and language use patterns of instructional aides serving LEP students?

Tables F.61 to F.68

School LEP services coordinators estimated that of aides serving at least one LEP student, 40.0 percent were fluent speakers of a non-English language that was the native language of LEP students, 37.5 percent read a non-English language used by LEP students, and 36.6 percent came from a non-English language background.

■ **Six in ten aides (60.3 percent) who work with at least three LEP students reported that they spoke a non-English language that was the native language of their students.** By far, the most frequent language spoken by aides who work with LEP students was reported as Spanish.

Of those aides who worked with three or more LEP students, 53.4 percent described their ability to speak and understand the language of the largest numbers of their LEP students as "fluent" or "good," and 49.4 percent described their ability to read and write as "excellent" or "good," as opposed to "fair' or "very limited." These data indicate that proportionally, twice as many aides as teachers report proficiency in use of the native language of their LEP students.

Of those aides who worked with at least three LEP students, and who spoke a non-English language of their LEP students, 44.5 percent reported that they used the non-English language "a significant amount (25 percent or more)" as part of their instruction; 36.5 percent reported that they used the non-English language to "some (2-24 percent)" extent; and 19.0 percent reported that the extent they used the non-English language was "little or none (less than 2 percent of instruction)."

Considering the responses of all aides who worked with at least three LEP students, 27.0 percent reported that they used their LEP students' native language a significant amount, and 22.1 percent reported that they used the native language to some extent. These data indicate that aides are more than twice as likely as teachers of at least three LEP students to report significant use of their LEP students' native language for instruction.

An Aide Serving LEP Students:
Mrs. Asuncion,
Bilingual High School Aide

In this mid-size school district, more than 50 percent of the students are Hispanic. Ms. Asuncion is a native Spanish-speaking instructional aide for grades 9 through 12. She has had some college level education, and has been working in the migrant and bilingual education program since she joined the district seven years ago. Of the 40 students that she instructs during the week, 30 are LEP from mainly Spanish-speaking homes. Ms. Asuncion uses a significant amount of Spanish with her students. She has not received any in-service training on teaching LEP students or students with disabilities.

C. What Are the Characteristics of District Staff Who Work With Programs for LEP Students?

1. What are the academic backgrounds and certification of district staff who work with programs for LEP students?

Tables F.69 to F.70

■ **Almost all district administrators who work on programs for LEP students have a graduate degree**. Overall, 87.7 percent of district administrators whose job responsibilities involved at least 20 percent of their time on planning, managing, or

supporting programs for LEP students reported that they had a Master's or Doctoral degree. Administrators in districts with large numbers of LEP students were slightly more likely to hold such a degree than administrators in districts with smaller numbers of LEP students.

Virtually all district administrators who work on programs for LEP students hold an administrative or teaching certification. Only 4.0 percent of district administrators held no certification. The most frequent types of certification held by administrators were administrator/principal (62.0 percent), grade level (40.0 percent), subject area (35.6 percent), ESL (31.1 percent), special education (26.6 percent), and bilingual education (14.6 percent).

2. What is the experience and training of district staff who work with programs for LEP students? *Tables F.71 toF.79*

District administrators involved in programs for LEP students reported that they had extensive general teaching and administrative experience, but less experience in teaching LEP students and planning, managing, and supporting programs for these students. The median number of years of experience was as follows:

Teaching at the PK-12 level	11 years
Teaching LEP students	2 years
Managing/working with programs at the district level	6 years
Managing/working with LEP programs at the district level	3 years

Most district administrators who work on programs for LEP students have attended in-service training in the recent past. Over the past five years, 79.0 percent of district administrators whose job responsibilities involved devoting 20 percent or more of their time on LEP programs received in-service training related to the instruction of LEP students. The median number of hours of in-service training received was 24 hours. Administrators from districts with larger numbers of LEP students were more likely to receive training, and received more hours of training.

Administrators reported that the most frequent areas of training were:

Effective practices for instructing LEP students	87.2 percent
Cultural differences and implications for instruction	83.6 percent
Language acquisition theory	74.3 percent
Teaching English to LEP students	62.8 percent
Teaching content areas to LEP students	52.9 percent
Special education for LEP students with disabilities	38.6 percent
Teaching native language arts to LEP students	22.7 percent

3. What are the language abilities of district staff who work with programs for LEP students?

Tables F.80 to F.83

Approximately half of district level administrators who work at least 20 percent of their time on programs for LEP students speak a language that is the native language of one or more LEP students in their district. Administrators in districts with 1,000 or more LEP students were almost twice as likely to share a non-English language with their LEP students as administrators in districts with less than 1,000 LEP students. Of all district staff who work with LEP programs, 22.0 percent reported that they are fluent in the non-English language that they share with the largest number of their LEP students; another 18.1 percent reported that their oral proficiency is "good" or "fair," and the remaining 59.8 percent reported that their oral proficiency is either very limited or they do not speak the language.

Similar findings were found for administrators' ability to read and write in the non-English language they share with the largest number of their LEP students. Of all district staff who working with LEP programs, 15.9 percent reported that their reading and writing ability in the non-English language they share with the largest number of their LEP students was "excellent;" another 27.8 percent said their reading and writing ability was "good" or "fair;" and the remaining 56.3 percent reported that their ability was "very limited" or that they did not know the language.

D. What Are the Characteristics of Teachers Who Provide Services for Special Education LEP (SpEd-LEP) Students?

1. How many teachers work with SpEd-LEP students?

Tables F.84 to F.87

An estimated 729,603 teachers in public schools in the U.S. work with at least one SpEd-LEP student. This number represents 24.4 percent of all public school teachers who teach grades K-12.

District special education coordinators reported that three-quarters of districts lack at least to some extent sufficient numbers of teachers with the necessary qualifications to serve special education students who are LEP. Coordinators in districts with larger numbers of LEP students were more likely to report a lack of sufficient numbers of qualified teachers for their SpEd-LEP students than coordinators in districts with smaller numbers of LEP students.

2. What are the educational backgrounds and certification of teachers who provide services for Sp-Ed-LEP students?

Table F.88

According to school special education coordinators, of those teachers who serve at least one SpEd-LEP student, 20.3 percent were certified in bilingual education, ESL, or a related area, 22.1 percent were certified in special education, and 5.5 percent had a Master's or Doctoral degree in a field related to instruction of SpEd-LEP students. However, 8.4 percent were working with provisional teaching certification.

Teacher data collected from teachers who work with three or more LEP students and who describe their primary teaching responsibility as special education indicated that special education certification was held by 87.8 percent of these teachers. Over half (53.9 percent) had a graduate degree. Among these special education specialists, 11.4 percent held ESL certification, and 2.3 percent were certified in bilingual education.

3. What is the experience and training of teachers who provide services for SpEd-LEP students?

Tables F.89 to F.90

According to school special education coordinators, of those teachers who work with at least one SpEd-LEP student, 45.3 percent had at least three years of experience working with LEP students, and 35.3 percent had at least three years of experience working with SpEd-LEP students. Also, of these teachers, 45.4 percent had received in-service or other training related to LEP students in general within the past two years, and 25.6 percent had received in-service or other training specific to working with SpEd-LEP students within the past two years.

A Teacher of SpEd-LEP Students: Ms. Johns, High School Special Education Teacher

Ms. Johns, a special education teacher in a large school district, teaches 40 special education students each week. Of these students, three are LEP, six speak English and another language proficiently, and the remaining 31 students speak English only. She teaches her classes in English only, and does not speak the native language of any of her LEP students. Ms. Johns has taught for three years, all of which she has spent at her current district and school. During each of these years she has instructed SpEd-LEP students. Ms. Johns has a Bachelor's degree and certification in teaching special education. In terms of training over the past five years, she has received 30 hours of training related to teaching students with disabilities and no training focused on instructing SpEd-LEP students.

Data from teachers indicated that six in ten of teachers (60.5 percent) who worked with at least three LEP students and whose primary teaching responsibility was special education had received in-service training related to the teaching of LEP students in the past five years. The median number of hours of this training received by all such teachers in the past five years was 3 hours (the median included those with no training). The background data reported by these teachers also indicated that almost all (94.3 percent) had received in-service training related to the teaching of students with disabilities in the past five years. The median number of hours of this training received by all such teachers was 40 hours. The median number of hours of in-service training received in the past five years by these teachers related to the teaching of SpEd-LEP students was zero.

4. What are the language abilities of teachers serving SpEd-LEP students?

According to school special education coordinators, of those teachers who work with at least one SpEd-LEP student, 14.0 percent were fluent speakers of a non-English language that was the native language of SpEd-LEP students, 12.5 percent read a non-English language used by SpEd-LEP students, and 11.1 percent came from a non-English language background.

E. What Are the Characteristics of Instructional Aides Who Provide Services to Special Education LEP Students?

1. How many instructional aides work with Special Education LEP students?

Tables F.91 to F.93

The Descriptive Study estimated that a total of 156,292 instructional aides worked with at least one SpEd-LEP student in public schools across the country in 2001-2002.

2. What are the educational backgrounds and certification of instructional aides who work with special education LEP students?

Table F.94

According to school special education coordinators, of those instructional aides who work with at least one SpEd-LEP student, 5.9 percent have bilingual education, ESL, or other LEP certification, 6.8 percent are certified in special education, and 2.3 percent have provisional teaching certification.

Among aides who worked with three or more LEP students and who described their primary responsibility as a special education aide, 39.4 percent reported that they had at least a Bachelor's degree, 46.5 percent had some college or an Associate's degree, and 14.0 percent had a high school diploma or GED.

3. What is the experience and training of instructional aides who work with special education LEP students?

Tables F.95 to F.97

According to school special education coordinators, of those instructional aides who work with at least one SpEd-LEP student, 43.4 percent had received in-service or other training related to LEP students in general within the past two years, and 29.3 percent have received in-service or other training specific to working with SpEd-LEP students within the past two years.

One quarter of classroom aides (26.5 percent) who worked with at least three LEP students and whose primary responsibility was as special education aides reported that they had received in-service training in the past five years on the teaching of LEP students. On the other hand, 62.0 percent of these aides reported that they had received in-service training in the past five years on the teaching of students with disabilities. The median number of hours of such training was 6 hours (the median included those with no training), with elementary school aides receiving more hours of training than middle and high school aides. Of these hours, a median of zero hours were devoted to the teaching of SpEd-LEP students.

The median number of years these aides worked as a classroom aide was 4 years. Elementary school aides tended to have more experience than middle school aides, and middle school aides in turn had more experience than high school aides.

4. What are the language abilities of instructional aides serving special education LEP students?

According to school special education coordinators, of those instructional aides who work with at least one SpEd-LEP student, 38.6 percent were fluent speakers of a non-English language that was the native language of SpEd-LEP students, 34.8 percent read a non-English language used by SpEd-LEP students, and 35.4 percent came from a non-English language background.

F. What Are the Characteristics of District Staff Who Work With Programs for Special Education LEP Students?

Tables F.99 to F.104

Approximately one-quarter of district staff who worked at least 20 percent of their time on programs for LEP students described their primary responsibility as a special education program administrator/manager or specialist. Of these staff, almost all held a graduate degree (95.2 percent) and administrator/principal certification (84.7 percent) and/or special education certification (84.0 percent). Only a very small percentage held bilingual (5.7 percent) or ESL certification (2.0 percent).

Their median years of experience managing/working with programs at the district level was 8 years; with special education programs at the district level was 7 years; and with LEP programs at the district level was 2 years. The median number of years of experience in teaching at the K-12 level and in teaching students with disabilities was 12 years in both cases.

Almost all (99.5 percent) district administrators who worked at least 20 percent of their time on programs for LEP students and who described their primary responsibility as a special education program administrator/manager or specialist had received in-service training related to the instruction of special education students within the past five years. Of the median of 100 hours of in-service training they had received that were related to the instruction of students with disabilities, a median of three hours were devoted to the instruction of SpEd-LEP students.

Among these administrators, only 10.5 percent reported that their oral proficiency in the language that is the native language of one or more of their LEP students was at least "good" or "fluent." Only 10.2 percent reported that their ability to read and write in that language was at least "good" or "excellent."

9. SCHOOL/COMMUNITY ENVIRONMENT

Parent and community involvement in education contributes to students' academic success. For English language learners, in particular, such involvement is linked with better attendance, consistency in completing homework, higher grades, greater graduation and enrollment rates in post-secondary education, and lower incidence of behaviors, such as alcohol use, violence and dropping-out from school (Antunez, 2000). Recent reform efforts encourage parental involvement in schools. The *No Child Left Behind Act of 2001*, for example, requires district reports to be made available to parents showing results (including achievement gaps) for every student group. Parents of children in persistently failing schools will have the choice to transfer their children from persistently failing schools to better ones.

This chapter presents data on the level of support for services for LEP students, the services provided to parents of LEP students, and the nature and level of participation of parents and community members in schools. The data are based on responses from district and school staff regarding the level and types of participation of LEP students' parents.

A. What Is The School/Community Environment For LEP Students?

1. Is there a supportive environment for services for LEP students?

Table G.1

District LEP services coordinators most often indicated "strong" support for services to LEP students. District coordinators were asked to rate the level of support for services to LEP students on a scale ranging from "strong," "moderate," "little" to "no" support. As the table below shows, 64.7 percent of these coordinators indicated that there was "strong" support from school administrators, 46.8 percent indicated "strong" support from school board members, and the same level of support was indicated from principals (59.4 percent of coordinators) and other administrators (54.9 percent). The range of support did not vary with the size of the district: respondents of both small and large districts reported, on an average, moderate to strong support for services from these individuals.

TABLE 9.1
Level of Support for LEP Services by School Officials
(District LEP Services Questionnaire)

Officials	Level				
	Strong	Moderate	Little	No	Total
School district administrators	64.7%	28.2	6.5	0.7	100.0%
School board members	46.8%	37.6	13.2	2.4	100.0%
School principals	59.4%	33.7	6.8	0.1	100.0%
Other school administrators	54.9%	35.6	7.6	1.8	100.0%

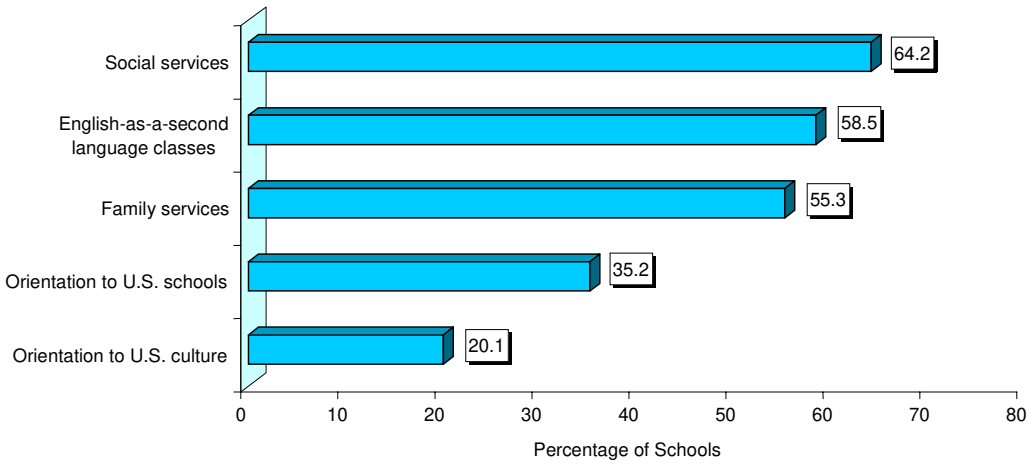
The number of respondents who provided data on this item was from 685 to 734. The item response represented 88.6% to 96.4% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

2. What services are provided for parents of LEP students?

Tables G.2 to G.3

Social services, ESL classes and family services are provided most frequently to parents of LEP students. More than half of the school LEP services coordinators (64.2, 58.5 and 55.3 percent, respectively) reported the use of these three types of services to parents. Other services that were reported, though less frequently, included orientation to U.S. schools (35.2 percent) and to U.S. culture (20.1 percent). Figure 9.1 shows these results.

FIGURE 9.1
Services to Parents of LEP Students
(School LEP Services Questionnaire)



The number of respondents who provided data on this item was 1,176. The item response represented 70.2% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

3. Are parents and community members involved in the schools?

Tables G.4 to G.11

English language newsletters and informational meetings with interpreters present are the most common means schools use for communication with parents of LEP students. Data reported by school LEP services coordinators indicated that regular school newsletters in English (72.1 percent) and school meetings presented in English with interpreters present (71.0 percent) were the two most common mechanisms for communicating with parents of LEP students. In addition, coordinators also reported using translated newsletters (50.7 percent) and regular informational meetings (57.7 percent) for communicating with parents. Other means of communicating with parents were home visitors who work with all parents/families (40.4 percent) and home visitors whose responsibility is specifically to work with parents/families of LEP students (28.8 percent). There was little difference with regard to these various mechanisms of communication across elementary, middle, high and multi-level schools.

Community Involvement in the Schools:
It's Caminata Time!

Parents, students, teachers and school administrators all participate in the annual "caminata" or community walk organized by this predominantly Hispanic school district. Teachers, administrators, staff, and assistants "go out into the community" inviting the highly diverse group of parents to participate in school activities. Using translated school materials, they encourage parents to take an active interest in their children's homework. Teachers report that parents seem more supportive of their children's education as a result of this school outreach program.

The most commonly used mechanism for parental participation in schools is parent-teacher conferences. Using a scale ranging from "none," "some," to "a lot," LEP services coordinators were asked to rate the extent to which parents of LEP students used certain means of contact with and participation in the school. As Table 9.2 below shows, parents relied on parent-teacher conferences either "a lot" (56.8 percent) or to "some" extent (40.6 percent).

School LEP services coordinators most often reported only "some" extent of involvement by local community members in the education of LEP students. The school coordinators were asked to rate the participation of community members on a scale ranging from "none," "some," to "a lot." The data showed that community members participated somewhat: through parent/community councils or committees (47.7 percent); by volunteering in the classroom/school (52.6 percent); and by giving classroom presentations/demonstrations (50.0 percent).

In general, the data indicated that staff in elementary schools reported more communication with parents of LEP students and more services to parents of LEP students than did staff in middle, high and multi-level schools. Similarly, the highest levels of parental involvement were reported for elementary schools, and the lowest was reported for high schools. Also, with regard to the involvement of community members, they were reported to participate more at elementary schools and the least in high schools. The data also showed that when schools had large numbers (100 or more) of LEP students, greater parental involvement was noted, particularly through participation in a policy-making forum/board, serving on councils/committees, and participation in parent discussion groups/training. This indicated that when the school had a large number of LEP students, parents maintained not only individual contact

with the teachers/school, but also tended to get more involved as a representative group.

TABLE 9.2
Extent of Use of Mechanisms for LEP Parent Participation
(School LEP Services Questionnaire)

	Extent			
Contact:	**None**	**Some**	**A Lot**	**Total**
Parent-teacher conferences	2.6%	40.6	56.8	100.0%
Regular telephone contact with parents	10.7%	64.2	25.0	100.0%
Parent association meetings, school nights, etc.	14.5%	61.9	23.6	100.0%
Service as classroom or school volunteers	43.3%	52.6	4.0	100.0%
Service on parent/community councils or committees	46.6%	48.4	5.0	100.0%
Participation in parent discussion groups/training sessions	55.4%	38.1	6.5	100.0%
Giving classroom presentations or demonstrations	64.2%	33.5	2.2	100.0%
Participation in a policy-making forum/board	67.5%	29.8	2.7	100.0%

The number of respondents who provided data on this item was from 1560 to 1589. The item response represented 92.4% to 94.3% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

B. What Is The School/Community Environment For Special Education LEP (Sped-LEP) Students?

1. Are parents of SpEd-LEP students involved in the school?

Tables G.12 to G.13

Parents of SpEd-LEP students use parent-teacher conferences most often to maintain contact with the school regarding the education of their children. Using a scale ranging from "none," "some," to "a lot," special education coordinators were asked to rate the extent to which parents used certain communication mechanisms. Table 9.3 presents the results. The data indicated that parents rely on parent-teacher conferences either to "some" extent (48.6 percent) or "a lot" (44.0 percent). There was little difference in the use of these mechanisms across elementary, middle, and high schools.

TABLE 9.3
Extent of Use of Mechanisms for
Special Education LEP Parent Participation
(School Special Education Services Questionnaire)

	Extent			
Contact:	**None**	**Some**	**A Lot**	**Total**
Parent-teacher conferences	7.4%	48.6	44.0	100.0%
Regular telephone contacts with teachers	17.3%	54.1	28.6	100.0%
Parent association meetings, school nights, etc.	25.9%	61.9	12.2	100.0%
Service as classroom or school volunteers	58.2%	38.9	3.0	100.0%
Participation in parent discussion groups/training sessions	54.7%	39.6	5.6	100.0%
Service on parent/community councils or committees	58.1%	39.5	2.4	100.0%
Giving classroom presentations or demonstrations	75.3%	22.4	2.3	100.0%
Participation in a policy-making forum/board	74.5%	24.4	1.2	100.0%

The number of respondents who provided data on these items was 861 to 863. The item responses represented 95.0% to 95.1% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

2. How are parents of SpEd-LEP students informed about their legal rights?

Table G.14

Schools protect the legal rights of parents of SpEd-LEP students primarily through written materials. Most school special education coordinators (95.6 percent) indicated using written materials to protect the legal rights of parents. In addition, 84.7 percent of these coordinators also mentioned that materials were available in the native language of parents. Other mechanisms cited by a majority of special education coordinators included informational meetings in general (71.2 percent) or with interpreters (78.9 percent) present.

10. DESCRIPTIONS OF LEP STUDENT OUTCOMES

A. What Are Outcomes For LEP Students?

As noted in Chapter 1, the Descriptive Study was not designed to provide information on evaluation of programs or on student outcomes specifically. The core of the study methodology was mail survey questionnaires at the district and school levels, with limited on-site data collection concerning teacher and student characteristics. Thus, the Study did not incorporate data collection methodology appropriate to addressing the topic of student outcomes. Measuring outcomes for LEP students involves a range of highly complex issues (see Special Topic Report #3: Outcome Measurement for LEP Students). Although the Descriptive Study did not include the collection of academic achievement data as a primary objective, the Study did include a limited set of general questions on the district and school mail questionnaires in which administrators were asked to provide summary descriptions of LEP student outcomes. These summary data are described in this chapter.

1. What are levels of LEP student academic achievement?

Tables H.1 to H.5

Summary data on this question were collected at both the district and school levels. District LEP coordinators were asked to describe the performance of former LEP students on district/ Statewide tests in comparison to other students. School LEP coordinators were asked to rate the English reading skills of 3rd grade current and former LEP students and the mathematics skills of 8th grade current and former LEP students in relation to grade level norms (these two topic/grade combinations were specified by the U.S. Department of Education).

District LEP coordinators who have data available on former LEP students, most commonly report that former LEP students are scoring near district norms on district/Statewide tests. Almost half of respondents (47.5 percent) indicated that they did not have data available to respond to the question about former LEP students. However, of those who did provide a response, 25.7 percent indicated that former LEP students scored below local norms, 62.2 percent indicated scores near local norms, and 12.2 percent described former LEP students as scoring above local norms. Districts with larger numbers of LEP students were more likely to provide a response, and generally reported more positive test performance for former LEP students (see Table 10-1) than did districts with small LEP student populations. It is unclear if this difference among districts indicates that former LEP students are performing better in districts with large LEP populations, or if local norms on district/Statewide tests are lower in districts with large LEP populations.

TABLE 10.1
Performance of Former LEP Students on District/Statewide Tests
(District LEP Services Questionnaire)

	Percentage of Districts by Number of LEP Students in District					
Performance	1-24	25-99	100-999	1,000-9,999	10,000+	All Districts
No data available	58.4%	45.7%	45.2%	25.9%	16.7%	47.5%
Below	8.3	13.4	21.2	8.3	19.4	13.5
Near	29.9	37.3	29.6	37.2	30.6	32.7
Above	3.5	3.5	3.9	28.6	33.3	6.4
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 723. The item response represented 95.6% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

School LEP coordinators most commonly reported current LEP students as scoring below grade level and former LEP students as scoring at grade level in English reading and mathematics. Among coordinators from elementary schools, 76.0 percent reported third-grade LEP students as scoring below or well below grade level in English reading, 22.1 percent reported LEP students at grade level, and 2.0 percent reported LEP students above or well above grade level. In contrast, 8.0 percent reported third-grade former LEP students as above or well above grade level, 57.7 percent as at grade level, and 34.2 percent below or well below grade level.

Among coordinators from middle schools, 52.9 percent reported eighth grade LEP students as scoring below or well below grade level in mathematics, 40.0 percent reported LEP students at grade level, and 7.1 percent as above or well above grade level. Among middle school coordinators, 28.9 percent reported eighth grade former LEP students as below or well below grade level in mathematics, 55.7 percent as at grade level, and 15.4 percent as above or well above grade level.

2. What are language proficiency outcomes for LEP students?

Tables H.6 to H.11

School LEP coordinators were asked a series of questions about the language proficiency levels of students at the time that they exit from LEP status. The coordinators were separately asked about: (1) oral proficiency levels in English; (2) reading and writing levels in English; (3) oral proficiency levels in the student's native language; and (4) reading and writing levels in the student's native language.

The measures most commonly used to assess the English proficiency skills of LEP students at exit were State-developed assessments (38.4 percent of respondents), the IDEA Proficiency Test (34.1 percent), the Language Assessment Scales Oral (32.7 percent), locally-developed assessments (18.5 percent), the Language Assessment Scales Reading and Writing (18.5 percent), the Language Assessment Battery (14.1 percent), the Woodcock Language Assessment Battery (13.2 percent), and the IDEA Reading and Writing Proficiency Test (12.6 percent). In open-ended "other" responses, coordinators also commonly reported the use of standardized achievement

tests (e.g., Iowa, SAT), classroom grades, and other types of classroom performance assessments as measures of English proficiency.

Coordinators most commonly reported students at exit from LEP status as "generally fluent" in terms of English oral proficiency and at "at grade level" in terms of English reading and writing. In terms of oral proficiency, 25.9 percent rated the typical student as "fully fluent," 58.7 percent rated the typical LEP student at exit as "generally fluent," 15.0 percent as "acceptable," and 0.4 percent as "poor." In terms of English reading and writing levels, 4.6 percent rated the typical student at LEP exit as "above" or "well above grade level,"69.7 percent as "at grade level," and 25.7 percent as "below" or "well below grade level."

Achievement Data on LEP Students: English Language Learner Data Folders

To record instruction and testing information on LEP students, this large urban school district has developed two data folders. The "English Language Learner Data Folder," which travels with students between schools, is used for students in early childhood programs, elementary and middle schools. This folder contains information on the schools and special programs attended (e.g., extended day, summer, etc.), teachers, ESL level, language proficiency and other language test scores, absenteeism, grade promotion, and exit from LEP status. The student's achievement on the district's ESL standards also is recorded in this folder, along with home language surveys, tests, student work samples, parent letters, and report cards. The "High School English Language Learner Data Folder" is used for high school LEP students. It is similar in content to the above, except that the information is recorded by semester and only the ESL teacher's name is listed in the folder. Generally, fewer records are kept in high school students' folders.

Many school LEP coordinators reported that the native language oral proficiency levels and native language reading and writing levels of students at exit from LEP status were "unknown." For native language oral proficiency, 30.9 percent of school respondents reported that language proficiency outcomes were unknown; for native language reading and writing, the comparable figure was 36.7 percent.

Where native language proficiency was assessed at exit from LEP status, the measures most commonly used were a State-developed assessment (13.0 percent of respondents), the IDEA Oral Proficiency Test - Spanish (9.9 percent), the Language Assessment Scales Oral - Spanish (9.7 percent), the Woodcock-Munoz Language Survey (8.2 percent), a locally-developed assessment (7.4 percent), the Language Assessment Scales Reading and Writing Test - Spanish (5.9 percent), the Language Assessment Battery Spanish (4.1 percent), and the IDEA Reading and Writing Proficiency Tests - Spanish (3.2 percent).

Coordinators most commonly reported students at exit from LEP status as "generally fluent" in terms of native language oral proficiency and "generally literate" in terms of native language reading and writing. In terms of oral proficiency, 25.6 percent of those who provided responses rated the typical LEP student at exit as "fully fluent," 42.7 percent rated the typical as "generally fluent," 24.3 percent as "acceptable," and 7.4 percent as "poor." In terms of native language reading and writing levels, 8.4 percent rated the typical student at LEP exit as "fully literate." 37.1 percent as "generally literate," 26.7 percent as "acceptable," and 27.9 percent as "poor." Respondents at the high school level gave LEP students the highest ratings on both measures, while those in elementary schools gave the lowest ratings. This was likely due to the fact that many LEP students in high schools have entered U.S. schools after several years of study in their native language, and thus with higher fluency and literacy levels in their native language.

3. What diplomas are received by LEP students?

Table H.12

Nearly half of all LEP coordinators did not have data on types of diplomas received by LEP and former LEP students. Only 53.2 percent of district LEP coordinators (weighted) provided data on all students and either LEP or former LEP students, and only 33.7 percent provided data on all three groups.

Where data on diplomas are available, coordinators indicate that LEP students and former LEP students generally receive regular diplomas. Among the 53.2 percent of coordinators who provided data on at least two of three groups of students (all students, LEP, former LEP), the types of diplomas received by group were reported to be very similar. Summing across districts, virtually all students were reported to receive regular diplomas (all students, 97.6 percent; LEP students, 98.0 percent; former LEP students, 98.8 percent). LEP and former LEP students were reported to be marginally more likely to receive GEDs (all students, 0.6 percent; LEP, 1.0 percent; former LEP, 0.8 percent) and less likely to receive honors diplomas (all students, 0.3 percent; LEP and former LEP, 0.0 percent).

Data from individual student records presented generally similar findings. Among LEP high school seniors, 97.2 percent were expected to receive a regular diploma.

4. What are the dropout rates for LEP students?

Tables H.13 to H.14

District LEP coordinators were asked to describe dropout prevention programs at the middle and high school levels for LEP students and the dropout rates of those students. LEP students were reported to receive the same dropout prevention programs as other students in 74.4 percent of districts. There were no dropout prevention programs in 19.0 percent of districts, and in 6.6 percent of districts, there were specially designed dropout programs for LEP students.

Not enough LEP coordinators provided data on dropout among LEP and former LEP students to draw conclusions. Only 33.0 percent of respondents (weighted) provided data on all students and either LEP or former LEP students, and only 20.0 percent provided data on all three groups.

Respondents used their own definitions of dropout. Among those who provided data for at least two groups, the mean dropout rate was highest for all students (3.6 percent), next highest for LEP students (2.2 percent), and lowest for former LEP students (1.3 percent). Because it is based on a minority of respondents, great caution should be applied in interpreting this finding.

