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

VOLUME II

METHODOLOGY

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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 2000 to September 2003.

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

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

- Research Report (Volume I)
- Policy Report (synthesis of findings)
- Methodology (Volume II)
- Case Study Findings (Volume III)
- Special Topics Reports:
  - Special Topic Report #1: Native Languages of LEP Students
  - Special Topic Report #2: Issues in Studying Learning Outcomes for LEP Students
  - Special Topic Report #3: Analysis of Office for Civil Rights (OCR) Data Related to LEP Students
  - Special Topic Report #4: Findings on Special Education LEP Students

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1. INTRODUCTION

The Descriptive Study of Services to Limited English Proficient (LEP) Students (referred to as the Descriptive Study) was funded by the Office of English Language Acquisition (OELA; formerly the Office of Bilingual Education and Minority Languages Affairs) of the U.S. Department of Education (ED) to provide information on the LEP student population. The study was designed to collect nationally representative data on:

- the numbers and characteristics of LEP students and special education LEP students in grades K-12 in public schools in the U.S.;
- the nature of instructional services provided to LEP students and special education LEP students, and the alignment of those services with State and local standards;
- the procedures for identifying students for entry and exit from those services; and
- the numbers and qualifications of instructional staff providing those services.

Development Associates, Inc. carried out the study in cooperation with the Center for Equity and Excellence in Education of The George Washington University and the National Center on Educational Outcomes for Students with Disabilities of the University of Minnesota.

The Descriptive Study included three major components: (1) mail surveys of school district and school administrators responsible for services to LEP students and special education LEP students; (2) on-site data collection of staff background data from district administrators, teachers, and instructional aides as well as background data from school files on LEP students and special education LEP students; and (3) case studies of 12 school districts providing services to LEP students and special education LEP students.

This volume of the final report provides detailed information on the methodology of the study. It includes separate sections describing the study questions, data collection instruments, sampling design, data collection methodology, study response rates, non-response adjustments and analytic weights, and standards errors of measurement. The purpose of the volume is to provide sufficient information so that the study can be replicated and so that research methodologists can understand the issues involved in study implementation.

2. RESEARCH QUESTIONS

The Descriptive Study was guided by a set of research questions that were developed by Development Associates based on an initial set provided by the U.S. Department of Education and guided by input from the Study's Advisory Panel. The questions were divided into two sets, one concerning LEP students in general and one concerning special education LEP (SpEd-LEP) students. These questions formed the basis for the data collection instruments and the remainder of the study design.

A. Research Questions Relating to LEP Students

LEP Students

1. What is the number and concentration of LEP students in U.S. public schools by grade level (elementary, middle/junior high, high school)?

2 What are the characteristics of LEP students in terms of native language, national origin, grade, socio-economic status, academic background, native language proficiency, and length of residence in the U.S.? Are those characteristics different for students in different instructional programs?

Services for LEP Students

3. What types of instructional programs/services are being provided to LEP students? How many LEP students receive each type of instructional program/services? To what degree do LEP students receive more than one type of instructional program/services over time?

4. What programs (e.g., Title I, Title VII, state or local bilingual education/ESL) provide services to LEP students and how well are services coordinated across these?

5. How do instructional programs/services for LEP students at the secondary level address the challenges of:

   (a) meeting the English proficiency needs of those students;
   (b) aligning instruction with content standards for the corresponding grade/instructional level;
   (c) meeting special requirements (including graduation requirements, high school exit exams, or grade promotion tests); and,
   (d) drop out prevention?

6. What is the length of enrollment of LEP students in LEP instructional programs/services by grade level and type of programs/services?

Student Performance Standards and Statewide Tests

7. Is the instruction provided to LEP students aligned with State content and performance standards?

   (a) Are there specific policies and procedures at the district level for monitoring and assessing the alignment of instruction to LEP students with State content and performance standards? What is the nature of those policies and procedures?

   (b) What specific activities are being performed to assure that instruction to LEP students is aligned with State content and performance standards? Who is involved in those activities?

   (c) To what extent is instruction provided to LEP students in alignment with State content and performance standards? In what ways is it not in alignment? How is this different than for other students?

   (d) What are the major challenges to alignment relating to LEP students? How are districts and schools addressing those challenges?

8. What are the policies and criteria for inclusion of LEP students in Statewide tests? At what level(s) (State or local) do such policies and criteria originate? To what degree are the policies and criteria consistent?

9. What are the policies, criteria, and procedures for providing accommodations for LEP students on Statewide tests? At what level(s) (State or local) do such policies/criteria/procedures originate? To what degree are the policies and criteria consistent?

Program Entry, Exit, and Follow-Up

10. (a) What procedures, criteria, and data are being used to:
    - identify students as limited English proficient;
    - assign students to LEP instructional programs;
    - determine when students should be exited from LEP status; and,
    - follow-up former LEP students?

    (b) At what level(s) (State or local) do such policies originate? To what degree are these policies consistent?

11. Once exited from LEP services, how and for how long are LEP students followed into the mainstream program? Do these students receive other special services such as Title I or State compensatory education after discontinuing their participation in LEP services?

Staff Backgrounds and Training

12. What is the number of instructional staff directly involved with programs for LEP students? What is their certification, use of the language(s) of the population enrolled in those programs, their educational background and experience?

13. What is the number of administrative staff directly involved with programs for LEP students? What is their certification, use of the language(s) of the population enrolled in those programs, their educational background and experience?

14. What are the staff turnover rates and the student/staff ratios in schools serving LEP students?

15. What type of training, staff development activities and other opportunities are being provided to instructional, non-certified, and administrative staff serving (directly or indirectly) LEP students?

Parent and Community Involvement

16. How, and to what degree, are parents and the community involved in the education of LEP students (including such areas of their education as assessment and placement policies)?

17. What types of special services are being provided to parents of LEP students?

Educational Environment

18. What is the level of support for services to LEP students by the school principal, other school administrators and the school board members?

LEP Student Outcomes

19. How does the academic achievement of students who have been mainstreamed from LEP services compare to their native-English speaking peers? How many LEP students graduate with regular and other types of diplomas?

20. What is the native language and English proficiency of students at exit from LEP/bilingual programs? What measures are used to determine native language and English proficiency?

21. To what extent are third-grade LEP and former LEP students meeting grade level expectations in reading?

22. To what extent are eighth-grade LEP and former LEP students meeting grade-level expectations in mathematics?

23. How many LEP students have dropped out of school? How does the LEP dropout rate compare to that for all students?

B. Research Questions Relating to Special Education LEP Students

Special Education LEP Students

1. What is the number and concentration of special education LEP students in U.S. public schools by grade level (elementary, middle/junior high, high school)? To what extent are the numbers consistent with the numbers of LEP students? What is the number of LEP students being identified under Section 504?

2 What are the characteristics of special education LEP students in terms of native language and disability classification? Are those characteristics different for students in different instructional programs/services?

Services for Special Education LEP Students

3. What types of instructional programs/services are being provided to special education LEP students? How many special education LEP students are served by type of instructional program/services? What types of services and support are being provided under Section 504?

4. What is the length of enrollment of special education LEP students in LEP instructional programs/services by age group?

5. How do programs for special education LEP students at the secondary level address the challenges of:

   (a) meeting special requirements (including graduation requirements, high school exit exams, or grade promotion tests); and,
   (b) drop out prevention?

Student Performance Standards and Statewide Tests for Special Education LEP Students

6. Is the instruction provided to special education LEP students aligned with State content and performance standards?

   (a) What specific activities are being performed to assure that instruction to special education LEP students is aligned with State content and performance standards?

   (b) To what extent are LEP students' IEP goals in alignment with State content and performance standards? In what ways are they not in alignment?

   (c) What are the major challenges to alignment relating to special education LEP students? How are districts and schools addressing those challenges?

7. What are the policies and criteria for inclusion of special education LEP students in statewide tests? To what degree are the policies and criteria consistent? How are test scores of special education LEP students reported by the district (disaggregation, inclusion in overall scores)?

8. What are the policies, criteria, and procedures for providing accommodations for special education LEP students on statewide tests? At what level(s) (State or local) do such policies/criteria originate? To what degree are the policies and criteria consistent?

Program Entry, Exit, and Follow-Up for Special Education LEP Students

9. What procedures, criteria, and data are being used to:
   - identify students as LEP and in need of an IEP;
   - assign special education LEP students to LEP and/or special education programs/services and monitor their progress; and,
   - determine when LEP with IEP students should be exited from LEP status?

Staff Backgrounds and Training

10. What is the number of instructional staff directly involved with programs for special education LEP students? What is their certification, use of the language(s) of the population enrolled in those programs, their educational background and experience?

11. What is the number of administrative staff directly involved with programs for special education LEP students? What is their certification, use of the language(s) of the population enrolled in those programs, their educational background and experience?

12. What type of training, staff development activities and other opportunities are being provided to instructional, non-certified, and administrative staff serving (directly or indirectly) special education LEP students?

Parent and Community Involvement

13. How, and to what degree, are parents and the community involved in the education of special education LEP students (including such areas of their education as assessment and placement policies)?

14. How are the legal rights of these families being communicated and protected?

Student Outcomes for Special Education LEP Students

15. How many special education LEP students graduate with regular and other types of diplomas?

16. How many special education LEP students have dropped out of school? How does this dropout rate compare to that for LEP students and all students?

3. DATA COLLECTION INSTRUMENTS

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

1. Mail Survey Instruments
   - District LEP Services Questionnaire
   - District Special Education Services Questionnaire
   - School LEP Services Questionnaire
   - School Special Education Services Questionnaire

2. Telephone Follow-Up Instruments *(selected items from the Mail Survey Instruments)*
   - District LEP Services Telephone Information Sheet
   - District Special Education Services Telephone Information Sheet
   - School LEP Services Follow-Up Telephone Interview

3. On-Site Student/Staff Data Collection Instruments
   - District Staff Background Questionnaire
   - Teacher Background Questionnaire
   - Instructional Aide/Paraprofessional Background Questionnaire
   - LEP Student Information Form
   - Special Education LEP Student Information Form

4. 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

Copies of each of these instruments are presented in the Appendix to this volume.

The four mail 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.

4. SAMPLING DESIGN

The following sections describe the selection of the samples for the mail surveys, student/staff data collection, and the selection of the sites for the case studies.

A. Mail Survey

There were two samples used in the Descriptive Study mail survey: (1) a sample of school districts serving LEP students; and (2) a sample of schools serving LEP students.

1. School districts

The sampling frame of school districts and schools with at least one LEP student was constructed by writing to all 51 State Education Agencies (50 States and the District of Columbia) to ask for the number of limited English proficient students enrolled in Grades K-12 during the 2000-2001 school year in each local public school district. If enrollment data were not available, attendance data were requested. Most State Education Agencies responded in a prompt manner to this request. The others were followed up by e-mail and telephone to obtain the requested information.

Based on the data collected from states and districts, a total of 7,357 school districts were identified as having at least one LEP student during the 2000-2001 school year. These districts comprised the sampling frame of school districts for the study.

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. This sample included three artificially created school districts: two pseudo-districts of State-chartered schools in specific States and one pseudo-district of one-school districts in a specific State. These pseudo-districts were created so that districts would have more than one school for inclusion in the school sample.

The major stratification variable used in sampling was the number of LEP students in the district. Four strata were used. The 200 school districts with the greatest number of LEP students were placed in a certainty stratum in which all districts were included in the sample. The remaining school districts in the sampling frame were placed into three size strata in a ratio of 2:3:4 from largest to smallest (i.e., the resulting strata contained 1,590, 2,366, and 3,201 school districts respectively). We then sampled approximately equal numbers of school districts from each of these strata.

The rationale behind this sampling approach was to sample districts with greater numbers of LEP students with higher probabilities of inclusion, while keeping the ratios of inclusion probabilities at moderate levels. The data resulting from the district sample will be used for some analyses in which the unit of analysis is the school district (e.g., percentage of school districts with particular policies) and for some analyses in which the unit of analysis is the LEP student (e.g., percentage of LEP students with a particular native language). The optimal sample for the first set of analyses is one in which all school districts have an equal chance of inclusion, while the optimal sample for the second set of analyses is one in which school districts are selected with a probability proportional to the number of LEP students. Our sampling approach represents a compromise between these two types of samples.

There was also concern that the sample be representative of the geographic regions and that it include States with small numbers of LEP students. Prior to selection, therefore, the school districts in the sampling frame were ordered by geographic region (4 major Census regions) and number of LEP students in the State (12 States with most LEP students vs. all others). Within each size category, districts then were selected using systematic sampling techniques (every nth case sampling). This approach (systematic ordering of the file and systematic sampling) is sometimes referred to as implicit stratification.

Implementation of the above-described sampling procedures resulted in 14 community school districts and four high school districts in New York City being selected (12 New York City districts were selected with certainty). In order to moderate the response burden for school officials in New York City school districts, we decided to subsample districts within New York City. Three community school districts and two high school districts were therefore included in the district mail survey sample.

2. Schools

In our original letter to the State Education Agencies we asked if data on LEP students were available for each individual public school, including charter schools, alternative schools, and residential schools. If these data were available, we asked for the grade range and the number of LEP students enrolled in each school in the 2000-2001 school year. In those States which could not provide school-level information, the school districts selected for the school district sample were contacted to obtain LEP enrollment data for individual schools.

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.

In most school districts in the mail survey sample, we selected three schools: one elementary school, one middle school, and one high school. Elementary schools were defined as those serving students in grades no higher than grade 6. Middle schools were defined as schools serving students no lower than grade 5 and no higher than grade 9. High schools were defined as schools serving students no lower than grade 9. Schools crossing these grade ranges were sampled within the lowest relevant grade grouping (e.g., K-8 schools were sampled with elementary schools). If a school district did not

include all grades (e.g., K-8 districts) or if LEP students were not included at all grade levels, we selected fewer than three schools.

For those school districts with more than 5,000 LEP students, we selected more than three schools per district. In the Los Angeles Unified School District (LAUSD), because of its extraordinary size in terms of LEP students, we selected 12 schools, four at each of the three grade levels. In the other large school districts, we selected six schools per district, two each at the elementary, middle and high school levels.

The general sampling methodology was to separate schools within each mail survey district into the three grade groupings, and to assign each a weight according to the number of LEP students in the school. Schools with 1-9 LEP students were given a weight of 1, those with 10-24 LEP students a weight of 2, those with 25-99 LEP students a weight of 3, and those with 100 or more LEP students a weight of 4. Schools were then sampled with a probability of inclusion equal to the ratio of their weight in proportion to the sum of the weights of schools on that grade grouping in the district. Thus, for example, if the sum of weights for elementary schools in a district was 20, a school with a weight of 2 would have a 1 in 10 chance of being included.

This sampling approach was chosen as a compromise between equal weighting of all schools (which is optimal for school-level analyses) and weighting based on the number of LEP students (which is optimal for student level analyses).

B. Student/Staff Data Collection

There were four samples used in the student/staff data collection: (1) a sample of school districts serving LEP students; (2) a sample of schools serving LEP students; (3) a sample of LEP students; and (4) a sample of special education LEP students.

1. School districts

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. There were five strata: (1) very large (more than 28,000 LEP students); (2) large (3,545-28,000 LEP students); (3) medium (185-3,544 LEP students); (4) small (26-184 LEP students); and (5) very small (1-25 LEP students). The 10 very large districts were selected with certainty for the student/staff data collection. The remaining 125 selections were allocated as follows: large districts (42); medium districts (42); small districts (28); and very small districts (13). These allocations were made in order to increase the probability of inclusion for districts with large numbers of LEP students. Because most of the analyses of the student/staff data collection were done at the teacher or student level, a sample heavily weighted toward districts with large numbers of LEP students strengthened the precision of the sample.

Within each size stratum, districts in the mail survey sample were sorted by geographic region and number of LEP students. Districts for the student/staff data collection then

were selected using systematic sampling techniques (every nth case sampling). This approach produced a sample that was representative of the various geographic regions.

Districts that refused to participate in the student/staff data collection were systematically replaced with other districts that were most similar (same region, similar number of LEP students). This replacement process continued for as long as was practically possible.

2. Schools

The sample of schools for the student/staff data collection included all of the mail sample schools in the 135 districts selected above (453 schools). The sample contained 167 elementary schools, 152 middle schools, and 134 high schools. Schools that refused to participate were not replaced.

3. LEP students

Within each of the schools sampled for the student/staff data collection, we selected 20 LEP students (not including special education LEP students) for examination of student records. These students were randomly selected from lists of LEP students using systematic sampling techniques (every nth case sampling). If possible, the lists were ordered by grade levels in order to increase representation across grades. If there were fewer than 20 such students, all were selected.

4. Special education LEP students

Within each of the schools sampled for the student/staff data collection, we selected five special education LEP students for examination of student records. These students were randomly selected from lists of special education LEP students using systematic sampling techniques (every nth case sampling). If possible, the lists were ordered by type of disability in order to increase representation across types. If there were fewer than five such students, all were selected.

5. School district staff, teachers, and instructional aides.

Within each of the districts sampled for the student/staff data collection, we distributed background questionnaires to all district level staff members who devoted at least 20 percent of their time to LEP services/issues and/or LEP students. Within each of the sampled schools, we distributed background questionnaires to all teachers and instructional aides who worked with at least three LEP students.

C. Case Study Interviews

The 12 case study interview sites were selected from among the 135 student/staff data collection sites to provide a range in terms of size of school district, types of instructional/program services provided to LEP students, and approaches to serving special education LEP students. Three schools were included within each district.

5. DATA COLLECTION METHODOLOGY

A. Mail Survey

1. Advance notification and approval processes

The mail survey effort began with communications to States and districts in advance of the data collection to inform them of the study. Shortly after the beginning of the contract, letters were sent to SEAs from the Acting Director of the then Office of Bilingual Education and Minority Languages Affairs (OBEMLA; now OELA) announcing the study and asking for support of the work. In summer 2001, the SEAs were informed of the selected districts and the timeline for the data collection and again asked to provide support for the effort and to encourage participation in the study. Letters from the Acting Director of OBEMLA and from the study project director were also sent to sampled districts to again inform the superintendent, LEP services coordinator, and special education coordinator about the study, and to inform them of the specific district schools selected for participation.

These mailings also provided informational packets to address questions typically required for research approval processes. For a number of districts, such informational packets were not sufficient and separate approval application processes were required to be completed. Approval applications and reviews were required for the largest districts, and for several other districts. For the largest districts in particular, these approval processes required several months of review and negotiation in order to obtain participation of districts and schools. In a number of districts, approval processes were multi-layered: once approval was obtained from the district office, it was necessary to obtain approval from individual school principals, and then obtain agreement of the individual respondents.

2. Mail survey data collection

In early December 2001, letters describing the study were mailed to the Superintendents, LEP Coordinators, and Special Education Coordinators of the districts in our sample. The mailing also included the study abstract and a letter of support from the U.S. Department of Education, signed by the Acting Director of OBEMLA and the Director of the Office of Special Education Programs. A week later, the two district mail surveys (District LEP Services Questionnaire and District Special Education Services Questionnaire) were mailed directly to the respective respondents, the LEP/ESL/Bilingual Services Coordinator and the Special Education Services Coordinator. An informational letter was also mailed to each District Superintendent, informing him/her that the questionnaires had been sent to the coordinators and asking him/her to encourage them to complete and return the questionnaires within two

weeks. Each mailing also included the names of the schools sampled in each district, informing the Superintendent and Coordinators that questionnaires were being mailed to the schools and asking them to encourage the principals to ensure that the schools surveys were completed and returned.

The School LEP Services Questionnaire and the School Special Education Services Questionnaire were mailed to the principal of each sampled school about one week after the district surveys were mailed. The principals were asked to distribute the surveys to the most appropriate respondents (the lead ESL or bilingual education teacher and the lead special education teacher), and to encourage these individuals to complete and return the questionnaires within two weeks.

All questionnaires contained a summary of the purpose of the study, detailed instructions, a glossary of terms, and a toll-free telephone number and e-mail address to contact the study office with any questions. An addressed and postage-paid envelope was included with each survey to facilitate its return.

3. Follow up procedures

A computer-based receipt/control system was developed and used to track the returned questionnaires. Then, in late January, about four weeks following the initial mailings, post-cards were mailed to non-respondents to remind them to complete and return their questionnaires.

After another three weeks, follow-up telephone calls were placed to non-respondents to encourage them to complete and return the questionnaires, and to answer any questions they might have. If any individuals did not receive the original mailing, or if the questionnaires were lost, we sent a replacement package. Another complete mailing to non-respondents was done in April.

We continued to make follow-up calls and mail out replacement forms to non-respondents during the spring. In late May, we identified key questions on the two District Questionnaires and on the School LEP Services Questionnaire and attempted to collect that data directly by telephone. After respondents completed the key items by telephone, we asked them to complete the remaining items on the questionnaire and mail the form back.

In late August and early September 2002, we did a final mailing of the School LEP Services Questionnaire and asked the remaining non-respondents to complete the key items, which we had circled on each questionnaire.

B. Student/Staff Data Collection

The on-site component of the study involved the collection of data on the backgrounds of administrative and instructional staff responsible for serving LEP students and SpEd-LEP students, and data on individual LEP students and SpEd-LEP students. District Staff, Teacher, and Instructional Aide Background Questionnaires were used to collect information on staff about training, language abilities, and teaching experience. Student

Information Forms were used to collect information about the general and academic backgrounds of students and the types of instructional services they received.

Local data collectors were hired in each of the school districts which participated in this component of the study. In general, these individuals were retired teachers, retired school counselors, and substitute teachers who were familiar to district administrators and school personnel and were trusted to review student records. A detailed manual was prepared to train the data collectors in standardized data collection procedures, and telephone conversations were held to clarify and follow up on their understanding of procedures and to answer questions.

Respondents to the District Staff Background Questionnaire were all district-level administrators who spent at least 20 percent of their time planning, managing, or supporting programs for LEP students and/or SpEd-LEP students. Respondents to the Teacher and Instructional Aide Background Questionnaires were all teachers and aides in the sampled schools whose classroom responsibilities involved working with at least three LEP students and/or SpEd-LEP students.

The self-administered District Staff, Teacher, and Instructional Aide Background Questionnaires and return envelopes were distributed to respondents by the locally hired data collectors. The respondents completed the questionnaires on their own, placed them in sealed return envelopes, and delivered them to the school office to be picked up by the data collector or mailed the back directly to the study office. Follow-up on non-respondents was done by telephone from the main project office.

Student Information Forms were completed by the local data collectors using school records and through discussions with school LEP and special education coordinators or lead teachers. The LEP Student Information Form was completed on up to twenty randomly selected LEP students, while the Special Education LEP Student Information Form was completed on up to five randomly selected LEP students with disabilities.

C. Case Study Interviews

Visits were made to 12 school districts and 40 schools within those districts. The purpose of the visits was to conduct interviews with district administrators and school personnel that focused on instructional services, identification of LEP students with disabilities, and on the inclusion of LEP students in standards and assessments. The districts were chosen to provide a range in terms of geographic location, size, language groups served, types of instructional services offered, and approaches to serving special education students. At each district, visits were made to an elementary school, a junior high school, and a senior high school.

Two study researchers visited each school district over an average of three days. At the district office, interviews were conducted with the LEP Services Coordinator, the Special Education Coordinator, the Curriculum Coordinator, and the Testing Coordinator. At each school, interviews were conducted with the Principal, the LEP Services Coordinator/Lead Teacher, and the Special Education Coordinator/Lead Teacher. Each interview lasted approximately 40-60 minutes.

Prior to the first case study visit, an intensive 2-day training session was held. Among the topics discussed were the goals and design of the overall study; objectives of the case studies; scheduling the visits; site visit protocol; preparing for the interviews; content of each interview guide; data confidentiality; and writing the case study report.

6. RESPONSE RATES

This section presents data concerning response rates to the LEP Descriptive Study. Response rates have somewhat different meanings for the mail surveys and staff/student data collection, so they are discussed separately.

A. Mail Surveys

The response rates to the four mail surveys are shown in Table 6.1 below. The table shows the number of cases where there were completed mail questionnaires, where there were telephone interviews only, where no LEP students (or no special education LEP students) were reported, where there were refusals or no response, and where data collection was not attempted because of refusal at a higher (i.e., school district) level.

TABLE 6.1
Response Rates to Mail Surveys

	Data Collection Instrument			
	District LEP Services Questionnaire	School LEP Services Questionnaire	District Special Education Services Questionnaire	School Special Education Services Questionnaire
Cases in sample:	1,315	3,424	1,315	3,424
1. Number of Mail Questionnaires Received:	758	1,723	507	918
2. Number of cases with telephone interview only:	198	384	97	NA
3. Number of No LEP (or No SPED-LEP) responses:	108	254	335	1,024
4. Number of refusals/ no response:	251	591	376	1,009
5. Number of cases with refusal at higher (district) level:	--	472	--	473
Response rate: (1+2+3)/(1+2+3+4)	80.9%	80.0%	71.4%	65.8%

As shown in the table, the response rates include as a positive response those 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 does not include those cases where data collection was not attempted at the school level because of refusal at the school district level.

The study employed a wide range of follow-up data collection efforts in order to generate responses (see Section 5). The effort required to generate the response rates was significantly greater than had been originally anticipated based upon on our prior experience in conducting similar research.

B. Student/Staff Data Collection

The response rates for instruments in the staff/student data collection are shown in Table 6.2 below. The response rates are 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 data collection instruments. There are no response rates calculated on the student information forms since these were completed by Development Associates staff members who conducted the student record reviews.

TABLE 6.2
Response Rates for Student/Staff Data Collection

	Data Collection Instrument				
	District Staff Background Questionnaire	Teacher Background Questionnaire	Instructional Aide Background Questionnaire	LEP Student Information Form	SpEd-LEP Student Information Form
Number of schools/districts in the sample:	135	453	453	453	453
Number of schools/districts participating:	105	321	321	331	324
Percentage of schools/districts participating:	77.8%	70.9%	70.9%	73.1%	71.5%
Number of forms distributed:	479	7,351	1,061	-	-
Number Received:	350	4,196	655	5,525	940
Response rate:	73.1%	57.1%	61.7%	-	-

7. NON-RESPONSE ADJUSTMENTS AND ANALYTIC WEIGHTS

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 non-response rates within specific sampling strata. For selected analyses involving estimates of national totals, we employed additional adjustments based on the number of respondents to specific items. The details are presented below.

A. District LEP Services Questionnaire (DL)

The weights for individual cases on the DL were calculated as follows:

wtDL = (1/DMP) * (NRA)

where:

DMP = probability of inclusion for the district in the mail survey; and,
NRA = non-response adjustment.

The non-response adjustment was calculated separately for each sampling stratum (which were based on geographic region and number of LEP students in the district), and consisted of the ratio of number of districts in the sample to the number of questionnaires received. Thus if there were 30 districts in the sample in a stratum, and 20 questionnaires were received from that group, the NRA for that stratum was 30/ 20 = 1.5. In selected cases, non-response rates were combined across sampling strata to eliminate extreme values.

There were actually four non-response adjustments (and four weights) calculated for cases on this questionnaire, two for use with variables in which the school district was the unit of analysis, and two for use with variables in which the LEP student was the unit of analysis. For district-level analyses, the first adjustment was calculated for items included on the District LEP telephone interview form (which included a subset of items from the mail questionnaire). This non-response adjustment was calculated based on questionnaires received plus telephone interviews completed. The second district-level non-response adjustment was used with all of the remaining items on the mail questionnaire, and was based on those cases with returned questionnaires.

For estimates involving characteristics of LEP students (e.g., number of LEP students in a particular language group), two other non-response adjustments (and weights) were calculated (one for items on the telephone interview and one for items on the mail questionnaire only). These non-response adjustments were based on the number of LEP students in the districts in a particular stratum and the number of LEP students in

districts with completed questionnaires in that stratum. Thus, for example, if there were 2,000 LEP students in districts in a stratum and 1,200 LEP students in districts with completed questionnaires, the NRA for that stratum was 2,000/ 1,200 = 1.667.

For selected analyses involving estimates of national totals, two other non-response adjustments were calculated. These adjustments were based on: (1) the numbers of respondents to specific items; and (2) the numbers of LEP students in districts or schools with responses to specific items. These adjustments were then applied to generate the appropriate weight.

B. District Special Education Services Questionnaire (DS)

The weights for individual cases on the DS (wtDS) were calculated in a similar way to those for the DLQ:

wtDS = (1/DMP) * (NRA)

where:

DMP = probability of inclusion for the district in the mail survey; and,
NRA = non-response adjustment.

The probability of inclusion was the same as for the DL, but the NRA was different because it will be based on the number of responses received on the DS within each sampling stratum. There were also four NRA values (and four weights) on this questionnaire, two for items with school district as unit of analysis, and two for items with special education LEP student as unit of analysis. Within each pair, one was for items included in a telephone interview follow-up, and one for the remaining items on the mail questionnaire. Special adjustments for missing items were also used when generating estimates of national totals.

C. School LEP Services Questionnaire (SL)

The weights for individual cases on the SL were calculated as follows:

wtSL = (1/DMP) *(1/SP)* (NRA)

where:

DMP = probability of inclusion for the district in the mail survey;
SP = probability of inclusion of the school within the district; and,
NRA = non-response adjustment.