B. What Are Outcomes For Special Education LEP (Sped-LEP) Students?

The Descriptive Study included two questions on outcomes for special education LEP (SpEd-LEP) students: (1) types of diplomas received; and (2) dropout rates.

1. What are diplomas received by SpEd-LEP students? *Table H.15*

Not enough district special education coordinators provided diploma data to draw conclusions about diplomas received by SpEd-LEP students. Only 12.3 percent of respondents (weighted) could provide diploma data for both the special education population in general and the SpEd-LEP population.

Among those who provided comparative data, special education students in general were less likely to receive regular diplomas (special education, 83.6 percent; SpEd-LEP, 91.6 percent) and more likely to receive special education diplomas or certificates of attendance (special education, 14.0 percent, SpEd-LEP, 7.0 percent). Again, because it is based on a minority of respondents, great caution should be applied in interpreting this finding.

2. What are the dropout rates for SpEd-LEP students? *Tables H.16 to H.17*

District special education coordinators were asked to describe dropout prevention programs at the middle and high school levels for SpEd-LEP students and the dropout rates of those students. SpEd-LEP students were reported to receive the same dropout prevention programs as other students in 72.7 percent of districts. There were no dropout prevention programs in 13.9 percent of districts, and in only a limited number of districts were SpEd-LEP served by specially designed programs for special education students (7.2 percent), SpEd-LEP students (4.0 percent), or LEP students (2.2 percent).

Not enough district special education coordinators provided data to draw conclusions about dropout among SpEd-LEP students. Only 25.7 percent of respondents (weighted) could provide data for both the special education population in general and the SpEd-LEP population.

Among those who provided comparative data, the mean dropout rate was higher for special education students in general (2.9 percent) than for SpEd-LEP students (0.8 percent). Because it is based on a minority of respondents, great caution also should be applied to interpreting this finding.

11. SUMMARY OF KEY FINDINGS AND IMPLICATIONS

In this chapter, we outline key findings of the Descriptive Study relevant to LEP and SpEd-LEP students and discuss their implications for future research, policy and/or practice.

A. What Are the Key Findings and Implications Related to LEP Students?

1. Number of LEP students

- **There has been a dramatic increase in the number of LEP students in U.S. public schools over the past decade.** The results of the Descriptive Study indicate that the number of LEP students in the U.S. continues to grow. There were an estimated 3,977,819 LEP students in grades K-12 in U.S. public schools (50 states and DC) in the 2001-2002 school year, a 71.9 percent increase from the 1991-1992 estimate of 2,314,079 LEP students. Not only has the population increased, but LEP students represent a growing proportion of all students. Thus, it is important that educational policy-makers take into account the characteristics and needs of LEP students in developing educational policies and regulations.

2. The composition of the LEP student population

- **Spanish-language LEP students make up over three-quarters (76.9 percent) of the LEP student population. Over the past decade, both the number of Spanish-language LEP students and the proportion these students represent of the overall LEP student population have increased.** Although districts and schools continue to face the challenge of serving a wide range of language groups of LEP students, the Spanish language population dramatically outnumbers all other groups. The size of the Spanish-language LEP population presents challenges and opportunities. The challenge of meeting the needs of a large LEP student population brings with it also the potential for using the resources of the Spanish language community (e.g., persons, materials) to benefit Spanish LEP students and other students.

3. Determination of LEP status

- **School districts use several types of information to define LEP status, to assign LEP students to services, and to exit students from LEP status.** Given the decentralized structure of the U.S. educational system, there is considerable autonomy in educational policy and practice at the State and local level. The Descriptive Study findings indicate that standards and criteria for defining LEP status were most

commonly based on a combination of State and school district policies. The data show that districts relied both on objective data (e.g., oral proficiency tests) and on subjective data (e.g., informal assessments such as those based on teacher judgment) in making decisions on student LEP status, assignment to services, and exit from LEP status. Thus, the national estimates of LEP students are based on the counts provided by districts using their local definitions and criteria for identifying LEP students. For consistency in identifying LEP students across districts, it would be necessary for States and local districts to work toward shared, operational criteria and standards both for identifying LEP students and for exiting them from LEP status.

4. Distinguishing between LEP status and receipt of LEP services

It is important to maintain a clear distinction between LEP status and receipt of LEP services. There has been an increase in the number of LEP students receiving mainstream instructional services. Examples include LEP students who have exited from LEP services but remain in a monitored status, or LEP students placed in mainstream instruction due to their parents' refusal of LEP instructional services. Students identified as LEP but not receiving LEP services also may become increasingly common in districts where time limits are placed on the length of LEP services. It is therefore very important that database systems incorporate a separate field for identifying a student as LEP, distinct from a field(s) for indicating the student's receipt of various types of LEP instructional services.

5. Shift in types of instructional services for LEP students

There has been a substantial decrease in the amount of native language use in serving LEP students. Comparing the current data with the 1992 study data, the number of LEP students receiving Type 8 instructional services (*Extensive LEP services, significant native language use*) has decreased significantly, while the number of LEP students receiving Type 6 services (*Extensive LEP services, all English*) has increased. In addition, there have been smaller increases in the numbers of students receiving Type 3 (*Some LEP services, all English*), Type 1 (*No LEP services, mainstream only*) and Type 2 services (*No LEP services, instructional support*).

LEP students are increasingly served in mainstream classrooms. The findings on services received by LEP students indicate that, compared with the findings reported ten years earlier, higher percentages of LEP students receive service types that involve *some LEP services* (Service Types 3, 4, and 5), mainstream services with support services not specific to LEP students (Service Type 2), and mainstream instruction only (Service Type 1). In the 1993 study, 32.7 percent of LEP students were estimated to receive such services, compared with 48.1 percent in the current study.

For schools, this shift in services implies that there are more LEP students present in mainstream classrooms and that, as a result, students in mainstream classes are becoming increasingly diverse in terms of English language and other academic abilities. Such diversity presents additional challenges for mainstream teachers, with the implications that these teachers will increasingly require the training and expertise required to work effectively with LEP students.

6. Teachers and instructional aides/paraprofessionals working with LEP students

- **In the past decade, the numbers of teachers and instructional aides serving at least one LEP student have increased at a rate substantially larger than the increase in the number of LEP students.** In terms of the percentage of all public school teachers, teachers working with at least one LEP student increased from 15 percent of all teachers in 1991-1992 to 42.6 percent in 2001-2002. Similarly, the number of instructional aides who work with LEP students increased substantially, by a factor of three, to an estimated total of 204,553 instructional aides. These increases most likely can be attributed not only to the growth in the LEP student population but also at least in part to the shift in types of services received by LEP students just described, that is, to the increased participation of LEP students in mainstream classroom instruction.

- **Not all of those teachers and aides who are facing new challenges in their classrooms are well-equipped to meet those challenges.** Overall, somewhat less than 30 percent of those teachers who worked with at least three LEP students reported that they held either English as a Second Language (ESL) or bilingual education certification, and approximately 40 percent could be described as having significant LEP training through certification and/or training. While six in ten of teachers who work with at least three LEP students reported that they had in-service training specifically related to the teaching of LEP students in the past five years, the median amount of such training was only 4.0. Examined by grade level, the data showed that while elementary school teachers received a median of 6 hours of such training, middle school and high school teachers received much less training specific to instruction of LEP students (medians of 2 and 3 hours, respectively).

Among instructional aides who worked with at least three LEP students, only 5.0 percent reported that they had bilingual education, ESL, or other LEP certification. Four in ten reported that they had received in-service training specifically related to the teaching of LEP students in the past five years.

Overall, these data indicate that there are significant numbers of teachers and aides working with LEP students who need additional guidance and knowledge of effective practices in working with LEP students.

7. Alignment of instruction with standards

The findings of the study (based on data collected just prior to the implementation of the NCLB Act of 2001) suggest that issues related to the alignment of instruction with standards need to be addressed. While Federal policy requires that all students including LEP students be included in assessments related to State standards, LEP students will not be successful on these assessments if they do not receive instruction that is sufficiently aligned to those standards. The findings of the Descriptive Study suggest that additional efforts are needed to ensure alignment of instruction for LEP students.

- **The instruction of LEP students is less aligned with State content/performance standards than is instruction for other students.** While almost all district LEP coordinators (85.0 percent) reported that instructional programs for English proficient students were "very well" or "well" aligned with State content/performance

standards, only approximately six of ten district respondents (58.1 percent) reported that instructional programs for LEP students were similarly aligned. Results obtained from school respondents were similar.

- **Most materials and training for aligning instruction with standards are general in nature and not specific to the instruction of LEP students.** The data provided by district LEP services coordinators indicated that much of the materials and training provided to teachers to assist them in aligning instruction to standards was focused on general instruction, and was not specific to LEP students. Without materials and training that specifically address alignment of instruction for LEP students, teachers must abstract from and adapt the general materials and guidance in order to ensure alignment of instruction for their LEP students. However, the findings on training have indicated that many teachers have not had extensive training related to the instruction of LEP students. Thus, for many teachers, effective adaptation of general materials/training to classroom instruction of LEP students may be difficult.

8. Data on former LEP students

- **Many district LEP coordinators were unable to provide summary data on the achievement of former LEP students on Statewide/district tests, and on dropout rates and diplomas received by LEP and former LEP students.** It is very difficult to obtain useful data on the long-term educational outcomes for LEP and former LEP students. In addition to record-keeping issues associated with all students, the issue for LEP students is complicated by: (a) the high mobility rate of LEP students between districts and schools; (b) the lack of a consistent operational definition of LEP status; and (c) the fact that former LEP status is not maintained as a variable in many districts' record-keeping systems.

Given the importance of tracking outcomes for former LEP students, district data systems should be structured to record both LEP and former LEP status, and the receipt of various types of LEP services. With such systems in place, school districts would be able to track the long term achievement of former LEP students, including their performance on high-stakes tests, dropout rates, and graduation rates. Districts should retain information on former LEP status on all student records and in record-keeping systems, and should include that information in records sent with students to new districts and schools. In examining student outcomes, data on both LEP and former LEP students should be analyzed.

B. What Are the Key Findings and Implications Relating to Special Education LEP Students?

1. Identification of SpEd-LEP students

- **The Descriptive Study's request for information about the subgroup of SpEd-LEP students challenged many district and school administrators.** Many districts and schools provide LEP instructional services and special education instructional services to SpEd-LEP students. However, many of these districts do not have mechanisms in place for linking data across the two programs to identify SpEd-LEP students. In

many cases, the data files indicating LEP and special education status of students were kept in separate locations. Thus, in many districts the LEP and special education coordinators collaborated to combine the data from their separate program files or, in other cases, special computer analyses were required to obtain the information.

Given that the SpEd-LEP population is relatively small, and given that there have been very few research or evaluation efforts or data-reporting systems that have focused on SpEd-LEP students as a distinct population, these findings with regard to the data systems are not surprising. However, policy-makers and program specialists in Federal and State LEP and special education programs should identify and further study key issues related to the needs of SpEd-LEP students. School district administrators should be urged to develop record-keeping and database systems that incorporate identification of SpEd-LEP students.

2. Number of SpEd-LEP students

- **Smaller proportions of LEP students than of students in general are identified for special education services.** In districts with at least one SpEd-LEP student, 13.5 percent of all students were in special education, while the equivalent percentage for LEP students was 9.2 percent. This pattern of lower rates of identification for special education for LEP students is consistent with findings based on analysis of 2000-2001 data collected by the Office for Civil Rights in the U.S. Department of Education (Special Topic Report #2).

- **Smaller proportions of LEP students than of students in general were reported for each of the special education disability categories.** The percentage of LEP students in each of the IDEA disability classifications was smaller than the percentage of the total population in each of those classifications. The largest percentage difference was in the "specific learning disability" classification (6.64 percent of the total population versus 5.16 percent of LEP students). However, the largest differences proportionally were found for "emotional disturbance" classification (1.0 percent of the total population versus 0.23 percent of LEP students) and "other health impairment" classification (0.73 of the total population versus 0.20 of LEP students).

Lower representation does not necessarily mean under-identification, (e.g., the results may be based on under-reporting of LEP students in special education). However, the results do suggest the need for further study. It would be important to examine further the sources of this consistently lower rate of LEP students reported in special education programs. As was noted by a number of school and district staff in interviews on identification of SpEd-LEP students, there are major issues involved in attempting to determine whether observed difficulties in the classroom stem from second language learning or from a disability. However, it is important to identify the existence of a disability and provide special education services as early as possible when such services are needed by a student.

3. Services to SpEd-LEP students

- **There are few services specifically designed for SpEd-LEP students.** There are special challenges in serving students who have both limited English skills and a disability. In general, districts do not have services designed specifically for SpEd-LEP

students. Most districts appear to assign SpEd-LEP students to the separate services provided by LEP program staff and special education program staff.

- **The majority of SpEd-LEP students receive those services for LEP students that support or supplement instruction.** The school special education coordinators reported that 56.2 percent of SpEd-LEP students received services described *as some LEP services*, 27.7 percent received *extensive LEP services,* and 16.1 percent of students received *no LEP services*. Comparing these data with those for all LEP students, SpEd-LEP students were less likely to receive *extensive LEP services*.

- **The specific services received by SpEd-LEP students differed by primary disability category and by native language group.** The pattern of findings showed that on all four variables used to describe instructional services for SpEd-LEP students, there were differences by disability group, as would be expected given the differing needs of students across the primary disability classifications. In addition, there were differences in the nature of the services received by SpEd-LEP students based on the student's native language. Spanish language SpEd-LEP students were more likely to receive special education instruction in a separate setting 21 percent or more of the time, more likely to receive special education services in general classrooms, more likely to receive extensive LEP services, and more likely to receive services involving the use of the student's native language, compared to students from other language groups.

4. Teachers and aides/paraprofessionals serving SpEd-LEP students

- **There appears to be a need for LEP and special education teachers to have broader cross-training.** The data from district special education coordinators indicated that three-quarters of districts lack sufficient numbers of teachers qualified to serve SpEd-LEP students. It is very difficult to find teachers who have the sets of knowledge and skills required to most effectively work with SpEd-LEP students, and it would be a very heavy burden to expect teachers to have dual credentialing in LEP services and special education.

However, there is apparently a need for greater training in these areas for those who work with SpEd-LEP students. The findings indicated that teachers who worked with at least three LEP students and whose primary teaching responsibility was special education received a median of only three hours of training related to the instruction of LEP students within the past five years. Approximately four in ten of such teachers had not received any in-service training related to the teaching of LEP students in the past five years.

- **Special education aides receive limited training on working with SpEd-LEP students.** Among classroom aides who worked with at least three LEP students and whose primary responsibility was special education, only slightly more than one quarter reported that they had received in-service training in the past five years related to the teaching of LEP students.

5. Alignment of instruction for SpEd-LEP students with standards

Data from district special education coordinators indicated that instructional programs for SpEd-LEP students are not aligned with State content/performance standards to the same extent as are instructional programs for special education students in general. In addition, paralleling the findings on alignment for LEP students, general curriculum materials and training are more often provided to teachers of SpEd-LEP students to align instruction with State standards than are curriculum materials and training specific to LEP or SpEd-LEP students. Thus, teachers who have had none or only limited training related to the instruction of LEP or SpEd-LEP students may have difficulty in developing effective adaptations of the general information on standards to instruction of their SpEd-LEP students.

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Glossary

Comprehensive School Reform Demonstration (CSRD) Projects: A Federal program with funding through State education agencies to support schools in implementing externally developed models or locally developed programs of whole-school reform with research-based evidence of effectiveness.

Extensive LEP Services: 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.

Federal Title I Program: The Federal Title I program refers to a program which provides funds to local school districts and to States for services for disadvantaged students who are achieving at a level below that expected for their age.

Federal Title VII Program: Title VII refers to a Federal program (funded through the Improving America's Schools Act) that provides funding to local school districts or education agencies for the development of resources and local capacity to provide effective instruction to LEP students.

General Classroom: A non-special education setting. These can be bilingual classes or English language sheltered/structured immersion classrooms as well as mainstream/regular classes.

Individual Education Plans (IEPs): An individualized plan of instruction that is written for students with disabilities who qualify for services under the Individuals with Disabilities Education Act.

LEP Instructional Services: Instructional services specifically designed to address educational needs related to the LEP student's lack of full proficiency in English. LEP instructional services do not include those services that address non-instructional needs, e.g., services such as health services or parent counseling.

Limited English Proficient (LEP) Student: Individuals not born in the United Sates or whose native language is other than English, and individuals who come from non-English dominant environments, whose skills in English are so limited that they derive little benefit from regular school instruction. "Limited English Proficient" also refers to students who have no proficiency in English. ***NOTE***: *If your school district has an operational definition for limited English proficient students, then use your district's definition in responding to this questionnaire.*

Native Language: The native language of a student is the language first learned in the home and/or the language preferred for daily use within the home.

Newcomer Program: A program designed specifically for recent immigrant students who have limited English proficiency and who often also have low or limited educational experience in their native countries. Students are placed in these programs for a limited period of time (usually 6 months to 2 years). Newcomer programs place the immigrant students into a separate academic environment, which may exist within the physical school structure or outside at a separate site that feeds into the local or home school.

Some LEP Services: Services designed for LEP students to supplement regular instruction. Such services include the use of aides designated for LEP students, Title I or other resource teachers specifically directed toward assisting LEP students, and/or English as a Second Language (ESL) instruction that is provided for fewer than 10 hours per week.

Special Education in a General Classroom: Individual or small group instruction provided in a general classroom setting by a special education teacher or a specially designated aide working under the direction of a special education teacher.

Special Education Students: Individuals with disabilities who qualify for services under the Individuals with Disabilities Education Act (IDEA), and for whom an Individual Education Plan (IEP) has been written.

Teachers of LEP Students: *All* teachers who provide content instruction to LEP students, including regular classroom teachers, teachers who provide LEP services, and special education teachers.

Two-way Bilingual Immersion Program: A program in which English language and language minority students are roughly equal in number, are integrated for at least 50% of the day at all grade levels, and content and literacy instruction in both languages is provided to all students.

APPENDIX A

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TABLE A.1
Number of LEP Students in Districts
(District LEP Services Questionnaire)

Number of LEP Students in District	Percentage of Districts	Percentage of LEP Students Nationwide
1-9	15.9%	0.1%
10-19	12.1	0.3
20-49	21.0	1.1
50-99	11.8	1.3
100-149	7.7	1.5
150-199	4.9	1.4
200-499	11.1	6.0
500-999	4.7	5.6
1,000-1,999	5.1	11.9
2,000-4,999	3.2	17.0
5,000-9,999	1.8	20.3
10,000+	0.8	33.4
Total	100.0%	100.0%

The number of respondents who provided data on this item was 930. 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 A.2
Concentration of LEP Students in Districts
(District LEP Services Questionnaire)

Percentage of LEP Students in District	Percentage of Districts
< 1	23.4%
1-9	50.2
10-19	11.5
20-29	6.1
30-39	3.2
40-49	2.1
50-59	1.2
60-69	0.7
70-79	0.7
80-89	0.1
90+	0.7
Total	100.0%

The number of respondents who provided data on this item was 843. The item response represented 87.6% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE A.3
LEP Students by Grade
(District LEP Services Questionnaire)

Grade	Number	Percentage
K	463,159	11.6%
1	467,489	11.8
2	436,764	11.0
3	386,328	9.7
4	343,528	8.6
5	301,367	7.6
6	261,488	6.6
7	239,455	6.0
8	218,066	5.5
9	273,690	6.9
10	221,380	5.6
11	158,950	4.0
12	118,879	3.0
Ungraded	87,274	2.2
Total	3,977,819	100.0%

The number of respondents who provided data on this item was 930. 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 A.4
Current Grade Levels of LEP Students
(LEP Student Information Form)

Grade	Percentage of Students
K	9.8%
1	9.7
2	9.6
3	11.0
4	7.9
5	8.8
6	8.6
7	6.7
8	6.4
9	7.1
10	6.6
11	5.1
12	2.8
Ungraded	0.1
Total	100.0%

The number of respondents who provided data on this item was 5,509. The item response represented 99.7% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE A.5
LEP Students as a Percentage of All Students by Grade
(District LEP Services Questionnaire)

Grade	LEP Students as Percentage of All Students
K	15.9%
1	15.4
2	14.5
3	12.8
4	11.2
5	9.8
6	8.5
7	7.9
8	7.3
9	8.5
10	7.9
11	6.3
12	5.2
Ungraded	16.8

The number of respondents who provided data on this item was 843. The item response represented 87.5% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE A.6
Number of LEP Students in Schools
(School LEP Services Questionnaire)

Number of LEP Students in School	Percentage of Schools
1-4	12.7%
5-9	12.0
10-19	14.5
20-29	8.6
30-49	10.2
50-99	13.5
100-149	9.7
150-199	5.1
200-499	10.2
500-999	2.9
1,000+	0.7
Total	100.0%

The number of respondents who provided data on this item was 2,065. The item response represented 98.0% of the weighted cases on this form. The responses were weighted at the item level to be nationally representative.

TABLE A.7
Concentration of LEP Students in Schools
(School LEP Services Questionnaire)

LEP Students as a Percentage of All Students in School	Percentage of Schools
< 1	13.0%
1-9	43.5
10-19	17.2
20-29	11.7
30-39	5.0
40-49	3.0
50-59	2.1
60-69	1.7
70-79	1.7
80-89	0.7
90+	0.5
Total	100.0%

The number of respondents who provided data on this item was 1,684. The item response represented 79.6% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE A.8
Native Languages of LEP Students
(District LEP Services Questionnaire)

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
Serbocroatian	14,220	0.4
Bengali	14,056	0.4
Laotian	13,778	0.4
All others	265,026	6.9
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 A.9
Number of Native Languages of LEP Students in Districts
(District LEP Services Questionnaire)

Number of Languages	Percentage of Districts
1	28.3%
2	15.5
3-5	17.8
6-9	11.4
10-14	9.5
15-19	5.4
20-29	6.3
30-49	4.5
50+	1.2
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 A.10
Mean and Median Number of Native Languages of LEP Students in Districts
(District LEP Services Questionnaire)

	Mean and Median by Number of LEP Students in District					
Measure	**1-24**	**25-99**	**100-999**	**1,000-9,999**	**10,000+**	**All Districts**
Mean	2.4	5.7	10.4	24.5	31.0	8.0
Median	2.0	3.0	7.0	24.0	29.0	3.0

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 A.11
Most Common Native Language in Districts
(District LEP Services Questionnaire)

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
Serbocroatian	0.7
All others	9.6
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 A.12
Percentage of LEP Students Speaking the Most Common Native Language 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 A.13
Most Common Native Language of LEP Students in Schools
(School LEP Services Questionnaire)

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
All others	7.2
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 A.14
Level of Oral Proficiency in English of LEP Students
(LEP Student Information Form)

English oral proficiency	Percentage of Students by Grade Range of Student			
	Elementary	Middle	High	All Students
Very little or no proficiency (he/she generally cannot communicate or function in the classroom using English)	15.4%	13.3%	11.1%	14.2%
Very limited proficiency (he/she has considerable difficulty in using English to function in the classroom)	24.9	19.1	24.1	24.0
Limited proficiency (he/she has some difficulty in using English to function in the classroom)	59.7	67.6	64.8	61.8
Total	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 5,277. The item response represented 96.4% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE A.15
LEP Students with Limited Literacy and Oral Proficiency Skills in the Native Language
(School LEP Services Questionnaire)

	Percentage of Students by Grade Level of School				
LEP students with limited…	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
Literacy skills	49.4%	37.2%	20.8%	35.2%	38.9%
Oral proficiency skills	30.7	23.4	8.9	21.1	23.0

The number of respondents who provided data on this item was from 1,308 to 1,319. The item response represented 76.4% to 76.6% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE A.16
Place of Birth and Length of Time in the U.S. of LEP Students
(School LEP Services Questionnaire)

	Percentage of Students by Grade Level of School				
LEP Students born …	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
In the U.S.	59.2%	42.9%	18.7%	46.1%	46.1%
Elsewhere, but lived in the U.S. at least five years	12.3	17.2	17.3	17.2	14.7
Elsewhere, but lived in the U.S. for one to four years	16.7	25.3	30.5	23.9	21.9
Elsewhere, but lived in the U.S. less than one year	11.8	14.6	33.6	12.9	17.4
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 1,453. The item response represented 85.7% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE A.17
Country of Birth of LEP Students
(LEP Student Information Form)

Country	Percentage of Students
United States	47.3%
Mexico	25.9
Colombia	2.1
China	2.0
Russia	1.4
Puerto Rico	1.3
Yemen Arab Republic	1.3
Iraq	1.0
India	0.8
Brazil	0.8
Other	16.1
Total	100.0%

The number of respondents who provided data on this item was 5,496. The item response represented 99.1% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE A.18
Place of Birth of Spanish Language LEP Students
(School LEP Services Questionnaire)

Place of Birth	Percentage of Students by Grade Level of School				
	Elementary	Middle	High	Multi-Level	All Schools
The U.S.	63.1%	41.0%	15.7%	38.2%	50.0%
Mexico	24.9	32.5	41.5	44.6	30.1
Puerto Rico	2.9	4.0	3.2	8.5	3.5
Cuba	0.4	1.8	1.1	2.1	0.9
Central America	2.8	5.7	13.6	2.1	5.0
South America	3.8	9.7	18.6	4.1	7.3
Other	2.1	5.3	6.3	0.6	3.3
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 1,251. In addition, 158 respondents skipped this item because it was not applicable. The item response represented 83.5% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE A.19
Gender of LEP Students
(LEP Student Information Form)

	Percentage of Students by Grade Range of Student			
Gender	**Elementary**	**Middle**	**High**	**All Students**
Male	50.5%	50.2%	53.9%	51.2%
Female	49.5	49.8	46.1	48.8
Total	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 5,447. The item response represented 98.5% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE A.20
Students Eligible for Free and Reduced Price School Meals
(School LEP Services Questionnaire)

	Percentage of Students by Grade Level of School				
Student Group	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
All	55.0%	49.5%	36.8%	66.6%	49.2%
LEP	78.7	84.5	55.3	87.9	73.8

The number of respondents who provided data on this item was 943. The item response represented 57.9% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE A.21
LEP Students Eligible for Free or Reduced Price School Meals
(LEP Student Information Form)

	Percentage of Students by Grade Range of Student			
Eligible	**Elementary**	**Middle**	**High**	**All Students**
Yes	77.6%	83.1%	62.2%	75.0%
No	8.4	7.4	24.7	11.8
Unknown	14.0	9.4	13.1	13.2
Total	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 5,413. The item response represented 97.5% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE A.22
Number of Schools (U.S. and non-U.S.) Attended (since age 6) by LEP Students
(LEP Student Information Form)

	Mean/Median by Grade Range of Student			
Number of schools	**Elementary**	**Middle**	**High**	**All Students**
Mean	1.5	2.7	3.3	1.9
Median	1.0	2.0	3.0	1.0

The number of respondents who provided data on this item was 3,222. The item response represented 66.9% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE A.23
Middle and High School LEP Students Who Missed More Than 2 Years of Schooling Since Age 6
(School LEP Services Questionnaire)

Students Who Missed More Than 2 Years of Schooling	Mean/Median Students by Grade Level of School		
	Middle	High	All Schools
Mean	5.7%	11.5%	8.2%
Median	0.0	3.0	1.0

The number of respondents who provided data on this item was 730. The item response represented 77.0% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE A.24
LEP Students At Least Two Years Older than Age-Grade Norms
(LEP Student Information Form)

	Percentage of Students by Grade Range of Student			
At least two years older	**Elementary**	**Middle**	**High**	**All Students**
Yes	0.7%	1.5%	7.8%	2.4%
No	99.3	98.5	92.2	97.6
Total	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 5,423. 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 A.25
Number of Special Education LEP Students in Districts
(District Special Education Services Questionnaire)

Number of SpEd-LEP Students in District	Percentage of Districts	Percentage of SpEd-LEP Students Nationwide
1-2	24.5%	0.5%
3-5	17.5	0.9
6-9	12.6	1.2
10-19	14.1	2.6
20-49	12.8	5.7
50-99	7.6	7.7
100-249	4.8	10.7
250-499	2.9	13.1
500-999	2.5	22.1
1,000+	0.9	35.3
Total	100.0%	100.0%

The number of respondents who provided data on this item was 569. The item response represented 94.0% of the weighted cases on this form. The responses were weighted at the item level to be nationally representative.

TABLE A.26
Concentration of Special Education LEP Students in Districts
(District Special Education Services Questionnaire)

Percentage of SpEd-LEP of SpEd Students in District	Percentage of Districts
<1%	24.0%
1-9	48.1
10-19	11.4
20-29	4.1
30-39	2.3
40-49	2.5
50-59	2.5
60-69	2.1
70-79	0.7
80-89	0.2
90+	2.0
Total	100.0%

The number of respondents who provided data on this item was 546. The item response represented 89.8% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE A.27
Number of Special Education LEP Students by Grade
(District Special Education Services Questionnaire)

Grade	Number	Percentage
K	20,696	5.8%
1	26,092	7.3
2	29,923	8.4
3	34,224	9.6
4	35,484	9.9
5	36,545	10.2
6	33,776	9.5
7	30,609	8.6
8	27,384	7.7
9	27,572	7.7
10	20,520	5.7
11	14,766	4.1
12	12,682	3.5
Ungraded	7,052	2.0
Total	357,325	100.0%

The number of respondents who provided data on this item was 569. The item response represented 94.4% of the weighted cases on this form. The responses were weighted at the item level to be nationally representative.