We calculated separate non-response adjustments based on response rates by four categories of size (number of LEP students) and level of school (elementary, middle, high). Four NRA values (and four weights) were calculated based on: (1) whether the item was on the telephone follow-up interview or on the mail questionnaire only; and

(2) whether the unit of analysis for the item was a school or a LEP student. Special adjustments for missing items were also used when generating estimates of national totals.

D. School Special Education Services Questionnaire (SS)

The weights for the SS (wtSS) were calculated in a similar way to those for the SL:

wtSS = (1/DMP) *(1/SP)* (NRA)

where:

DMP = probability of inclusion for the district in the mail survey;
SP = probability of inclusion of the school within the district; and,
NRA = non-response adjustment.

The probabilities of inclusion at the district and school levels were the same as for the SL, but the NRA was different because it was based on the number of responses received on the SS within each sampling stratum. Two NRA values and two weights were calculated based on whether the unit of analysis for the item was a school or a special education LEP student. Special adjustments for missing items were also used when generating estimates of national totals.

E. District Staff Background Questionnaire (DB)

The weights for individual cases on the DB were calculated as follows:

wtDB = (1/DMP) * (1/DOP) * (DNRA) * (INRA)

where:

DMP = probability of inclusion for the district in the mail survey;
DOP = probability of inclusion for the district in the on-site data collection from among those in the mail survey sample;
DNRA = non-response adjustment based on participation by the district; and,
INRA = non-response adjustment based on response rates from individuals.

The districts involved in the on-site data collection were a subset of those in the mail survey. Thus, the DOP represented the sampling probability from among the mail survey sample of those in the on-site sample. Not all districts that were selected chose to participate, so the DNRA was calculated as the ratio of the number of districts in a sampling stratum (based on number of LEP students in the district) to the number that participated. Thus if there were 30 districts in a strata and 25 participated, the DNRA was 30/25 = 1.2. The other non-response adjustment is based on response rate within the district. The individuals to whom the form was distributed were listed on a roster. The INRA, therefore, was the ratio of the number of persons on the roster to the number of forms received. If forms were distributed to 6 persons and were received from 5, the INRA was 6/5 = 1.2.

F. Teacher Background Questionnaire (TB)

The weights for individual cases on the TB were calculated as follows:

wtTB = (1/DMP) * (1/DOP) *(1/SP)* (SNRA) * (INRA)

where:

DMP = probability of inclusion for the district in the mail survey;
DOP = probability of inclusion for the district in the on-site data collection from among those in the mail survey sample;
SP = probability of inclusion of the school within the district;
SNRA = non-response adjustment based on participation by the school; and,
INRA = non-response adjustment based on response rates from individuals.

This calculation was similar to that of the DB, except that: (1) the school inclusion probability was included; (2) institutional non-response was adjusted at the school rather than the district level; and (3) the INRA was different because it will be based on numbers of responses to the TB.

G. Instructional Aide Background Questionnaire (AB)

The weighting for the AB was very similar to that for the TB:

wtAB = (1/DMP) * (1/DOP) *(1/SP)* (SNRA) * (INRA)

where:

DMP = probability of inclusion for the district in the mail survey;
DOP = probability of inclusion for the district in the on-site data collection from among those in the mail survey sample;
SP = probability of inclusion of the school within the district;
SNRA = non-response adjustment based on participation by the school; and,
INRA = non-response adjustment based on response rates from individuals.

The only difference was that the INRA was based on response rates within schools on the AB.

H. LEP Student Information Form (LF)

The weights for individual cases on the LF were calculated as follows:

wtLF = (1/DMP) * (1/DOP) *(1/SP)* (SNRA) * (1/LSP)

where:

DMP = probability of inclusion for the district in the mail survey;
DOP = probability of inclusion for the district in the on-site data collection from among those in the mail survey sample;
SP = probability of inclusion of the school within the district;
SNRA = non-response adjustment based on participation by the school; and,

LSP = probability of inclusion of the LEP student in the school.

The weighting approach had many similarities to that for the TB. However, because these data were collected by our staff, there was no individual non-response. There was, however, selection of LEP students in the school. The LSP was equal to the number of LF's completed (up to 20) divided by the number of LEP students in the school. (If there were 20 or fewer LEP students, LSP was equal to 1.)

I. Special Education LEP Student Information Form (SF)

The weights for individual cases were calculated as follows:

wtSF = (1/DMP) * (1/DOP) *(1/SP)* (SNRA) * (1/SLSP)

where:

DMP = probability of inclusion for the district in the mail survey;
DOP = probability of inclusion for the district in the on-site data collection from among those in the mail survey sample;
SP = probability of inclusion of the school within the district;
SNRA = non-response adjustment based on participation by the school; and,
SLSP = probability of inclusion of the special education LEP student in the school.

The weighting approach on the SF was very similar to that for the LF. Because these data were collected by our staff, there was no individual non-response. There was, however, selection of special education LEP students in the school. The SLSP was equal to the number of SF's completed (up to 5) divided by the number of special education LEP students in the school. (If there were 5 or fewer special education LEP students, SLSP was equal to 1.)

8. MAJOR ANALYTIC VARIABLES

A. Key Variables

There were a number of key analytic variables that were used in the Descriptive Study. These variables were used examine differences among subgroups of districts, schools, teachers, instructional aides, and students. These major variables and subgroups were as follows:

1. Number of LEP Students in the School District: 1-24, 25-99, 100-999, 1,000-9,999, 10,000 or more.

2. Grade Level of School: Elementary (no grade higher than 6, at least one grade lower than 5), Middle (no grade lower than 5, no grade higher than 9), High (no grade lower than 9, at least one grade higher than 9), Multi-Level (all other combinations, e.g., K-12, K-8, 6-12, etc.).

3. Number of LEP Students in the School: 1-9, 10-29, 30-99, 100-299, 300 or more.

4. Grade Range of Student: Elementary (K-6), Middle (7-8), High (9-12).

5. Native Language of LEP Student: Spanish, Other.

6. Primary Responsibility of Teacher: Multi-Subject (e.g., elementary), Specific Subject/ Content Area, English as a Second Language (ESL), Special Education, Resource, Other.

7. Primary Responsibility of Aide: Special Education, Regular Classroom, Other.

The first three of these variables were selected to match variables used in the previous Descriptive Study (Fleischman and Hopstock, 1993). By using the same variables and subgroups, it is possible to compare specific subgroups of districts and schools in the two studies.

B. Number of Cases in Analytic Subgroups

Table 8.1 shows the various data collection forms, the specific analytic variables that were used with that form, and the number of cases (unweighted) in each of the subgroups on that form. It should be noted that for three forms, information is

presented separately: (1) for items that were on both mail and telephone versions of the form; and (2) for items that were only on the mail questionnaire. This was done because significant numbers of respondents completed the telephone versions only, and thus there were no data from these respondents for mail-only items.

TABLE 8.1
Numbers of Cases in Analytic Subgroups

Data Collection Instrument	Analytic Variable	Subgroups	N of Cases
District LEP Services Questionnaire/ mail-and-telephone items	Number of LEP Students in District	1-24: 25-99: 100-999: 1,000-9,999: 10,000+:	220 217 289 194 36
District LEP Services Questionnaire/mail-only items	Number of LEP Students in District	1-24: 25-99: 100-999: 1,000-9,999: 10,000+:	178 170 226 158 26
District Special Education Services Questionnaire/ mail-and-telephone items	Number of LEP Students in District	1-24: 25-99: 100-999: 1,000-9,999: 10,000+:	75 147 218 136 28
District Special Education Services Questionnaire/mail-only items	Number of LEP Students in District	1-24: 25-99: 100-999: 1,000-9,999: 10,000+:	64 116 182 119 26
School LEP Services Questionnaire/mail-and-telephone items	Grade Level of School	Elementary: Middle: High: Multi-Level:	736 617 575 179
School LEP Services Questionnaire/mail-and-telephone items	Number of LEP Students in School	1-9: 10-29: 30-99: 100-299: 300+:	526 459 497 381 244
School LEP Services Questionnaire/mail-only items	Grade Level of School	Elementary: Middle: High: Multi-Level:	628 508 446 141

TABLE 8.1 (continued)
Numbers of Cases in Analytic Subgroups

Data Collection Instrument	Analytic Variable	Subgroups	N of Cases
School LEP Services Questionnaire/ mail-only items	Number of LEP Students in School	1-9: 10-29: 30-99: 100-299: 300+:	430 392 412 301 188
School Special Education Services Questionnaire	Grade Level of School	Elementary: Middle: High: Multi-Level:	368 267 205 78
School Special Education Services Questionnaire	Number of LEP Students in School	1-9: 10-29: 30-99: 100-299: 300+:	92 177 273 236 140
LEP Student Information Form	Grade Range of Student	Elementary: Middle: High:	2,573 1,369 1,583
LEP Student Information Form	Native Language of Student	Spanish: Other:	4,154 1,332
Special Education LEP Student Information Form	Grade Range of Student	Elementary: Middle: High:	450 224 266
Special Education LEP Student Information Form	Native Language of Student	Spanish: Other:	781 144
District Staff Background Questionnaire	Number of LEP Students in District	1-999: 1,000-9,999: 10,000+:	71 145 134
Teacher Background Questionnaire	Grade Level of School	Elementary: Middle: High: Multi-Level:	1,207 1,186 1,401 402
Teacher Background Questionnaire	Number of LEP Students in School	1-9: 10-29: 30-99: 100-299: 300+:	95 237 712 1,394 1,758
Teacher Background Questionnaire	Primary Responsibility of Teacher	Multi-Subject: Spec. Subj.: ESL: Special Ed.: Resource: Other:	1,044 2,283 380 246 102 66

TABLE 8.1 (continued)
Numbers of Cases in Analytic Subgroups

Data Collection Instrument	Analytic Variable	Subgroups	N of Cases
Instructional Aide/ Paraprofessional Background Questionnaire	Grade Level of School	Elementary: Middle: High: Multi-Level:	329 137 110 79
Instructional Aide/ Paraprofessional Background Questionnaire	Number of LEP Students in School	1-9: 10-29: 30-99: 100-299: 300+:	8 40 97 179 331
Instructional Aide/ Paraprofessional Background Questionnaire	Primary Responsibility of Aide	Special Ed.: Reg. Class.: Other:	169 288 149

It should be noted that the numbers of cases in some of these subgroups are relatively small. Thus, caution should be used in drawing conclusions about subgroups with limited numbers of cases. However, the "10,000 +" subgroup within Number of LEP Students in the District is a special case. The small number of cases in the sample represent a relatively large percentage of the cases in the population of school districts (i.e., there are an estimated 52 cases in this population group).

9. STANDARD ERRORS

Standard errors of estimates were calculated for selected variables from the mail survey and on-site data collection components of the Descriptive Study. For estimates from the mail surveys, standard errors were calculated within each of the sampling strata (including corrections for finite populations), and then an overall standard error was calculated. For estimates from the on-site data collection, calculations of standard errors included an adjustment for design effects based on clustering of cases within specific districts and schools. The sampling variable used for defining strata in developing estimates from district-level forms was the number of LEP students in the district (five groups). The sampling variables used for defining strata in developing estimates for school level forms were number of LEP students in the district (four groups) and grade level of school (three groups) (i.e., twelve total subgroups).

Table 9.1 presents selected variables, relevant data collection instruments, study estimates, standard errors, and 95 percent confidence intervals for estimates.

TABLE 9.1
Standard Errors and Confidence Intervals for Selected Variables from the Descriptive Study

Variable	Data Collection Instrument	Estimate	Standard Error	95 Percent Confidence Interval
Number of LEP students in U.S. public schools	District LEP Services Questionnaire	3,977,819	130,836	+/- 256,386
Number of Spanish language LEP students	District LEP Services Questionnaire	2,963,256	179,176	+/- 351,112
Number of Arabic language LEP students	District LEP Services Questionnaire	44,681	6,631	+/- 12,994
Percentage of districts using oral proficiency tests in English to identify LEP students	District LEP Services Questionnaire	87.3%	1.3%	+/- 2.6%
Percentage of districts in which instruction of LEP students is very well aligned with State standards	District LEP Service Questionnaire	18.1%	1.8%	+/- 3.5%

TABLE 9.1, continued
Standard Errors and Confidence Intervals for
Selected Variables from the Descriptive Study

Variable	Data Collection Instrument	Estimate	Standard Error	95 Percent Confidence Interval
Number of SpEd-LEP students in U.S. public schools	District Special Education Services Questionnaire	357,325	16,972	+/- 33,259
Number of SpEd-LEP students with specific learning disabilities	District Special Education Services Questionnaire	248,424	9,292	+/- 18,209
Number of SpEd-LEP students with emotional disturbance	District Special Education Services Questionnaire	10,745	2,263	+/- 4,434
Percentage of districts in which the special education program has primary responsibility for structuring a SpEd-LEP student's education plan	District Special Education Services Questionnaire	67.2%	1.9%	+/- 3.8%
Total number of LEP students receiving Service Type 3	School LEP Services Questionnaire	1,130,573	90,329	+/- 177,008
Total number of LEP students receiving Service Type 3	School LEP Services Questionnaire	307,340	50,694	+/- 99,340
Percentage of schools with a two-way bilingual immersion progra	School LEP Services Questionnaire	7.9%	0.9%	+/-1.7%
Percentage of schools using translated newsletters to communicate with parents of LEP students	School LEP Services Questionnaire	50.7%	1.3%	+/- 2.6%

TABLE 9.1, continued
Standard Errors and Confidence Intervals for Selected Variables from the Descriptive Study

Variable	Data Collection Instrument	Estimate	Standard Error	95 Percent Confidence Interval
Percentage of teachers of 3 or more LEP students who received in-service training related to the teaching of LEP students in the past five years	Teacher Background Questionnaire	61.8%	1.8%	+/-3.4%
Percentage of teachers of 3 or more LEP students who can speak a non-English language that is the native language of one or more of their LEP students	Teacher Background Questionnaire	39.1%	1.8%	+/-3.5%

APPENDIX

DATA COLLECTION INSTRUMENTS

APPENDIX

DATA COLLECTION INSTRUMENTS

Mail Survey Instruments:
- District LEP Services Questionnaire
- District Special Education Services Questionnaire
- School LEP Services Questionnaire
- School Special Education Services Questionnaire

Survey Follow-Up Instruments:
- District LEP Services Telephone Information Sheet
- District Special Education Services Telephone Information Sheet
- School LEP Services Follow-Up Telephone Interview

On-site Data Collection Instruments:
- District Staff Background Questionnaire
- Teacher Background Questionnaire
- Instructional Aide/Paraprofessional Background Questionnaire
- LEP Student Information Form
- Special Education LEP Student Information Form

Care Study Interview Protocols:
- 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

District
ID:_____

OMB Approval No. 1885-0548
Expires: 6/30/2002

DESCRIPTIVE STUDY OF SERVICES TO LIMITED ENGLISH PROFICIENT STUDENTS

District LEP Services Questionnaire

District:_____State:_____

Name:_____Title:_____

Telephone Number: (_____) _____E-mail: _____

INSTRUCTIONS:
This form is to be completed by the individual at the district level who is most knowledgeable about services provided to limited English proficient (LEP) students. The respondent may work in the general district office or in the LEP services program. The responses should take into account grades K-12 and, unless otherwise stated, all questions refer to the present school year (2001-2002). Please complete all items.