TABLE A.28
Percentage of Special Education LEP Students by Grade
(District Special Education Services Questionnaire)

Grade	Percentage of SpEd-LEP of SpEd Students
K	9.4%
1	9.8
2	9.8
3	9.8
4	9.3
5	9.5
6	8.7
7	8.1
8	7.6
9	6.9
10	6.2
11	5.4
12	5.4
Ungraded	7.8

The number of respondents who provided data on this item was 546. The item response represented 90.1% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE A.29
Number of Special Education LEP Students in Schools
(School Special Education Services Questionnaire)

Number of SpEd-LEP Students in School	Percentage of Schools
1	17.2%
2	15.3
3-4	13.1
5-9	16.6
10-14	11.5
15-19	11.2
20-39	9.4
40-79	4.5
80-149	1.1
150+	0.2
Total	100.0%

The number of respondents who provided data on this item was 882. The item response represented 96.5% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE A.30
Concentration of Special Education LEP Students in Schools
(School Special Education Services Questionnaire)

Percentage of SpEd-LEP of SpEd Students in Schools	Percentage of Schools
<1	4.8%
1-9	43.9
10-19	20.5
20-29	13.7
30-39	5.2
40-49	3.6
50-59	2.5
60-69	2.0
70-79	0.9
80-89	1.1
90+	1.8
Total	100.0%

The number of respondents who provided data on this item was 821. The item response represented 91.4% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE A.31
Current Grade Level of Special Education LEP Students
(Special Education LEP Student Information Form)

Grade	Percentage of Students
K	3.3%
1	6.0
2	11.5
3	11.8
4	13.9
5	9.7
6	9.2
7	7.5
8	7.0
9	5.7
10	5.6
11	4.5
12	2.4
Ungraded	2.0
Total	100.0%

The number of respondents who provided data on this item was 936. The item response represented 99.9% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE A.32
LEP Students in Special Education Programs Included Within the District Count of LEP Students
(District LEP Services Questionnaire)

	Percentage of Districts by Number of LEP Students in District					
Response	**1-24**	**25-99**	**100-999**	**1,000-9,999**	**10,000+**	**All Districts**
Yes	45.1%	74.1%	91.1%	96.5%	100.0%	71.7%
No	6.3	5.9	5.4	3.5	0.0	5.6
No SpEd-LEP students	48.6	20.0	3.5	0.0	0.0	22.7
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 745. The item response represented 98.3% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE A.33
LEP Special Education Students Included Within the School Count of LEP Students
(School LEP Services Questionnaire)

	Percentage of Schools by Grade Level of School				
Included	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
Yes	72.4%	67.3%	58.2%	56.4%	67.9%
No	4.8	5.5	11.5	3.5	5.9
No SpEd-LEP students	22.8	27.2	30.3	40.0	26.2
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 1,599. The item response represented 93.7% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE A.34
Number of Special Education and Special Education LEP Students by Disability Classification
(District Special Education Services Questionnaire)

Primary Disability	Number of SpEd Students	Percentage of SpEd Students	Number of SpEd-LEP Students	Percentage of SpEd-LEP Students
Specific Learning Disabilities	2,143,265	48.9%	199,599	55.9%
Speech/Language Impairments	879,295	20.1	83,982	23.5
Mental Retardation	387,182	8.8	28,056	7.9
Emotional Disturbance	322,299	7.4	8,723	2.4
Multiple Disabilities	82,189	1.9	3,701	1.0
Hearing Impairments	56,663	1.3	6,028	1.7
Orthopedic Impairments	51,864	1.2	5,584	1.6
Other Health Impairments	234,347	5.3	7,867	2.2
Visual Impairments	19,490	0.4	1,937	0.5
Autism	82,363	1.9	4,561	1.3
Deaf-Blindness	3,075	0.1	180	0.1
Traumatic Brain Injury	13,874	0.3	864	0.2
Developmental Delay	104,554	2.4	5,916	1.7
Total	4,380,460	100.0%	356,998	100.0%

The number of respondents who provided data on this item was 518 & 534. The item response represented 84.8% & 90.1% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE A.35
Number of Special Education and Special Education LEP Students by Primary Disability Classification
(School Special Education Services Questionnaire)

Primary Disability	Number of SpEd Students	Percentage of SpEd Students	Number of SpEd-LEP Students	Percentage of SpEd-LEP Students
Specific Learning Disabilities	1,870,038	53.2%	248,424	57.1%
Speech/Language Impairments	661,756	18.8	104,080	23.9
Mental Retardation	261,015	7.4	38,524	8.9
Emotional Disturbance	281,564	8.0	10,745	2.5
Multiple Disabilities	68,832	2.0	6,354	1.5
Hearing Impairments	34,053	1.0	4,151	1.0
Orthopedic Impairments	35,278	1.0	4,002	0.9
Other Health Impairments	183,643	5.2	7,611	1.7
Visual Impairments	10,977	0.3	845	0.2
Autism	42,849	1.2	3,017	0.7
Deaf-Blindness	1,778	0.1	125	0.0
Traumatic Brain Injury	11,069	0.3	809	0.2
Developmental Delay	51,628	1.5	6,418	1.5
Total	3,514,479	100.0%	435,105	100.0%

The number of respondents who provided data on this item was 775 & 863. The item response represented 86.1% & 94.1% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE A.36
Primary Disability Classification of Special Education LEP Students by Grade Range of Student
(Special Education LEP Student Information Form)

	Percentage of Students by Grade Range of Student			
Primary Disability	**Elementary**	**Middle**	**High**	**All Students**
Specific Learning Disabilities	60.9%	84.0%	75.4%	67.0%
Speech/Language Impairments	20.7	4.8	3.3	15.1
Mental Retardation	10.0	5.1	11.4	9.6
Other Health Impairments	2.3	2.9	1.9	2.3
Emotional Disturbance	1.3	0.8	1.4	1.2
Developmental Delay	1.6	0.1	0.0	1.1
Deaf-Blindness	0.0	0.0	3.7	0.7
Multiple Disabilities	0.2	1.2	1.3	0.5
Orthopedic Impairments	0.5	0.4	0.4	0.5
Traumatic Brain Injury	0.7	0.0	0.0	0.4
Hearing Impairments	0.3	0.7	0.7	0.4
Autism	0.2	0.0	0.0	0.2
Visual Impairments	0.1	0.0	0.2	0.1
Other	1.2	0.0	0.2	0.9
Total	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 918. 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 A.37
Native Languages of Special Education LEP Students
(District Special Education Services Questionnaire)

Language	Number	Percentage of Total
Spanish	280,864	80.4%
Navajo	6,796	1.9
Hmong	5,913	1.7
Vietnamese	5,565	1.6
Cantonese	3,651	1.0
American Indian	3,522	1.0
Haitian Creole	2,788	0.8
English	2,726	0.8
Laotian	2,354	0.7
Arabic	2,053	0.6
Russian	1,764	0.5
Khmer	1,632	0.5
Tagalog	1,379	0.4
Korean	1,361	0.4
Armenian	1,141	0.3
Cherokee	980	0.3
Urdu	840	0.2
Portuguese	695	0.2
Polish	666	0.2
Somali	656	0.2
All others	22,173	6.3
Total	349,517	100.0%

The number of respondents who provided data on this item was 539. The item response represented 90.8% of the weighted cases on this form. The responses were weighted at the item level to be nationally representative.

TABLE A.38
Number of Native Languages of Special Education LEP Students in Districts
(District Special Education Services Questionnaire)

Number of Languages	Percentage of Districts
1	62.2%
2	14.5
3-5	14.0
6-9	4.7
10-19	3.1
20+	1.4
Total	100.0%

The number of respondents who provided data on this item was 539. The item response represented 90.4% of the weighted cases on this form. The responses were weighted at the item level to be nationally representative.

TABLE A.39
Mean and Median Number of Native Languages of Special Education LEP Students in Districts
(District Special Education Services Questionnaire)

	Mean and Median by Number of LEP Students in District					
Measure	**1-24**	**25-99**	**100-999**	**1,000-9,999**	**10,000+**	**All Districts**
Mean	1.3	1.4	2.5	6.2	19.3	2.5
Median	1.0	1.0	2.0	4.0	20.0	1.0

The number of respondents who provided data on this item was 539. The item response represented 90.4% of the weighted cases on this form. The responses were weighted at the item level to be nationally representative.

TABLE A.40
Most Common Language of Special Education LEP Students in Districts
(District Special Education Services Questionnaire)

Language	Percentage of Districts
Spanish	83.3%
Hmong	1.6
Navajo	1.1
Korean	1.1
Cantonese	0.9
Arabic	0.8
American Indian	0.8
Vietnamese	0.8
Khmer	0.8
Urdu	0.7
All others	8.2
Total	100.0%

The number of respondents who provided data on this item was 539. The item response represented 90.4% of the weighted cases on this form. The responses were weighted at the item level to be nationally representative.

TABLE A.41
Percentage of Special Education LEP Students Speaking the Most Common Native Language in the District
(District Special Education Services Questionnaire)

Percentage	Percentage of Districts
1-19%	0.0%
20-29	1.0
30-39	2.1
40-49	2.0
50-59	5.8
60-69	6.1
70-79	3.4
80-89	8.4
90-99	9.0
100	62.2
Total	100.0%

The number of respondents who provided data on this item was 539. The item response represented 90.4% of the weighted cases on this form. The responses were weighted at the item level to be nationally representative.

TABLE A.42
Level of Oral Proficiency in English of Special Education LEP Students
(Special Education LEP Student Information Form)

English oral proficiency	Percentage of Students by Grade Range of Student			
	Elementary	Middle	High	All Students
Very little or no proficiency (he/she generally cannot communicate or function in the classroom using English)	13.4%	5.2%	8.9%	11.4%
Very limited proficiency (he/she has considerable difficulty in using English to function in the classroom)	27.4	18.7	14.9	23.9
Limited proficiency (he/she has some difficulty in using English to function in the classroom)	59.1	76.1	76.1	64.7
Total	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 895. 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.

TABLE A.43
Country of Birth of Special Education LEP Students
(Special Education LEP Student Information Form)

Country	Percentage of Students
United States	68.6%
Mexico	19.6
Iraq	1.6
Russia	0.9
Poland	0.9
El Salvador	0.8
Saudi Arabia	0.7
Peru	0.7
Puerto Rico	0.6
Ecuador	0.5
Other	5.1
Total	100.0%

The number of respondents who provided data on this item was 923. The item response represented 97.7% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE A.44
Gender of Special Education LEP Students
(Special Education LEP Student Information Form)

	Percentage of Students by Grade Range of Student			
Gender	**Elementary**	**Middle**	**High**	**All Students**
Male	61.4%	59.6%	64.3%	61.7%
Female	38.6	40.4	35.7	38.3
Total	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 931. The item response represented 99.4% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE A.45
Special Education LEP Students Eligible for Free or Reduced Price School Meals
(Special Education LEP Student Information Form)

	Percentage of Students by Grade Range of Student			
Eligible	**Elementary**	**Middle**	**High**	**All Students**
Yes	71.8%	85.1%	65.3%	72.6%
No	7.0	5.1	21.0	9.3
Unknown	21.2	9.8	13.7	18.1
Total	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 896. The item response represented 93.6% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE A.46
Number of Schools (U.S. and non-U.S.) Attended (since age 6) by Special Education LEP Students
(Special Education LEP Student Information Form)

	Mean/Median by Grade Range of Student			
Number of schools	**Elementary**	**Middle**	**High**	**All Students**
Mean	1.7	2.4	4.1	2.1
Median	1.0	2.0	4.0	2.0

The number of respondents who provided data on this item was 616. The item response represented 73.7% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE A.47
Special Education LEP Students At Least Two Years Older than Age-Grade Norms
(Special Education LEP Student Information Form)

	Percentage of Students by Grade Range of Student			
At least two years older	**Elementary**	**Middle**	**High**	**All Students**
Yes	0.9%	0.3%	5.2%	1.6%
No	99.1	99.7	94.8	98.4
Total	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 905. The item response represented 97.2% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

APPENDIX B

TABLES RELATED TO CHAPTER 4: IDENTIFICATION AND ASSIGNMENT TO SERVICES

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TABLE B.1
Level(s) at Which Standards and Criteria for Identifying LEP Status Are Defined
(District LEP Services Questionnaire)

	Percentage of Districts by Number of LEP Students in District					
Level	**1-24**	**25-99**	**100-999**	**1,000-9,999**	**10,000+**	**All Districts**
State	82.2%	83.4%	85.5%	90.1%	81.0%	84.3%
District	61.3	65.4	76.7	77.2	68.6	68.4
School	36.3	34.2	26.5	22.3	25.0	31.4
Classroom	23.5	23.5	17.2	17.4	16.8	21.1

The number of respondents who provided data on this item was 746. The item response represented 98.2% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE B.2
Types of Data Collected and Used to Identify LEP Students
(District LEP Services Questionnaire)

	Percentage of Districts by Number of LEP Students in District					
Type of Data	**1-24**	**25-99**	**100-999**	**1,000-9,999**	**10,000+**	**All Districts**
Home language survey	84.5%	89.8%	95.8%	99.0%	100.0%	90.7%
Oral proficiency tests in English	79.3	88.0	92.6	96.5	100.0	87.3
Literacy tests in English	51.8	60.5	62.8	81.3	60.6	60.4
Teacher judgment	54.1	61.7	52.8	35.1	33.6	53.7
Writing samples in English	39.2	54.6	48.5	65.1	42.8	48.7
Achievement tests in English	34.8	41.6	45.7	51.4	65.2	41.6
Teacher ratings of English proficiency	39.2	42.2	41.4	28.7	16.8	39.4
Oral proficiency tests in native language	14.5	25.9	34.1	61.9	47.2	28.2
Achievement tests in native language	6.0	10.5	11.1	18.9	23.0	10.1
Other	4.2	1.2	2.3	5.4	0.0	2.9

The number of respondents who provided data on this item was 749. The item response represented 98.6% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE B.3
Decision-Makers on the Types of Instructional Services Received by LEP Students
(District LEP Services Questionnaire)

	Percentage of Districts by Number of LEP Students in District					
Decision-Makers*	**1-24**	**25-99**	**100-999**	**1,000-9,999**	**10,000+**	**All Districts**
Teachers	79.8%	80.7%	87.8%	71.4%	50.9%	81.1%
School level administrators	74.3	72.8	74.5	81.3	77.7	74.9
District level staff	42.0	56.4	65.5	63.7	77.0	55.7
Other	20.5	10.7	15.4	33.8	48.0	18.4
Only one service available	27.7%	28.6%	18.6%	6.3%	0.0%	23.0%

The number of respondents who provided data on this item was 745. The item response represented 98.2% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.
*Percentage of decision-makers calculated for districts that provided more than one service.

TABLE B.4
Types of Information Used to Make Decisions about the Instructional Services Received by LEP Students
(District LEP Services Questionnaire)

	Percentage of Districts by Number of LEP Students in District					
Type of Information	**1-24**	**25-99**	**100-999**	**1,000-9,999**	**10,000+**	**All Districts**
Oral proficiency tests in English	82.2%	90.7%	94.6%	97.1%	96.4%	90.0%
Teacher judgment	76.3	82.1	76.7	70.9	48.7	77.0
Parent request	68.3	58.8	67.3	86.7	75.6	68.0
Literacy tests in English	50.5	67.7	77.7	87.1	67.8	67.7
Prior instructional services	51.1	65.4	71.2	70.7	57.1	63.2
Writing samples in English	53.4	63.4	60.3	76.8	42.2	60.8
Achievement tests in English	51.0	55.0	61.4	69.9	64.0	57.6
Teacher ratings of English proficiency	47.9	50.3	59.2	47.9	34.0	51.8
Oral proficiency tests in native language	12.6	27.3	37.6	63.8	61.8	30.6
Achievement tests in native language	11.8	14.1	16.5	36.6	29.4	17.1
Other	1.5	0.0	0.5	3.3	0.0	1.0

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 B.5
Frequency that District/School Staff Review Decisions Regarding the Types of Services Provided to Individual LEP Students
(District LEP Services Questionnaire)

	Percentage of Districts by Number of LEP Students in District					
Decisions reviewed …	**1-24**	**25-99**	**100-999**	**1,000-9,999**	**10,000+**	**All Districts**
Once every two years	0.7%	0.0%	0.5%	1.7%	0.0%	0.6%
Once each year	56.0	50.9	59.8	68.4	68.3	57.5
Twice a year	11.4	20.2	20.3	12.9	12.2	16.4
More than twice a year	26.2	24.5	16.9	15.4	19.5	21.6
Only when a student is considered eligible for exit	4.9	2.7	1.6	1.4	0.0	2.9
Other	0.8	1.7	1.0	0.2	0.0	1.0
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 561. In addition, 148 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 B.6
Level(s) at Which Standards and Criteria for Exiting a LEP Student from LEP Status Are Defined
(District LEP Services Questionnaire)

	Percentage of Districts by Number of LEP Students in District					
Level	**1-24**	**25-99**	**100-999**	**1,000-9,999**	**10,000+**	**All Districts**
State	62.4%	61.0%	59.5%	66.0%	69.3%	61.6%
District	41.8	49.6	66.0	74.1	73.3	54.3
School	30.7	27.4	17.0	11.6	4.8	23.8
Classroom	19.6	14.0	10.7	9.3	4.8	14.4
Other	1.1	1.1	0.0	0.0	0.0	0.7

The number of respondents who provided data on this item was 742. The item response represented 97.8% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE B.7
Types of Data Used to Make Decisions about Exiting LEP Students from LEP Status
(District LEP Services Questionnaire)

	Percentage of Districts by Number of LEP Students in District					
Type of Data	**1-24**	**25-99**	**100-999**	**1,000-9,999**	**10,000+**	**All Districts**
Oral proficiency tests in English	73.6%	82.7%	87.0%	92.2%	78.0%	81.8%
Classroom performance/grades	68.9	71.1	69.9	69.6	67.6	69.8
Literacy tests in English	54.9	69.7	72.7	87.6	68.4	67.5
Teacher judgment	64.7	69.8	66.7	67.5	64.1	66.9
Achievement tests in English	53.3	60.8	69.3	81.2	81.0	63.0
Writing samples in English	50.5	56.3	58.3	74.2	47.4	56.7
Teacher ratings of English proficiency	38.7	49.8	47.8	51.7	47.6	45.7
Oral proficiency tests in native language	4.0	6.3	11.7	7.2	8.2	7.2
Other	3.8	4.7	4.2	9.6	11.6	4.8

The number of respondents who provided data on this item was 745. The item response represented 98.0% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE B.8
Frequency that District/School Staff Review Decisions Regarding the LEP Status of Individual LEP Students
(District LEP Services Questionnaire)

	Percentage of Districts by Number of LEP Students in District					
Decisions reviewed …	**1-24**	**25-99**	**100-999**	**1,000-9,999**	**10,000+**	**All Districts**
Once every two years	1.2%	1.4%	2.3%	3.0%	0.0%	1.7%
Once each year	55.5	54.5	61.8	67.2	56.8	58.2
Twice a year	12.8	21.4	16.9	13.1	8.1	16.3
More than twice a year	7.0	7.4	6.0	4.8	2.7	6.6
As needed	22.9	15.2	13.0	11.7	32.4	16.9
Other	0.7	0.0	0.0	0.2	0.0	0.2
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 673. The item response represented 89.1% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE B.9
Systematic Monitoring of the Achievement of LEP Students
After Exit From LEP Status
(District LEP Services Questionnaire)

	Percentage of Districts by Number of LEP Students in District					
Monitoring	**1-24**	**25-99**	**100-999**	**1,000-9,999**	**10,000+**	**All Districts**
Yes	53.8%	66.5%	74.2%	84.0%	85.7%	66.3%
No	46.2	33.5	25.8	16.0	14.3	33.7
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 744. The item response represented 97.8% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE B.10
Length of Time after Exit from LEP Status that Districts Monitor the Achievement of Former LEP Students
(District LEP Services Questionnaire)

	Percentage of Districts by Number of LEP Students in District					
Length of Time	**1-24**	**25-99**	**100-999**	**1,000-9,999**	**10,000+**	**All Districts**
One year	33.5%	26.7%	32.2%	35.1%	20.0%	31.3%
Two years	36.8	46.3	45.9	49.8	71.4	44.3
Other	29.8	27.0	21.9	15.1	8.6	24.5
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 511. In addition, 216 respondents skipped this item because it was not applicable. The item response represented 95.8% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE B.11
Types of Information Collected to Monitor the Achievement of Former LEP Students
(District LEP Services Questionnaire)

	Percentage of Districts by Number of LEP Students in District					
Type of Information	**1-24**	**25-99**	**100-999**	**1,000-9,999**	**10,000+**	**All Districts**
Student grades	93.4%	96.2%	91.8%	90.9%	94.6%	93.3%
State performance test scores	71.6	80.8	76.8	79.2	89.3	76.9
Achievement test scores	74.3	70.1	74.5	79.0	72.6	73.9
Teacher ratings/systematic reports	65.3	61.7	57.6	62.9	54.7	61.5
Course credits	35.4	37.0	37.4	36.2	43.5	36.6
Other	1.8	0.8	3.0	2.8	0.0	2.0

The number of respondents who provided data on this item was 527. In addition, 216 respondents skipped this item because it was not applicable. The item response represented 97.7% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE B.12
Typical Order of LEP and Special Education Identification
(District Special Education Services Questionnaire)

	Percentage of Districts by Number of LEP Students in District					
Order	**1-24**	**25-99**	**100-999**	**1,000-9,999**	**10,000+**	**All Districts**
Determination of LEP status is first	58.1%	70.2%	74.1%	73.5%	70.5%	69.7%
There is no typical sequence	16.2	9.6	18.1	9.9	6.8	14.1
Both typically occur at the same time	21.0	15.5	5.6	15.2	18.2	12.9
Determination of disability status is first	4.8	3.8	1.0	1.5	4.5	2.6
Other	0.0	0.9	1.2	0.0	0.0	0.7
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 492. The item response represented 96.7% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE B.13
Program with Primary Responsibility for Structuring
A Special Education LEP Student's Educational Plan
(District Special Education Services Questionnaire)

	Percentage of Districts by Number of LEP Students in District					
Program with Responsibility	**1-24**	**25-99**	**100-999**	**1,000-9,999**	**10,000+**	**All Districts**
The special education program	75.8%	61.8%	67.7%	65.9%	66.7%	67.2%
Responsibility is equally shared	15.8	28.0	26.5	14.8	33.3	23.4
Depends on the disability	6.9	8.2	5.8	17.7	0.0	8.3
The LEP services program	1.4	1.9	0.0	0.0	0.0	0.8
Other	0.0	0.0	0.0	1.5	0.0	0.2
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 470. The item response represented 91.9% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE B.14
Decision-Makers on the Types of Instructional Services Received by Special Education LEP Students
(District Special Education Services Questionnaire)

	Percentage of Districts by Number of LEP Students in District					
Decision-Makers	**1-24**	**25-99**	**100-999**	**1,000-9,999**	**10,000+**	**All Districts**
School level special education staff	79.8%	78.6%	89.3%	94.9%	92.3%	85.0%
Parents	66.3	73.0	79.7	87.6	78.9	76.2
Regular school instructional staff	64.8	70.1	77.4	89.4	86.6	74.4
District level special education staff	74.1	72.1	64.4	63.2	36.6	68.1
School level administrators	60.5	65.1	72.1	67.1	78.9	67.2
District level LEP staff	57.5	74.0	54.6	47.5	17.4	59.8
Other	8.9	11.1	13.9	8.8	25.0	11.6

The number of respondents who provided data on this item was 445. The item response represented 87.9% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE B.15
Types of Information Used to Make Decisions about the Instructional Services Received by Special Education LEP Students
(District Special Education Services Questionnaire)

	Percentage of Districts by Number of LEP Students in District					
Type of Information	**1-24**	**25-99**	**100-999**	**1,000-9,999**	**10,000+**	**All Districts**
Achievement/content tests in English	83.5%	83.9%	82.6%	87.1%	87.5%	83.8%
Oral Proficiency tests in English	65.7	72.4	73.6	88.8	82.6	73.8
Prior instructional services	55.7	64.6	71.4	68.7	76.1	66.1
Specific learning skills test	58.9	62.8	64.9	70.3	75.0	63.9
Achievement/content tests in native language	47.8	59.7	54.9	85.8	87.5	59.3
Aptitude tests in English	63.6	53.5	53.4	59.5	64.7	56.3
Writing samples in English	50.2	53.9	54.1	63.5	71.2	54.7
Teacher ratings of English proficiency	56.0	60.8	45.6	56.9	60.3	53.6
Oral proficiency tests in the native language	40.0	38.8	48.0	80.1	81.0	48.3
Aptitude tests in native language	40.9	42.3	43.8	63.3	59.8	45.5
Literacy tests in English	39.9	43.1	41.9	59.6	61.4	44.4
Other	1.5	4.8	3.4	7.6	0.0	3.9

The number of respondents who provided data on this item was 489. The item response represented 95.8% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE B.16
Program with Primary Responsibility for Monitoring
A Special Education LEP Student's Progress
(District Special Education Services Questionnaire)

	Percentage of Districts by Number of LEP Students in District					
Program with Responsibility	**1-24**	**25-99**	**100-999**	**1,000-9,999**	**10,000+**	**All Districts**
The special education program	60.8%	59.9%	59.5%	65.6%	73.8%	60.8%
Responsibility is equally shared	30.8	33.8	35.1	25.5	21.4	32.5
Depends on the disability	6.9	2.7	4.7	8.9	4.8	5.1
The LEP services program	1.4	2.6	0.0	0.0	0.0	1.0
Other	0.0	1.0	0.7	0.0	0.0	0.6
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 481. The item response represented 94.1% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE B.17
Frequency that District/School Staff Review Decisions Regarding the Types of Services Provided to Individual Special Education LEP Students
(District Special Education Services Questionnaire)

	Percentage of Districts by Number of LEP Students in District					
Decisions reviewed…	**1-24**	**25-99**	**100-999**	**1,000-9,999**	**10,000+**	**All Districts**
Once every two years	0.0%	0.0%	1.6%	0.6%	0.0%	0.7%
Once each year	73.7	64.9	72.9	79.6	78.3	71.4
Twice a year	6.4	5.9	3.3	3.1	0.0	4.6
More than twice a year	8.8	7.7	2.1	2.5	8.7	5.1
As needed	11.1	20.4	20.1	14.2	13.0	17.9
Other	0.0	1.1	0.0	0.0	0.0	0.3
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 364. The item response represented 73.0% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE B.18
Types of Staff Responsible for Deciding Whether to Exit Special Education LEP Students from LEP Status
(District Special Education Services Questionnaire)

	Percentage of Districts by Number of LEP Students in District					
Type of Staff	**1-24**	**25-99**	**100-999**	**1,000-9,999**	**10,000+**	**All Districts**
School LEP staff/service providers	58.0%	66.9%	71.9%	75.8%	74.3%	68.4%
School special education staff/service providers	61.4	55.6	51.9	66.4	57.7	56.7
District LEP staff	38.1	67.3	59.7	48.0	46.6	56.4
Parents	55.1	52.6	46.5	56.5	63.2	51.4
School administrators	55.1	51.4	49.2	49.3	37.5	50.9
School regular instructional staff	44.5	54.1	50.3	50.5	45.3	50.4
District special education staff	47.6	55.5	39.5	39.2	15.9	45.6
Other	15.3	9.3	7.1	5.3	22.7	9.2

The number of respondents who provided data on this item was 455. The item response represented 89.6% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE B.19
Types of Data Used to Decide Whether to Exit Special Education LEP Students from LEP Status
(District Special Education Services Questionnaire)

	Percentage of Districts by Number of LEP Students in District					
Type of Data	**1-24**	**25-99**	**100-999**	**1,000-9,999**	**10,000+**	**All Districts**
Oral proficiency tests in English	73.2%	74.9%	79.9%	79.6%	85.7%	77.1%
Achievement/content tests in English	64.9	69.6	75.9	72.7	87.0	71.6
Classroom performance/grades	69.3	75.1	67.0	69.9	65.3	70.2
Teacher judgment	57.9	69.8	61.0	49.0	57.2	61.5
Literacy tests in English	57.9	54.4	53.2	72.3	61.5	56.9
Writing samples in English	50.5	46.9	49.1	62.9	68.4	50.6
Teacher ratings of English proficiency	48.4	55.3	43.3	44.0	47.2	48.0
Oral proficiency tests in native language	17.6	17.7	17.2	28.0	16.1	18.8
Achievement/content tests in native language	12.4	15.4	14.8	29.4	20.4	16.4
Other	4.9	4.3	10.1	3.2	9.9	6.5

The number of respondents who provided data on this item was 471. The item response represented 93.3% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

APPENDIX C

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TABLE C.1
Service Types Received by LEP Students
(School LEP Services Questionnaire)

Service Type	Percentage of LEP Students by Grade Level of Schools				
	Elementary	Middle	High	Multi-level	All Schools
1—No LEP services/mainstream instruction only	5.5%	12.2%	6.4%	4.2%	6.7%
2—No LEP services/instructional support	4.9	5.2	4.3	8.1	5.0
3—Some LEP services/all English	29.1	25.1	14.4	26.2	24.7
4—Some LEP services/some native language	10.2	6.5	4.4	11.8	8.3
5—Some LEP services/significant native language	3.6	1.9	2.5	8.6	3.4
6—Extensive LEP services/all English	16.2	28.6	36.9	15.1	23.2
7—Extensive LEP services/some native language	9.2	9.6	17.9	14.3	11.8
8—Extensive LEP services/significant native language	21.2	10.9	13.2	11.8	17.0
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 1,987. The item response represented 95.1% of the weighted cases on this form. The responses were weighted at the item level to be nationally representative.

TABLE C.2
Service Types Received by LEP Students in 1991-1992* and 2001-2002
(School LEP Services Questionnaire)

	Percentage of LEP Students	
Service Type	**1993 Study***	**Current Study**
1—No LEP services/mainstream instruction only	2.1%	6.7%
2—No LEP services/instructional support	1.4	5.0
3—Some LEP services/all English	19.1	24.7
4—Some LEP services/some native language	7.0	8.3
5—Some LEP services/significant native language	3.1	3.4
6—Extensive LEP services/all English	14.6	23.2
7—Extensive LEP services/some native language	15.8	11.8
8—Extensive LEP services/significant native language	37.0	17.0
Total	100.0%	100.0%

The number of respondents who provided data on the item from the current study was 1,987. The item response represented 95.1% of the weighted cases on this form. The responses were weighted at the item level to be nationally representative.
*Data from Fleischman and Hopstock (1993). The percentages were recalculated to exclude an "unknown" category.