Please complete this form even if your district has only a small number of LEP students; your district's information is very important to the study, since it represents many other similar districts. **If your district currently has no LEP students in grades K-12, please check the box below and return the questionnaire.** (You do not need to complete any items other than checking the box if there are no LEP students in your district this school year.)

☐ There are no LEP students in our district this school year.

Thank you for your cooperation. Please return the completed questionnaire within the next two weeks in the enclosed postage-paid envelope to:

Development Associates, Inc.
Attn: Descriptive Study
1730 North Lynn St., 9th Floor
Arlington, VA 22209

If you have any questions, please contact the study office at 1-800-443-5696 or *lepstudy@devassoc1.com*.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The time required to complete this information collection is estimated to average 75 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs (OBEMLA), 400 Maryland Ave. S W, MES Room 5423, Washington, D.C. 20202-6510.

PURPOSE OF THE STUDY

This questionnaire is part of a study being conducted by Development Associates, Inc., for the U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs, to describe the instruction provided nationwide to limited English proficient (LEP) students in public schools. The results of the study will be used to inform education policy-makers and persons in the field about the types of services provided and about issues related to serving LEP students, including LEP students with disabilities. This study is authorized under the Improving America's Schools Act of 1994 (IASA), Title VII, Part A, Subpart 2, Section 7131. Identification information is obtained for data management purposes only. We will not present any personally identifiable information in any report or publication resulting from the study; we will not identify your school or district in any study report or publication. Your responses will be kept fully confidential to the extent permissible under law. You are not required to respond, but your responses are needed to make the study comprehensive and accurate.

NOTE

For any questions requiring data that your district does not routinely collect, you are *not* expected to carry out new data collection (survey, etc.). For such questions, where possible, please provide your best estimate of the data.

In completing this questionnaire, please refer to the definitions listed on the inside back cover.

Number of LEP Students

1. For each grade level served by the district, please indicate: (a) the total number of students at that grade level; and (b) the total number of LEP students.

Grade Level	(a) Total Students	(b) LEP Students
K	_____	_____
1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____
6	_____	_____
7	_____	_____
8	_____	_____
9	_____	_____
10	_____	_____
11	_____	_____
12	_____	_____
Ungraded	_____	_____

2. How many LEP students in grades K-12 are in each of the following language groups? *(You may attach a computer printout if available.)*

	Language	LEP Students		Language *(Specify)*	LEP Students
a.	Arabic	_____	r.	_____	_____
b.	Cambodian	_____	s.	_____	_____
c.	Cantonese	_____	t.	_____	_____
d.	Farsi	_____	u.	_____	_____
e.	French	_____	v.	_____	_____
f.	Greek	_____	w.	_____	_____
g.	Hmong	_____	x.	_____	_____
h.	Hindi	_____	y.	_____	_____
i.	Japanese	_____	z.	_____	_____
j.	Korean	_____	aa.	_____	_____
k.	Laotian	_____	bb.	_____	_____
l.	Polish	_____	cc.	_____	_____
m.	Portuguese	_____	dd.	_____	_____
n.	Russian	_____	ee.	_____	_____
o.	**Spanish**	_____	ff.	_____	_____
p.	Tagalog	_____	gg.	_____	_____
q.	Vietnamese	_____	hh.	_____	_____

(If more space is needed, please continue on a separate sheet of paper and attach)

Instruction Received by LEP Students

3. Please indicate (*estimate if necessary)* the total number of LEP students in grades K-12 who receive:
(Note: Students may be counted in more than one category.)

a.	English as a Second Language or other English Language instruction for LEP students	_____
b.	Instruction in the language arts of their native language	_____
c.	Content area instruction (math, science, etc.) involving significant (at least 25%) native language use	_____
d.	Content area instruction specially designed for LEP students which uses English only	_____
e.	Services supported by the federal Title I program	_____
f.	Services supported by the federal Title VII program	_____
g.	Services supported under the federal Emergency Immigrant Education Act	_____
h.	Services supported by State funds for LEP services	_____
i.	Services supported by other State compensatory education programs	_____
j.	Special education services	_____
k.	Gifted and talented services	_____
l.	"Newcomer" program services *(see Definitions)*	_____
m.	Two-way bilingual immersion program services *(see Definitions)*	_____

Performance Standards

4. What types of **materials**, if any, are provided to teachers of LEP students to help them align their instruction with State content/performance standards? *(Circle all that apply)*

General curriculum materials aligned to standards.....1
Curriculum materials for LEP students aligned to standards.....2
General manuals/guides for applying standards in the classroom 3
Manuals/guides for applying standards to instructing LEP students 4
Manuals/guides for applying standards to instructing LEP students with IEPs 5
Other: _____ 6
No materials specific to alignment with standards 7

5. What types of **training**, if any, are provided to teachers of LEP students to help them align their instruction with State content/performance standards? *(Circle all that apply)*

Training in applying standards to classroom instruction in general 1
Training in applying standards to instructing LEP students 2
Training in applying standards to instructing LEP students with IEPs 3
Training in how to design classroom materials aligned to standards 4
Other:_____ 5
No training specific to aligning instruction with standards.....6

6. To what extent would you say that the instructional programs for **non-LEP students** in your district are aligned with State content/performance standards? (*Circle one)*

Very poorly aligned 1
Poorly aligned 2
To some extent aligned 3
Well aligned 4
Very well aligned 5

7. To what extent would you say that the instructional programs provided for **LEP students** in your district are aligned with State content/performance standards? (*Circle one)*

Very poorly aligned 1
Poorly aligned 2
To some extent aligned 3
Well aligned 4
Very well aligned 5

Statewide Tests

8. Does your State require Statewide tests for the purpose of student content/performance assessment?

Yes…..1 No…..2 *(Skip to Question #17*)

9. What percentage of LEP students in relevant grades in your district was **included** in the most recent State tests?

_____ percent

10. What types of criteria were used to exempt LEP students from the State tests? *(Circle all that apply)*

Length of time in U.S.....1
Length of time in U.S. schools.....2
Tested level of English proficiency 3
Teacher judgment.....4
Based on IEP.....5
Other: _____ 6

Accommodations for Students on Statewide Tests

11. Is there State policy specifically on the use of accommodations for LEP students on State tests?

Yes…..1 No…..2 *(Skip to Question #13)*

12. How much discretion does State policy allow on use of accommodations for LEP students on those tests?

Little local discretion 1
Some local discretion.....2
A great deal of local discretion 3

13. What percentage of LEP students in your district who participated in the most recent State testing received some form of accommodation?

_____ percent *(Skip to Question #16 if "0")*

14. What criteria were used to determine which LEP students should receive some accommodations on the Statewide tests? *(Circle all that apply)*

Length of time in U.S.....1
Length of time in U.S. schools.....2
Tested level of English proficiency 3
Teacher judgment.....4
Based on IEP.....5
Other: _____ 6

15. What accommodations were provided? *(Circle all that apply)*

Extra time for completion 1
Dictionaries 2
Written translation of directions into native language 3
Written translation of test into native language 4
Interpretation of directions into native language 5
Interpretation of test into native language 6
Test read aloud to student in English 7
Use of scribe 8
Individual or small group administration 9
Assistive technology:_____ 10
Other: _____ 11
Other: _____ 12

Alternate/Alternative Testing

16. On Statewide tests, what percentages of LEP students in relevant grades in your district received alternate/alternative testing (e.g. native language tests, ESL tests) in:

a. English language arts? _____ percent

b. Mathematics? _____ percent

c. Social Studies? _____ percent

d. Science? _____ percent

Program Entry, Exit, and Follow-Up

17. At what level(s) are standards and criteria for identifying LEP status **defined?** *(Circle all that apply)*

State level 1
District level 2
School level 3
Classroom level 4

18. What data are collected and used in your district to identify a student as LEP? *(Circle all that apply)*

Home language survey.....1
Oral proficiency tests in English.....2
Oral proficiency tests in native language.....3
Literacy tests in English.....4
Achievement tests in English.....5
Achievement tests in native language.....6
Teacher ratings of English proficiency.....7
Teacher judgment.....8
Writing samples in English.....9
Other: _____ 10

19. Once a student has been identified as LEP, who makes decisions about what types of instructional services that student should receive? *(Circle all that apply)*

There is only one type of service available.....1 (*Skip to Question #22)*
District level staff.....2
School level administrators.....3
Teachers.....4
Other: _____ 5

20. What types of information are used in making decisions about the types of instructional services that a LEP student should receive? *(Circle all that apply)*

Parent request.....1
Oral proficiency tests in English.....2
Oral proficiency tests in native language.....3
Literacy tests in English.....4
Achievement tests in English.....5
Achievement tests in native language.....6
Teacher ratings of English proficiency.....7
Teacher judgment.....8
Writing samples in English.....9
Prior instructional services.....10
Other: _____ 11

21. How often do district/school staff review decisions regarding what types of services should be provided to an individual LEP student? (*Circle one)*

Once every two years 1
Once each year.....2
Twice a year.....3
More than twice a year.....4
Only when a student is considered eligible for exit.....5
Other: _____ 6

22. How often is the **LEP status** of an individual LEP student in the district reviewed? *(Circle one)*

Once every two years 1
Once each year.....2
Twice a year.....3
More than twice a year.....4
As needed.....5
Other: _____ 6

23. Which of the following data are used in your district to decide whether to **exit a student from LEP status?** *(Circle all that apply)*

Oral proficiency tests in English.....1
Oral proficiency tests in native language.....2
Literacy tests in English.....3
Achievement tests in English.....4
Teacher ratings of English proficiency 5
Teacher judgment.....6
Writing samples in English.....7
Classroom performance/grades.....8
Other: _____ 9

24. At what level(s) are standards and criteria for **exiting a student from LEP status defined?** *(Circle one)*

State level.....1
District level.....2
School level.....3
Classroom level.....4
Other:_____ 5

25. In your district, is there **systematic** monitoring of the achievement of LEP students after exit from LEP status?

Yes…..1 No…..2 *(Skip to Question #28)*

26. For how long after exit from LEP status does the district monitor the achievement of former LEP students?

One year.....1
Two years.....2
Other:_____ 3

27. What types of information are collected? *(Circle all that apply)*

Student grades.....1
Achievement test scores.....2
State performance test scores.....3
Teacher ratings/systematic reports.....4
Course credits.....5
Other: _____ 6

District Level Staff Backgrounds and Training

28. How many staff members at the district level (including administrative, resource and program specialists, etc.) work directly with programs for LEP students?

_____ district staff members

29. For the staff members in Question #28, how much total staff time *(in Full Time Equivalents/FTEs)* is devoted to administering or supporting programs for LEP students?

_____ FTEs

30. How many of the district staff members in Question #28: *(Provide your best estimates)*

a. Are certified in bilingual education, ESL, or a related area? _____

b. Are fluent speakers of a non-English language that is the native language of LEP students in the district? _____

c. Read a non-English language used by LEP students? _____

d. Come from a non-English language background? _____

e. Have a Master's or Doctoral degree in a field related to the education of LEP students? _____

f, Have taught in a classroom with LEP students? _____

g. Have at least three years of experience working with programs for LEP students? _____

h. Have received in-service or other training related to LEP students within the past two years? _____

i. Have received in-service or other training related to LEP students with disabilities within the past two years? _____

Middle and High School Programs

31. How does the district address the needs of LEP students at the middle and high school levels*? (Circle all that apply)*

Through intensive ESL instruction prior to entry into regular classes 1
Through concurrent ESL and bilingual instruction in content areas 2
Through concurrent ESL and sheltered/structured immersion instruction in content areas 3
Through concurrent ESL and use of a native language "buddy".....4
Through concurrent ESL and use of a native language aide 5
Other: _____ 6
Other: _____ 7

32. How are State content/performance standards applied to LEP students at the middle and high school levels? *(Circle one)*

The same standards are applied to all students with no changes/modifications 1
The standards are modified for LEP students 2
The standards are not applied to LEP students 3
Application of standards is different for different groups of LEP students 4

33. How are high stakes tests (high school exit exams, grade promotion tests) applied to LEP students at the middle and high school levels? *(Circle one)*

The same tests are given to all students with no changes/modifications/ accommodations 1
LEP students take the same test with accommodations (extra time, use of English dictionaries, translators).....2
LEP students take different tests/assessments 3
LEP students are exempted from high stakes tests 4
There are different testing rules for different groups of LEP students and/or for different tests 5

34. What does the district do to address dropout prevention for LEP students at the middle and high school levels? *(Circle one.)*

There are no major dropout prevention initiatives in the district.....1
LEP students receive the same dropout prevention programs as other students 2
There are specially designed dropout prevention programs for LEP students 3

Educational Environment

35. What is the level of support for services to LEP students among: *(Circle one in each row)*

Category	Strong Support	Moderate Support	Little Support	No Support
a. School district administrators	1	2	3	4
b. School board members	1	2	3	4
c. School principals	1	2	3	4
d. Other school administrators	1	2	3	4

Relationship Between LEP and Special Education Programs

36. Are **LEP students in special education programs** included within your count of LEP students?

Yes…….1 No…….2 No Special Education LEP students……..3
(Skip to Question #39)

37. At the district level, how well do staff responsible for LEP services and special education staff coordinate their efforts? (*Circle one)*

Not at all (*Skip to Question #39*).....1
Not very well.....2
Fairly well 3
Very well.....4

38. What mechanisms do the two programs use to coordinate their services at the district level? (*Circle all that apply)*

Joint meetings on policy and practices 1
Informal discussion of policy and practices.....2
Formal policy statements on coordination.....3
Clearly defined procedures for coordination 4
Meetings/informal discussions of individual students.....5
Joint staff training sessions 6
IEP staff meetings 7
Locating program/staff offices near each other 8
Other: _____ 9
Other: _____ 10

LEP Student Outcomes

39. On average, how do **former LEP students** perform on district/Statewide tests in comparison to other students in your district? *(Circle one)*

There are no data available to make such comparisons.....1
Former LEP students are below local norms 2
Former LEP students are near local norms 3
Former LEP students are above local norms 4

40. What are the drop-out rates in your district for:

a. All students _____ percent *(or check):* Data not available ☐

b. LEP students _____ percent *(or check):* Data not available ☐

c. Former LEP students _____ percent *(or check):* Data not available ☐

41. In the previous school year, how many students received regular diplomas and other diplomas or certificates?

	Regular diploma	Other diploma or certificate *(Specify:_____ _____)*
a. All students	_____	_____
b. LEP students	_____	_____
c. Former LEP students	_____	_____

42. Does your district have data on the costs of educating LEP students?

Yes……1 No…….2 (*End of questionnaire)*

43. What is the approximate total cost per student per year for educating:

a. **all students** in this district? $_____

b. **LEP students** in this district? $_____

THANK YOU FOR YOUR PARTICIPATION.

DEFINITIONS

Please use the following definitions for terms which appear in the questionnaire:

Limited English Proficient (LEP) Students: Individuals not born in the United States 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.*

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.

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.

LEP Instructional Services: Instructional services specifically designed to address educational needs derived from 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.

Federal Title VII Grants: 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.

Federal Title I Grants: The Federal Title I program 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.

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.

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.

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.

District ID: _____

OMB Approval No. 1885-0548
Expires: 6/30/2002

DESCRIPTIVE STUDY OF SERVICES TO LIMITED ENGLISH PROFICIENT STUDENTS

District Special Education Services Questionnaire

District:_____State:_____

Name:_____Title:_____

Telephone Number: (_____) _____E-mail: _____

INSTRUCTIONS:
This form is to be completed by the individual at the district level who is most knowledgeable about services provided to **special education students who are limited English proficient (LEP).** The respondent may work in the general district office, or in the special education program. The responses should take into account grades K-12 and, unless otherwise stated, all questions refer to the present school year (2001-2002). Please complete all items.

Please complete this form even if your district has only a small number of special education LEP students; your district's information is very important to the study since it represents many other similar districts. **If your district currently has no special education students who are LEP in grades K-12, please check the box below and return the questionnaire.** (You do not need to complete any items other than checking the box if there are no special education students who are LEP in your district this school year.)

☐ There are no special education students who are LEP in our district this school year.

Thank you for your cooperation. Please return the completed questionnaire within the next two weeks in the enclosed postage paid envelope to:

Development Associates, Inc.
Attn: Descriptive Study
1730 North Lynn St., 9th Floor
Arlington, VA 22209

If you have any questions, please contact the study office at: 1-800-443-5696 or *lepstudy@devassoc1.com*.

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PURPOSE OF THE STUDY

This questionnaire is part of a study being conducted by Development Associates, Inc., for the U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs, to describe the instruction provided nationwide to limited English proficient (LEP) students in public schools. The results of the study will be used to inform education policy-makers and persons in the field about the types of services provided and about issues related to serving LEP students, including special education students who are LEP. This study is authorized under the Improving America's Schools Act of 1994 (IASA), Title VII, Part A, Subpart 2, Section 7131. Identification information is obtained for data management purposes only. We will not present any personally identifiable information in any report or publication resulting from the study; we will not identify your school or district in any study report or publication. Your responses will be kept fully confidential to the extent permissible under law. You are not required to respond, but your responses are needed to make the study comprehensive and accurate.

NOTE

For any questions requiring data that your district does not routinely collect, you are *not* expected to carry out new local data collection (survey, etc.). For such questions, where possible, please provide your best estimate of the data.

DEFINITIONS

Please use the following definitions for terms which appear in the questionnaire:

Special Education Students: Students 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.

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.

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.*

Number of Special Education Students who are LEP

1. For each grade level served by the district, please indicate: (a) the total number of special education students at that grade level; and (b) the total number of special education LEP students.

Grade Level	(a) All Special Education Students	(b) Special Education LEP Students
K	_____	_____
1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____
6	_____	_____
7	_____	_____
8	_____	_____
9	_____	_____
10	_____	_____
11	_____	_____
12	_____	_____
Ungraded	_____	_____
TOTAL	_____	_____

.

2. How many special education students and special education LEP students are there in each disability classification? Please include only the **primary** disability of each student. *(NOTE: If the categories your district uses differ from the federal IDEA categories listed below, please make your best effort at translating your categories into the IDEA categories.)*

Disability	All Special Education Students	Special Education LEP Students
a. Specific Learning Disabilities	_____	_____
b. Speech/Language Impairments	_____	_____
c. Mental Retardation	_____	_____
d. Emotional Disturbance	_____	_____
e. Multiple Disabilities	_____	_____
f. Hearing Impairments	_____	_____
g. Orthopedic Impairments	_____	_____
h. Other Health Impairments	_____	_____
i. Visual Impairments	_____	_____
j. Autism	_____	_____
k. Deaf-Blindness	_____	_____
l. Traumatic Brain Injury	_____	_____
m. Developmental Delay	_____	_____
TOTAL	_____	_____

3. How many special education LEP students in grades K-12 in the district are in each of the following language groups? *(You may attach a computer print-out if available.)*

	Language	Special Education LEP Students		Language *(Specify)*	Special Education LEP Students
a.	Arabic	_____	m.	_____	_____
b.	Cambodian	_____	n.	_____	_____
c.	Cantonese	_____	o.	_____	_____
d.	Farsi	_____	p.	_____	_____
e.	Hmong	_____	q.	_____	_____
f.	Hindi	_____	r.	_____	_____
g.	Japanese	_____	s.	_____	_____
h.	Korean	_____	t.	_____	_____
i.	Laotian	_____	u.	_____	_____
j.	Russian	_____	v.	_____	_____
k.	**Spanish**	_____	w.	_____	_____
l.	Vietnamese	_____	x.	_____	_____

(If more space is needed, please continue on a separate sheet of paper and attach.)

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Performance Standards

4. What types of **materials,** if any, are provided to teachers of special education LEP students to help them align IEP goals with State content/performance standards? *(Circle all that apply)*

General curriculum materials aligned to standards.....1
Curriculum materials for LEP students aligned to standards.....2
General manuals/guides for applying standards in the classroom.....3
Manuals/guides for applying standards to instructing LEP students 4
Manuals/guides for applying standards to instructing special education LEP student.....5
Other: _____ 6
No materials specific to alignment with standards.....7

5. What types of **training,** if any, are provided to teachers of special education LEP students to help them align IEP goals with State content/performance standards? *(Circle all that apply)*

Applying standards to classroom instruction in general.....1
Applying standards to instructing LEP students.....2
Applying standards to instructing special education LEP students 3
Designing classroom materials aligned to standards 4
Other:_____ 5
No training specific to aligning instruction to standards.....6

6. To what extent would you say that instructional programs for **special education students** within your district are aligned with State content/performance standards? (*Circle one)*

Very poorly aligned 1
Poorly aligned.....2
To some extent aligned.....3
Well aligned.....4
Very well aligned.....5

7. To what extent would you say that instructional programs for **special education students who are LEP** in your district are aligned with State content/performance standards? (*Circle one)*

Very poorly aligned 1
Poorly aligned.....2
To some extent aligned.....3
Well aligned.....4
Very well aligned.....5

.

Statewide Tests

8. Does your State require Statewide tests for the purpose of student content/performance assessment?

Yes…..1 No…..2 *(Skip to Question #19)*

9. In your district, what percentage of **special education students who are LEP** in the relevant grades participated in the most recent Statewide testing?

_____ percent

10. What types of criteria were used to exempt **special education students who are LEP** from Statewide tests? *(Circle all that apply)*

Length of time in U.S.....1
Length of time in U.S. schools.....2
Tested level of English proficiency 3
Teacher judgment.....4
Type of disability 5
Severity of disability 6
Based on IEP.....7
Other: _____ 8

11. How are the data for **special education students who are LEP** reported? (*Circle one only)*

Separately from all other groups.....1
Included with other special education students 2
Included with other LEP students 3
Included with special education students and with LEP students.....4
Included with all students 5
Not reported 6

Accommodations on Statewide Tests

12. Is there State policy on the use of accommodations for **special education students** on Statewide tests?

Yes…..1 No…..2 *(Skip to Question #15)*

13. Is there any State policy on the use of accommodations that is specific to **special education students who are LEP?**

Yes…..1 No…..2

.

14. How much discretion does State policy allow on use of accommodations for **special education students who are LEP** on Statewide tests? (*Circle one)*

Little local discretion 1
Some local discretion 2
A great deal of local discretion 3

15. In your district, what percentage of **special education students who are LEP** and who participated in the most recent Statewide tests received some form of accommodation?

_____ percent *(Skip to Question #18 if "0")*

16. What criteria were used to determine which special education students who are LEP should receive some form of accommodation on the Statewide test? *(Circle all that apply)*

Length of time in U.S.....1
Length of time in U.S. schools.....2
Tested level of English proficiency 3
Teacher judgment.....4
Type of disability 5
Severity of disability 6
Based on the IEP.....7
Other: _____ 8

17. What accommodations were provided? *(Circle all that apply)*

Extra time for completion 1
Dictionaries 2
Written translation of directions into native language.....3
Written translation of test into native language 4
Interpretation of directions into native language 5
Interpretation of test into native language 6
Test read aloud to student in English.....7
Use of scribe 8
Individual or small group administration.....9
Assistive technology:_____.....10
Other: _____ 11
Other: _____ 12

.

Alternate/Alternative Testing

18. On Statewide tests, what percentages of special education LEP students in relevant grades in your district receive alternate/alternative testing in:

a.	English language arts?	_____ percent
b.	Mathematics?	_____ percent
c.	Social Studies?	_____ percent
d.	Science?	_____ percent

Program Entry, Exit, and Follow-Up

19. For students in the district, which typically occurs first? *(Circle one)*

Determination of LEP status.....1
Determination of disability status.....2
Both typically occur at the same time.....3
There is no typical sequence.....4
Other: _____ 5

20. Who decides what instructional services a special education student who is LEP will receive? *(Circle all that apply; include those at IEP meetings plus others)*

District level LEP staff.....1
District level special education staff.....2
School level administrators.....3
Regular school instructional staff.....4
School level special education staff.....5
Parents.....6
Other: _____ 7

21. What types of information are used in making that decision? *(Circle all that apply)*

Achievement/content tests in English.....1
Aptitude tests in English.....2
Achievement/content tests in native language.....3
Aptitude tests in native language.....4
Specific learning skills tests.....5
Oral proficiency tests in English.....6
Teacher ratings of English proficiency.....7
Oral proficiency tests in the native language.....8
Literacy tests in English.....9
Writing samples in English.....10
Prior instructional services.....11
Other: _____ 12

.

22. How often do district/school staff review decisions regarding what services should be provided to an individual special education student who is LEP?

Once every two years 1
Once each year.....2
Twice a year.....3
More than twice a year.....4
As needed.....5
Other: _____ 6

23. Are there services within the special education program that are specifically designed for LEP students?

Yes….1 No….2 *(Skip to Question #25)*

24. What is the nature of those services?_____

_____

_____

_____

_____

_____

_____

25. To what extent does your district lack sufficient numbers of teachers with the necessary qualifications (i.e., understanding of special education and LEP issues) to serve special education students who are LEP? *(Circle one)*

Not at all.....1
Somewhat.....2
A great deal 3

26. Which of the following data are used to decide whether to exit **special education students who are LEP** from LEP status ? *(Circle all that apply)*

Oral proficiency tests in English.....1
Oral proficiency tests in native language.....2
Literacy tests in English.....3
Achievement/content tests in English.....4
Achievement/content tests in native language.....5
Teacher ratings of English proficiency.....6
Teacher judgment.....7
Writing samples in English.....8
Classroom performance/grades.....9
Other: _____ 10

.

27. Who is responsible for deciding whether to exit **special education students who are LEP** from LEP status? *(Circle all that apply)*

District LEP staff 1
District special education staff.....2
School administrators.....3
School regular instructional staff.....4
School special education staff/service providers 5
School LEP staff/service providers.....6
Parents.....7
Other: _____ 8

District Level Staff Backgrounds and Training

28. How many staff members (including administrators, resource, and program specialists at the district level) work directly with programs that serve **special education students who are LEP?**

_____staff members

29. For the staff members in Question #28, how much total staff time *(in Full Time Equivalents/FTEs*) is devoted to administering or supporting programs that serve **special education students who are LEP?**

_____ FTEs

30. How many of the district staff members in Question #28: (*Provide your best estimates)*

a. Are certified in bilingual education, ESL, or a related area? _____
b. Are certified in special education? _____
c. Are fluent speakers of a non-English language that is the native language of LEP students? _____
d. Read a non-English language used by LEP students? _____
e. Come from a non-English language background? _____
f Have a Master's or Doctoral degree in a field related to the education of special education LEP students? _____
g. Have taught in a classroom with LEP students with disabilities? _____
h. Have at least three years of experience working with special education students who are LEP? _____
i. Have received inservice or other training related to LEP students in general within the past two years? _____
j. Have received inservice or other training within the past two years specifically related to special education students who are LEP? _____

.

Relationship Between the LEP Services and Special Education Programs

31. At the district level, how well do staff responsible for LEP services and special education staff coordinate their efforts? (*Circle one)*

Not at all (*Skip to Question #33*).....1
Not very well.....2
Fairly well.....3
Very well.....4

32. What mechanisms do the two programs use to coordinate their services? *(Circle all that apply)*

Joint meetings on policy and practices 1
Informal discussion of policy and practices.....2
Formal policy statements on coordination.....3
Clearly defined procedures for coordination 4
Meetings/informal discussions of individual students.....5
Joint staff training sessions 6
IEP staff meetings 7
Locating program/staff offices near each other 8
Other: _____ 9
Other: _____ 10

33. For a student identified as LEP and in need of an IEP, who has primary responsibility for structuring the student's educational plan? (*Circle one)*

The LEP services program.....1
The special education program 2
Responsibility is equally shared.....3
Depends on the disability.....4
Other:_____ 5

34. Who has primary responsibility for monitoring the student's progress? (*Circle one)*

The LEP services program.....1
The special education program 2
Responsibility is equally shared.....3
Depends on the disability.....4
Other:_____ 5

.

Middle and High School Programs

35. How are high stakes tests (high school exit exams, grade promotion tests) applied to special education students who are LEP at the middle and high school levels? *(Circle one)*

The same tests are given to all students in the school with no changes/ modifications/accommodations 1
Special education LEP students take the same tests with accommodations (extra time, use of English dictionaries, translators).....2
Special education LEP students take different tests/assessments 3
Special education LEP students are exempted from high stakes tests.....4
There are different testing rules for different groups of special education LEP students and/or for different tests.....5

36. What does the district do to address dropout prevention for **special education students who are LEP** at the middle and high school levels? *(Circle one)*

There are no major dropout prevention initiatives in the district.....….1
They receive the same dropout prevention programs as other students 2
They receive dropout prevention programs specially designed for **LEP students**.....3
They receive dropout prevention programs specially designed for **special education students** 4
They receive dropout prevention programs specially designed for **special education LEP students** 5

Special Education LEP Student Outcomes

37. What is the dropout rate in your district for:

a. Special education students? _____ percent *(or check):* Data not available ☐

b. Special education students who are LEP? _____ percent *(or check):* Data not available ☐

.