TABLE C.3
Service Types Received by LEP Students by Grade Range
(LEP Student Information Form)

	Percentage of Students by Grade Range of Student			
Service Type	**Elementary**	**Middle**	**High**	**All Students**
1-No LEP services/mainstream instruction only	9.4%	18.2%	14.5%	11.7%
2-No LEP services/instructional support	4.7	5.9	1.4	4.1
3-Some LEP services/all English	37.4	25.0	28.0	33.7
4-Some LEP services/some native language	11.0	19.0	13.0	12.5
5-Some LEP services/significant native language	7.1	1.4	1.4	5.1
6-Extensive LEP services/all English	14.0	16.7	30.2	17.8
7-Extensive LEP services/some native language	7.6	5.6	7.1	7.2
8-Extensive LEP services/significant native language	8.9	8.3	4.4	7.8
Total	100.0%	100.0%	100.0%	100.0%

The number of cases with data on this item was 5,457. The item response represented 98.3% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE C.4
Service Types Received by LEP Students in Previous School Years
(LEP Student Information Form)

	Percentage of Students by Grade Range of Student			
Service Type	**Elementary**	**Middle**	**High**	**All Students**
1-No LEP services/mainstream instruction only	4.5%	10.6%	4.2%	5.2%
2-No LEP services/instructional support	5.0	8.3	2.2	4.8
3-Some LEP services/all English	26.8	25.3	27.6	26.8
4-Some LEP services/some native language	11.8	15.0	23.5	14.9
5-Some LEP services/significant native language	11.3	14.0	15.8	12.6
6-Extensive LEP services/all English	14.3	16.5	30.7	18.3
7-Extensive LEP services/some native language	11.3	18.8	25.5	15.5
8-Extensive LEP services/significant native language	17.9	22.9	20.7	19.2

The number of cases with data on this item was 5,020. The item response represented 92.8% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE C.5
Typical Number of Years That Students Receive Service Types
(School LEP Services Questionnaire)

Service Type	Mean Years by Grade Level of School				
	Elementary	Middle	High	Multi-level	All Schools
1—No LEP services/mainstream instruction only	3.59	3.46	3.58	5.03	3.62
2—No LEP services/instructional support	3.10	2.59	3.03	5.29	3.11
3—Some LEP services/all English	3.49	3.00	2.83	3.77	3.33
4—Some LEP services/some native language	3.02	2.61	2.74	3.43	2.94
5—Some LEP services/significant native language	3.14	2.08	2.55	3.19	2.88
6—Extensive LEP services/all English	3.05	2.79	2.86	2.83	2.92
7—Extensive LEP services/some native language	2.37	2.82	2.53	2.31	2.48
8—Extensive LEP services/significant native language	4.03	2.89	2.58	4.37	3.60

The number of respondents who provided data on this item was from 141 to 930. In addition, 611 to 1,470 respondents skipped this item because it was not applicable. The item response represented 86.4% to 95.1% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE C.6
Services for LEP Students at the Middle and High School Levels
(District LEP Services Questionnaire)

	Percentage of Districts by Number of LEP Students in District					
District provides …	**1-24**	**25-99**	**100-999**	**1,000-9,999**	**10,000+**	**All Districts**
Concurrent ESL and sheltered/structured immersion instruction in content areas	43.4%	50.8%	62.3%	82.6%	95.2%	55.4%
Concurrent ESL and use of a native language "buddy"	30.1	39.6	39.7	35.4	16.1	36.0
Concurrent ESL and use of a native language aide	22.7	24.9	45.3	61.3	57.7	34.2
Concurrent ESL and bilingual instruction	21.5	22.8	32.4	47.3	58.1	28.0
Intensive ESL instruction prior to entry into regular classes	11.8	21.7	20.2	36.8	36.5	19.8
Other	25.8	23.1	17.5	8.8	16.1	20.8

The number of respondents who provided data on this item was 708. The item response represented 92.6% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE C.7
Service Types Received by LEP Students by Native Language
(LEP Student Information Form)

Service Type	Percentage of Students by Native Language		
	Spanish	Other Languages	All Languages
1—No LEP services/mainstream instruction only	11.5%	11.9%	11.6%
2—No LEP services/instructional support	1.9	10.8	4.1
3—Some LEP services/all English	35.1	28.6	33.5
4—Some LEP services/some native language	13.8	8.9	12.6
5—Some LEP services/significant native language	6.5	1.2	5.2
6—Extensive LEP services/all English	13.3	32.0	18.0
7—Extensive LEP services/some native language	7.7	5.2	7.1
8—Extensive LEP services/significant native language	10.2	1.3	7.9
Total	100.0%	100.0%	100.0%

The number of cases with data on this item was 5,418. The item response represented 97.3% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE C.8
Service Types Offered by Schools by Grade Level of School
(School LEP Services Questionnaire)

	Percentage of Schools by Grade Level of School*				
Service Type	**Elementary**	**Middle**	**High**	**Multi-level**	**All Schools**
1—No LEP services/mainstream instruction only	21.0%	24.1%	19.7%	22.8%	21.6%
2—No LEP services/instructional support	20.8	20.1	20.0	16.9	20.2
3—Some LEP services/all English	69.0	65.6	55.0	54.4	65.0
4—Some LEP services/some native language	27.5	20.7	21.7	20.7	24.7
5—Some LEP services/significant native language	6.5	6.4	8.7	14.3	7.4
6—Extensive LEP services/all English	25.1	37.6	44.1	33.7	31.1
7—Extensive LEP services/some native language	18.3	20.7	28.4	22.5	20.6
8—Extensive LEP services/significant native language	16.5	17.5	19.1	12.4	16.8

The number of respondents who provided data on this item was 1,987. The item response represented 95.0% of the weighted cases on this form. The responses were weighted at the item level to be nationally representative.
*Because multiple responses are possible, the percentages may add up to more than 100 percent.

TABLE C.9
Service Types Offered by Schools by Number of LEP Students in School
(School LEP Services Questionnaire)

	Percentage of Schools by Number of LEP Students in School*					
Service Type	**1-9**	**10-29**	**30-99**	**100-299**	**300+**	**All Schools**
1—No LEP services/mainstream instruction only	12.4%	22.3%	33.4%	21.6%	13.7%	21.6%
2—No LEP services/instructional support	13.2	19.4	29.8	21.3	14.6	20.2
3—Some LEP services/all English	66.4	75.4	60.0	60.7	56.9	65.0
4—Some LEP services/some native language	15.0	26.4	27.9	29.6	27.6	24.7
5—Some LEP services/significant native language	3.9	4.7	7.1	9.3	20.2	7.4
6—Extensive LEP services/all English	11.0	21.4	43.9	36.4	63.7	31.1
7—Extensive LEP services/some native language	5.6	10.0	22.0	31.4	59.4	20.6
8—Extensive LEP services/significant native language	1.5	6.0	15.9	33.7	49.8	16.8

The number of respondents who provided data on this item was 1,987. The item response represented 95.0% of the weighted cases on this form. The responses were weighted at the item level to be nationally representative.
*Because multiple responses are possible, the percentages may add up to more than 100 percent.

TABLE C.10
LEP Students Receiving More Than One Service Type Over Time
(School LEP Services Questionnaire)

More Than One Type	Percentage of Schools by Grade Level of School				
	Elementary	Middle	High	Multi-Level	All Schools
Yes	50.5%	53.0%	60.7%	45.8%	52.2%
No	49.5	47.0	39.3	54.2	47.8
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 1,581. The item response represented 92.2% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE C.11
Extent that LEP Students Receive More Than One Service Type Over Time in Schools Where Any LEP Students Receive More Than One Service Type
(School LEP Services Questionnaire)

	Mean/Median Percentage by Grade Level of School				
Mean/Median	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
Mean	68.1%	68.5%	66.7%	77.0%	68.6%
Median	80.0	80.0	75.0	98.0	80.0

The number of respondents who provided data on this item was 812. In addition, 725 respondents skipped this item because it was not applicable. The item response represented 90.6% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE C.12
Most Common Sequence of Service Types
(School LEP Services Questionnaire)

Sequence	Percentage of Schools
Type 6 – Type 3	25.0%
Type 3 – Type 2	18.6
Type 8 – Type 7	12.9
Type 4 – Type 3	12.7
Type 3 – Type 1	10.8
Type 7 – Type 6	8.6
Type 2 – Type 1	7.5
Type 5 – Type 4	6.0
Type 7 – Type 4	5.9
Type 4 – Type 2	4.0
Type 7 – Type 3	4.0

The number of respondents who provided data on this item was 754. In addition, 725 respondents skipped this item because it was not applicable. The item response represented 86.3% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE C.13
Extent that Services Provided to LEP Students Depend on Different Factors
(School LEP Services Questionnaire)

	Extent			
Factor	**Not at All**	**Some**	**A Great Deal**	**Total**
Student's English proficiency	4.6%	17.3	78.1	100.0%
Parent request	25.7%	49.3	25.0	100.0%
Availability of qualified teachers	39.2%	30.9	30.0	100.0%
Student's native language proficiency	43.1%	36.4	20.5	100.0%
Student's grade level	44.0%	37.5	18.6	100.0%
Native language of the student	49.9%	24.6	25.5	100.0%

The number of respondents who provided data on this item was from 1,581 to 1,604. The item response represented 90.8% to 92.9% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE C.14
Typical Length of Time that LEP Students Remain in LEP Status and Receive Services Specifically Designed for LEP Students by Grade Level of School
(School LEP Services Questionnaire)

	Mean of School Years by Grade Level of School				
Typical Length of Time that…	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
Students remain in LEP status in the school	3.75	3.24	3.28	3.36	3.55
LEP students receive any form of services specifically designed for them	3.71	3.10	3.24	3.64	3.51

The number of respondents who provided data on this item was from 1,859 to 1,878. The item response represented 87.9% to 89.2% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE C.15
Typical Length of Time that LEP Students Remain in LEP Status and Receive Services Specifically Designed for LEP Students by Number of LEP Students in School
(School LEP Services Questionnaire)

	Mean of School Years by Number of LEP Students in School					
Typical Length of Time that…	**1-9**	**10-29**	**30-99**	**100-299**	**300+**	**All Schools**
Students remain in LEP status in the school	3.15	3.58	3.61	3.85	3.64	3.55
LEP students receive any form of services specifically designed for them	3.03	3.52	3.50	3.87	3.84	3.51

The number of respondents who provided data on this item was from 1,859 to 1,878. The item response represented 87.9% to 89.2% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE C.16
Number of School Years Student Received Any Form of LEP Instructional Services
(Including the Current School Year)
(LEP Student Information Form)

	Mean/Median Years by Grade Range of Student			
Number of years	**Elementary**	**Middle**	**High**	**All Students**
Mean	2.7	4.0	4.5	3.2
Median	2.0	3.0	3.0	3.0

The number of respondents who provided data on this item was 5,059. The item response represented 88.9% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE C.17
Instruction and Services Received by LEP Students
(District LEP Services Questionnaire)

Instruction or Service	Number of Districts	Number of LEP Students	Response Rate*
English as a Second Language or other English language instruction for LEP students	5,200	3,075,536	89.0%
Instruction in the language arts of their native language	1,485	822,850	67.6
Content area instruction (math, science, etc.) involving significant (at least 25 percent) native language use	1,519	832,619	70.5
Content area instruction specially designed for LEP students which uses English only	3,372	1,930,616	75.2
Services supported by the federal Title I program	3,877	1,925,167	70.1
Services supported by the federal Title VII program	803	470,806	49.3
Services supported under the federal Emergency Immigrant Act	1,271	986,219	55.9
Services supported by State funds for LEP services	3,116	2,671,434	64.4
Services supported by other State compensatory education programs	1,156	935,402	49.6
Special education services	3,838	250,235	75.7
Gifted and talented services	1,497	64,367	57.9
"Newcomer" program services	442	71,146	52.9
Two-way bilingual immersion program services	341	63,725	55.1

The number of respondents who provided data on this item was from 412 to 854.
*A substantial number of respondents who left items blank likely did so to indicate "0." However, others likely did not respond to items because they did not have the data. We present the weighted response rate in the table to indicate the percentage of respondents who wrote a response. The responses were weighted at the form level to be nationally representative.

TABLE C.18
Sources of Support for Services to LEP Students by Grade Level of School
(School LEP Services Questionnaire)

	Percentage of Schools by Grade Level of School				
Source	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
The federal Title I program	67.2%	54.6%	36.9%	63.7%	60.1%
A school-wide Title I grant	36.1	29.1	19.2	39.1	32.4
The federal Title VII program	28.7	23.4	23.0	23.0	26.4
A school-wide Title VII grant	12.7	7.7	6.1	9.2	10.5
A Comprehensive School Reform Demonstration Grant	5.4	7.2	5.2	6.5	5.8

The number of respondents who provided data on this item was from 1,141 to 1,414. The item response represented 67.8% to 82.3% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE C.19
Sources of Support for Services to LEP Students by Number of LEP Students in School
(School LEP Services Questionnaire)

	Percentage of Schools by Number of LEP Students in School					
Source	**1-9**	**10-29**	**30-99**	**100-299**	**300+**	**All Schools**
The federal Title I program	47.6%	50.6%	57.1%	78.7%	81.1%	60.1%
A school-wide Title I grant	25.0	21.7	32.6	43.2	53.6	32.4
The federal Title VII program	11.6	12.2	26.6	53.9	32.7	26.4
A school-wide Title VII grant	1.9	6.1	11.0	19.6	20.9	10.5
A Comprehensive School Reform Demonstration Grant	3.7	0.7	7.5	9.3	12.5	5.8

The number of respondents who provided data on this item was from 1,141 to 1,414. The item response represented 67.8% to 82.3% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE C.20
Approximate Total Cost Per Year for Educating All Students and LEP Students
(District LEP Services Questionnaire)

	Median Cost by Number of LEP Students in District					
Students	**1-24**	**25-99**	**100-999**	**1,000-9,999**	**10,000+**	**All Districts**
All	$6,057.00	$6,534.00	$6,126.00	$6,050.00	$6,223.56	$6,151.00
LEP	$6,500.00	$7,012.00	$6,970.00	$6,749.00	$7,076.97	$6,831.00

The number of respondents who provided data on this item was 310. The item response represented 40.0% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE C.21
LEP Students Receiving Services in a Two-Way Bilingual Immersion Program by Grade Level of School
(School LEP Services Questionnaire)

	Percentage of Schools by Grade Level of School				
Receive Services	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
Yes	9.5%	6.5%	2.0%	11.5%	7.9%
No	90.5	93.5	98.0	88.5	92.1
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 1,624. The item response represented 95.4% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE C.22
LEP Students Receiving Services in a Two-Way Bilingual Immersion Program by Number of LEP Students in School
(School LEP Services Questionnaire)

	Percentage of Schools by Number of LEP Students in School					
Receive Services	**1-9**	**10-29**	**30-99**	**100-299**	**300+**	**All Schools**
Yes	0.5%	1.7%	5.0%	26.5%	10.5%	7.9%
No	99.5	98.3	95.0	73.5	89.5	92.1
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 1,624. The item response represented 95.4% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE C.23
Instruction and Services the LEP Student is Currently Receiving
(LEP Student Information Form)

	Percentage of Students by Grade Range of Student			
Instruction and Services	**Elementary**	**Middle**	**High**	**All Students**
English as a Second Language (ESL) instruction	75.5%	68.8%	74.6%	74.5%
Instruction in the language arts of the native language	28.6	22.1	15.2	24.8
Instruction in content areas using the native language	29.8	21.6	16.4	25.8
Instruction in content areas in English specifically for LEP students	63.8	57.3	64.1	63.0
Services supported by the federal Title I program	66.0	57.7	30.7	57.5
Services supported by the federal Title VII program	35.5	23.3	19.3	30.5
Migrant education programs	15.3	8.7	6.5	12.5
Gifted and talented services	5.3	3.4	1.3	4.2

The number of respondents who provided data on these items was 5,219 to 5,477. In addition, 21 to 194 respondents skipped these items because they were not applicable. The item responses represented 98.0% to 99.7% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

APPENDIX D

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TABLE D.1
Presence of Services Within the Special Education Program Specifically Designed for LEP Students
(District Special Education Services Questionnaire)

	Percentage of Districts by Number of LEP Students in District					
Services designed for LEP students	**1-24**	**25-99**	**100-999**	**1,000-9,999**	**10,000+**	**All Districts**
Yes	27.5%	19.0%	18.1%	47.7%	38.6%	24.3%
No	72.5	81.0	81.9	52.3	61.4	75.7
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 485. The item response represented 95.4% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE D.2
Extent That Special Education LEP Students Receive Services Within a Separate Education Setting by Grade Level of School
(School Special Education Services Questionnaire)

	Percentage of Students by Grade Level of School				
Services within a special education setting..	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
0-20 percent of the week	48.6%	40.9%	38.0%	44.1%	45.0%
21-60 percent of the week	22.8	33.6	29.3	27.7	26.5
More than 60 percent of the week	28.5	25.5	32.7	28.1	28.5
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was from 790 to 868. The item response represented 86.3% to 96.4% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE D.3
Extent That Special Education LEP Students Receive Instruction Provided by Special Education Teachers or Aides Within a General Classroom by Grade Level of School
(School Special Education Services Questionnaire)

Instruction by special education teachers or aides within a general classroom…	Percentage of Students by Grade Level of School				
	Elementary	Middle	High	Multi-Level	All Schools
None within a general classroom	55.4%	35.8%	34.2%	24.4%	44.9%
1-3 hours per week	20.6	25.	31.8	29.9	24.4
4 or more hours per week	24.0	38.4	34.0	45.7	30.7
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was from 664 to 867. The item response represented 66.6% to 93.8% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE D.4
Extent That Special Education LEP Students Receive LEP Services by Grade Level of School
(School Special Education Services Questionnaire)

	Percentage of Students by Grade Level of School				
Special education LEP students receive…	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
No LEP services	8.8%	27.0%	30.9%	6.4%	16.1%
Some LEP services	57.9	51.4	45.0	83.0	56.2
Extensive LEP services	33.3	21.6	24.1	10.6	27.7
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was from 778 to 868. The item response represented 84.5% to 95.4% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE D.5

Extent that Special Education LEP Students Receive Instruction In the Native Language by Grade Level of School

(School Special Education Services Questionnaire)

	Percentage of Students by Grade Level of School				
Special education LEP students receive instruction…	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
All in English	61.0%	67.9%	67.2%	52.8%	63.0%
With some native language use (2-24 percent)	22.8	22.4	26.1	32.8	23.9
With significant native language use (at least 25 percent)	16.2	9.6	6.6	14.4	13.1
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was from 798 to 870. The item response represented 85.4% to 96.4% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE D.6
Extent Special Education LEP Students Are Receiving Services in a Separate Special Education Setting by Grade Range of Student
(Special Education LEP Student Information Form)

	Percentage of Students by Grade Range of Student			
Served in a separate special education setting …	**Elementary**	**Middle**	**High**	**All Students**
0-20% of the week	50.3%	62.0%	63.9%	54.5%
21-60% of the week	26.8	17.8	20.6	24.4
More than 60% of the week	23.0	20.2	15.4	21.2
Total	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 911. 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 D.7
Extent Special Education LEP Students Are Receiving Services in a Separate Special Education Setting by Native Language of Student
(Special Education LEP Student Information Form)

	Percentage of Students by Native Language		
Served in a separate special education setting …	**Spanish**	**Other Languages**	**All Languages**
0-20% of the week	52.2%	67.3%	54.6%
21-60% of the week	26.0	14.1	24.1
More than 60% of the week	21.8	18.6	21.3
Total	100.0%	100.0%	100.0%

The number of cases with data on this item was 896. The item response represented 97.4% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE D.8
Extent Special Education LEP Students Are Receiving Services Provided by Special Education Personnel Within the General Education Class by Grade Range of Student
(Special Education LEP Student Information Form)

	Percentage of Students by Grade Range of Student			
Special education services in the general class …	**Elementary**	**Middle**	**High**	**All Students**
None	65.4%	53.5%	39.9%	59.0%
1-3 hours per week	28.0	31.6	35.5	29.9
4 or more hours per week	6.6	14.9	24.6	11.1
Total	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 909. The item response represented 98.0% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE D.9
Extent Special Education LEP Students Are Receiving Services Provided by Special Education Personnel Within the General Education Class by Native Language of Student
(Special Education LEP Student Information Form)

	Percentage of Students by Native Language		
Special education services in the general class …	**Spanish**	**Other Languages**	**All Languages**
None	56.7%	70.8%	58.9%
1-3 hours per week	31.8	19.7	29.9
4 or more hours per week	11.5	9.5	11.2
Total	100.0%	100.0%	100.0%

The number of cases with data on this item was 894. The item response represented 97.0% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE D.10
Extent Special Education LEP Students Are Receiving LEP-Related Instructional Services by Grade Range of Student
(Special Education LEP Student Information Form)

	Percentage of Students by Grade Range of Student			
LEP-related instructional services	**Elementary**	**Middle**	**High**	**All Students**
No LEP services	19.5%	44.4%	32.5%	25.6%
Some LEP services*	57.2	44.7	50.5	54.1
Extensive LEP services**	23.3	10.9	17.0	20.3
Total	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 911. The item response represented 98.7% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

*Some LEP Services: Services designed for LEP students to support or supplement regular instruction. The services include the use of aides designated for LEP students, Title I or other resource teachers specifically directed toward assisting LEP students, and/or English as a Second Language (ESL) instruction that is provided for fewer than 10 hours per week.

**Extensive LEP Services: 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.

TABLE D.11
Extent Special Education LEP Students Are Receiving LEP-Related Instructional Services by Native Language of Student
(Special Education LEP Student Information Form)

	Percentage of Students by Native Language		
LEP-related instructional services	**Spanish**	**Other Languages**	**All Languages**
No LEP services	26.0%	19.8%	25.0%
Some LEP services*	52.0	68.8	54.7
Extensive LEP services**	22.0	11.4	20.3
Total	100.0%	100.0%	100.0%

The number of cases with data on this item was 898. The item response represented 97.7% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

*Some LEP Services: Services designed for LEP students to support or supplement regular instruction. The services include the use of aides designated for LEP students, Title I or other resource teachers specifically directed toward assisting LEP students, and/or English as a Second Language (ESL) instruction that is provided for fewer than 10 hours per week.

**Extensive LEP Services: 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.

TABLE D.12
Extent Special Education LEP Students Are Receiving Instruction Using Native Language Over the Course of a Typical Week by Grade Range of Student
(Special Education LEP Student Information Form)

	Percentage of Students by Grade Range of Student			
Use of the native language …	**Elementary**	**Middle**	**High**	**All Students**
Less than 2%	60.0%	66.4%	76.8%	64.0%
2-24%	20.0	21.5	15.0	19.3
At least 25%	20.0	12.1	8.2	16.7
Total	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 915. The item response represented 98.5% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE D.13
Extent Special Education LEP Students Are Receiving Instruction Using Native Language Over the Course of a Typical Week by Native Language of Student
(Special Education LEP Student Information Form)

	Percentage of Students by Native Language		
Use of the native language …	**Spanish**	**Other Languages**	**All Languages**
Less than 2%	58.9%	89.6%	63.7%
2-24%	21.3	9.3	19.4
At least 25%	19.8	1.1	16.9
Total	100.0%	100.0%	100.0%

The number of cases with data on this item was 903. The item response represented 97.5% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE D.14
Service Types Received by Special Education LEP Students
(Special Education LEP Student Information Form)

	Percentage of Students by Grade Range of Student			
Service Type	**Elementary**	**Middle**	**High**	**All Students**
1-No LEP services/mainstream instruction only	*	*	*	*
2-No LEP services/instructional support	19.5%	44.5%	32.6%	25.6%
3-Some LEP services/all English	36.6	22.3	42.8	35.6
4-Some LEP services/some native language	16.1	16.8	6.5	14.4
5-Some LEP services/significant native language	4.5	5.6	1.0	4.0
6-Extensive LEP services/all English	7.4	2.5	1.4	5.6
7-Extensive LEP services/some native language	3.9	3.1	8.4	4.6
8-Extensive LEP services/significant native language	12.0	5.3	7.2	10.1
Total	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 907. The item response represented 98.6% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

*Service Type 1 is not applicable to special education students.

TABLE D.15
Most Typical Length of Time that Special Education LEP Students Receive Some Form of LEP Services in This School
(School Special Education Services Questionnaire)

	Percentage of Schools by Grade Level of School				
School Years	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
0-1	7.5%	6.8%	7.8%	6.6%	7.3%
2	21.1	24.8	17.8	3.2	19.8
3	22.6	53.9	12.6	55.3	30.5
4	16.3	7.1	53.2	12.0	19.7
5	12.1	2.7	1.0	10.6	8.2
6	16.5	2.9	0.8	8.6	10.5
7 or more	4.0	1.9	6.8	3.7	3.9
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 540. The item response represented 56.8% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE D.16
Number of School Years Special Education LEP Students Received any Form of LEP Instructional Services (Including the Current School Year)
(Special Education LEP Student Information Form)

	Mean/Median Years by Grade Range of Student			
Number of years	**Elementary**	**Middle**	**High**	**All Students**
Mean	3.6	4.3	6.5	4.2
Median	3.0	5.0	7.0	4.0

The number of respondents who provided data on this item was 772. The item response represented 87.6% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE D.17
Instruction and Services Received by Special Education LEP Students
(Special Education LEP Student Information Form)

Instruction or Service	Percentage of Students by Grade Range of Student			
	Elementary	Middle	High	All Students
English as a Second Language (ESL) instruction	67.3%	46.5%	65.0%	63.8%
Instruction in the language arts of the native language	26.6	10.7	12.4	21.4
Instruction in content areas using the native language	38.6	13.3	19.2	31.1
Instruction in content areas in English specifically for LEP students	60.2	56.8	54.2	58.6
Services supported by the federal Title I program	66.7	57.8	39.4	60.1
Services supported by the federal Title VII program	36.8	13.7	14.7	29.1
Migrant education programs	9.6	9.0	7.2	9.0
Gifted and talented services	0.8	0.0	0.0	0.5

The number of respondents who provided data on these items was 854 to 905. In addition, 8 to 38 respondents skipped these items because they were not applicable. The item responses represented 95.1% to 98.7% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE D.18
Level of Coordination Between LEP Staff and Special Education Staff at the District Level
(District Special Education Services Questionnaire)

	Percentage of Districts by Number of LEP Students in District					
Level of Coordination	**1-24**	**25-99**	**100-999**	**1,000-9,999**	**10,000+**	**All Districts**
Not at all (1)	5.6%	2.6%	3.5%	1.3%	4.4%	3.3%
Not very well (2)	7.0	15.6	12.5	13.8	8.9	12.6
Fairly well (3)	53.6	44.1	55.3	65.4	60.0	53.0
Very well (4)	33.8	37.8	28.6	19.5	26.7	31.1
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Mean	3.15	3.17	3.09	3.03	3.10	3.12

The number of respondents who provided data on this item was 479. The item response represented 93.1% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE D.19
Level of Coordination Between LEP Staff and Special Education Staff at the School Level
(School Special Education Services Questionnaire)

	Percentage of Schools by Grade Level of School				
Level of Coordination	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
Not at all (1)	4.0%	9.3%	7.9%	3.5%	5.6%
Not very well (2)	9.0	10.6	13.3	4.5	9.7
Fairly well (3)	46.9	50.9	56.8	57.5	49.7
Very well (4)	40.1	29.1	22.0	34.5	35.0
Total	100.0%	100.0%	100.0%	100.0%	100.0%
Mean	3.23	3.00	2.93	3.23	3.14

The number of respondents who provided data on this item was 877. The item response represented 95.0% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE D.20
Level of Coordination between Staff Responsible for LEP and Special Education Services
(District LEP Services Questionnaire)

	Percentage of Districts by Number of LEP Students in District					
Coordination	**1-24**	**25-99**	**100-999**	**1,000-9,999**	**10,000+**	**All Districts**
Not at all (1)	4.6%	3.0%	1.6%	3.7%	7.5%	3.0%
Not very well (2)	9.7	9.7	15.4	19.5	27.5	13.2
Fairly well (3)	48.2	48.5	51.9	51.1	47.5	50.0
Very well (4)	37.6	38.8	31.0	25.7	17.5	33.8
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Mean	3.18	3.23	3.12	2.99	2.76	3.15

The number of respondents who provided data on this item was 604. In addition, 128 respondents skipped this item because it was not applicable. The item response represented 96.1% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE D.21
Coordination Between Staff Responsible for LEP and Special Education Services by Grade Level of School
(School LEP Services Questionnaire)

	Percentage of Schools by Grade Level of School				
Coordination	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
Not at all (1)	9.3%	4.1%	6.1%	0.6%	7.2%
Not very well (2)	10.2	12.3	17.4	3.7	11.3
Fairly well (3)	40.9	48.6	40.5	53.2	43.1
Very well (4)	39.7	35.1	35.9	42.4	38.4
Total	100.0%	100.0%	100.0%	100.0%	100.0%
Mean	3.11	3.15	3.06	3.37	3.13

The number of respondents who provided data on this item was 1,121. In addition, 421 respondents skipped this item because it was not applicable. The item response represented 91.3% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE D.22
Level of Coordination Between Staff Responsible for LEP and Special Education Services by Number of LEP Students in School
(School LEP Services Questionnaire)

	Percentage of Schools by Number of LEP Students in School					
Coordination	**1-9**	**10-29**	**30-99**	**100-299**	**300+**	**All Schools**
Not at all (1)	6.7%	2.7%	5.8%	14.7%	3.6%	7.2%
Not very well (2)	4.2	14.1	8.9	13.2	13.4	11.3
Fairly well (3)	44.8	46.6	51.4	32.8	39.4	43.1
Very well (4)	44.3	36.6	33.9	39.3	43.6	38.4
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Mean	3.27	3.17	3.13	2.97	3.23	3.13

The number of respondents who provided data on this item was 1,121. In addition, 421 respondents skipped this item because it was not applicable. The item response represented 91.3% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE D.23
Mechanisms the LEP and Special Education Programs Use to Coordinate Their Services at the District Level
(District Special Education Services Questionnaire)

	Percentage of Districts by Number of LEP Students in District					
Mechanisms	**1-24**	**25-99**	**100-999**	**1,000-9,999**	**10,000+**	**All Districts**
Meetings/informal discussions of individual students	83.3%	83.4%	83.6%	69.3%	81.9%	81.5%
IEP staff meetings	81.0	73.4	81.2	71.4	65.0	77.2
Informal discussions of policy and practices	70.4	65.9	73.7	85.9	80.3	72.5
Joint meetings on policy and practices	39.2	41.5	38.2	61.7	52.0	42.8
Joint staff training sessions	21.5	31.1	35.1	59.1	59.4	35.1
Locating program/staff offices near each other	17.7	18.6	27.2	39.1	20.9	24.5
Clearly defined procedures for coordination	13.8	22.5	20.1	31.5	26.0	21.4
Formal policy statements on coordination	6.0	12.8	12.5	32.3	29.5	14.4
Other	1.6	4.3	6.7	3.6	10.2	4.7

The number of respondents who provided data on this item was 463. In addition, 15 respondents skipped this item because it was not applicable. The item response represented 93.0% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE D.24
Mechanisms the LEP and Special Education Programs Use to Coordinate their Services at the School Level
(School Special Education Services Questionnaire)

	Percentage of Schools by Grade Level of School				
Mechanisms	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
Meetings/informal discussions of individual students	88.3%	83.7%	80.4%	86.6%	86.2%
IEP staff meetings	68.2	75.6	72.9	84.6	71.3
Informal discussion of policy and practices	66.8	82.3	72.8	74.5	71.1
Joint meetings on policy and practices	41.6	39.9	39.3	35.2	40.6
Joint staff training sessions	31.6	35.5	33.6	35.6	32.9
Clearly defined procedures for coordination	32.6	24.3	28.4	17.0	29.5
Formal policy statements on coordination	24.5	21.4	27.6	20.3	24.1
Locating program/staff offices near each other	20.3	24.1	20.4	6.7	20.3
Other	0.9	3.1	2.6	0.0	1.5

The number of respondents who provided data on this item was 818. In addition, 60 respondents skipped this item because it was not applicable. The item response represented 95.2% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE D.25
Mechanisms Used to Coordinate Services Between LEP and Special Education Programs
(District LEP Services Questionnaire)