38. In the previous school year, how many special education students and special education students who are LEP completed their high school education with a regular diploma, a certificate of completion, or no diploma?

	All Special Education Students	Special Education LEP Students
a. Regular diploma	_____	_____
b. Certificate of completion	_____	_____
c. No diploma (i.e., the student passed the age limit)	_____	_____
d. Other:_____	_____	_____

Students Identified Under Section 504

39. How many students in your district are identified under Section 504 of the Rehabilitation Act?

a. Section 504 students overall _____

b. Section 504 students who are LEP _____

or check: Data not available ☐

THANK YOU FOR YOUR PARTICIPATION.

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District ID: _____

School ID: _____

OMB Approval No.: 1885-0548
Expires: 6/30/2002

DESCRIPTIVE STUDY OF SERVICES TO LIMITED ENGLISH PROFICIENT STUDENTS

School LEP Services Questionnaire

School:_____

District:_____ State:_____

Name:_____Title:_____

Telephone Number: (_____) _____E-mail: _____

Dear School LEP Services Coordinator/Lead Teacher:

This questionnaire is part of a study being conducted by Development Associates, Inc., for the U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs, to describe the instruction provided nationwide to limited English proficient (LEP) students in public schools. This form is to be completed by the individual who is most knowledgeable about services provided to limited English proficient (LEP) students at your school. The responses should take into account grades K-12 and, unless otherwise stated, all questions refer to the present school year (2001-2002). Please complete all items.

Please complete this form even if your school has only a small number of LEP students; your school's information is very important to the study since it will represent many other similar schools. **If your school currently has no LEP students in grades K-12, please check the box below and return the questionnaire.** (You do not need to complete any items other than checking the box if there are no LEP students in your school this school year.)

☐ There are no LEP students in our school this year.

Thank you for your cooperation. Please return the completed questionnaire within the next two weeks in the enclosed postage-paid envelope to:

Development Associates, Inc.
Attn: Descriptive Study
1730 North Lynn St., 9th Floor
Arlington, VA 22209

If you have any questions, please contact the study office at 1-800-443-5696 or *lepstudy@devassoc1.com*.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The time required to complete this information collection is estimated to average 1 hour per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs (OBEMLA), 400 Maryland Ave. SW, MES Room 5423, Washington, D.C. 20202-6510.

AUTHORIZATION FOR THE STUDY

This study is authorized under the Improving America's Schools Act of 1994 (IASA), Title VII, Part A, Subpart 2, Section 7131. The results will be used to inform Congress, education policy-makers, and practitioners about the types of services provided and about issues related to serving LEP students, including LEP students with disabilities. Identification information is requested for data management purposes only. We will not present any personally identifiable information in any report or publication resulting from the study; we will not identify your school or district in any study report or publication. Your responses will be kept fully confidential to the extent permissible under law. You are not required to respond, but your responses are needed to make the study comprehensive and accurate.

NOTE

For any questions requiring data that your school does not routinely collect, you are *not* expected to carry out new data collection (survey, etc.). For such questions, where possible, please provide your best estimate of the data.

DEFINITIONS

Please use the following definitions for terms which appear in the questionnaire:

Limited English Proficient (LEP) Students: Individuals not born in the United States 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 district has an operational definition for limited English proficient students, then use your district's definition in responding to this questionnaire.*

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.

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.

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.

Federal Title VII Grants: 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.

Federal Title I Grants: The Federal Title I program 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.

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.

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.

Number of LEP Students

1. For each grade level served by the school, please indicate: (a) the total number of students at that grade level; and (b) the total number of LEP students.

Grade Level	(a) Total Students	(b) LEP Students
K	_____	_____
1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____
6	_____	_____
7	_____	_____
8	_____	_____
9	_____	_____
10	_____	_____
11	_____	_____
12	_____	_____
Ungraded	_____	_____

2. How many LEP students in this school have Spanish as their native language?

   _____ students

3. What is the native language that represents the greatest number of LEP students in the school? *(Circle one)*

   Spanish *(Skip to Item #5)* 1

   Other :_____ 2

4. If other than Spanish, how many LEP students are native speakers of this language?

   _____ students

For Items #5 through #11 below, please provide your best estimates:

5. Of the **LEP students** in your school in grades K-12, what percentage was:

   a. Born in the U.S. _____ %
   b. Born elsewhere but lived in the U.S. at least five years _____ %
   c. Born elsewhere but lived in the U.S. for one to four years _____ %
   d. Born elsewhere but lived in the U.S. less than one year _____ %

   _____
   100%

.

6. Of **Spanish language LEP** students in your school, what percentage was born in:

a. The U.S.	_____ %
b. Mexico	_____ %
c. Puerto Rico	_____ %
d. Cuba	_____ %
e. Central America	_____ %
f. South America	_____ %
g. Other	_____ %
	_____
	100%

7. Of the LEP students in the school, what percentage has *limited literacy skills in the native language* compared to the level expected of a native speaker of the same age/grade level?

_____ percent

8. Of the LEP students in the school, what percentage has *limited oral proficiency skills in the native language* compared to the level expected of a native speaker of the same age/grade level?

_____ percent

9. *(For middle and high schools only:)* Of the LEP students in the school, what percentage has missed more than two years of schooling since age 6?

_____ percent

10. What percentage of students is eligible for free or reduced price school lunches?

a. All students? _____ percent

b. LEP students? _____ percent

11. What percentage of the parents of LEP students in the school has eight years or more of schooling?

_____ percent

.

Performance Standards

12. What types of **materials**, if any, are being provided to teachers of LEP students to help them align their instruction with State content/performance standards?
(Circle all that apply)

General curriculum materials aligned to standards.....1
Curriculum materials for LEP students aligned to standards.....2
General manuals/guides for applying standards in the classroom 3
Manuals/guides for applying standards to instructing LEP students 4
Manuals/guides for applying standards to instructing special education LEP students 5
Other: _____ 6
No materials specific to alignment with standards.....7

13. What types of **training,** if any, are being provided to teachers of LEP students to help them align their instruction with State content/performance standards?
(Circle all that apply)

Applying standards to classroom instruction in general 1
Applying standards to instructing LEP students.....2
Applying standards to instructing special education LEP students 3
Designing classroom materials aligned to standards 4
Other:_____ 5
No training specific to aligning instruction with standards.....6

14. To what extent would you say that the instructional programs provided for **non-LEP students** in your school are aligned with State content/performance standards?
(Circle one)

Very poorly aligned 1
Poorly aligned.....2
To some extent aligned.....3
Well aligned.....4
Very well aligned.....5

15. To what extent would you say that the instructional programs provided for **LEP students** in your school are aligned with State content/performance standards?
(Circle one)

Very poorly aligned 1
Poorly aligned.....2
To some extent aligned.....3
Well aligned.....4
Very well aligned.....5

Background for Question #16: Types of Services Provided to LEP Students

Below are eight categories of "service types," each representing a different educational experience for an individual LEP student over the course of a typical week. That is, each service type represents all instruction received by a student, including instruction received within regular classrooms as well as the instruction that is specifically designed for LEP students. Given this approach, **an individual student can receive only one service type at any one time.** Please review the eight service types listed below (and summarized in the diagram on the next page) and determine the total number of LEP students receiving each service type within your school this school year. Enter these totals into Question #16.

SERVICE TYPES

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, Title I or other resource teachers specifically directed toward assisting LEP students, 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, Title I or other resource teachers specifically directed toward assisting LEP students, 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.

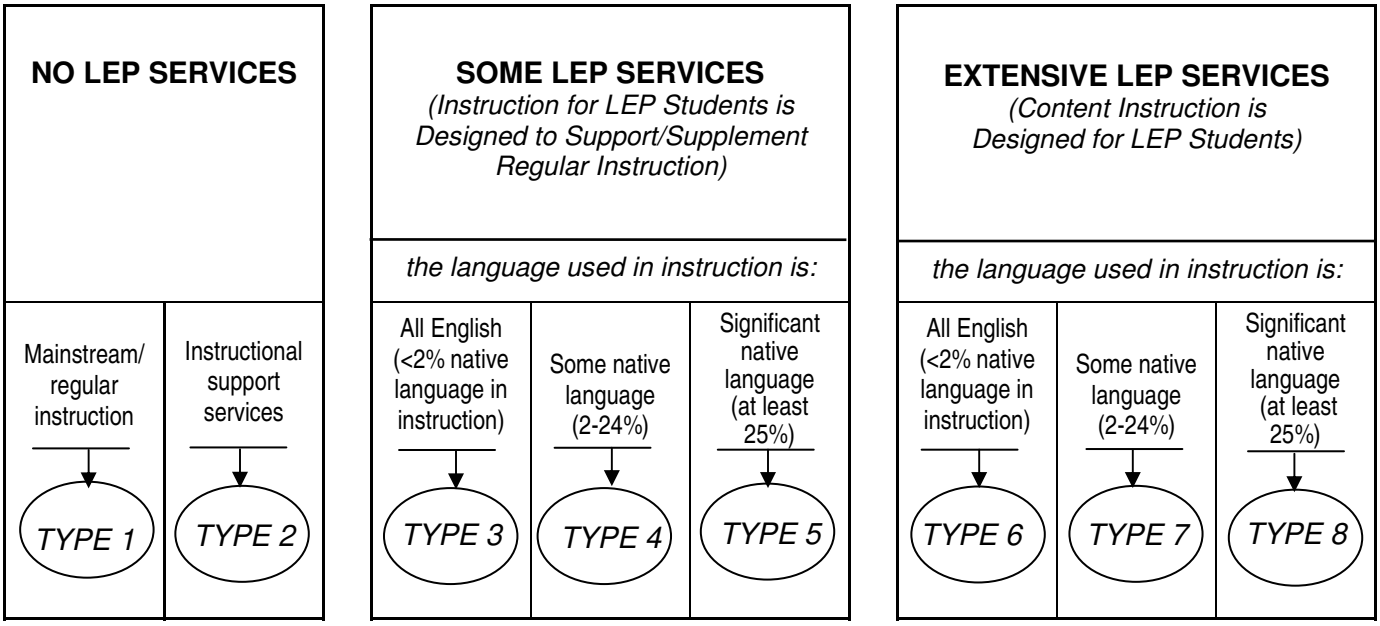
Type 5 – **Some** LEP services/Significant native language. This type includes LEP services designed to support or supplement regular instruction; such LEP services include aides for LEP students, Title I or other resource teachers specifically directed toward assisting LEP students, and/or ESL instruction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

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

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

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

Summary of Eight LEP Instructional Service Types



16. Review the service types above and enter the numbers of LEP students currently receiving each service type. Next, enter the typical length of time a student receives each service type.

*(NOTE: Remember that a student can receive only **one service type. A student should not appear under more than one type.** Enter "0" if no students receive a particular service type.)*

Service Type	(a) Number of LEP Students	(b) Typical Number of School Years Students Receive This Service
1 – No LEP Services/Mainstream instruction only	_____	_____yrs.
2 – No LEP Services/Instructional support	_____	_____yrs.
3 – Some LEP services/All English	_____	_____yrs.
4 – Some LEP services/Some native language	_____	_____yrs.
5 – Some LEP services/Significant native language	_____	_____yrs.
6 – Extensive LEP services/All English	_____	_____yrs.
7 – Extensive LEP services/Some native language	_____	_____yrs.
8 – Extensive LEP services/Significant native language	_____	_____yrs.
TOTAL:	_____	_____yrs.

17. Do LEP students in your school receive more than one service type over time, i.e., are there sequences of services that LEP students typically receive?

Yes .....1 No……2 (*Skip to Question #20)*

18. What percentage of LEP students in your school receive more than one service type over time?

_____ percent

19. What are the two most common sequences of services received by LEP students in your school? *(Refer to Service Types listed above.)*

a. Service Type _____followed by Service Type _____

b. Service Type _____followed by Service Type _____

20. To what extent do the services that are provided to a LEP student depend upon:

	Not at all	Some	A great deal
a. The native language of the student?	1	2	3
b. The student's grade level?	1	2	3
c. The student's English proficiency?	1	2	3
d. The student's native language proficiency?	1	2	3
e. Parent request?	1	2	3
f. Availability of qualified teachers?	1	2	3

21. What is the most typical length of time that students remain in LEP status in the school?

_____ school years

22. What is the most typical length of time that LEP students receive any form of services that are specifically designed for LEP students in the school?

_____ school years

23. Do any LEP students in your school receive services in a two-way bilingual immersion program? *(See Definitions page)*

Yes……..1 No……..2

24. Do LEP students in this school receive services supported by: *(Circle one in each row)*

	Yes	No
a. The federal Title I program?	1	2
b. A school-wide Title I grant?	1	2
c. The federal Title VII program?	1	2
d. A school-wide Title VII grant?	1	2
e. A Comprehensive School Reform Demonstration grant?	1	2

Relationship Between the LEP Services and Special Education Programs

25. Are **special education students who are LEP** included within your count of LEP students?

Yes…..1 No……2 No Special Education LEP Students……3 *(Skip to Question #28)*

26. How well do staff responsible for LEP services and special education staff coordinate their efforts at the school level? (*Circle one)*

Not at all (*Skip to Question #28*).....1
Not very well.....2
Fairly well 3
Very well.....4

27. What mechanisms do the two programs use to coordinate their services? (*Circle all that apply)*

Joint meetings on policy and practices 1
Informal discussion of policy and practices.....2
Formal policy statements on coordination.....3
Clearly defined procedures for coordination 4
Meetings/informal discussions of individual students.....5
Joint staff training sessions 6
IEP staff meetings 7
Locating program/staff offices near each other 8
Other: _____ 9
Other: _____ 10

Instructional Staff

28. What is the total number of teachers (including ESL, Title I, other teachers) in your school?

_____ teachers

29. How many teachers in your school (including ESL, Title I, other teachers) work with LEP students?

_____ teachers

30. How many teachers in Question #29 (i.e., of teachers who work with LEP students): *(Provide your best estimates)*

a. Have bilingual education, ESL or other LEP certification? _____
b. Have provisional certification? _____
c. Are fluent speakers of a non-English language that is the native language used by LEP students? _____
d. Come from a non-English language background? _____
e. Have a Master's or Doctoral degree in a field related to the instruction of LEP students? _____
f. Have at least three years of experience working with LEP students? _____
g. Have received in-service or other training related to LEP students within the past two years? _____
h. Have received in-service or other training related to LEP students with disabilities within the past two years? _____

31. What is the total number of instructional aides/paraprofessionals in your school?

_____ aides/paraprofessionals

32. How many instructional aides in your school work with LEP students?

_____ aides/paraprofessionals

33. How many of those aides in Question #32 (i.e., those who work with LEP students):

a. Have bilingual education, ESL or other LEP certification? _____
b. Have provisional certification? _____
c. Are fluent speakers of a non-English language that is the native language used by LEP students? _____
d. Read a non-English language used by LEP students? _____
e. Come from a non-English language background? _____
f. Have received in-service or other training related to LEP students within the past two years? _____
g. Have received in-service or other training related to LEP students with disabilities within the past two years? _____

34. How many teachers are new to the school this year? *(Please provide your best estimate)*

_____ teachers

35. Of the teachers in Item #34, how many work with LEP students?

_____ teachers

Parent and Community Involvement

36. What are the mechanisms that the school uses to communicate with parents of LEP students? *(Circle all that apply)*

Regular English language newsletters to parents.....1
Regular translated newsletters to parents of LEP students 2
Informational meetings presented in English for parents 3
Informational meetings presented with interpreters present 4
Home visitors to parents/families of any student.....5
Home visitors who specifically work with parents of LEP students 6
Other:_____ 7
Other:_____ 8

37. To what extent are parents of LEP students active in school and/or in regular contact with the school regarding the education of their children? *(Circle one in each row)*

	None	Some	A Lot
a. Through service on parent/community councils or committees.....	1	2	3
b. Through service as classroom or school volunteers.....	1	2	3
c. Through participation in a policy-making forum/board.....	1	2	3
d. By giving classroom presentations or demonstrations.....	1	2	3
e. Through parent association meetings, school nights, etc	1	2	3
f. Through regular telephone contacts with teachers.....	1	2	3
g. Through participation in parent discussion groups/training sessions....	1	2	3
h. Through parent-teacher conferences	1	2	3
i. Other: _____.....	1	2	3
j. Other: _____.....	1	2	3

38. What types of services are being provided to parents of LEP students by the school? *(Circle all that apply)*

English-as-a-Second Language classes..... 1
Orientation to U.S. schools 2
Orientation to U.S. culture 3
Family services 4
Social services..... 5
Other: _____ 6
Other: _____ 7

39. To what extent are local community members other than parents involved in the education of LEP students? *(Circle one in each row)*

	None	Some	A Lot
a. Through parent/community councils or committees.....	1	2	3
b. Through service as classroom or school volunteers	1	2	3
c. By giving classroom presentations or demonstrations.....	1	2	3
d. Other: _____	1	2	3
e. Other: _____.....	1	2	3

LEP Student Outcomes

40. (*For elementary schools only*) How would you describe the **English reading skills of 3rd grade** LEP and former LEP students? *(Circle one in each column)*

	(a) 3rd grade LEP Students	(b) 3rd grade Former LEP Students
Well below grade level for 3rd graders	1	1
Below grade level	2	2
At grade level	3	3
Above grade level	4	4
Well above grade level	5	5

41. *(For middle schools only)* How would you describe **the mathematics skills of 8th grade** LEP and former LEP students in your school? *(Circle one in each column)*

	(a) 8th grade LEP Students	(b) 8th grade Former LEP Students
Well below grade level for 8th graders	1	1
Below grade level	2	2
At grade level	3	3
Above grade level	4	4
Well above grade level	5	5

42. What are the oral English proficiency levels of typical LEP students when they exit LEP status? *(Circle one)*

Poor 1
Acceptable 2
Generally fluent 3
Fully fluent 4

43. What are the English reading and writing levels of a typical LEP student at exit from LEP status? *(Circle one)*

Well below grade level 1
Below grade level 2
At grade level 3
Above grade level 4
Well above grade level.....5

44. What specific measures are used to assess the oral English proficiency, and reading and writing skills in English of students at exit from LEP status*? (Circle all that apply)*

Language Assessment Scales Oral (LAS) 1
Language Assessment Battery (LAB) 2
The IDEA Proficiency Test (IPT).....3
Basic English Skills Test (BEST).....4
Language Assessment Scales-Reading and Writing.....5
IDEA Reading and Writing Proficiency Test 6
Woodcock Language Proficiency Battery 7
A State developed assessment 8
A locally developed assessment.....9
Other:_____ 10
Other:_____ 11

45. What are the native language oral proficiency levels of typical LEP students when they exit LEP status? *(Circle one)*

Poor.....1
Acceptable.....2
Generally fluent 3
Fully fluent.....4
Unknown.....5

46. What are the native language reading and writing levels of typical LEP students when they exit LEP status? *(Circle one)*

Poor.....1
Acceptable.....2
Generally literate.....3
Fully literate 4
Unknown.....5

47. What specific measures are used to assess oral native language-proficiency and native language reading and writing skills of students at exit from LEP programs? *(Circle all that apply)*

Language Assessment Scales Oral (LASO)-Spanish 1
IDEA Oral Language Proficiency Test (IPT)-Spanish 2
Language Assessment Battery (LAB)-Spanish 3
Language Assessment Scales Reading/Writing
(LAS-R/W) Spanish.....4
IDEA Reading and Writing Proficiency Tests
(IPT-R/W)-Spanish.....5
Woodcock-Munoz Language Survey 6
A State developed assessment 7
A locally developed assessment.....8
Native language proficiency is not assessed at exit.....9
Other: _____ 10

THANK YOU FOR YOUR PARTICIPATION!

District ID: _____

School ID: _____

OMB Approval No.: 1885-0548
Expires: 6/30/2002

DESCRIPTIVE STUDY OF SERVICES TO LIMITED ENGLISH PROFICIENT STUDENTS

School Special Education Services Questionnaire

School:_____

District:_____State:_____

Name:_____Title:_____

Telephone Number: (_____) _____E-mail: _____

***Dear Special Education Services Coordinator/Lead Teacher*:**

This questionnaire is part of a study being conducted by Development Associates, Inc. for the U.S. Department of Education to describe the instruction provided nationwide to limited English proficient (LEP) students in public schools. This form is to be completed by the individual at your school who is most knowledgeable about services provided to special education students who are limited English proficient (LEP). The responses should take into account grades K-12 and, unless otherwise stated, all questions refer to the present school year (2001-2002). Please complete all items.

Please complete this form even if your school has only a small number of special education LEP students. Your school's information is very important since it represents many other similar schools. **If your school currently has no special education LEP students in grades K-12, please check the box below and return the questionnaire.** (You do not need to complete any items other than checking the box if there are no special education LEP students in your school this school year.)

☐ There are no special education LEP students in our school this school year.

Thank you for your cooperation. Please return the completed questionnaire within the next two weeks in the enclosed postage-paid envelope to:

Development Associates, Inc.
Attn: Descriptive Study
1730 North Lynn St., 9th Floor
Arlington, VA 22209

If you have any questions, contact the study office at 1-800-443-5696 or *lepstudy@devassoc1.com.*

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. This time required to complete this information collection is estimated to average 60 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs, 400 Maryland Ave. SW, MES, Room 5423, Washington, D.C. 20202-6510.

AUTHORIZATION FOR THE STUDY

This study is authorized under the Improving America's Schools Act of 1994 (IASA), Title VII, Part A, Subpart 2, Section 7131. The results of the study will be used to inform Congress, education policy-makers, and practitioners in the field about the types of services provided and about issues related to serving LEP students, including special education LEP students. Identification information is obtained for data management purposes only. We will not present any personally identifiable information in any report or publication resulting from the study; we will not identify your school or district in any study report or publication. Your responses will be kept fully confidential to the extent permissible under law. You are not required to respond, but your responses are needed to make the study comprehensive and accurate.

NOTE

For any questions requiring data that your school does not routinely collect, you are *not* expected to carry out new data collection (survey, etc.). For such questions, where possible, please provide your best estimate of the data.

In completing this questionnaire, please refer to the Definitions on the inside back cover.

Number of Special Education Students Who Are LEP

1. For each grade level served by the school, please indicate: (a) the total number of special education students at that grade level; and (b) the number of special education students who are LEP. *(Refer to Definitions page)*

Grade Level	(a) **All** Special Education Students*	(b) Special Education **LEP** Students
K	_____	_____
1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____
6	_____	_____
7	_____	_____
8	_____	_____
9	_____	_____
10	_____	_____
11	_____	_____
12	_____	_____
Ungraded	_____	_____
TOTAL	_____	_____

* including special education students who are LEP

2. How many total special education students and special education students who are LEP are there in each IDEA disability classification? Please include only the **primary** disability of each student.

(If the categories used in your school differ from the IDEA categories listed below, please make your best effort at translating your categories into these categories.)

Disability	**All** Special Education Students	Special Education **LEP** students
a. Specific Learning Disabilities	_____	_____
b. Speech/Language Impairments	_____	_____
c. Mental Retardation	_____	_____
d. Emotional Disturbance	_____	_____
e. Multiple Disabilities	_____	_____
f. Hearing Impairments	_____	_____
g. Orthopedic Impairments	_____	_____
h. Other Health Impairments	_____	_____
i. Visual Impairments	_____	_____
j. Autism	_____	_____
k. Deaf-Blindness	_____	_____
l. Traumatic Brain Injury	_____	_____
m. Developmental Delay	_____	_____
TOTAL	_____	_____

Performance Standards

3. What types of **materials**, if any, are provided to special education teachers of LEP students to help them align IEP goals with State content/performance standards? *(Circle all that apply)*

General curriculum materials aligned to standards.....1
Curriculum materials for LEP students aligned to standards.....2
General manuals/guides for applying standards to instructing students with IEPs 3
Manuals/guides for applying standards to instructing LEP students 4
Manuals/guides for applying standards to instructing LEP students with IEPs 5
Other: _____ 6
No materials specific to alignment with standards.....7

4. What types of **training,** if any, are being provided to special education teachers of LEP students to help them align IEP goals with State content/performance standards? *(Circle all that apply)*

Training in applying standards to classroom instruction in general 1
Training in applying standards to instructing LEP students 2
Training in applying standards to instructing students with disabilities.....3
Training in applying standards to instructing LEP students with IEPs 4
Training in how to design classroom materials aligned to standards 5
Other:_____ 6
No training specific to aligning instruction with standards.....7

5. To what extent would you say that the instructional programs provided in your school for special education students who are LEP are aligned with State content/performance standards?

Very poorly aligned 1
Poorly aligned 2
To some extent aligned 3
Well aligned 4
Very well aligned.....5

Instructional Services for Special Education Students Who Are LEP

In the following sections, we ask you to describe the instructional and other services that special education LEP students in different disability categories *receive over the course of a typical week in your school*. To answer the questions about services in these sections, think about *all* instruction your special education LEP students receive, whether in special education classes or other classes.

Items #6-9 refer to **K-12 Students With Specific Learning Disabilities Who Are LEP.** Please consider all instruction in special education and other classes received in a typical week.

Within a typical week:

6. How many K-12 students with Specific Learning Disabilities who are LEP receive services **within a separate special education setting:**

   a. 0-20% of the week? _____ students
   b. 21-60% of the week? _____ students
   c. More than 60% of the week? _____ students

7. How many K-12 students with Specific Learning Disabilities who are LEP receive **instruction provided by special education teachers or aides within a general classroom** (e.g., a regular, ESL, or bilingual classroom)?

   a. No special education instruction within a general classroom _____ students
   b. 1-3 hours per week special education instruction in a general classroom _____ students
   c. 4 or more hours per week special education instruction in a general classroom. _____ students

8. How many K-12 students with Specific Learning Disabilities who are LEP receive **LEP services?** (*See definitions below)*

   a. No LEP services _____ students
   b. Some LEP services* _____ students
   c. Extensive LEP services** _____ students

9. How many K-12 students with Specific Learning Disabilities who are LEP receive instruction:

   a. All in English (less than 2% native language use) _____
   b. With some native language use (2-24%) _____
   c. With significant native language use (at least 25%) _____

***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.

Items #10-13 refer to **LEP Students With Speech/Language Impairments.**
Please consider all instruction in special education and other classes received in a typical week.

Within a typical week:

10. How many K-12 students with Speech/Language Impairments who are LEP receive services **within a separate special education setting:**

    a. 0-20% of the week? _____ students
    b. 21-60% of the week? _____ students
    c. More than 60% of the week? _____ students

11. How many K-12 students with Speech/Language Impairments who are LEP receive **instruction provided by special education teachers or aides within a general classroom** (e.g., a regular, ESL, or bilingual classroom)?

    a. No special education instruction within a general classroom _____ students
    b. 1-3 hours per week special education instruction in a general classroom _____ students
    c. 4 or more hours per week special education instruction in a general classroom. _____ students

12. How many K-12 students with Speech/Language Impairments who are LEP receive **LEP services?** (*See definitions below)*

    a No LEP services _____ students
    b. Some LEP services* _____ students
    c. Extensive LEP services** _____ students

13. How many K-12 students with Speech/Language Impairments who are LEP receive instruction:

    a. All in English (less than 2% native language use) _____
    b. With some native language use (2-24%) _____
    c. With significant native language use (at least 25%) _____

***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.

Items #14-17 refer to **LEP Students With Mental Retardation.**
Please consider all instruction in special education and other classes received in a typical week.

Within a typical week:

14. How many K-12 students with Mental Retardation who are LEP receive services **within a separate special education setting:**

    a. 0-20% of the week? _____ students
    b. 21-60% of the week? _____ students
    c. More than 60% of the week? _____ students

15. How many K-12 students with Mental Retardation who are LEP receive **instruction provided by special education teachers or aides within a general classroom** (e.g., regular, ESL, or bilingual classroom)?

    a. No special education instruction within a general classroom _____ students
    b. 1-3 hours per week special education instruction in a general classroom _____ students
    c. 4 or more hours per week special eduction instruction in a general classroom _____ students

16. How many K-12 students with Mental Retardation who are LEP receive **LEP services?** (*See definitions below)*

    a. No LEP services _____ students
    b. Some LEP services* _____ students
    c. Extensive LEP services** _____ students

17. How many K-12 students with Mental Retardation who are LEP receive instruction:

    a. All in English (less than 2% native language use) _____
    b. With some native language use (2-24%) _____
    c. With significant native language use (at least 25%) _____

***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.

Items #18-21 refer to **LEP Students With Emotional Disturbance**.
Please consider all instruction in special education and other classes received in a typical week.

Within a typical week:

18. How many K-12 students with Emotional Disturbance who are LEP receive services **within a separate special education setting:**

    a. 0-20% of the week? _____ students
    b. 21-60% of the week? _____ students
    c. More than 60% of the week? _____ students

19. How many K-12 students with Emotional Disturbance who are LEP receive **instruction provided by special education teachers or aides within a general classroom** (e.g., regular, ESL, or bilingual classroom)?

    a. No special education instruction within a general classroom _____ students
    b. 1-3 hours per week special education instruction in a general classroom _____ students
    c. 4 or more hours per week special education instruction in a general classroom _____ students

20. How many K-12 students with Emotional Disturbance who are LEP receive **LEP services?** (*See definitions below)*

    a. No LEP services _____ students
    b. Some LEP services* _____ students
    c. Extensive LEP services** _____ students

21. How many K-12 students with Emotional Disturbance who are LEP receive instruction:

    a. All in English (less than 2% native language use) _____
    b. With some native language use (2-24%) _____
    c. With significant native language use (at least 25%) _____

***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.

Note: To be completed only by those districts that report Developmental Delay as a separate category to the Federal Government.