	Percentage of Districts by Number of LEP Students in District					
Mechanism	**1-24**	**25-99**	**100-999**	**1,000-9,999**	**10,000+**	**All Districts**
Meetings/informal discussions of individual students	71.9%	82.4%	81.3%	76.2%	57.8%	78.8%
Informal discussion of policy and practices	71.6	72.3	76.1	85.3	73.2	75.3
IEP staff meetings	61.5	67.7	55.8	44.5	39.0	58.7
Joint meetings on policy and practices	28.1	45.1	39.5	61.1	68.0	41.9
Joint staff training sessions	21.9	33.0	34.3	49.0	53.1	33.5
Clearly defines procedures for coordination	15.3	24.7	20.4	38.2	36.0	23.1
Locating program/staff near each other	14.1	17.3	27.9	36.4	21.1	23.1
Formal policy statements on coordination	11.8	21.1	17.1	40.0	34.7	20.4
Other	3.4	2.9	4.3	2.9	0.0	3.5

The number of respondents who provided data on this item was 583. In addition, 147 respondents skipped this item because it was not applicable. The item response represented 95.9% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE D.26
Mechanisms Used to Coordinate Services Between LEP and Special Education Programs by Grade Level of School
(School LEP Services Questionnaire)

	Percentage of Schools by Grade Level of School				
Mechanism	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
Meetings/informal discussions of individual students	87.8%	87.2%	81.6%	94.0%	87.2%
Informal discussion of policy and practices	76.7	79.7	78.1	73.2	77.3
IEP staff meetings	75.4	68.1	64.0	87.5	73.1
Joint meetings on policy and practices	48.0	38.9	44.8	54.9	46.1
Joint staff training sessions	35.8	37.5	35.9	48.7	37.1
Clearly defined procedures for coordination	34.8	28.1	38.0	25.2	33.3
Formal policy statements on coordination	26.6	23.6	27.9	21.7	25.9
Locating program/staff offices near each other	23.8	14.4	15.8	11.0	19.8
Other	1.6	1.5	6.9	0.0	2.2

The number of respondents who provided data on this item was 1,063. In addition, 469 respondents skipped this item because it was not applicable. The item response represented 90.9% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE D.27
Mechanisms Used to Coordinate Services Between LEP and Special Education Programs by Number of LEP Students in School
(School LEP Services Questionnaire)

Mechanism	Percentage of Schools by Number of LEP Students in School					
	1-9	10-29	30-99	100-299	300+	All Schools
Meetings/informal discussions of individual students	73.7%	89.9%	88.0%	86.8%	92.4%	87.2%
Informal discussion of policy and practices	74.2	74.5	82.2	77.3	74.5	77.3
IEP staff meetings	76.6	67.6	78.9	77.9	59.8	73.1
Joint meetings on policy and practices	38.5	35.5	51.2	48.9	53.2	46.1
Joint staff training sessions	20.1	25.1	38.6	48.4	45.7	37.1
Clearly defined procedures for coordination	25.0	29.5	30.0	40.4	39.4	33.3
Formal policy statements on coordination	22.8	18.4	27.3	30.9	28.0	25.9
Locating program/staff offices near each other	15.5	20.4	22.8	20.4	15.8	19.8
Other	0.4	1.4	2.2	1.6	5.9	2.2

The number of respondents who provided data on this item was 1,063. In addition, 469 respondents skipped this item because it was not applicable. The item response represented 90.9% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE D.28
Number of Students in District Identified Under Section 504 of the Rehabilitation Act
(District Special Education Services Questionnaire)

	Mean/Median Students by Number of LEP Students in District					
Section 504 students	**1-24**	**25-99**	**100-999**	**1,000-9,999**	**10,000+**	**All Districts**
Mean	16.9	20.2	73.1	151.4	1037.1	61.3
Median	7.0	8.0	19.0	72.0	650.0	11.0

The number of respondents who provided data on this item was 290. The item response represented 58.5% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE D.29
LEP Students in District Identified Under Section 504 of the Rehabilitation Act
(District Special Education Services Questionnaire)

	Mean/Median Students by Number of LEP Students in District					
Section 504 students who are LEP	**1-24**	**25-99**	**100-999**	**1,000-9,999**	**10,000+**	**All Districts**
Mean	0.0	0.6	3.2	13.1	97.1	2.6
Median	0.0	0.0	0.0	3.0	90.6	0.0

The number of respondents who provided data on this item was 251. The item response represented 55.0% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE D.30
Students in School Identified Under Section 504 of the Rehabilitation Act
(School Special Education Services Questionnaire)

	Mean/Median Students by Grade Level of School				
Section 504 students	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
Mean	4.8	8.6	13.4	6.9	6.9
Median	2.0	4.0	10.0	3.0	3.0

The number of respondents who provided data on this item was 622. The item response represented 69.9% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE D.31
LEP Students in School Identified Under Section 504 of the Rehabilitation Act
(School Special Education Services Questionnaire)

	Mean/Median Students by Grade Level of School				
Section 504 students who are LEP	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
Mean	1.0	0.7	0.3	1.3	0.9
Median	0.0	0.0	0.0	0.0	0.0

The number of respondents who provided data on this item was 606. The item response represented 67.5% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE D.32
Services Provided to LEP Students Identified Under Section 504
(School Special Education Services Questionnaire)

Services	Percentage of Schools by Grade Level of School				
	Elementary	Middle	High	Multi-Level	All Schools
A Section 504 plan is developed for the student	78.9%	91.3%	97.0%	93.0%	85.9%
There are instructional accommodations implemented by the general education teacher (s)	75.7	91.3	93.3	92.7	83.6
The student is eligible for language-related accommodations on tests	70.1	67.7	41.5	81.1	65.9
The student is eligible for exemption from tests	46.5	32.6	17.3	53.6	39.3
Other	2.3	3.2	4.2	2.0	2.8

The number of respondents who provided data on this item was 316. The item response represented 37.1% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

APPENDIX E

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TABLE E.1
Extent of Alignment of Instructional Programs for Non-LEP Students with State Content/Performance Standards
(District LEP Services Questionnaire)

	Percentage of Districts by Number of LEP Students in District					
Extent of Alignment	**1-24**	**25-99**	**100-999**	**1,000-9,999**	**10,000+**	**All Districts**
Very poorly (1)	1.1%	0.6%	0.0%	0.3%	0.0%	0.6%
Poorly (2)	0.0	2.3	0.6	0.0	0.0	0.8
To some extent (3)	14.0	8.3	15.4	22.3	12.2	13.7
Well (4)	49.2	57.2	44.8	38.2	46.3	49.0
Very well (5)	35.6	31.6	39.2	39.2	41.5	35.9
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Mean	4.18	4.17	4.23	4.16	4.29	4.19

The number of respondents who provided data on this item was 730. The item response represented 95.8% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE E.2
Extent of Alignment of Instructional Programs for LEP Students with State Content/Performance Standards
(District LEP Services Questionnaire)

	Percentage of Districts by Number of LEP Students in District					
Extent of Alignment	**1-24**	**25-99**	**100-999**	**1,000-9,999**	**10,000+**	**All Districts**
Very poorly (1)	2.7%	3.5%	2.8%	1.1%	0.0%	2.8%
Poorly (2)	3.6	6.1	2.9	4.4	0.0	4.1
To some extent (3)	37.8	31.3	36.6	31.2	28.6	34.9
Well (4)	37.4	46.0	36.9	41.1	38.1	40.0
Very well (5)	18.5	13.1	20.8	22.3	33.3	18.1
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Mean	3.65	3.59	3.70	3.79	4.04	3.67

The number of respondents who provided data on this item was 733. The item response represented 96.5% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE E.3
Extent of Alignment of Instructional Programs for Non-LEP Students with State Content/Performance Standards
(School LEP Services Questionnaire)

Extent of Alignment	Percentage of Schools by Grade Level of School				
	Elementary	Middle	High	Multi-Level	All Schools
Very poorly (1)	0.4%	0.8%	1.0%	0.4%	0.6%
Poorly (2)	0.8	0.6	1.0	0.4	0.8
To some extent (3)	12.5	14.6	15.6	16.7	13.7
Well (4)	38.7	38.3	47.0	54.3	41.0
Very well (5)	47.7	45.7	35.4	28.2	44.0
Total	100.0%	100.0%	100.0%	100.0%	100.0%
Mean	4.33	4.27	4.15	4.09	4.27

The number of respondents who provided data on this item was 1,604. The item response represented 94.2% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE E.4
Extent of Alignment of Instructional Programs for LEP Students with State Content/Performance Standards
(School LEP Services Questionnaire)

	Percentage of Schools by Grade Level of School				
Extent of Alignment	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
Very poorly (1)	0.8%	3.0%	4.2%	0.9%	1.7%
Poorly (2)	4.0	5.6	6.8	4.3	4.8
To some extent (3)	30.5	28.8	27.6	34.0	30.0
Well (4)	33.8	40.7	40.1	46.1	37.0
Very well (5)	30.9	21.9	21.3	14.8	26.5
Total	100.0%	100.0%	100.0%	100.0%	100.0%
Mean	3.90	3.73	3.68	3.70	3.82

The number of respondents who provided data on this item was 1,603. The item response represented 94.1% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE E.5
Application of State Content/Performance Standards to LEP Students at the Middle and High School Levels
(District LEP Services Questionnaire)

	Percentage of Districts by Number of LEP Students in District					
Standards are …	**1-24**	**25-99**	**100-999**	**1,000-9,999**	**10,000+**	**All Districts**
Applied to all students with no changes/modifications	57.7%	53.7%	57.7%	63.5%	69.4%	57.2%
Modified for LEP students	29.9	28.1	25.5	24.6	11.1	27.5
Not applied to LEP students	2.5	3.8	0.4	0.0	2.8	2.0
Different for different groups of LEP students	9.9	14.4	16.4	11.9	16.7	13.3
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 679. The item response represented 89.3% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE E.6
Types of Materials Provided to Teachers of LEP Students to Align their Instruction with State Content/Performance Standards
(District LEP Services Questionnaire)

	Percentage of Districts by Number of LEP Students in District					
Materials	**1-24**	**25-99**	**100-999**	**1,000-9,999**	**10,000+**	**All Districts**
General curriculum	81.8%	82.3%	91.4%	95.9%	85.6%	86.2%
Curriculum for LEP students	35.8	61.2	64.9	88.8	89.2	56.7
General manuals/guides	46.1	57.0	73.4	77.6	75.4	60.2
Manuals/guides for LEP students	25.7	46.1	56.8	72.2	70.4	45.1
Manuals/guides for SpEd-LEP students	10.0	17.8	28.5	43.9	38.6	21.0
Other	1.5	1.2	2.1	2.5	0.0	1.7
No materials provided	12.0%	8.3%	1.1%	0.2%	0.0%	6.6%

The number of respondents who provided data on this item was 740. The item response represented 97.5% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE E.7
Types of Materials Provided to Teachers of LEP Students to Align their Instruction with State Content/Performance Standards
(School LEP Services Questionnaire)

Materials	Percentage of Schools by Grade Level of School				
	Elementary	Middle	High	Multi-Level	All Schools
General curriculum	85.0%	81.1%	78.4%	87.6%	83.4%
Curriculum for LEP students	66.3	65.4	61.4	60.8	65.0
General manuals/guides for applying standards	66.1	63.9	57.0	66.1	64.2
Manuals/guides for applying standards to instructing LEP students	56.5	55.1	51.0	52.5	55.0
Manuals/guides for applying standards to instructing SpEd-LEP students	21.6	30.2	24.2	13.5	23.1
Other	2.6	2.5	3.0	0.5	2.5
No materials provided	4.6%	6.3%	9.5%	3.4%	5.6%

The number of respondents who provided data on this item was 1,610. The item response represented 94.3% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE E.8
Types of Training Provided to Teachers of LEP Students to Align their Instruction with State Content/Performance Standards
(District LEP Services Questionnaire)

	Percentage of Districts by Number of LEP Students in District					
Training in …	**1-24**	**25-99**	**100-999**	**1,000-9,999**	**10,000+**	**All Districts**
Applying standards to classroom instruction in general	69.2%	78.7%	86.7%	96.2%	92.8%	79.7%
Applying standards to instructing LEP students	37.1	55.2	65.2	92.7	88.8	56.1
Applying standards to instructing SpEd-LEP students	11.6	21.8	32.6	40.4	49.6	23.5
Designing classroom materials aligned to standards	32.6	46.3	54.7	73.2	69.8	47.0
Other	1.6	2.3	1.1	0.7	9.2	1.6
No training provided	23.3%	14.2%	5.4%	0.2%	0.0%	13.2%

The number of respondents who provided data on this item was 738. The item response represented 97.1% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE E.9
Types of Training Provided to Teachers of LEP Students to Align their Instruction with State Content/Performance Standards
(School LEP Services Questionnaire)

	Percentage of Schools by Grade Level of School				
Training in …	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
Applying standards to classroom instruction in general	75.8%	75.8%	71.9%	83.1%	75.7%
Applying standards to instructing LEP students	63.5	60.5	59.9	75.4	63.2
Applying standards to instructing SpEd-LEP students	27.7	28.4	25.1	20.8	26.9
Designing classroom materials aligned to standards	53.4	52.1	47.0	68.8	53.2
Other	1.2	2.4	9.1	0.7	2.7
No training provided	15.2%	17.3%	17.9%	10.3%	15.7%

The number of respondents who provided data on this item was 1,603. 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 E.10
Inclusion of and Accommodations for LEP Students in Statewide Testing
(District LEP Services Questionnaire)

Percentage of LEP students across districts who…	Number of LEP Students in District					
	1-24	25-99	100-999	1,000-9,999	10,000+	All Districts
Were included in the most recent state tests	72.6%	75.2%	78.9%	81.0%	85.4%	82.0%
Received some form of accommodation	22.6	24.5	30.2	27.1	21.2	25.4
Received alternate/alternative testing in English language arts	10.1	8.8	11.3	12.1	8.1	10.7
Received alternate/alternative testing in mathematics	7.7	6.4	10.9	9.0	7.1	8.7
Received alternate/alternative testing in social studies	3.0	1.4	6.2	4.5	0.8	3.6
Received alternate/alternative testing in science	1.6	1.4	6.2	4.5	0.8	3.6

The number of respondents who provided data on this item was from 4,846 to 5,821. The item response represented 73.4% to 88.1% of the weighted cases on this form. The responses were weighted at the item level to be nationally representative.

TABLE E.11
Types of Criteria Used to Exempt LEP Students from State Tests
(District LEP Services Questionnaire)

	Percentage of Districts by Number of LEP Students in District					
Criteria	**1-24**	**25-99**	**100-999**	**1,000-9,999**	**10,000+**	**All Districts**
Tested level of English proficiency	56.3%	59.1%	58.9%	48.0%	54.6%	57.0%
Length of time in U.S. schools	47.1	56.9	58.4	45.6	54.6	53.3
Length of time in U.S.	51.6	40.9	44.5	35.4	55.8	44.5
Based on IEP	21.2	31.0	42.1	60.9	47.8	35.1
Teacher judgment	34.1	29.1	25.9	23.1	26.9	28.9
Other	2.9	4.9	5.5	18.0	19.9	6.1

The number of respondents who provided data on this item was 628. In addition, 10 respondents skipped this item because it was not applicable. The item response represented 82.5% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE E.12
Amount of Discretion Allowed by State Policy on the Use of Accommodations for LEP Students on State Tests
(District LEP Services Questionnaire)

	Percentage of Districts by Number of LEP Students in District					
State policy allows …	**1-24**	**25-99**	**100-999**	**1,000-9,999**	**10,000+**	**All Districts**
Little local discretion	37.1%	44.5%	48.7%	65.6%	39.4%	45.6%
Some local discretion	36.8	41.3	40.4	22.4	30.3	37.4
A great deal of local discretion	26.1	14.1	10.9	12.0	30.3	17.1
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 611. In addition, 119 respondents skipped this item because it was not applicable. The item response represented 96.1% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE E.13
Types of Criteria Used to Determine Which LEP Students Should Receive Accommodations on Statewide Tests
(District LEP Services Questionnaire)

	Percentage of Districts by Number of LEP Students in District					
Criteria	**1-24**	**25-99**	**100-999**	**1,000-9,999**	**10,000+**	**All Districts**
Tested level of English proficiency	62.4%	72.2%	70.3%	55.7%	47.1%	67.0%
Teacher judgment	53.6	49.7	54.9	37.3	57.2	50.8
Based on IEP	40.6	38.1	46.8	59.9	77.5	45.1
Length of time in U.S. schools	32.1	50.0	38.6	43.0	42.4	40.9
Length of time in U.S.	19.0	36.0	32.2	38.0	41.8	31.2
Other	1.6	2.2	2.5	0.3	7.2	2.0

The number of respondents who provided data on this item was 419. In addition, 302 respondents skipped this item because it was not applicable. The item response represented 94.9% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE E.14
Accommodations Provided to LEP Students on Statewide Tests
(District LEP Services Questionnaire)

	Percentage of Districts by Number of LEP Students in District					
Accommodation	**1-24**	**25-99**	**100-999**	**1,000-9,999**	**10,000+**	**All Districts**
Extra time for completion	72.8%	78.7%	76.6%	78.2%	73.1%	76.5%
Individual or small group administration	61.5	73.7	77.9	65.5	65.9	71.4
Test read aloud to student in English	59.7	51.6	53.3	37.6	31.3	51.9
Dictionaries	30.9	43.1	48.2	60.9	63.8	44.9
Interpretation of directions into native language	26.8	20.3	37.9	49.2	42.5	32.2
Written translation of test into native language	10.1	13.1	16.6	18.5	23.1	14.5
Written translation of directions into native language	6.8	9.7	14.2	17.9	15.7	11.9
Use of scribe	14.3	9.4	12.2	10.6	20.0	11.7
Interpretation of test into native language	13.9	7.7	9.1	10.6	0.0	9.9
Assistive technology	8.0	0.7	6.8	13.5	5.6	6.3
Other	1.6	0.0	2.8	2.6	7.2	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 E.15
Application of High Stakes Tests (High School Exit Exams, Grade Promotion Tests) to LEP Students at the Middle and High School Levels
(District LEP Services Questionnaire)

	Percentage of Districts by Number of LEP Students in District					
High stakes tests were …	**1-24**	**25-99**	**100-999**	**1,000-9,999**	**10,000+**	**All Districts**
Given to all students with no changes/modifications/ accommodations	31.8%	34.0%	29.6%	50.2%	41.2%	33.9%
Taken with accommodations (extra time, use of English dictionaries, translators) by LEP students	43.9	45.6	49.5	32.6	29.4	44.7
Given using different tests/assessments for LEP students	3.6	1.8	2.2	0.3	0.0	2.3
Given, and LEP students were exempted	3.5	2.3	1.3	0.5	2.9	2.2
Administered using different testing rules for different groups of LEP students and/or for different tests	17.3	16.2	17.5	16.3	26.5	17.0
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 624. The item response represented 81.5% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE E.16
Extent of Alignment of Instructional Programs for Special Education Students with State Content/Performance Standards
(District Special Education Services Questionnaire)

	Percentage of Districts by Number of LEP Students in District					
Extent of Alignment	**1-24**	**25-99**	**100-999**	**1,000-9,999**	**10,000+**	**All Districts**
Very poorly (1)	0.0%	2.6%	0.8%	0.0%	0.0%	1.1%
Poorly (2)	0.0	3.5	0.5	0.0	4.7	1.3
To some extent (3)	19.4	27.4	31.9	39.9	27.9	29.2
Well (4)	52.8	47.6	47.1	45.6	58.1	48.3
Very well (5)	27.8	18.8	19.7	14.5	9.3	20.2
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Mean	4.08	3.77	3.84	3.75	3.70	3.85

The number of respondents who provided data on this item was 494. The item response represented 97.2% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE E.17
Extent of Alignment of Instructional Programs for Special Education LEP Students with State Content/Performance Standards
(District Special Education Services Questionnaire)

	Percentage of Districts by Number of LEP Students in District					
Extent of Alignment	**1-24**	**25-99**	**100-999**	**1,000-9,999**	**10,000+**	**All Districts**
Very poorly (1)	0.0%	5.2%	2.5%	0.0%	4.3%	2.5%
Poorly (2)	3.2	3.6	3.2	6.3	4.3	3.7
To some extent (3)	40.5	39.5	40.4	42.9	23.9	40.3
Well (4)	39.9	38.0	39.6	38.6	50.0	39.2
Very well (5)	16.4	13.7	14.3	12.2	17.4	14.3
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Mean	3.69	3.51	3.60	3.57	3.73	3.59

The number of respondents who provided data on this item was 495. The item response represented 97.1% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE E.18
Extent of Alignment of Instructional Programs for Special Education Students with State Content/Performance Standards
(School Special Education Services Questionnaire)

	Percentage of Schools by Grade Level of School				
Extent of Alignment	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
Very poorly (1)	2.0%	5.2%	2.6%	1.1%	2.7%
Poorly (2)	2.6	6.0	9.9	1.8	4.3
To some extent (3)	27.9	28.3	29.5	46.5	29.5
Well (4)	50.0	41.8	50.5	38.9	47.7
Very well (5)	17.5	18.6	7.5	11.7	15.9
Total	100.0%	100.0%	100.0%	100.0%	100.0%
Mean	3.78	3.63	3.50	3.58	3.70

The number of respondents who provided data on this item was 870. The item response represented 94.7% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE E.19
Types of Materials Provided to Teachers of Special Education LEP Students to Align their Instruction with State Content/Performance Standards
(District Special Education Services Questionnaire)

	Percentage of Districts by Number of LEP Students in District					
Materials	**1-24**	**25-99**	**100-999**	**1,000-9,999**	**10,000+**	**All Districts**
General curriculum materials aligned to standards	93.5%	85.6%	89.5%	94.6%	89.8%	89.8%
Curriculum materials for LEP students aligned to standards	35.9	50.2	46.3	63.0	71.5	47.9
General manuals/guides for applying standards in the classroom	56.5	50.7	61.1	75.0	62.9	59.0
Manuals/guides for applying standards to instructing LEP students	23.9	31.3	29.1	46.0	55.4	31.3
Manuals/guides for applying standards to instructing SpEd-LEP students	15.0	22.2	17.4	34.8	37.1	20.9
Other	1.8	0.8	1.7	0.4	0.0	1.3
No materials provided	1.6%	7.1%	3.8%	0.6%	3.8%	4.0%

The number of respondents who provided data on this item was 492. The item response represented 96.7% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE E.20
Types of Materials Provided to Teachers of Special Education LEP Students to Align their Instruction with State Content/Performance Standards
(School Special Education Services Questionnaire)

	Percentage of Schools by Grade Level of School				
Materials	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
General curriculum materials aligned to standards	88.5%	80.7%	77.0%	88.5%	85.2%
Curriculum materials for LEP students aligned to standards	51.0	42.4	46.1	71.7	49.9
General manuals/guides for applying standards to instructing special education students	69.8	61.8	53.7	57.8	65.0
Manuals/guides for applying standards to instructing LEP students	37.8	31.5	37.4	39.9	36.6
Manuals/guides for applying standards to instructing SpEd-LEP students	24.5	26.3	30.1	32.4	26.2
Other	3.3	3.1	1.4	4.0	3.0
No materials provided	6.2%	10.5%	14.0%	5.3%	8.2%

The number of respondents who provided data on this item was 861. The item response represented 93.5% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE E.21
Types of Training Provided to Teachers of Special Education LEP Students to Align their Instruction with State Content/Performance Standards
(District Special Education Services Questionnaire)

	Percentage of Districts by Number of LEP Students in District					
Training in …	**1-24**	**25-99**	**100-999**	**1,000-9,999**	**10,000+**	**All Districts**
Applying standards to classroom instruction in general	83.7%	78.0%	81.9%	93.5%	92.8%	82.7%
Applying standards to instructing LEP students	38.1	38.2	37.6	65.7	50.8	41.7
Applying standards to instructing SpEd-LEP students	25.8	32.2	27.4	54.3	45.1	32.2
Designing classroom materials aligned to standards	41.2	44.2	44.1	58.9	45.1	45.5
Other	3.2	1.8	2.9	3.3	0.0	2.7
No training provided	8.2%	15.1%	10.0%	1.3%	3.6%	10.0%

The number of respondents who provided data on this item was 495. The item response represented 97.1% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE E.22
Types of Training Provided to Teachers of Special Education LEP Students to Align their Instruction with State Content/Performance Standards
(School Special Education Services Questionnaire)

	Percentage of Schools by Grade Level of School				
Training in …	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
Applying standards to classroom instruction in general	78.4%	73.1%	68.7%	77.5%	75.8%
Applying standards to instructing LEP students	44.1	43.1	40.8	29.3	42.4
Applying standards to instructing special education students	70.5	62.8	62.1	47.7	66.1
Applying standards to instructing SpEd-LEP students	42.4	35.0	35.2	21.1	38.3
Designing classroom materials aligned to standards	49.3	37.4	39.8	45.2	45.2
Other	2.6	2.9	0.8	0.7	2.3
No training provided	13.3%	21.5%	15.2%	11.5%	15.1%

The number of respondents who provided data on this item was 877. The item response represented 95.2% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE E.23
Inclusion of and Accommodations for Special Education LEP Students in Statewide Tests
(District Special Education Services Questionnaire)

Percentage of SpEd-LEP students across districts who…	Number of LEP Students in District					
	1-24	25-99	00-999	1,000-9,999	10,000+	All Districts
Participated in the most recent statewide testing	48.4%	77.2%	84.3%	80.1%	64.8%	75.4%
Received some form of accommodation on statewide testing (of those who participated)	76.3%	63.2%	71.9%	61.3%	50.5%	60.3%
Received alternate/alternative testing in English language arts	12.6%	32.9%	21.4%	23.9%	20.9%	22.8%
Received alternate/alternative testing in mathematics	14.6%	29.2%	20.9%	22.5%	13.4%	20.2%
Received alternate/alternative testing in social studies	10.0%	23.1%	17.8%	18.9%	2.5%	14.5%
Received alternate/alternative testing in science	10.0%	23.5%	17.6%	19.0%	2.5%	14.5%

The number of respondents who provided data on these items was 275 to 450. In addition, 2 respondents skipped these items because they were not applicable. The item response represented 58.9% to 76.4% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE E.24
Types of Criteria Used to Exempt Special Education LEP Students from Statewide Tests
(District Special Education Services Questionnaire)

	Percentage of Districts by Number of LEP Students in District					
Criteria	**1-24**	**25-99**	**100-999**	**1,000-9,999**	**10,000+**	**All Districts**
Based on IEP	69.0%	72.9%	73.5%	90.5%	95.3%	75.3%
Severity of disability	36.5	41.7	47.3	56.8	50.2	45.3
Tested level of English proficiency	37.0	42.7	33.5	39.9	49.2	38.0
Length of time in U.S. schools	26.1	35.0	35.2	28.7	48.1	32.9
Length of time in U.S.	28.6	30.5	30.5	21.7	41.9	29.0
Type of disability	20.2	21.8	21.1	27.6	22.8	22.1
Teacher judgment	16.0	21.0	17.4	19.8	25.3	18.7
Other	9.3	8.1	3.9	10.7	0.0	7.0

The number of respondents who provided data on this item was 431. In addition, 2 respondents skipped this item because it was not applicable. The item response represented 82.5% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE E.25
Reporting of Data for Special Education LEP Students on Statewide Tests
(District Special Education Services Questionnaire)

	Percentage of Districts by Number of LEP Students in District					
Data Reported	**1-24**	**25-99**	**100-999**	**1,000-9,999**	**10,000+**	**All Districts**
Separately from all other groups	1.4%	7.0%	4.2%	3.7%	0.0%	4.4%
Included with other special education students	38.8	36.3	39.8	31.4	18.4	37.4
Included with other LEP students	3.5	2.7	3.4	7.0	0.0	3.6
Included with special education and with LEP students	25.3	31.5	23.7	27.5	34.2	26.9
Included with all students	29.2	22.4	25.6	29.9	39.5	26.0
Not reported	1.7	0.0	3.3	0.4	7.9	1.7
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 427. In addition, 2 respondents skipped this item because it was not applicable. The item response represented 84.3% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE E.26
Discretion State Policy Allows on Use of Accommodations for Special Education LEP Students on Statewide Tests
(District Special Education Services Questionnaire)

	Percentage of Districts by Number of LEP Students in District					
Discretion	**1-24**	**25-99**	**100-999**	**1,000-9,999**	**10,000+**	**All Districts**
Little local discretion (1)	28.8%	34.1%	35.7%	39.0%	53.3%	34.5%
Some local discretion (2)	34.1	40.7	37.8	37.5	31.1	37.9
A great deal of local discretion (3)	37.1	25.2	26.5	23.5	15.6	27.6
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 463. In addition, 10 respondents skipped this item because it was not applicable. The item response represented 93.3% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE E.27
Criteria Used to Determine Which Special Education LEP Students Should Receive Accommodations on Statewide Tests
(District Special Education Services Questionnaire)

	Percentage of Districts by Number of LEP Students in District					
Criteria	**1-24**	**25-99**	**100-999**	**1,000-9,999**	**10,000+**	**All Districts**
Based on the IEP	84.6%	90.8%	94.3%	98.1%	95.0%	92.7%
Severity of disability	40.8	34.0	48.3	47.9	49.1	43.6
Tested level of English proficiency	23.1	35.1	36.5	30.5	28.4	33.0
Teacher judgment	23.5	36.9	34.5	20.6	22.3	30.9
Type of disability	28.2	21.8	32.4	36.1	41.3	29.9
Length of time in U.S. schools	5.8	26.3	24.0	9.1	25.7	19.4
Length of time in U.S.	8.4	22.1	18.4	14.1	22.9	17.2
Other	0.0	1.4	1.5	3.1	0.0	1.5

The number of respondents who provided data on this item was 381. In addition, 74 respondents skipped this item because it was not applicable. The item response represented 88.1% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE E.28
Accommodations Provided to Special Education LEP Students on Statewide Tests
(District Special Education Services Questionnaire)

	Percentage of Districts by Number of LEP Students in District					
Accommodations	**1-24**	**25-99**	**100-999**	**1,000-9,999**	**10,000+**	**All Districts**
Individual or small group administration	76.2%	82.3%	91.3%	90.9%	86.5%	86.7%
Extra time for completion	73.7	78.4	81.8	89.6	79.0	81.0
Test read aloud to student in English	68.1	63.2	73.7	70.9	54.3	69.5
Use of scribe	23.9	27.7	33.2	54.2	49.4	34.3
Interpretation of directions into native language	6.1	26.9	37.1	48.5	43.1	32.0
Assistive technology	5.6	17.4	20.6	56.5	71.5	24.5
Dictionaries	11.4	11.2	24.0	32.0	24.7	20.4
Written translation of test into native language	3.3	6.9	18.9	15.7	10.2	12.9
Interpretation of test into native language	2.8	11.0	12.9	21.9	11.3	12.4
Written translation of directions into native language	0.0	4.6	17.6	17.7	11.3	11.7
Other	20.5	9.1	8.3	14.2	16.1	11.5

The number of respondents who provided data on this item was 366. In addition, 74 respondents skipped this item because it was not applicable. The item response represented 84.9% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE E.29
Application of High Stakes Tests (High School Exit Exams, Grade Promotion Tests) to Special Education LEP Students at the Middle and High School Levels
(District Special Education Services Questionnaire)

	Percentage of Districts by Number of LEP Students in District					
How high stake tests are applied	**1-24**	**25-99**	**100-999**	**1,000-9,999**	**10,000+**	**All Districts**
The same tests are given to all students in the school with no changes/modifications/ accommodations	6.7%	11.1%	5.3%	3.8%	0.0%	7.0%
SpEd-LEP students take the same tests with accommodations (extra time, use of English dictionaries, translators)	66.8	53.8	66.6	67.5	77.1	63.0
SpEd-LEP students take different tests/assessments	6.9	6.6	2.3	2.1	0.0	4.3
SpEd-LEP students are exempted from high stakes tests	2.5	2.6	4.1	0.2	0.0	2.8
There are different testing rules for different groups of SpEd-LEP students and/or for different tests	17.1	25.9	21.7	26.3	22.9	22.9
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 389. The item response represented 76.6% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

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TABLE F.1
Number of Teachers Who Work with LEP Students by Grade Level of School
(School LEP Services Questionnaire)

	Mean/Median by Grade Level of School				
Statistic	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
Mean	21.8	28.1	52.4	20.9	27.7
Median	18.0	25.0	30.0	16.0	20.0

The number of respondents who provided data on this item was 1,937. The item response represented 93.6% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.2
Number of Teachers Who Work with LEP Students by Number of LEP Students in School
(School LEP Services Questionnaire)

	Mean/Median by Number of LEP Students in School					
Statistic	**1-9**	**10-29**	**30-99**	**100-299**	**300+**	**All Schools**
Mean	12.4	21.4	28.2	36.1	66.7	27.7
Median	8.0	17.0	23.0	28.0	45.0	20.0

The number of respondents who provided data on this item was 1,937. The item response represented 93.6% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.3
Percentage of Teachers Who Work with LEP Students by Grade Level of School
(School LEP Services Questionnaire)

	Percentage of Schools by Grade Level of School				
Percentage	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
Less than 25 percent	17.2%	20.8%	26.3%	17.3%	19.2%
25-49 percent	28.1	21.9	14.7	19.2	24.3
50-74 percent	9.5	13.5	11.8	15.9	11.1
75-99 percent	12.8	9.1	10.8	18.0	12.2
100 percent	32.4	34.8	36.5	29.7	33.2
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was from 1,723. The item response represented 84.0% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.4
Percentage of Teachers Who Work with LEP Students by Number of LEP Students in School
(School LEP Services Questionnaire)

	Percentage of Schools by Number of LEP Students in School					
Percentage	**1-9**	**10-29**	**30-99**	**100-299**	**300+**	**All Schools**
Less than 25 percent	47.7%	17.1%	8.2%	6.2%	10.7%	19.2%
25-49 percent	22.9	37.4	25.2	20.0	4.8	24.3
50-74 percent	8.0	14.5	11.7	9.5	11.8	11.1
75-99 percent	6.1	7.4	14.5	18.2	19.8	12.2
100 percent	15.4	23.5	40.4	46.2	52.8	33.2
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was from 1,723. The item response represented 84.0% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.5
Number of Individual/Different Students Taught by Teachers of LEP Students In a Typical Instructional Week
(Teacher Background Questionnaire)

	Percentage of Teachers by Grade Level of School				
Number of students	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
Less than 20	14.9%	5.6%	3.5%	9.3%	9.8%
20-29	39.8	2.4	1.6	21.8	21.5
30-49	15.7	4.8	9.7	16.4	12.0
50-74	10.9	10.0	14.0	9.2	11.2
75-99	2.1	11.7	26.5	6.1	10.0
100-149	1.2	36.9	31.9	18.6	17.4
150-199	1.0	20.0	9.1	9.5	7.7
200 or more	14.4	8.6	3.7	9.2	10.3
Total	100.0%	100.0%	100.0%	100.0%	100.0%
Mean	101.7	126.7	99.8	96.6	106.2
Median	27.0	120.0	93.0	57.0	60.0

The number of respondents who provided data on this item was 4,173. The item response represented 99.4% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.6
Number of LEP Students Taught by Teachers of LEP Students In a Typical Instructional Week by Primary Teaching Responsibility
(Teacher Background Questionnaire)

	Percentage of Teachers by Primary Teaching Responsibility						
Number of LEP Students	**Multi-Subject**	**Specific Subject**	**ESL**	**Special Education**	**Resource**	**Other**	**All Teachers**
3	17.9%	12.5%	0.6%	18.4%	10.4%	7.9%	13.4%
4-5	22.1	15.9	1.9	27.9	8.3	10.7	17.1
6-9	21.3	14.0	4.4	19.3	20.8	14.9	16.0
10-14	11.7	16.6	9.4	8.2	19.4	11.3	13.8
15-24	18.0	15.2	17.6	14.1	11.8	14.4	16.2
25-39	8.0	8.7	16.7	6.2	5.4	15.7	9.1
40-79	0.8	9.7	38.1	5.6	15.4	6.7	9.2
80 or more	0.2	7.4	11.3	0.4	8.6	18.3	5.1
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Mean	10.8	25.6	45.1	11.6	38.1	45.8	22.3
Median	7.0	10.0	37.0	6.0	10.0	20.0	10.0

The number of respondents who provided data on this item was 3,985. The item response represented 95.3% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.7
Number of LEP Students Taught by Teachers of LEP Students In a Typical Instructional Week by Grade Level of School
(Teacher Background Questionnaire)

	Percentage of Teachers by Grade Level of School				
Number of LEP Students	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
3	14.4%	16.3%	11.4%	6.1%	13.4%
4-5	15.9	19.6	16.6	17.2	17.0
6-9	19.4	12.9	14.6	9.6	16.0
10-14	12.5	15.4	14.4	14.5	13.8
15-24	17.7	13.1	15.2	21.0	16.5
25-39	8.0	6.9	11.3	14.0	9.1
40-79	7.4	11.2	10.5	9.8	9.1
80 or more	4.6	4.6	6.0	7.8	5.2
Total	100.0%	100.0%	100.0%	100.0%	100.0%
Mean	20.6	22.6	23.6	28.6	22.4
Median	10.0	10.0	10.0	15.0	10.0

The number of respondents who provided data on this item was 4,056. The item response represented 96.7% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.8
Percentages of Students Taught by Teachers of LEP Students Who Are Limited English Proficient, Proficient in English and Another Language, and Monolingual English Speakers
(Teacher Background Questionnaire)

	Mean Percentage by Grade Level of School				
Type of student	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
Limited English Proficient	44.0%	27.3%	29.4%	48.0%	37.6%
Proficient in English and another language	15.5	18.3	21.3	18.1	17.7
Monolingual English speakers	40.4	54.5	49.4	33.6	44.7
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 3,337. The item response represented 78.4% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.9
Number of Special Education LEP Students Taught by Teachers of LEP Students In a Typical Instructional Week by Primary Teaching Responsibility
(Teacher Background Questionnaire)

	Mean and Median by Primary Teaching Responsibility						
Number SpEd-LEP Students	**Multi-Subject**	**Specific Subject**	**ESL**	**Special Education**	**Resource**	**Other**	**All Teachers**
Mean	0.94	3.84	2.27	12.32	6.89	4.56	3.13
Median	0.0	1.0	1.0	5.0	2.0	3.0	1.0

The number of respondents who provided data on this item was 2,883. The item response represented 72.1% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.10
Backgrounds and Qualifications of Teachers Who Work with LEP Students
(School LEP Services Questionnaire)

	Percentage of Teachers by Number of LEP Students in School					
Teachers who …	**1-9**	**10-29**	**30-99**	**100-299**	**300+**	**All Schools**
Have bilingual education, ESL, or other LEP certification	6.7%	10.8%	18.7%	34.1%	33.1%	23.2%
Have provisional certification	6.4	6.5	8.2	15.1	9.9	9.8
Are fluent speakers of a non-English language that is the native language used by LEP students	6.1	6.9	8.9	20.1	21.5	14.0
Come from a non-English language background	2.6	2.8	6.9	16.4	17.4	10.7
Have a master's or doctoral degree in a field related to the instruction of LEP students	2.9	2.7	4.1	7.3	8.5	5.6
Have at least three year's experience working with LEP students	24.1	40.3	48.7	55.9	42.7	45.3
Have received in-service or other training related to LEP students within the past two years	26.1	35.4	47.4	57.0	50.9	46.4
Have received in-service or other training related to SpEd-LEP students within the past two years	6.7	16.9	19.8	26.6	18.6	19.4

The number of respondents who provided data on this item was from 1,196 to 1,804. The item response represented 72.9% to 86.6% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.11
Highest Degree of Teachers of LEP Students by Primary Teaching Responsibility
(Teacher Background Questionnaire)

	Percentage of Teachers by Primary Teaching Responsibility						
Highest Degree	**Multi-Subject**	**Specific Subject**	**ESL**	**Special Education**	**Resource**	**Other**	**All Teachers**
Associate's degree	0.1%	0.4%	1.3%	1.4%	0.0%	4.8%	0.5%
Bachelor's degree	62.5	52.7	37.3	44.7	46.7	36.3	53.8
Master's degree	37.3	45.6	59.0	53.8	53.3	58.9	44.8
Doctoral degree	0.2	1.3	2.4	0.1	0.1	0.0	0.9
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 4,094. The item response represented 98.0% the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.12
Highest Degree of Teachers of LEP Students by Grade Level of School
(Teacher Background Questionnaire)

	Percentage of Teachers by Grade Level of School				
Highest Degree	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
Associate's degree	0.4%	0.7%	0.5%	0.5%	0.5%
Bachelor's degree	56.6	46.6	50.3	64.3	53.7
Master's degree	42.8	51.6	47.4	33.6	44.9
Doctoral degree	0.3	1.1	1.7	1.6	0.9
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 4,167. The item response represented 99.4% the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.13
Certifications Held by Teachers of LEP Students by Primary Teaching Responsibility
(Teacher Background Questionnaire)

Certifications	Percentage of Teachers by Primary Teaching Responsibility						
	Multi-Subject	Specific Subject	ESL	Special Education	Resource	Other	All Teachers
Relevant grade level	81.3%	53.3%	53.0%	32.4%	58.7%	57.2%	61.9%
Relevant subject area	26.9	83.4	49.9	30.7	50.6	48.8	57.1
English as a Second Language	16.6	8.5	77.4	11.4	16.2	11.7	17.8
Bilingual education	20.3	3.9	17.2	2.3	12.2	18.4	11.0
Special education	7.4	3.3	4.9	87.8	29.7	11.0	10.0
Provisional certification	6.0	8.5	10.6	13.4	8.9	11.9	8.2
Other	6.3	6.3	3.8	8.2	15.7	18.2	6.6

The number of respondents who provided data on this item was 4,011. 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 F.14
Certifications Held by Teachers of LEP Students by Grade Level of School
(Teacher Background Questionnaire)

	Percentage of Teachers by Grade Level of School				
Certifications	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
Relevant grade level	70.4%	63.7%	39.1%	67.2%	61.6%
Relevant subject area	35.5	72.4	84.8	61.1	57.0
English as a Second Language	22.0	12.3	16.7	15.7	18.1
Bilingual education	17.1	5.8	5.2	7.7	11.1
Special education	11.2	9.7	9.6	7.3	10.1
Provisional certification	6.6	6.3	8.5	19.3	8.2
Other	6.2	6.2	8.5	4.9	6.6

The number of respondents who provided data on this item was 4,082. The item response represented 97.6% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.15
New Teachers in Schools and Their Involvement with LEP Students
(School LEP Services Questionnaire)

	Median by Number of LEP Students in School					
Teachers who…	**1-9**	**10-29**	**30-99**	**100-299**	**300+**	**All Schools**
Were new to the school	3.0	3.0	5.0	6.0	8.0	5.0
Were new and worked with LEP students	1.0	1.0	3.0	4.0	6.0	2.0

The number of respondents who provided data on this item was 1,401. The item response represented 84.1% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.16
Years of Teaching Experience of Teachers of LEP Students
(Teacher Background Questionnaire)

	Median Years by Grade Level of School				
Years of teaching experience	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
At the PK-12 level [1]	9.0	10.0	9.0	6.0	9.0
In this district [2]	6.0	7.0	7.0	4.0	7.0
At this school [3]	4.0	4.0	5.0	3.0	4.0
LEP students [4]	6.0	7.0	6.0	4.0	6.0
Special education [5]	2.0	4.0	4.0	1.0	3.0

1. The number of respondents who provided data on this item was 3,787. The item response represented 92.4% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.
2. The number of respondents who provided data on this item was 3,971. 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.
3. The number of respondents who provided data on this item was 3,943. The item response represented 93.2% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.
4. The number of respondents who provided data on this item was 3,321. The item response represented 80.0% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.
5. The number of respondents who provided data on this item was 1,544. In addition, 1,090 respondents skipped this item because it was not applicable. The item response represented 66.6% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.17
Primary Teaching Responsibility of Teachers of LEP Students
(Teacher Background Questionnaire)

	Percentage of Teachers by Grade Level of School				
Primary Teaching Responsibility	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
Specific subject/content area teacher	18.8%	77.0%	79.1%	47.6%	47.8%
Multi-subject (e.g., elementary) teacher	62.9	3.4	0.6	39.5	33.7
English as a Second Language teacher	9.3	9.2	10.3	4.8	9.1
Special education teacher	4.1	6.4	6.3	2.6	5.0
Resource teacher	3.4	2.4	2.3	3.7	3.0
Other	1.5	1.4	1.5	1.9	1.5
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 4,104. The item response represented 98.6% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.18
Number of Grade Levels Taught by Teachers of LEP Students by Primary Teaching Responsibility
(Teacher Background Questionnaire)

	Percentage of Teachers by Primary Teaching Responsibility						
Number of Grade Levels	**Multi-Subject**	**Specific Subject**	**ESL**	**Special Education**	**Resource**	**Other**	**All Teachers**
1	93.9%	28.5%	14.9%	9.5%	9.4%	14.6%	47.6%
2	4.1	14.4	9.3	13.5	3.3	14.0	10.1
3	0.8	16.4	15.0	31.5	18.2	12.7	11.7
4	0.9	24.3	22.0	17.8	25.7	23.5	15.9
5-7	0.2	14.9	35.1	23.8	36.3	35.3	13.1
8 or more	0.1	1.6	3.7	3.9	7.2	0.0	1.5
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 4,104. The item response represented 98.2% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.19
Number of Grade Levels Taught by Teachers of LEP Students by Grade Level of School
(Teacher Background Questionnaire)

	Percentage of Teachers by Grade Level of School				
Number of Grade Levels	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
1	64.7%	52.1%	9.9%	40.6%	47.5%
2	4.3	19.8	10.6	15.4	10.1
3	3.7	23.4	17.7	10.8	11.8
4	2.9	1.4	58.4	12.2	15.8
5-7	23.4	2.9	2.8	10.8	13.1
8 or more	1.0	0.4	0.5	10.2	1.6
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 4,177. The item response represented 99.6% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.20
Receipt of In-Service Training Related to the Teaching of LEP Students in the Past Five Years by Teachers of LEP Students
(Teacher Background Questionnaire)

Training in teaching LEP students	Percentage of Teachers by Primary Teaching Responsibility						
	Multi-Subject	Specific Subject	ESL	Special Education	Resource	Other	All Teachers
Yes	70.0%	51.0%	92.0%	60.5%	56.0%	57.5%	61.8%
No	30.0	49.0	8.0	39.5	44.0	42.5	38.2
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 4,092. The item response represented 97.7% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.21
Hours of In-Service Training Related to Teaching of LEP Students of Teachers of LEP Students by Primary Teaching Responsibility
(Teacher Background Questionnaire)

	Mean/Median Hours by Primary Teaching Responsibility						
Number of hours	**Multi-Subject**	**Specific Subject**	**ESL**	**Special Education**	**Resource**	**Other**	**All Teachers**
Mean	27.4	14.4	90.6	20.4	20.6	10.4	25.8
Median	8.0	0.0	25.0	3.0	3.0	2.0	4.0

The number of respondents who provided data on this item was 3,925. The item response represented 93.5% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.22
Hours of In-Service Training Related to Teaching of LEP Students of Teachers of LEP Students by Grade Level of School
(Teacher Background Questionnaire)

	Mean/Median Hours by Grade Level of School				
Number of hours	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
Mean	35.1	14.8	21.7	16.0	25.8
Median	6.0	2.0	3.0	0.0	4.0

The number of respondents who provided data on this item was 3,996. The item response represented 94.7% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.23
Content Areas of Training Related to Teaching of LEP Students of Teachers of LEP Students
(Teacher Background Questionnaire)

Training Content	Percentage of Teachers
Effective practices for instructing LEP students	82.3%
Cultural differences and implications for instruction	74.9
Language acquisition theory	50.8
Teaching English to LEP students	47.1
Teaching other content areas to LEP students	37.6
Teaching native language arts to LEP students	15.8
Other	7.4

The number of respondents who provided data on this item was 2,689. In addition, 1,395 respondents skipped this item because it was not applicable. 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 F.24
Receipt of In-Service Training Related to the Teaching of Students with Disabilities in the Past Five Years by Teachers of LEP Students
(Teacher Background Questionnaire)

	Percentage of Teachers by Primary Teaching Responsibility						
Training in teaching SpEd	**Multi-Subject**	**Specific Subject**	**ESL**	**Special Education**	**Resource**	**Other**	**All Teachers**
Yes	40.5%	49.3%	44.9%	94.3%	70.2%	37.8%	48.6%
No	59.5	50.7	55.1	5.7	29.8	62.2	51.4
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 4,066. The item response represented 97.1% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.25
Hours of In-Service Training Related to Teaching of Students with Disabilities of Teachers of LEP Students by Primary Teaching Responsibility
(Teacher Background Questionnaire)

	Mean/Median Hours by Primary Teaching Responsibility						
Number of hours	**Multi-Subject**	**Specific Subject**	**ESL**	**Special Education**	**Resource**	**Other**	**All Teachers**
Mean	6.4	6.6	6.9	64.5	23.1	7.0	9.9
Median	0.0	0.0	0.0	40.0	10.0	0.0	0.0

The number of respondents who provided data on this item was 3,967. The item response represented 94.5% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.26
Hours of In-Service Training Related to Teaching of LEP Students with Disabilities of Teachers of LEP Students by Primary Teaching Responsibility
(Teacher Background Questionnaire)

	Mean/Median Hours by Primary Teaching Responsibility						
Number of hours	**Multi-Subject**	**Specific Subject**	**ESL**	**Special Education**	**Resource**	**Other**	**All Teachers**
Mean	1.4	1.0	1.5	12.9	3.1	1.1	1.8
Median	0.0	0.0	0.0	0.0	0.0	0.0	0.0

The number of respondents who provided data on this item was 3,952. The item response represented 94.0% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.27
Involvement by Teachers of LEP Students in Special Programs
(Teacher Background Questionnaire)

	Percentage of Teachers by Grade Level of School				
Programs	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
The federal Title I program	84.4%	89.4%	87.4%	96.3%	86.9%
Migrant education programs	21.8	34.9	32.0	22.5	25.5
The federal Title VII program	21.6	18.3	24.8	50.4	24.4

The number of respondents who provided data on this item was 2,091. The item response represented 45.4% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.28
Ability by Teachers of LEP Students to Speak a Non-English Language That is the Native Language of LEP Students
(Teacher Background Questionnaire)

Speak a non-English language	Percentage of Teachers by Primary Teaching Responsibility						
	Multi-Subject	Specific Subject	ESL	Special Education	Resource	Other	All Teachers
Yes	42.0%	32.3%	69.3%	33.6%	28.2%	46.6%	39.1%
No	58.0	67.7	30.7	66.4	71.8	53.4	60.9
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 4,095. The item response represented 98.1% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.29
Non-English Language Shared by Teachers of LEP Students with Largest Number of LEP Students
(Teacher Background Questionnaire)

Language	Percentage of Teachers
Spanish	92.0%
Arabic	2.7
French	0.9
Navajo	0.5
French Creole	0.4
Polish	0.4
Russian	0.3
Chinese	0.3
Vietnamese	0.3
Southern Maidu	0.3
Other	2.0
Total	100.0%

The number of respondents who provided data on this item was 1,824. In addition, 2,281 respondents skipped this item because it was not applicable. The item response represented 98.2% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.30
Level of Ability by Teachers of LEP Students to Speak and Understand in the Native Language of LEP Students by Grade Level of School
(Teacher Background Questionnaire)

	Percentage of Teachers by Grade Level of School				
Ability to Speak and Understand	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
Very limited (1)	15.1%	18.3%	16.2%	8.8%	15.3%
Fair (2)	14.5	24.5	26.1	21.2	19.4
Good (3)	20.0	23.4	21.8	23.2	21.3
Fluent/native (4)	50.4	33.8	36.0	46.7	44.0
Total	100.0%	100.0%	100.0%	100.0%	100.0%
Mean	3.06	2.73	2.77	3.08	2.94

The number of respondents who provided data on this item was 1,867. In addition, 2,281 respondents skipped this item because it was not applicable. The item response represented 98.9% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.31
Level of Ability by Teachers of LEP Students to Speak and Understand the Native Language of LEP Students by Number of LEP Students in School
(Teacher Background Questionnaire)

	Percentage of Teachers by Number of LEP Students in School					
Ability to Speak and Understand	**1-9**	**10-29**	**30-99**	**100-299**	**300+**	**All Schools**
Very limited (1)	10.1%	32.6%	22.0%	10.0%	13.8%	15.3%
Fair (2)	18.9	7.3	18.4	16.8	25.5	19.4
Good (3)	65.7	36.4	25.4	16.2	17.8	21.3
Fluent/native (4)	5.3	23.7	34.2	57.0	42.8	44.0
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Mean	2.66	2.51	2.72	3.20	2.90	2.94

The number of respondents who provided data on this item was 1,867. In addition, 2281 respondents skipped this item because it was not applicable. The item response represented 98.9% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.32
Level of Level of Ability by Teachers of LEP Students to Read and Write in the Native Language of LEP Students
by Grade Level of School
(Teacher Background Questionnaire)

	Percentage of Teachers by Grade Level of School				
Read and Write	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
Very limited (1)	18.0%	23.0%	21.0%	12.8%	19.0%
Fair (2)	16.3	20.5	23.7	24.6	19.5
Good (3)	24.6	27.2	24.2	19.7	24.5
Excellent (4)	41.0	29.3	31.1	42.9	37.0
Total	100.0%	100.0%	100.0%	100.0%	100.0%
Mean	2.89	2.63	2.65	2.93	2.80

The number of respondents who provided data on this item was 1,868. In addition, 2281 respondents skipped this item because it was not applicable. The item response represented 98.9% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.33
Level of Ability by Teachers of LEP Students to Read and Write in the Native Language of LEP Students by Number of LEP Students in School
(Teacher Background Questionnaire)

	Percentage of Teachers by Number of LEP Students in School					
Ability to Read and Write	**1-9**	**10-29**	**30-99**	**100-299**	**300+**	**All Schools**
Very limited (1)	47.8%	27.4%	24.7%	12.4%	18.9%	19.0%
Fair (2)	24.2	16.2	19.9	17.3	22.1	19.5
Good (3)	21.1	20.6	31.4	25.5	20.1	24.5
Excellent (4)	7.0	35.9	24.1	44.8	38.9	37.0
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Mean	1.87	2.65	2.55	3.03	2.79	2.80

The number of respondents who provided data on this item was 1,868. In addition, 2,281 respondents skipped this item because it was not applicable. The item response represented 98.9% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.34
Extent of Use by Teachers of Non-English Languages as Part of Instruction by Grade Level of School
(Teacher Background Questionnaire)

	Percentage of Teachers by Grade Level of School				
Extent of use	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
Little or none (less than 2% of instruction)	42.4%	43.7%	43.0%	36.5%	42.2%
Some (2-24%)	27.2	40.2	33.2	38.6	31.8
A significant amount (25% or more)	30.4	16.1	23.8	24.9	26.0
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 1,860. In addition, 2,281 respondents skipped this item because it was not applicable. The item response represented 98.8% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.35
Extent of Use by Teachers of Non-English Languages as Part of Instruction by Number of LEP Students in School
(Teacher Background Questionnaire)

	Percentage of Teachers by Number of LEP Students in School					
Extent of use	**1-9**	**10-29**	**30-99**	**100-299**	**300+**	**All Schools**
Little or none (less than 2% of instruction)	72.3%	72.5%	47.5%	33.3%	40.1%	42.2%
Some (2-24%)	21.3	20.3	32.6	31.8	34.7	31.8
A significant amount (25% or more)	6.4	7.2	19.8	34.9	25.3	26.0
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 1,860. In addition, 2,281 respondents skipped this item because it was not applicable. The item response represented 98.8% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.36
Number of Aides Who Work with LEP Students by Grade Level of School
(School LEP Services Questionnaire)

	Mean/Median by Grade Level of School				
Statistic	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
Mean	5.6	3.0	2.3	3.7	4.4
Median	4.0	1.0	1.0	3.0	2.0

The number of respondents who provided data on this item was 1,960. The item response represented 94.4% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.37
Number of Aides Who Work with LEP Students by Number of LEP Students in School
(School LEP Services Questionnaire)

	Mean/Median by Number of LEP Students in School					
Statistic	**1-9**	**10-29**	**30-99**	**100-299**	**300+**	**All Schools**
Mean	1.7	3.5	5.0	6.6	8.0	4.4
Median	1.0	2.0	3.0	5.0	6.0	2.0

The number of respondents who provided data on this item was 1,960. The item response represented 94.4% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.38
Percentage of Aides Who Work with LEP Students by Grade Level of School
(School LEP Services Questionnaire)

	Percentage of Schools by Grade Level of School				
Percentage	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
Less than 25 percent	11.4%	21.3%	28.1%	5.7%	15.0%
25-49 percent	12.2	21.3	28.1	28.3	17.3
50-74 percent	22.4	20.2	18.0	14.6	20.8
75-99 percent	21.0	16.0	10.2	17.2	18.3
100 percent	33.1	21.2	15.6	34.2	28.6
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 1,777. In addition, 70 respondents skipped this item because it was not applicable. The item response represented 84.0% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.39
Percentage of Aides Who Work with LEP Students by Number of LEP Students in School
(School LEP Services Questionnaire)

	Percentage of Schools by Number of LEP Students in School					
Percentage	**1-9**	**10-29**	**30-99**	**100-299**	**300+**	**All Schools**
0 percent	33.6%	16.8%	11.1%	3.3%	2.5%	15.0%
1-24 percent	22.3	17.8	21.0	8.3	14.1	17.3
25-49 percent	20.7	27.2	19.7	20.5	8.5	20.8
50-99 percent	10.0	20.5	15.7	29.5	15.1	18.3
100 percent	13.5	17.6	32.5	38.4	59.8	28.6
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 1,777. In addition, 70 respondents skipped this item because it was not applicable. The item response represented 84.0% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.40
Primary Responsibility as an Aide
(Instructional Aide / Paraprofessional Background Questionnaire)

Primary Responsibility	Percentage of Aides by Grade Level of School				
	Elementary	Middle	High	Multi-Level	All Schools
Regular classroom aide	53.4%	33.0%	36.0%	68.3%	51.1%
Special education aide	12.0	43.9	44.4	10.2	18.9
Other	34.6	23.1	19.6	21.5	30.0
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 606. The item response represented 94.2% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.41
Mean and Median Numbers of Students With Whom Aides Work Who Are Special Education LEP Students
(Instructional Aide / Paraprofessional Background Questionnaire)

	Mean and Median of Sped-LEP by Primary Responsibility			
Number of SpEd-LEP	**Special Education**	**Regular Classroom**	**Other**	**All Aides**
Mean	20.27	2.36	3.79	7.12
Median	12.0	1.0	1.0	2.0

The number of respondents who provided data on this item was 389. The item response represented 60.4% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.42
Number of Grades In Which Aides Work by Primary Responsibility
(Instructional Aide / Paraprofessional Background Questionnaire)

	Percentage of Aides by Primary Responsibility			
Number of Grades	**Special Education**	**Regular Classroom**	**Other**	**All Aides**
1	6.9%	27.5%	10.3%	18.5%
2	10.1	18.2	12.4	14.9
3	32.1	16.1	13.0	18.2
4	35.5	13.4	11.1	16.9
5-7	13.5	22.7	45.1	27.6
8 or more	1.9	2.1	8.1	3.9
Total	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 600. The item response represented 93.4% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.43
Number of Grades In Which Aides Work by Grade Level of School
(Instructional Aide / Paraprofessional Background Questionnaire)

	Percentage of Aides by Grade Level of School				
Number of Grades	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
1	19.7%	6.8%	2.0%	36.8%	18.1%
2	15.5	34.2	2.5	16.1	15.8
3	18.4	52.4	3.6	7.5	18.7
4	7.4	0.0	76.1	13.6	16.4
5-7	34.8	4.9	15.0	17.8	27.1
8 or more	4.2	1.7	0.7	8.1	4.0
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 648. The item response represented 99.0% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.44
Number of Individual/Different Students With Whom Aides Work In a Typical Instructional Week
(Instructional Aide / Paraprofessional Background Questionnaire)

	Percentage of Aides by Grade Level of School				
Number of students	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
Less than 20	29.0%	31.7%	27.0%	17.2%	27.6%
20-29	25.1	14.6	23.4	10.0	21.9
30-49	18.8	7.3	14.5	34.7	19.0
50-74	8.3	9.6	24.3	15.6	11.5
75-99	2.7	1.4	5.9	1.8	2.9
100-149	5.2	20.4	0.6	14.3	7.3
150-199	2.8	8.7	1.8	3.8	3.4
200 or more	8.1	6.2	2.4	2.7	6.5
Total	100.0%	100.0%	100.0%	100.0%	100.0%
Mean	70.6	76.5	44.8	70.3	67.8
Median	25.0	35.0	25.0	36.0	30.0

The number of respondents who provided data on this item was 633. The item response represented 95.6% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.45
Number of Students With Whom Aides Work Who Are Limited English Proficient (LEP) by Primary Responsibility
(Instructional Aide / Paraprofessional Background Questionnaire)

	Percentage of Aides by Primary Responsibility			
Number of LEP Students	**Special Education**	**Regular Classroom**	**Other**	**All Aides**
3	17.4%	11.3%	2.8%	10.2%
4-5	29.2	9.3%	5.8	12.3
6-9	24.3	23.6	13.7	21.0
10-14	9.9	9.9	7.8	9.3
15-24	5.1	18.8	33.9	20.3
25-39	4.8	7.7	17.8	9.9
40-79	9.3	11.7	9.3	10.6
80 or more	0.0	7.8	8.9	6.5
Total	100.0%	100.0%	100.0%	100.0%
Mean	11.7	24.1	40.3	26.2
Median	6.0	12.0	16.0	12.0

The number of respondents who provided data on this item was 552. The item response represented 86.2% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.46
Number of Students With Whom Aides Work Who Are Limited English Proficient (LEP) by Grade Level of School
(Instructional Aide / Paraprofessional Background Questionnaire)

	Percentage of Aides by Grade Level of School				
Number of LEP Students	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
3	12.7%	10.9%	0.7%	6.7%	10.2%
4-5	11.0	13.3	23.5	6.7	12.5
6-9	20.1	16.5	23.6	20.3	20.2
10-14	9.2	10.3	9.4	6.7	9.0
15-24	27.4	13.6	12.9	4.8	21.3
25-39	7.7	4.6	10.7	23.1	9.6
40-79	7.9	18.0	15.8	13.2	10.6
80 or more	4.0	12.9	3.5	18.4	6.6
Total	100.0%	100.0%	100.0%	100.0%	100.0%
Mean	22.6	28.8	21.4	47.4	26.0
Median	12.0	12.0	10.0	30.0	12.4

The number of respondents who provided data on this item was 599. The item response represented 91.8% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.47
Percentages of Students With Whom Aides Work Who Are Limited English Proficient, Proficient in English and Another Language, and Monolingual English Speakers
(Instructional Aide / Paraprofessional Background Questionnaire)

	Mean Percent by Grade Level of School				
Type of student	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
Limited English proficient	60.8%	58.5%	58.2%	77.7%	62.2%
Proficient in English and another language	14.9	21.3	19.7	11.1	15.8
Monolingual English speakers	24.2	20.3	22.2	11.3	21.9
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 503. The item response represented 73.6% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.48
Backgrounds and Qualifications of Aides Who Work with LEP Students
(School LEP Services Questionnaire)

	Percentage of Aides by Number of LEP Students in School					
Aides who …	**1-9**	**10-29**	**30-99**	**100-299**	**300+**	**All Schools**
Have bilingual education, ESL, or other LEP certification	4.3%	3.0%	3.5%	5.9%	8.7%	5.0%
Have provisional certification	2.0	3.8	0.9	1.3	0.4	1.6
Are fluent speakers of a non-English language that is the native language used by LEP students	11.2	18.4	30.2	54.8	67.8	40.0
Read a non-English language used by LEP students	9.8	15.7	25.8	53.1	63.4	37.5
Come from a non-English language background	9.0	15.2	27.3	50.7	61.9	36.6
Have received in-service or other training related to LEP students within the past two years	21.7	26.0	27.7	46.6	73.6	39.9
Have received in-service or other training related to SpEd-LEP students within the past two years	11.3	14.4	14.6	30.7	41.0	23.6

The number of respondents who provided data on this item was from 1,137 to 1,624. In addition, 70 respondents skipped this item because it was not applicable. The item response represented 72.3% to 81.7% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.49
Level of Education of Aides Serving LEP Students by Primary Responsibility
(Instructional Aide / Paraprofessional Background Questionnaire)

	Percentage of Aides by Primary Responsibility			
Level of Education	**Special Education**	**Regular Classroom**	**Other**	**All Aides**
Not a high school graduate	0.1%	1.6%	0.4%	1.0%
High school graduate	11.6	19.7	21.2	18.6
GED	2.3	2.0	5.0	3.0
Some college	37.2	46.3	31.6	40.2
Associate's degree	9.3	10.7	6.3	9.1
Bachelor's degree	34.2	17.1	32.1	24.9
Master's or doctoral degree	5.2	2.5	3.3	3.3
Total	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 600. The item response represented 92.8% the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.50
Level of Education of Aides Serving LEP Students by Grade Level of School
(Instructional Aide / Paraprofessional Background Questionnaire)

	Percentage of Aides by Grade Level of School				
Level of Education	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
Not a high school graduate	1.4%	0.0%	0.1%	0.0%	0.9
High school graduate	22.2	14.5	9.4	13.6	18.7
GED	3.6	1.3	0.0	5.8	3.1
Some college	43.0	34.0	25.9	49.0	40.5
Associate's degree	6.4	9.9	16.4	14.1	9.0
Bachelor's degree	19.6	38.8	43.8	17.4	24.5
Master's or doctoral degree	3.8	1.5	4.4	0.0	3.2
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 648. The item response represented 98.6% the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.51
Years of Experience of Aides Serving LEP Students
(Instructional Aide / Paraprofessional Background Questionnaire)

	Mean/Median Years by Grade Level of School				
Years as an Aide	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
Mean	8.3	8.3	6.1	4.8	7.6
Median	5.0	6.0	3.0	3.0	4.0

The number of respondents who provided data on this item was 639. The item response represented 97.2% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.52
Receipt of In-Service Training by Aides on the Teaching of LEP Students in the Past Five Years by Primary Responsibility
(Instructional Aide / Paraprofessional Background Questionnaire)

	Percentage of Aides by Primary Responsibility			
Training in teaching LEP students	**Special Education**	**Regular Classroom**	**Other**	**All Aides**
Yes	26.5%	35.7%	56.0%	40.0%
No	73.5	64.3	44.0	60.0
Total	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 591. The item response represented 92.0% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.53
Receipt of In-Service Training on the Teaching of LEP Students in the Past Five Years by Grade Level of School
(Instructional Aide / Paraprofessional Background Questionnaire)

	Percentage of Aides by Grade Level of School				
Training in teaching LEP students	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
Yes	45.2%	31.6%	38.2%	28.1%	40.9%
No	54.8	68.4	61.8	71.9	59.1
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 640. The item response represented 97.7% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.54
Hours of In-Service Training Received by Aides on Teaching of LEP Students by Primary Responsibility
(Instructional Aide / Paraprofessional Background Questionnaire)

	Mean/Median Hours by Primary Responsibility			
Number of hours	**Special Education**	**Regular Classroom**	**Other**	**All Aides**
Mean	6.1	12.6	15.1	12.1
Median	0.0	0.0	3.0	0.0

The number of respondents who provided data on this item was 566. The item response represented 89.4% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.55
Hours of In-Service Training Received by Aides on Teaching of LEP Students by Grade Level of School
(Instructional Aide / Paraprofessional Background Questionnaire)

	Mean/Median Hours by Grade Level of School				
Number of hours	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
Mean	15.4	6.7	18.1	5.1	13.7
Median	0.0	0.0	0.0	0.0	0.0

The number of respondents who provided data on this item was 614. The item response represented 95.1% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.56
Receipt of In-Service Training by Aides on the Teaching of Students with Disabilities in the Past Five Years by Primary Responsibility
(Instructional Aide / Paraprofessional Background Questionnaire)

	Percentage of Aides by Primary Responsibility			
Training in teaching students with disabilities	**Special Education**	**Regular Classroom**	**Other**	**All Aides**
Yes	62.0%	16.9%	13.8%	24.6%
No	38.0	83.1	86.2	75.4
Total	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 589. The item response represented 91.1% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.57
Receipt of In-Service Training Related to the Teaching of Students with Disabilities in the Past Five Years by Grade Level of School
(Teacher Background Questionnaire)

Training in teaching students with disabilities	Percentage of Teachers by Grade Level of School				
	Elementary	Middle	High	Multi-Level	All Schools
Yes	44.0%	54.6%	54.8%	42.1%	48.6%
No	56.0	45.4	45.2	57.9	51.4
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 4,141. The item response represented 98.5% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.58
Hours of In-Service Training Received by Aides on Teaching of Students with Disabilities by Primary Responsibility
(Instructional Aide / Paraprofessional Background Questionnaire)

	Mean/Median Hours by Primary Responsibility			
Number of hours	**Special Education**	**Regular Classroom**	**Other**	**All Aides**
Mean	29.6	3.6	1.2	7.7
Median	6.0	0.0	0.0	0.0

The number of respondents who provided data on this item was 576. The item response represented 89.7% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.59
Hours of In-Service Training Received by Aides on Teaching of LEP Students with Disabilities by Primary Responsibility
(Instructional Aide / Paraprofessional Background Questionnaire)

	Mean/Median Hours by Primary Responsibility			
Number of hours	**Special Education**	**Regular Classroom**	**Other**	**All Aides**
Mean	3.9	1.1	0.5	1.4
Median	0.0	0.0	0.0	0.0

The number of respondents who provided data on this item was 565. The item response represented 88.5% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.60
Involvement by Aides in Special Programs
(Instructional Aide / Paraprofessional Background Questionnaire)

	Percentage of Aides by Grade Level of School				
Program	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
The federal Title I program	86.2%	92.9%	67.2%	90.4%	86.1%
The federal Title VII program	17.5	18.5	36.8	76.3	26.9
The migrant education program	23.8	14.0	43.2	11.7	22.5

The number of respondents who provided data on this item was 342. The item response represented 49.5% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.61
Ability by Aides to Speak a Non-English Language That is the Native Language of LEP Students
(Instructional Aide / Paraprofessional Background Questionnaire)

	Percent of Aides by Primary Responsibility			
Speak a non-English language	**Special Education**	**Regular Classroom**	**Other**	**All Aides**
Yes	44.8%	61.4%	68.2%	60.3%
No	55.2	38.6	31.8	39.7
Total	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 599. The item response represented 92.6% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.62
Non-English Language Shared by Aides with the Largest Number of LEP Students
(Instructional Aide / Paraprofessional Background Questionnaire)

Language	Percentage of Aides
Spanish	84.0%
Arabic	8.3
Navajo	2.2
Somali	1.0
Chinese	0.7
French Creole	0.5
Japanese	0.4
Vietnamese	0.4
Shawnee	0.4
Laotian	0.4
Other	1.7
Total	100.0%

The number of respondents who provided data on this item was 448. In addition, 183 respondents skipped this item because it was not applicable. The item response represented 97.2% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.63
Ability by Aides to Speak and Understand the Native Language of LEP Students by Grade Level of School
(Instructional Aide / Paraprofessional Background Questionnaire)

	Percentage of Aides by Grade Level of School				
Ability to speak and understand	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
Very limited (1)	5.2%	5.0%	3.7%	1.1%	4.4%
Fair (2)	6.9	5.1	13.8	2.8	7.3
Good (3)	27.7	27.6	13.3	36.5	26.6
Fluent/native (4)	60.2	62.3	69.2	59.7	61.7
Total	100.0%	100.0%	100.0%	100.0%	100.0%
Mean	3.43	3.47	3.48	3.55	3.46

The number of respondents who provided data on this item was 454. In addition, 183 respondents skipped this item because it was not applicable. The item response represented 97.0% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.64
Ability by Aides to Speak and Understand the Native Language of LEP Students by Number of LEP Students in School
(Instructional Aide / Paraprofessional Background Questionnaire)

	Percentage of Aides by Number of LEP Students in School					
Ability to speak and understand	**1-9**	**10-29**	**30-99**	**100-299**	**300+**	**All Schools**
Very limited (1)	0.0%	5.5%	9.6%	1.2%	3.1%	4.4%
Fair (2)	0.0	13.3	4.8	7.8	8.1	7.3
Good (3)	49.6	14.7	32.3	23.5	26.0	26.6
Fluent/native (4)	50.4	66.5	53.3	67.5	62.7	61.7
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Mean	3.50	3.42	3.29	3.57	3.48	3.46

The number of respondents who provided data on this item was 454. In addition, 183 respondents skipped this item because it was not applicable. The item response represented 97.0% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.65
Ability by Aides to Read and Write the Native Language of LEP Students by Grade Level of School
(Instructional Aide / Paraprofessional Background Questionnaire)

	Percentage of Aides by Grade Level of School				
Ability to read and write	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
Very limited (1)	7.9%	11.4%	11.3%	12.3%	9.3%
Fair (2)	9.5	1.8	15.3	8.5	9.6
Good (3)	36.1	35.8	37.3	47.0	37.7
Excellent (4)	46.5	50.9	36.2	32.2	43.3
Total	100.0%	100.0%	100.0%	100.0%	100.0%
Mean	3.21	3.26	2.98	2.99	3.15

The number of respondents who provided data on this item was 456. In addition, 183 respondents skipped this item because it was not applicable. The item response represented 97.9% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.66
Ability by Aides to Read and Write the Native Language of LEP Students by Number of LEP Students in School
(Instructional Aide / Paraprofessional Background Questionnaire)

	Percentage of Aides by Number of LEP Students in School					
Ability to read and write	**1-9**	**10-29**	**30-99**	**100-299**	**300+**	**All Schools**
Very limited (1)	0.0%	18.8%	13.0%	3.1%	11.3%	9.3%
Fair (2)	0.0	6.7	5.8	15.7	7.4	9.6
Good (3)	0.0	36.9	45.1	30.2	40.3	37.7
Excellent (4)	100.0	37.6	36.1	51.1	41.0	43.3
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Mean	4.00	2.93	3.04	3.29	3.11	3.15

The number of respondents who provided data on this item was 456. In addition, 183 respondents skipped this item because it was not applicable. The item response represented 97.9% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.67
Use of Non-English Languages by Aides in Working With LEP Students by Grade Level of School
(Instructional Aide / Paraprofessional Background Questionnaire)

	Percentage of Aides by Grade Level of School				
Use of non-English language	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
Little or none (less than 2% of instruction)	16.8%	17.1%	17.8%	32.3%	19.0%
Some (2-24%)	32.4	54.8	39.2	40.9	36.5
A significant amount (25% or more)	50.8	28.1	43.1	26.8	44.5
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 447. In addition, 183 respondents skipped this item because it was not applicable. The item response represented 97.2% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.68
Use of Non-English Languages by Aides in Working With LEP Students by Number of LEP Students in School
(Instructional Aide / Paraprofessional Background Questionnaire)

	Percentage of Aides by Number of LEP Students in School					
Use of non-English language	**1-9**	**10-29**	**30-99**	**100-299**	**300+**	**All Schools**
Little or none (less than 2% of instruction)	0.0%	12.2%	19.5%	16.0%	23.0%	19.0%
Some (2-24%)	82.2	55.9	32.9	29.8	41.9	36.5
A significant amount (25% or more)	17.8	31.9	47.6	54.2	35.2	44.5
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 447. In addition, 183 respondents skipped this item because it was not applicable. The item response represented 97.2% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.69
Highest Degree of District Staff Serving LEP Students
(District Staff Background Questionnaire)

	Percentage of District Staff by Number of LEP Students in District			
Highest Degree	**1-999**	**1,000-9,999**	**10,000+**	**All Districts**
Associate's	0.0%	0.3%	0.0%	0.1%
Bachelor's	17.3	1.1	5.7	12.2
Master's	68.6	79.1	87.7	72.4
Doctoral	14.1	19.5	6.6	15.3
Total	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 339. 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 F.70
Certifications Held by District Staff Serving LEP Students
(District Staff Background Questionnaire)

	Percentage of District Staff by Number of LEP Students in District			
Certifications	**1-999**	**1,000-9,999**	**10,000+**	**All Districts**
Administrator/Principal	56.4%	75.4%	67.0%	62.0%
Relevant grade level	37.1	43.9	59.4	40.0
Relevant subject area	33.5	39.6	44.2	35.6
ESL	30.5	32.0	36.2	31.1
Special education	29.4	19.7	26.0	26.6
Bilingual	3.7	40.0	28.2	14.6
Other	16.6	14.8	17.2	16.1
No Certification	4.6	3.0	2.0	4.0

The number of respondents who provided data on this item was 349. The item response represented 100.0% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.71
Years of Experience of District Staff Serving LEP Students
(District Staff Background Questionnaire)

	Median Years by Number of LEP Students in District			
Years of experience	**1-999**	**1,000-9,999**	**10,000+**	**All Districts**
Managing/working with programs at the district level	6.0	7.0	7.0	6.0
Managing/working with LEP programs at the district level	4.0	3.0	4.0	3.0
Managing/working with Special Education at the district level	1.0	0.0	1.0	0.0
Teaching at the PK-12 level	12.0	8.0	10.0	11.0
Teaching LEP students	1.0	5.0	8.0	2.0
Teaching students with disabilities	2.0	0.0	0.0	0.0

The number of respondents who provided data on this item was 349. The item response represented 99.5% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.72
In-Service Training Related to the Instruction of LEP Students In the Past Five Years of District Staff Serving LEP Students
(District Staff Background Questionnaire)

	Percentage of District Staff by Number of LEP Students in District			
Training in instructing LEP students	**1-999**	**1,000-9,999**	**10,000+**	**All Districts**
Yes	75.6%	85.1%	94.0%	79.0%
No	24.4	14.9	6.0	21.0
Total	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 346. The item response represented 99.5% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.73
Hours of In-Service Training Related to Instruction of LEP Students of District Staff Serving LEP Students
(District Staff Background Questionnaire)

	Mean/Median Hours by Number of LEP Students in District			
Number of hours	**1-999**	**1,000-9,999**	**10,000+**	**All Districts**
Mean	41.4	90.2	79.3	56.6
Median	15.0	30.0	40.0	24.0

The number of respondents who provided data on this item was 332. The item response represented 93.6% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.74
Content Area(s) of LEP Training of District Staff Serving LEP Students
(District Staff Background Questionnaire)

	Percentage of District Staff by Number of LEP Students in District			
Content Areas of LEP Training	**1-999**	**1,000-9,999**	**10,000+**	**All Districts**
Effective practices for instructing LEP students	88.6%	84.6%	84.8%	87.2%
Cultural differences and implications for instruction	88.8	72.5	81.8	83.6
Language acquisition theory	74.4	73.6	76.8	74.3
Teaching English to LEP students	59.5	71.1	58.0	62.8
Teaching other content areas to LEP students	51.7	56.7	48.0	52.9
Special education for LEP students with disabilities	36.6	41.7	45.9	38.6
Teaching native language arts to LEP students	13.6	41.0	32.0	22.7
Other	15.9	8.2	15.8	13.6

The number of respondents who provided data on this item was 299. In addition, 43 respondents skipped this item because it was not applicable. 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 F.75
Receipt of In-Service Training Related to the Instruction of Students with Disabilities In the Past Five Years of District Staff Serving LEP Students
(District Staff Background Questionnaire)

	Percentage of District Staff by Number of LEP Students in District			
Training in instructing students with disabilities	**1-999**	**1,000-9,999**	**10,000+**	**All Districts**
Yes	69.5%	56.8%	71.3%	66.2%
No	30.5	43.2	28.7	33.8
Total	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 347. The item response represented 99.9% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.76
Hours of In-Service Training Related to Instruction of Students with Disabilities of District Staff Serving LEP Students
(District Staff Background Questionnaire)

	Mean/Median Hours by Number of LEP Students in District			
Number of hours	**1-999**	**1,000-9,999**	**10,000+**	**All Districts**
Mean	50.2	38.4	70.5	47.9
Median	10.0	6.0	10.0	8.0

The number of respondents who provided data on this item was 338. The item response represented 95.6% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.77
Hours of In-Service Training Related to Instruction of LEP Students with Disabilities of District Staff Serving LEP Students
(District Staff Background Questionnaire)

	Mean/Median Hours by Number of LEP Students in District			
Number of hours	**1-999**	**1,000-9,999**	**10,000+**	**All Districts**
Mean	14.8	9.5	9.8	13.1
Median	0.0	0.0	2.0	0.0

The number of respondents who provided data on this item was 336. The item response represented 98.2% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.78
Primary Responsibility of District Staff Serving LEP Students
(District Staff Background Questionnaire)

	Percentage of District Staff by Number of LEP Students in District			
Primary Responsibility	**1-999**	**1,000-9,999**	**10,000+**	**All Districts**
LEP program administrator/manager	31.6%	31.6%	27.0%	31.4%
Special education program administrator/manager	25.9	20.1	18.2	24.0
LEP program specialist	9.8	9.1	14.8	9.8
Specific subject/content area specialist	3.8	3.4	1.8	3.6
Professional development provider/specialist	0.9	6.4	11.7	2.9
Special education specialist	2.5	1.4	3.6	2.3
Assessment specialist	0.0	1.1	4.5	0.5
Other	25.4	26.9	18.4	25.5
Total	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 329. The item response represented 92.6% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.79
Involvement in Special Programs by District Staff Serving LEP Students
(District Staff Background Questionnaire)

	Percentage of District Staff by Number of LEP Students in District			
Programs	**1-999**	**1,000-9,999**	**10,000+**	**All Districts**
The federal Title I program	88.1%	86.6%	66.1%	86.2%
The federal Title VII program	44.1	53.1	84.5	50.0
Migrant education program	49.6	41.2	50.6	46.3

The number of respondents who provided data on this item was 210. The item response represented 46.0% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.80
Ability to Speak a Non-English Language That is the Native Language of One or More LEP Students in the District by District Staff Serving LEP Students
(District Staff Background Questionnaire)

	Percentage of District Staff by Number of LEP Students in District			
Speak a non-English language	**1-999**	**1,000-9,999**	**10,000+**	**All Districts**
Yes	38.0%	69.6%	68.4%	47.9%
No	62.0	30.4	31.6	52.1
Total	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 348. The item response represented 98.3% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.81
Non-English Language Shared by District Staff Serving LEP Students with Largest Number of LEP Students in the District
(District Staff Background Questionnaire)

Language	Percentage of District Staff
Spanish	92.4%
Navaho	2.4
Navajo	2.1
Italian	1.1
French	0.5
Cantonese	0.2
Hmong	0.2
Mien	0.2
Russian	0.2
Somali	0.2
Other	0.4
Total	100.0%

The number of respondents who provided data on this item was 231. In addition, 111 respondents skipped this item because it was not applicable. The item response represented 97.8% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.82
Level of Oral Proficiency in the Native Language of LEP Students by District Staff Serving LEP Students
(District Staff Background Questionnaire)

	Percentage of District Staff by Number of LEP Students in District			
Oral Proficiency	**1-999**	**1,000-9,999**	**10,000+**	**All Districts**
Very Limited (1)	20.8%	11.3%	1.3%	15.9%
Fair (2)	18.2	6.5	3.6	12.7
Good (3)	27.2	23.8	17.7	25.3
Fluent/Native (4)	33.8	58.4	77.4	46.1
Total	100.0%	100.0%	100.0%	100.0%
Mean	2.74	3.29	3.71	3.02

The number of respondents who provided data on this item was 233. In addition, 111 respondents skipped this item because it was not applicable. The item response represented 97.9% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.83
Ability to Read and Write in the Native Language of LEP Students by District Staff Serving LEP Students
(District Staff Background Questionnaire)

	Percentage of District Staff by Number of LEP Students in District			
Ability to Read and Write	**1-999**	**1,000-9,999**	**10,000+**	**All Districts**
Very Limited (1)	10.7%	6.2%	2.6%	8.4%
Fair (2)	34.6	16.2	6.5	25.7
Good (3)	42.4	20.2	23.1	32.5
Excellent (4)	12.2	57.4	67.8	33.4
Total	100.0%	100.0%	100.0%	100.0%
Mean	2.56	3.29	3.56	2.91

The number of respondents who provided data on this item was 234. In addition, 111 respondents skipped this item because it was not applicable. The item response represented 98.0% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.84
Number of Teachers in the School Serving Special Education LEP Students by Grade Level of School
(School Special Education Services Questionnaire)

	Mean/Median Teachers by Grade Level of School				
Number of teachers	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
Mean	14.6	21.5	54.3	18.7	22.3
Median	10.0	12.0	16.0	10.0	11.0

The number of respondents who provided data on this item was 840. The item response represented 94.7% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.85
Number of Teachers in the School Serving Special Education LEP Students by Number of LEP Students in School
(School Special Education Services Questionnaire)

	Mean/Median Teachers by Number of LEP Students in School					
Number of teachers	**1-9**	**10-29**	**30-99**	**100-299**	**300+**	**All Schools**
Mean	8.7	11.9	15.3	20.5	64.3	22.3
Median	6.0	7.0	9.0	14.0	30.0	11.0

The number of respondents who provided data on this item was 840. The item response represented 94.7% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.86
Number of Special Education LEP Students Taught by Teachers of LEP Students In a Typical Instructional Week by Grade Level of School
(Teacher Background Questionnaire)

	Percentage of Teachers by Grade Level of School				
Number of SpEd-LEP Students	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
0	53.4%	40.2%	34.5%	31.5%	44.8%
1	20.2	12.1	14.2	16.4	17.0
2	8.9	9.7	11.9	8.2	9.6
3	4.1	7.5	8.6	11.1	6.4
4-5	5.6	9.2	14.4	15.1	9.0
6-9	3.8	5.9	5.6	7.0	4.9
10-14	1.8	6.1	2.4	4.9	3.1
15-29	1.2	5.7	6.2	2.7	3.2
30 or more	1.1	3.6	2.2	3.2	2.0
Total	100.0%	100.0%	100.0%	100.0%	100.0%
Mean	1.8	4.9	4.5	4.1	3.2
Median	0.0	1.0	2.0	2.0	1.0

The number of respondents who provided data on this item was 2,936. The item response represented 73.2% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.87
Extent to which the Availability of Teachers with Necessary Qualifications Affects Decisions about the Types of Services Special Education LEP Students Will Receive
(District Special Education Services Questionnaire)

	Percentage of Districts by Number of LEP Students in District					
Extent	**1-24**	**25-99**	**100-999**	**1,000-9,999**	**10,000+**	**All Districts**
Not at all	39.2%	32.8%	16.9%	17.3%	4.5%	25.8%
Somewhat	43.0	56.2	58.6	56.0	50.0	54.4
A great deal	17.7	11.0	24.5	26.7	45.5	19.8
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 488. 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.

TABLE F.88
Backgrounds and Qualifications of Teachers Who Work with Special Education LEP Students
(School Special Education Services Questionnaire)

	Percentage of Teachers by Number of LEP Students in School					
Teachers who …	**1-9**	**10-29**	**30-99**	**100-299**	**300+**	**All Schools**
Are certified in bilingual education, ESL, or a related area	8.2%	10.2%	13.0%	32.3%	20.0%	20.3%
Are certified in special education	22.1	28.3	24.6	23.9	12.3	22.1
Have provisional certification	5.4	9.1	8.8	11.3	6.7	8.4
Are fluent speakers of a non-English language that is the native language of SpEd-LEP students	3.2	7.3	8.3	21.6	14.6	14.0
Read a non-English language used by SpEd-LEP students	2.3	6.8	7.5	19.8	12.7	12.5
Come from a non-English language background	4.7	4.4	5.1	18.6	11.8	11.1
Have a Master's or Doctoral degree in a field related to instruction of SpEd-LEP students	5.8	3.7	13.6	6.4	1.7	5.5
Have at least three years of experience working with SpEd-LEP students	27.7	37.6	47.6	42.8	24.4	35.3
Have at least three years of experience working with LEP students	36.5	64.2	57.1	56.6	28.2	45.3
Have received in-service or other training related to LEP students in general within the past two years	26.6	56.9	54.6	65.7	26.4	45.4
Have received in-service or other training specific to working with SpEd-LEP students within the past two years	18.3	26.2	23.9	36.6	19.8	25.6

The number of respondents who provided data on this item was from 627 to 806. The item response represented 71.3% to 91.0% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.89
Hours of In-Service Training Related to Teaching of Students with Disabilities of Teachers of LEP Students by Grade Level of School
(Teacher Background Questionnaire)

	Mean/Median Hours by Grade Level of School				
Number of hours	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
Mean	9.5	11.6	10.8	5.9	9.9
Median	0.0	2.0	2.0	0.0	0.0

The number of respondents who provided data on this item was 4,041. The item response represented 95.9% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.90
Hours of In-Service Training Related to Teaching of LEP Students with Disabilities of Teachers of LEP Students by Grade Level of School
(Teacher Background Questionnaire)

	Mean/Median Hours by Grade Level of School				
Number of hours	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
Mean	1.9	2.7	1.3	1.1	1.8
Median	0.0	0.0	0.0	0.0	0.0

The number of respondents who provided data on this item was 4,026. The item response represented 95.4% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.91
Number of Instructional Aides/Paraprofessionals in the School Working with Special Education LEP Students by Grade Level of School
(School Special Education Services Questionnaire)

	Mean/Median Aides by Grade Level of School				
Number of aides	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
Mean	4.7	4.1	4.1	1.5	3.5
Median	3.0	3.0	2.0	1.0	2.0

The number of respondents who provided data on this item was 830. The item response represented 91.7% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.92
Number of Instructional Aides/Paraprofessionals in the School Working with Special Education LEP Students by Number of LEP Students in School
(School Special Education Services Questionnaire)

	Mean/Median Aides by Number of LEP Students in School					
Number of aides	**1-9**	**10-29**	**30-99**	**100-299**	**300+**	**All Schools**
Mean	1.4	2.8	4.1	5.7	6.5	3.5
Median	1.0	2.0	3.0	4.0	6.0	2.0

The number of respondents who provided data on this item was 830. The item response represented 91.7% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.93
Number of Students With Whom Aides Work Who Are Special Education LEP Students
(Instructional Aide / Paraprofessional Background Questionnaire)

	Percentage of Aides by Grade Level of School				
Number of SpEd-LEP Students	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
1	54.3%	28.7%	30.9%	40.7%	46.5%
2	10.5	13.3	2.0	5.5	8.9
3	6.6	4.0	2.5	2.5	5.2
4-5	7.6	6.0	16.5	15.6	9.8
6-9	8.2	12.7	11.4	16.4	10.2
10-14	7.8	3.7	4.8	10.9	7.4
15-29	3.2	12.5	14.8	6.0	6.3
30 or more	1.6	19.0	17.0	2.3	5.8
Total	100.0%	100.0%	100.0%	100.0%	100.0%
Mean	3.6	18.9	14.7	5.6	7.1
Median	1.0	4.0	5.0	4.0	2.0

The number of respondents who provided data on this item was 413. The item response represented 63.2% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.94
Backgrounds and Qualifications of Instructional Aides/Paraprofessionals Who Work with Special Education LEP Students
(School Special Education Services Questionnaire)

	Percentage of Aides by Number of LEP Students in School					
Aides who …	**1-9**	**10-29**	**30-99**	**100-299**	**300+**	**All Schools**
Have bilingual education, ESL, or other LEP certification	1.4%	4.0%	4.3%	7.8%	7.8%	5.9%
Are certified in special education	0.6	6.5	7.1	6.8	8.4	6.8
Have provisional certification	0.0	1.9	4.7	1.0	1.9	2.3
Are fluent speakers of a non-English language that is the native language of SpEd-LEP students	4.6	21.3	27.6	48.1	59.3	38.6
Read a non-English language used by SpEd-LEP students	5.2	17.8	25.9	42.0	56.0	34.8
Come from a non-English language background	4.0	15.7	28.4	40.2	59.8	35.4
Have received in-service or other training related to working with LEP students in general within the past two years	13.5	41.2	28.9	55.2	53.9	43.4
Have received in-service or other training specifically related to working with SpEd-LEP students within the past two years	11.1	22.4	15.6	43.2	33.8	29.3

The number of respondents who provided data on this item was from 652 to 731. The item response represented 70.0% to 82.5% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.95
Hours of In-Service Training Received by Aides on Teaching of Students with Disabilities by Grade Level of School
(Instructional Aide / Paraprofessional Background Questionnaire)

	Mean/Median Hours by Grade Level of School				
Number of hours	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
Mean	9.0	7.0	6.3	2.1	7.7
Median	0.0	0.0	0.0	0.0	0.0

The number of respondents who provided data on this item was 623. The item response represented 95.3% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.96
Hours of In-Service Training Received by Aides on Teaching of LEP Students with Disabilities by Grade Level of School
(Instructional Aide / Paraprofessional Background Questionnaire)

	Mean/Median Hours by Grade Level of School				
Number of hours	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
Mean	1.9	1.5	0.5	0.1	1.5
Median	0.0	0.0	0.0	0.0	0.0

The number of respondents who provided data on this item was 611. The item response represented 94.0% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.97
Years of Experience of Aides Whose Primary Responsibility is Special Education
(Instructional Aide / Paraprofessional Background Questionnaire)

	Mean/Median Years by Grade Level of School				
Years as an Aide	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
Mean	12.6	7.5	3.8	4.9	8.3
Median	11.0	6.0	2.0	4.0	4.0

The number of respondents who provided data on this item was 168. The item response represented 98.6% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.98
Certifications Held by District Staff Whose Primary Responsibility is Special Education
(District Staff Background Questionnaire)

	Percentage of District Staff by Number of LEP Students in District			
Certifications	**1-999**	**1,000-9,999**	**10,000+**	**All Districts**
Administrator/Principal	84.9%	84.7%	79.7%	84.7%
Special education	84.9	79.4	93.5	84.0
Relevant subject area	19.8	27.1	27.8	21.7
Relevant grade level	14.1	16.9	44.2	15.8
Bilingual	0.0	25.7	3.8	5.7
ESL	0.0	9.1	1.9	2.0
Other	25.0	26.9	24.8	25.4
No Certification	0.0	0.0	2.2	0.1

The number of respondents who provided data on this item was 70. The item response represented 100.0% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.99
Years of Experience Among District Staff Whose Primary Responsibility is Special Education
(District Staff Background Questionnaire)

	Median Years by Number of LEP Students in District			
Years of experience	**1-999**	**1,000-9,999**	**10,000+**	**All Districts**
Managing/working with programs at the district level	8.0	8.0	9.0	8.0
Managing/working with LEP programs at the district level	2.0	0.0	3.0	2.0
Managing/working with Special Education at the district level	7.0	5.0	4.0	7.0
Teaching at the PK-12 level	12.0	7.0	10.0	12.0
Teaching LEP students	0.0	3.0	0.0	0.0
Teaching students with disabilities	12.0	6.0	10.0	12.0

The number of respondents who provided data on this item was 70. The item response represented 100.0% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.100
Receipt of In-Service Training Related to the Instruction of Students with Disabilities In the Past Five Years Among District Staff Whose Primary Responsibility is Special Education
(District Staff Background Questionnaire)

	Percentage of District Staff by Number of LEP Students in District			
Training in instructing students with disabilities	**1-999**	**1,000-9,999**	**10,000+**	**All Districts**
Yes	100.0%	98.4%	95.9%	99.5%
No	0.0	1.6	4.1	0.5
Total	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 70. The item response represented 100.0% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.101
Hours of In-Service Training Related to Instruction of Students with Disabilities Among District Staff Whose Primary Responsibility is Special Education
(District Staff Background Questionnaire)

	Mean/Median Hours by Number of LEP Students in District			
Number of hours	**1-999**	**1,000-9,999**	**10,000+**	**All Districts**
Mean	106.4	158.7	289.8	123.9
Median	100.0	50.0	200.0	100.0

The number of respondents who provided data on this item was 64. The item response represented 92.5% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.102
Hours of In-Service Training Related to Instruction of LEP Students with Disabilities Among District Staff Whose Primary Responsibility is Special Education
(District Staff Background Questionnaire)

	Mean/Median Hours by Number of LEP Students in District			
Number of hours	**1-999**	**1,000-9,999**	**10,000+**	**All Districts**
Mean	2.6	31.4	24.4	9.8
Median	2.0	12.0	20.0	3.0

The number of respondents who provided data on this item was 65. The item response represented 94.5% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.103
Level of Oral Proficiency in the Native Languages of LEP Students Among District Staff Whose Primary Responsibility is Special Education
(District Staff Background Questionnaire)

	Percentage of District Staff by Number of LEP Students in District			
Level of Oral Proficiency	**1-999**	**1,000-9,999**	**10,000+**	**All Districts**
Very Limited (1)	0.0%	33.6%	0.0%	20.8%
Fair (2)	33.3	5.5	0.0	15.3
Good (3)	0.0	19.6	40.0	13.0
Fluent/Native (4)	66.7	41.3	60.0	50.8
Total	100.0%	100.0%	100.0%	100.0%
Mean	3.33	2.69	3.59	2.94

The number of respondents who provided data on this item was 22. In addition, 48 respondents skipped this item because it was not applicable. The item response represented 100.0% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE F.104
Ability to Read and Write in the Native Language of LEP Students Among District Staff Whose Primary Responsibility is Special Education
(District Staff Background Questionnaire)

	Percentage of District Staff by Number of LEP Students in District			
Ability to Read and Write	**1-999**	**1,000-9,999**	**10,000+**	**All Districts**
Very Limited (1)	0.0%	17.0%	0.0%	10.6%
Fair (2)	33.3	24.8	20.0	27.8
Good (3)	33.3	14.4	20.0	21.3
Excellent (4)	33.3	43.7	60.0	40.4
Total	100.0%	100.0%	100.0%	100.0%
Mean	3.00	2.85	3.38	2.92

The number of respondents who provided data on this item was 22. In addition, 48 respondents skipped this item because it was not applicable. The item response represented 100.0% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

APPENDIX G

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TABLE G.1
Level of Support for Services to LEP Students
(Strong Support = 1, Moderate Support = 2, Little Support = 3, No Support = 4)
(District LEP Services Questionnaire)

	Mean Rating of Districts by Number of LEP Students in District					
Support by …	**1-24**	**25-99**	**100-999**	**1,000-9,999**	**10,000+**	**All Districts**
School district administrators	1.45	1.47	1.37	1.47	1.51	1.43
School board members	1.72	1.77	1.65	1.71	1.62	1.71
School principals	1.45	1.49	1.44	1.63	1.65	1.48
Other school administrators	1.55	1.61	1.50	1.65	1.73	1.56

The number of respondents who provided data on these items was from 685 to 734. The item response represented 88.6% to 96.4% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE G.2
Services Provided by the School to Parents of LEP Students by Grade Level of School
(School LEP Services Questionnaire)

	Percentage of Schools by Grade Level of School				
Services	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
Social services	65.0%	60.8%	60.4%	73.8%	64.2%
English-as-a-second language classes	60.3	52.5	58.8	58.5	58.5
Family services	58.1	54.5	45.7	54.1	55.3
Orientation to U.S. schools	32.0	43.4	47.7	15.9	35.2
Orientation to U.S. culture	17.7	21.4	31.8	12.9	20.1
Other	13.6	6.5	11.0	6.8	11.4

The number of respondents who provided data on this item was 1,176. The item response represented 70.2% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE G.3
Services Provided by the School to Parents of LEP Students by Number of LEP Students in School
(School LEP Services Questionnaire)

	Percentage of Schools by Number of LEP Students in School					
Services	**1-9**	**10-29**	**30-99**	**100-299**	**300+**	**All Schools**
Social services	50.9%	57.1%	64.7%	71.4%	78.8%	64.2%
English-as-a-second language classes	46.1	46.3	55.3	68.2	84.3	58.5
Family services	46.0	56.6	54.5	52.0	71.6	55.3
Orientation to U.S. schools	31.6	25.7	35.2	35.5	56.7	35.2
Orientation to U.S. culture	16.0	13.2	16.9	23.0	38.7	20.1
Other	5.5	7.6	10.4	20.7	10.3	11.4

The number of respondents who provided data on this item was 1,176. The item response represented 70.2% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE G.4
Mechanisms to Communicate with Parents of LEP Students by Grade Level of School
(School LEP Services Questionnaire)

	Percentage of Schools by Grade Level of School				
Mechanisms	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
Regular English language newsletters	73.9%	72.4%	64.0%	74.0%	72.1%
Informational meetings with interpreters present	73.3	65.0	68.1	74.5	71.0
Informational meetings in English for parents	56.6	58.1	62.9	53.8	57.7
Regular translated newsletters to parents of LEP students	55.6	45.9	38.4	50.8	50.7
Home visitors to parents/families of any student	45.7	32.8	31.3	38.3	40.4
Home visitors who specifically work with parents of LEP students	30.1	26.5	25.2	31.5	28.8
Other	16.2	22.7	20.1	20.1	18.4

The number of respondents who provided data on this item was 1,606. 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 G.5
Mechanisms to Communicate with Parents of LEP Students by Number of LEP Students in School
(School LEP Services Questionnaire)

	Percentage of Schools by Number of LEP Students in School					
Mechanism	**1-9**	**10-29**	**30-99**	**100-299**	**300+**	**All Schools**
Regular English language newsletters	78.0%	79.0%	75.9%	66.1%	45.9%	72.1%
Informational meetings with interpreters present	45.5	60.2	78.0	92.9	93.6	71.0
Informational meetings in English for parents	65.4	54.5	62.5	47.7	56.1	57.7
Regular translated newsletters to parents of LEP students	19.8	36.6	53.9	84.4	79.3	50.7
Home visitors to parents/families of any student	32.3	31.8	42.2	56.4	43.6	40.4
Home visitors who specifically work with parents of LEP students	22.7	21.5	30.5	44.3	25.6	28.8
Other	17.1	21.9	22.4	15.2	9.6	18.4

The number of respondents who provided data on this item was 1,606. 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 G.6
Extent of Use of Mechanisms for LEP Parent Participation
(School LEP Services Questionnaire)

	Extent			
Mechanism	**None**	**Some**	**A Lot**	**Total**
Parent-teacher conferences	2.6%	40.6	56.8	100.0%
Regular telephone contact with parents	10.7%	64.2	25.0	100.0%
Parent association meetings, school nights, etc.	14.5%	61.9	23.6	100.0%
Service as classroom or school volunteers	43.3%	52.6	4.0	100.0%
Service on parent/community councils or committees	46.6%	48.4	5.0	100.0%
Participation in parent discussion groups/training sessions	55.4%	38.1	6.5	100.0%
Giving classroom presentations or demonstrations	64.2%	33.5	2.2	100.0%
Participation in a policy-making forum/board	67.5%	29.8	2.7	100.0%

The number of respondents who provided data on this item was from 1,560 to 1,589. The item response represented 92.4% to 94.3% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE G.7
Use of Mechanisms for LEP Parent Participation by Grade Level of School
(School LEP Services Questionnaire)

	Percentage of Schools by Grade Level of School				
Some/ A Lot of Use	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
Parent-teacher conferences	98.2%	97.5%	93.4%	98.8%	97.4%
Regular telephone contact with parents	93.2	87.8	77.8	86.5	89.3
Parent association meetings, school nights, etc.	89.0	80.6	74.3	93.9	85.5
Service as classroom or school volunteers	71.7	39.5	22.2	55.5	56.7
Service on parent/community councils or committees	55.0	50.7	42.8	68.6	53.4
Participation in parent discussion groups/training sessions	47.5	39.6	32.1	59.6	44.6
Giving classroom presentations or demonstrations	43.5	27.5	17.3	35.2	35.8
Participation in a policy-making forum/board	35.6	30.9	25.7	27.1	32.5

The number of respondents who provided data on this item was from 1,560 to 1,589. The item response represented 92.4% to 94.3% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE G.8
Use of Mechanisms for LEP Parent Participation by Number of LEP Students in School
(School LEP Services Questionnaire)

	Percentage of Schools by Number of LEP Students in School					
Some/ A Lot of Use	**1-9**	**10-29**	**30-99**	**100-299**	**300+**	**All Schools**
Parent-teacher conferences	92.6%	97.7%	98.9%	99.5%	99.4%	97.4%
Regular telephone contact with parents	79.1	92.0	90.8	95.4	89.6	89.3
Parent association meetings, school nights, etc.	74.7	81.6	89.1	96.2	89.8	85.5
Service as classroom or school volunteers	35.8	52.7	58.0	80.0	64.2	56.7
Service on parent/community councils or committees	30.1	39.5	63.0	69.5	83.3	53.4
Participation in parent discussion groups/training sessions	21.8	32.4	48.7	62.0	78.9	44.6
Giving classroom presentations or demonstrations	22.0	39.8	45.0	37.2	31.9	35.8
Participation in a policy-making forum/board	10.8	14.7	36.5	50.6	78.1	32.5

The number of respondents who provided data on this item was from 1,560 to 1,589. The item response represented 92.4% to 94.3% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE G.9
Level of Local Community Member Involvement in the Education of LEP Students
(School LEP Services Questionnaire)

	Extent			
Involvement	**None**	**Some**	**A Lot**	**Total**
Classroom or school volunteers	36.6%	52.6	10.8	100.0%
Parent/community councils or committees	44.5%	47.7	7.8	100.0%
Giving classroom presentations or demonstrations	44.9%	50.0	5.1	100.0%

The number of respondents who provided data on this item was from 1,537 to 1,544. The item response represented 91.8% to 92.2% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE G.10
Local Community Member Involvement in the Education of LEP Students by Grade Level of School
(School LEP Services Questionnaire)

	Percentage of Schools by Grade Level of School				
Some/ A lot of Involvement	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
Classroom or school volunteers	71.3%	57.4%	39.2%	67.1%	63.4%
Parent/community councils or committees	54.8	56.5	48.5	71.2	55.5
Giving classroom presentations or demonstrations	58.3	53.9	43.7	57.7	55.1

The number of respondents who provided data on this item was from 1,537 to 1,544. The item response represented 91.8% to 92.2% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE G.11
Local Community Member Involvement in the Education of LEP Students by Number of LEP Students in School
(School LEP Services Questionnaire)

	Percentage of Schools by Number of LEP Students in School					
Some/ A lot of Involvement	**1-9**	**10-29**	**30-99**	**100-299**	**300+**	**All Schools**
Classroom or school volunteers	55.6%	62.4%	73.7%	64.0%	56.3%	63.4%
Parent/community councils or committees	44.1	40.2	63.7	72.7	62.8	55.5
Giving classroom presentations or demonstrations	50.2	49.4	62.8	57.3	56.7	55.1

The number of respondents who provided data on this item was from 1,537 to 1,544. The item response represented 91.8% to 92.2% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE G.12
Extent of Use of Mechanisms for Special Education LEP Parent Participation
(School Special Education Services Questionnaire)

	Extent			
Mechanism	**None**	**Some**	**A Lot**	**Total**
Parent-teacher conferences	7.4%	48.6	44.0	100.0%
Regular telephone contacts with teachers	17.3%	54.1	28.6	100.0%
Parent association meetings, school nights, etc.	25.9%	61.9	12.2	100.0%
Service as classroom or school volunteers	58.2%	38.9	3.0	100.0%
Participation in parent discussion groups/training sessions	54.7%	39.6	5.6	100.0%
Service on parent/community councils or committees	58.1%	39.5	2.4	100.0%
Giving classroom presentations or demonstrations	75.3%	22.4	2.3	100.0%
Participation in a policy-making forum/board	74.5%	24.4	1.2	100.0%

The number of respondents who provided data on these items was 861 to 863. The item responses represented 95.0% to 95.1% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE G.13
Use of Mechanisms for Special Education LEP Parent Participation by Grade Level of School
(School Special Education Services Questionnaire)

	Percentage of Schools by Grade Level of School				
Some/A Lot of Use	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
Through parent-teacher conferences	93.8%	94.0%	84.4%	95.7%	92.6%
Through regular telephone contacts with teachers	86.5	80.6	76.3	69.5	82.7
Through parent association meetings, school nights, etc.	78.8	69.6	64.4	67.2	74.1
Through service as classroom or school volunteers	49.8	34.1	15.4	50.9	41.8
Through participation in parent discussion groups/training sessions	48.1	37.2	40.6	54.3	45.3
Through service on parent/community councils or committees	43.1	42.9	30.1	52.9	41.9
By giving classroom presentations or demonstrations	28.3	24.5	10.5	23.3	24.7
Through participation in a policy-making forum/board	26.6	26.9	14.6	35.4	25.5

The number of respondents who provided data on these items was 861 to 863. The item responses represented 95.0% to 95.1% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE G.14
Protection of the Legal Rights of Parents of Special Education LEP Students
(School Special Education Services Questionnaire)

	Percentage of Schools by Grade Level of School				
Protected through …	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
Written materials for parents	95.3%	96.2%	95.2%	97.3%	95.6%
Written materials in the native language for parents	85.3	84.7	82.1	86.4	84.7
Informational meetings with interpreters for parents	74.9	85.4	84.0	84.1	78.9
Informational meetings for parents	72.8	69.8	68.5	67.0	71.2
Other	6.6	6.0	7.6	2.5	6.3

The number of respondents who provided data on this item was 867. The item response represented 95.5% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

APPENDIX H

TABLES RELATED TO CHAPTER 10: LEP STUDENT OUTCOMES

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TABLE H.1
Performance of Former LEP Students on District/Statewide Tests
(District LEP Services Questionnaire)

	Percentage of Districts by Number of LEP Students in District					
Performance	**1-24**	**25-99**	**100-999**	**1,000-9,999**	**10,000+**	**All Districts**
No data available	58.4%	45.7%	45.2%	25.9%	16.7%	47.5%
Below district norms	8.3	13.4	21.2	8.3	19.4	13.5
Near district norms	29.9	37.3	29.6	37.2	30.6	32.7
Above district norms	3.5	3.5	3.9	28.6	33.3	6.4
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 723. The item response represented 95.6% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE H.2
English Reading Skills of Third Grade LEP Students
(School LEP Services Questionnaire)

	Percentage of Schools by Number of LEP Students in School					
Grade Level	**1-9**	**10-29**	**30-99**	**100-299**	**300+**	**All Schools**
Well below (1)	14.2%	11.8%	14.9%	6.6%	11.4%	11.7%
Below (2)	50.4	56.2	65.4	75.5	79.5	64.3
At grade level (3)	28.9	31.6	19.2	16.5	4.4	22.1
Above (4)	6.2	0.3	0.5	1.3	4.8	1.9
Well above (5)	0.4	0.0	0.0	0.0	0.0	0.1
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Mean	2.28	2.20	2.05	2.13	2.03	2.14

The number of respondents who provided data on this item was 517. The item response represented 84.4% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE H.3
English Reading Skills of Third Grade Former LEP Students
(School LEP Services Questionnaire)

	Percentage of Schools by Number of LEP Students in School					
Grade Level	**1-9**	**10-29**	**30-99**	**100-299**	**300+**	**All Schools**
Well below (1)	1.2%	3.4%	1.5%	3.5%	2.8%	2.5%
Below (2)	36.3	24.5	33.1	32.2	38.5	31.7
At grade level (3)	52.2	66.2	55.5	55.5	55.0	57.7
Above (4)	9.5	5.9	9.9	8.6	3.7	7.8
Well above (5)	0.8	0.0	0.0	0.3	0.0	0.2
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Mean	2.72	2.75	2.74	2.70	2.59	2.71

The number of respondents who provided data on this item was 482. The item response represented 79.1% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE H.4
Mathematics Skills of Eighth Grade LEP Students
(School LEP Services Questionnaire)

	Percentage of Schools by Number of LEP Students in School					
Grade Level	**1-9**	**10-29**	**30-99**	**100-299**	**300+**	**All Schools**
Well below (1)	5.0%	4.2%	12.6%	9.3%	9.9%	8.1%
Below (2)	31.0	37.4	47.3	63.5	43.4	44.8
At grade level (3)	53.5	44.1	36.1	25.3	45.7	40.0
Above (4)	5.7	11.8	2.3	1.9	1.0	5.0
Well above (5)	4.9	2.5	1.7	0.0	0.0	2.1
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Mean	2.74	2.71	2.33	2.20	2.38	2.48

The number of respondents who provided data on this item was 404. The item response represented 77.9% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE H.5
Mathematics Skills of Eighth Grade Former LEP Students
(School LEP Services Questionnaire)

	Percentage of Schools by Number of LEP Students in School					
Grade Level	**1-9**	**10-29**	**30-99**	**100-299**	**300+**	**All Schools**
Well below (1)	0.9%	2.1%	6.7%	2.8%	6.6%	3.4%
Below (2)	20.5	21.6	33.8	25.9	25.7	25.5
At grade level (3)	65.8	52.5	49.9	62.5	21.0	55.7
Above (4)	9.5	20.3	7.6	8.1	46.7	13.2
Well above (5)	3.4	3.5	2.0	0.6	0.0	2.2
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Mean	2.94	3.01	2.64	2.78	3.08	2.85

The number of respondents who provided data on this item was 385. The item response represented 72.5% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE H.6

Assessment Measures of Oral Proficiency, and Reading and Writing Skills in English of Students at Exit from LEP Status

(School LEP Services Questionnaire)

	Percentage of Schools by Grade Level of School				
Measures	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
State developed assessment	40.6%	34.6%	34.2%	40.0%	38.4%
IDEA Proficiency Test (IPT)	34.7	39.5	28.2	27.3	34.1
Language Assessment Scales Oral (LAS)	33.7	30.7	29.2	37.0	32.7
Locally developed assessment	18.1	18.8	16.2	25.3	18.5
Language Assessment Scales—Reading and Writing	19.2	15.9	16.0	24.3	18.5
Language Assessment Battery (LAB)	13.3	16.4	18.5	5.4	14.1
Woodcock Language Proficiency Battery	13.7	11.9	13.3	12.9	13.2
IDEA Reading and Writing Proficiency Test	13.8	11.4	10.6	10.9	12.6
Basic English Skills Test (BEST)	1.1	3.3	3.5	2.6	2.0
Other	25.5	21.4	23.8	23.4	24.3

The number of respondents who provided data on this item was 1,524. The item response represented 90.6% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE H.7
Oral English Proficiency Level of Typical LEP Students When They Exit LEP Status
(School LEP Services Questionnaire)

	Percentage of Schools by Grade Level of School				
Level	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
Poor (1)	0.2%	1.0%	0.2%	1.3%	0.4%
Acceptable (2)	11.3	17.4	23.7	19.1	15.0
Generally fluent (3)	60.5	54.6	53.8	66.0	58.7
Fully fluent (4)	28.1	27.0	22.3	13.6	25.9
Total	100.0%	100.0%	100.0%	100.0%	100.0%
Mean	3.16	3.08	2.98	2.92	3.10

The number of respondents who provided data on this item was 1,546. The item response represented 91.4% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE H.8
English Reading and Writing Levels of Typical LEP Students When They Exit LEP Status
(School LEP Services Questionnaire)

	Percentage of Schools by Grade Level of School				
Grade Level	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
Well below (1)	0.1%	1.7%	0.9%	1.3%	0.6%
Below (2)	22.4	24.1	31.3	35.9	25.1
At grade level (3)	72.3	70.9	61.5	62.7	69.7
Above (4)	5.1	3.2	5.4	0.0	4.3
Well above (5)	0.1	0.2	0.9	0.0	0.3
Total	100.0%	100.0%	100.0%	100.0%	100.0%
Mean	2.83	2.76	2.74	2.61	2.78

The number of respondents who provided data on this item was 1,544. The item response represented 91.0% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE H.9
Assessment Measures of Oral Native Language Proficiency, and Native Language Reading and Writing Skills of Students at Exit from LEP Programs
(School LEP Services Questionnaire)

	Percentage of Schools by Grade Level of School				
Measures	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
State developed assessment	13.3%	13.0%	14.7%	7.6%	13.0%
IDEA Oral Language Proficiency Test (IPT)—Spanish	11.7	7.7	6.0	9.8	9.9
Language Assessment Scales Oral (LASO)—Spanish	10.5	9.1	8.4	7.4	9.7
Woodcock-Munoz Language Survey	8.7	7.1	8.6	7.3	8.2
Locally developed assessment	7.4	7.4	8.2	5.8	7.4
Language Assessment Scales Reading/Writing (LAS-R/W)—Spanish	6.7	4.5	5.4	5.6	5.9
Language Assessment Battery (LAB)—Spanish	2.3	8.8	6.0	2.0	4.1
IDEA Reading and Writing Proficiency Tests (IPT-R/W)—Spanish	3.6	3.4	2.1	1.1	3.2
Other	8.4	16.1	7.7	5.6	9.7
Native language proficiency is not assessed at exit	59.7%	52.6%	59.4%	66.8%	58.8%

The number of respondents who provided data on this item was 1,239. The item response represented 72.1% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE H.10
Native Language Oral Proficiency Levels of Typical LEP Students When They Exit LEP Status
(School LEP Services Questionnaire)

	Percentage of Schools by Grade Level of School				
Level	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
Poor (1)	7.8%	1.7%	1.1%	1.3%	5.1%
Acceptable (2)	18.6	14.7	9.8	22.1	16.8
Generally fluent (3)	26.7	34.6	31.8	33.3	29.5
Fully fluent (4)	14.7	19.3	24.0	23.9	17.7
Unknown	32.2	29.6	33.3	19.4	30.9
Total	100.0%	100.0%	100.0%	100.0%	100.0%
Mean	2.71	3.02	3.18	2.99	2.87

The number of respondents who provided data on this item was 1,525. The item response represented 90.4% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE H.11
Native Language Reading and Writing Levels of Typical LEP Students When They Exit LEP Status
(School LEP Services Questionnaire)

	Percentage of Schools by Grade Level of School				
Level	**Elementary**	**Middle**	**High**	**Multi-Level**	**All Schools**
Poor (1)	22.8%	13.6%	7.8%	9.9%	17.7%
Acceptable (2)	16.0	18.9	17.1	17.5	16.9
Generally literate (3)	20.9	20.8	31.5	33.3	23.5
Fully fluent (4)	3.4	10.4	6.5	3.6	5.3
Unknown	36.8	36.3	37.1	35.7	36.7
Total	100.0%	100.0%	100.0%	100.0%	100.0%
Mean	2.08	2.44	2.59	2.48	2.26

The number of respondents who provided data on this item was 1,521. The item response represented 90.3% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE H.12
Diplomas Received by All, LEP, and Former LEP Students
(District LEP Services Questionnaire)

	Percentage of Students		
Diploma	**All**	**LEP**	**Former LEP**
Regular	97.6%	98.0%	98.8%
GED	0.6	1.0	0.8
Honors/regents	0.3	0.0	0.0
Certificate of attendance	0.2	0.2	0.1
IEP	0.1	0.0	0.0
Other unspecified	1.2	0.8	0.3
Total	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 383. The item response represented 53.2% of the weighted cases on this form. The responses were weighted at the item level to be nationally representative.

TABLE H.13
Dropout Prevention Approaches at the Middle and High School Levels
(District LEP Services Questionnaire)

	Percentage of Districts by Number of LEP Students in District					
Approach	**1-24**	**25-99**	**100-999**	**1,000-9,999**	**10,000+**	**All Districts**
There are no major dropout prevention initiatives in the district	20.8%	24.3%	14.1%	13.2%	5.3%	19.0%
LEP students receive the same dropout prevention programs as other students	75.9	72.3	75.1	73.8	81.6	74.4
There are specially designed dropout prevention programs for LEP students	3.3	3.5	10.9	13.0	13.2	6.6
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 687. The item response represented 90.8% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE H.14
Dropout Rates for All, LEP, and Former LEP Students
(District LEP Services Questionnaire)

	Mean Rate by Number of LEP Students in District					
Dropout Rate For…	**1-24**	**25-99**	**100-999**	**1,000-9,999**	**10,000+**	**All Districts**
All students	3.9%	2.7%	3.9%	4.7%	4.7%	3.6%
LEP students	1.3	1.4	3.4	4.7	6.0	2.2
Former LEP students	1.6	0.2	2.1	1.4	1.0	1.3

The number of respondents who provided data on this item was from 135 to 238. The item response represented 20.0% to 33.0% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE H.15
Diplomas Received by Special Education and Special Education LEP Students
(District Special Education Services Questionnaire)

Diploma	Special Education Students	SpEd-LEP Students
Regular	83.6%	91.6%
Certificate of completion	9.6	6.1
No diploma (i.e., the student passed the age limit)	2.1	1.1
Special	4.4	0.9
Occupational	0.1	0.3
Other unspecified	0.2	0.0
Total	100.0%	100.0%

The number of respondents who provided data on this item was 91. The item response represented 12.3% of the weighted cases on this form. The responses were weighted at the item level to be nationally representative.

TABLE H.16
Dropout Prevention Programs for Special Education LEP Students at the Middle and High School Levels
(District Special Education Services Questionnaire)

	Percentage of Districts by Number of LEP Students in District					
Dropout Prevention	**1-24**	**25-99**	**100-999**	**1,000-9,999**	**10,000+**	**All Districts**
There are no major dropout prevention initiatives in the district	17.8%	18.9%	11.5%	6.0%	2.6%	13.9%
They receive the same dropout prevention programs as other students	66.4	71.6	72.4	82.9	82.1	72.7
They receive dropout prevention programs specially designed for LEP students	0.0	1.3	4.1	1.5	0.0	2.2
They receive dropout prevention programs specially designed for special education students	9.4	5.2	8.7	4.4	15.4	7.2
They receive dropout prevention programs specially designed for SpEd-LEP students	6.4	3.1	3.3	5.3	0.0	4.0
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents who provided data on this item was 427. The item response represented 83.5% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.

TABLE H.17
District Dropout Rates for Special Education and Special Education LEP Students
(District Special Education Services Questionnaire)

	Mean Rate by Number of LEP Students in District					
Dropout rate for …	**1-24**	**25-99**	**100-999**	**1,000-9,999**	**10,000+**	**All Districts**
Special education students	1.3%	3.7%	2.3%	5.0%	9.2%	2.9%
SpEd-LEP students	1.1	0.5	0.4	2.1	0.5	0.8

The number of respondents who provided data on this item was 123. The item response represented 27.2% of the weighted cases on this form. The responses were weighted at the form level to be nationally representative.