Items #22-25 relate to **LEP Students With Developmental Delay.**
Please consider all instruction in special education and other classes received in a typical week.

Within a typical week:

22. How many K-12 students with Developmental Delay who are LEP receive services **within a separate special education setting:**

    a. 0-20% of the week? _____ students
    b. 21-60% of the week? _____ students
    c. More than 60% of the week? _____ students

23. How many K-12 students with Developmental Delay who are LEP receive **instruction provided by special education teachers or aides within a general classroom** (e.g., regular, ESL, or bilingual classroom)?

    a. No special education instruction within a general classroom _____ students
    b. 1-3 hours per week special education instruction in a general classroom _____ students
    c. 4 or more hours per week special education instruction in a general classroom _____ students

24. How many K-12 students with Developmental Delay who are LEP receive **LEP services?** (*See definitions below)*

    a. No LEP services _____ students
    b. Some LEP services* _____ students
    c. Extensive LEP services** _____ students

25. How many K-12 students with Developmental Delay who are LEP receive instruction:

    a. All in English (less than 2% native language use) _____
    b. With some native language use (2-24%) _____
    c. With significant native language use (at least 25%) _____

***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.

Items #26-29 refer to **Special Education LEP Students In All Other Disability Categories**
(i.e., multiple disabilities, hearing impairments, orthopedic impairments, visual impairment, autism, deaf, blindness, other health impairments, traumatic brain injury).
Please consider all instruction in special education and other classes received in a typical week.

Within a typical week:

26. How many K-12 students in all other disability categories who are LEP receive services **within a separate special education setting:**

    a. 0-20% of the week? _____ students
    b. 21-60% of the week? _____ students
    c. More than 60% of the week? _____ students

27. How many K-12 students in all other disability categories who are LEP receive **instruction provided by special education teachers or aides within a general classroom** (e.g., regular, ESL, or bilingual classroom)?

    a. No special education instruction within a general classroom _____ students
    b. 1-3 hours per week special education instruction in a general classroom _____ students
    c. 4 or more hours per week special education instruction in a general classroom _____ students

28. How many K-12 students in all other disability categories who are LEP receive **LEP services?** (*See definitions below)*

    a. No LEP services _____ students
    b. Some LEP services* _____ students
    c. Extensive LEP services** _____ students

29. How many K-12 students in all other disability categories who are LEP receive instruction:

    a. All in English (less than 2% native language use) _____
    b. With some native language use (2-24%) _____
    c. With significant native language use (at least 25%) _____

***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.

30. What is the most typical length of time that special education LEP students receive some form of LEP services in this school?

_____ school years

Relationship Between the LEP Services and Special Education Programs

31. How well do staff responsible for LEP services and special education staff coordinate their efforts at the school level? (*Circle one)*

Not at all (*Skip to Question #33* 1
Not very well.....2
Fairly well 3
Very well.....4

32. What mechanisms do the two programs use to coordinate their services? (*Circle all that apply)*

Joint meetings on policy and practices 1
Informal discussion of policy and practices.....2
Formal policy statements on coordination.....3
Clearly defined procedures for coordination 4
Meetings/informal discussions of individual students.....5
Joint staff training sessions 6
IEP staff meetings 7
Locating program/staff offices near each other 8
Other: _____ 9
Other: _____ 10

Instructional Staff

33. How many teachers in your school (including special education classroom, general classroom, pull-out, resource teachers, therapists, other) serve Special Education students who are LEP? *(Provide your best estimate)*

_____ teachers

34. How many of those teachers in Question #33: *(Provide your best estimates)*

a. Are certified in bilingual education, ESL, or a related area? _____
b. Are certified in special education? _____
c. Have provisional certification? _____
d. Are fluent speakers of a non-English language that is the native language of special education LEP students? _____
e. Read a non-English language used by special education LEP students? _____
f. Come from a non-English language background? _____
g. Have a Master's or Doctoral degree in a field related to instruction of special education LEP students? _____
h. Have at least three years of experience working with LEP students with disabilities? _____
i. Have at least three years of experience working with LEP students? _____
j. Have received in-service or other training related to LEP students in general within the past two years? _____
k. Have received in-service or other training specific to working with LEP students with disabilities within the past two years? _____

35. How many instructional aides/paraprofessionals in your school work with special education students who are LEP? *(Provide your best estimates)*

_____ aides/paraprofessionals

36. How many of those aides/paraprofessionals in Question #35: *(Provide your best estimates)*

a. Have bilingual education, ESL or other LEP certification? _____
b. Are certified in special education? _____
c. Have provisional certification? _____
d. Are fluent speakers of a non-English language that is the native language of special education LEP students? _____
e. Read a non-English language used by special education LEP students? _____
f. Come from a non-English language background? _____
g. Have received in-service or other training related to working with LEP students in general within the past two years? _____
h. Have received in-service or other training specifically related to working with LEP students with disabilities within the past two years? _____

Parent and Local Community Involvement

37. To what extent are the parents of special education LEP students active in school and/or in regular contact with the school regarding the education of their children*?*
(Circle one in each row)

		None	Some	A Lot
a.	Through service on parent/community councils or committees	1	2	3
b.	Through service as classroom or school volunteers	1	2	3
c.	Through participation in a policy-making forum/board	1	2	3
d.	By giving classroom presentations or demonstrations	1	2	3
e.	Through parent association meetings, school nights, etc.	1	2	3
f.	Through regular telephone contacts with teachers	1	2	3
g.	Through participation in parent discussion groups/training sessions	1	2	3
h.	Through parent-teacher conferences	1	2	3
i.	Other: _____	1	2	3
j.	Other: _____	1	2	3

38. How are the legal rights of parents of Special Education LEP students protected? *(Circle all that apply)*

a. Through written materials for parents 1
b. Through informational meetings for parents 2
c. Through written materials in the native language for parents 3
d. Through informational meetings with interpreters for parents 4
e Other: _____ 5
f. Other: _____ 6

Students Identified Under Section 504

39. How many students in your school are identified under Section 504 of the Rehabilitation Act?

a. Section 504 students overall _____

b. Section 504 students who are LEP _____

or check: Data not available ☐

40. What services are provided to LEP students identified under Section 504?
(Circle all that apply)

A Section 504 plan is developed for the student 1
There are instructional accommodations implemented by the general education teacher(s) 2
The student is eligible for language-related accommodations on tests 3
The student is eligible for exemption from tests 4
Other:_____ 5

THANK YOU FOR YOUR PARTICIPATION.

DEFINITIONS

Please use the following definitions for terms which appear in the questionnaire:

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.

Limited English Proficient (LEP) Students: Individuals not born in the United States 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 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.

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.

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.

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

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.

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.

DESCRIPTIVE STUDY OF SERVICES TO LIMITED ENGLISH PROFICIENT STUDENTS

District LEP Services Telephone Information Sheet

District:_____State:_____

City:_____

Name:_____Title:_____

_

Telephone Number: (_____) _____E-mail: _____

INSTRUCTIONS FOR RESPONDENT:
This is a study for the U.S. Department of Education. Your responses will be kept fully confidential to the extent of the law. You are not required to respond, but your responses are needed to make the study comprehensive and accurate. The responses should take into account grades K-12 and, unless otherwise stated, all questions refer to the present school year (2001-2002).

☐ There are no LEP students

NOTES

DISTRICT LEP SERVICES

1. For each grade level served by the district, what is:

Grade Level	the total number of students enrolled at that grade level? Total Students	the total number of LEP students at each grade level? LEP Students
K	_____	_____
1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____
6	_____	_____
7	_____	_____
8	_____	_____
9	_____	_____
10	_____	_____
11	_____	_____
12	_____	_____
Ungraded	_____	_____
Total	_____	_____

2. (a) What language groups do the LEP students in your district represent? ***(Circle the languages.)*** (b) How many LEP students are in each of the language groups?

	(a) Language	(b) LEP Students		(a) Language	(b) LEP Students
a.	Arabic	_____	r.	_____	_____
b.	Cambodian	_____	s.	_____	_____
c.	Cantonese	_____	t.	_____	_____
d.	Farsi	_____	u.	_____	_____
e.	French	_____	v.	_____	_____
f.	Greek	_____	w.	_____	_____
g.	Hmong	_____	x.	_____	_____
h.	Hindi	_____	y.	_____	_____
i.	Japanese	_____	z.	_____	_____
j.	Korean	_____	aa.	_____	_____
k.	Laotian	_____	bb.	_____	_____
l.	Polish	_____	cc.	_____	_____
m.	Portuguese	_____	dd.	_____	_____
n.	Russian	_____	ee.	_____	_____
o.	**Spanish**	_____	ff.	_____	_____
p.	Tagalog	_____	gg.	_____	_____
q.	Vietnamese	_____	hh.	_____	_____

3. Of the _____ LEP students in grades K-12 in your district,

a. how many receive English as a Second Language or other English language instruction designed for LEP students? _____

b. how many receive content area instruction in math, science, and other subjects involving significant or at least 25% native language use? _____

c. how many receive content area instruction in math, science, and other subjects specially designed for LEP students which use English only? _____

d. how many receive special education services? _____

e. instruction in the language arts of their native language? _____

4. In the grades in which State tests were most recently administered, what percentage of the LEP students in your district were **included** in those State tests?

_____ percent

5. Of the LEP students in your district who participated in the most recent State testing, what percentage received some form of accommodation on those tests?

_____ percent

District ID:_____ School ID#_____

DESCRIPTIVE STUDY OF SERVICES TO LIMITED ENGLISH PROFICIENT STUDENTS

Interviewer Telephone Information Sheet

District:_____State:_____

School:_____City:_____

Name:_____Title:_____

_____

Telephone Number: (_____) _____E-mail:

_____

INSTRUCTIONS FOR RESPONDENT:

This is a study for the U.S. Department of Education. Your responses will be kept fully confidential to the extent of the law. You are not required to respond, but your responses are needed to make the study comprehensive and accurate. The responses should take into account grades K-12 and, unless otherwise stated, all questions refer to the present school year (2001-2002).

☐ There are no LEP students

NOTES

School LEP Services Follow-Up Telephone Interview

Please remember that I am asking specifically about _____ School.

1. What grade levels are served by the school? _____

2. What is the total enrollment of this school? _____

3. Of that number, how many are LEP? _____

4. How many LEP students are enrolled at each grade level?

Grade	Number
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

5. What native language is spoken by the largest number of the LEP students in the school?

   _____

6. How many LEP students speak this language? _____

7. School Lep Instructional Services

We would like to understand what types of instructional services LEP students in your school receive. **In this study we take a *comprehensive* approach to services.** That is, when we ask about services the LEP students receive we include *ALL* instruction received by a LEP student *within a typical week.* This includes all *special* services that a student receives that are designed for LEP students, and all *other, regular,* instruction that a LEP student receives.

We describe services in two ways: according to the extent of LEP services received (extensive, some, none) and according to the amount of native language used in instruction (significant or 25 percent or greater use; some or 2-24 percent use: or none or very little i.e., none or less than 2 percent use).
>>

(*Extensive LEP Services)*

7-I. Of the _____LEP students in your school, are there any students who receive an **extensive amount of LEP services**? That is, are there any LEP students who receive *ten or more hours of ESL instruction per week, or who, in at least one content area, receive instruction provided completely through an approach designed for LEP students*?

☼→Response: Yes or No (*Skip to 7-II)*

☼→IF YES: How many LEP students receive extensive LEP services?

_____

We would like to identify the extent of native language use, whether it is **significant native language use**, that is, *25 percent or greater* use of the native language; **some native language use**, that is, between *2-24 percent* use of the native language; or **none or very little use**, that is, zero or *less than 2 percent* use of the native language.

Ia. Of these _____ LEP students who receive extensive LEP services, and considering all instruction they receive, how many receive instruction with **significant use of the native language**, that is, *at least 25 percent use of their native language across all of the instruction they receive?*

_____

Ib. Of the _____ LEP students who receive extensive LEP services and considering all instruction that they receive, how many receive instruction that involves **some use of the native language**, i.e*., between 2-24 percent?*

_____

Ic. Of the _____ LEP students who receive extensive LEP services and considering all instruction that they receive, how many receive instruction that is **all in English**, that is, instruction with *very little, if any, (0-2% use) of the native language?* (E.g., only a few phrases in the child's native language).

_____

(*Note to interviewer: Total across Ia, Ib, Ic to check that it equals 7-I).*

(Some LEP Services)

7-II Of the _____LEP students in your school, are there any students who receive **some LEP services**, that is, who receive *ESL for fewer than 10 hours per week, or who receive some instructional support from a bilingual aide, Title I or other support teacher who works specifically with LEP students*?

☼→Response: Yes or No (*Skip to 7-III)*

☼→IF YES: How many LEP students receive **some LEP services**?

_____

We would like to identify the extent of native language use, whether it is **significant native language use**, that is, *25 percent or greater* use of the native language; **some native language use**, that is, between *2-24 percent* use of the native language; or **none or very little use**, that is, zero or *less than 2 percent* use of the native language.

IIa. Of these _____ LEP students who receive some LEP services, and considering all instruction they receive, how many receive instruction with **significant use of the native language**, that is, *at least 25 percent use of their native language across all of the instruction they receive?*

_____

IIb. Of the _____ LEP students who receive some LEP services and considering all instruction that they receive, how many receive instruction that involves **some use of the native language**, i.e*., between 2-24 percent?*

_____

IIc. Of the _____ LEP students who receive some LEP services and considering all instruction that they receive, how many receive instruction that is **all in English**, that is, instruction with *very little, if any, (0-2% use) of the native language?* (E.g., only a few phrases in the child's native language).

_____

(*Note to interviewer: total across IIa, IIb, IIc to check that it equals 7-II).*

(*No LEP Services--Regular or Mainstream Instruction)*

7-III Of the total _____ LEP students in the school, are there *any* students in your school who have been identified as LEP and who receive **all regular or mainstream instructional services**, that is, *no special LEP services*? For example, these may be students whose parents requested no services, or who are LEP but are considered able to be included in all regular instruction with monitoring.

☼→Response: Yes or No (*Skip to end and check numbers)*

☼→IF YES: How many LEP students receive all mainstream instruction and no LEP services?

_____

7-IV Of the _____ LEP students who receive **mainstream instruction only**, are there any students who also receive support services such as tutoring, resource teachers, special education, or Title I assistance that *are NOT specially designed* for LEP students?

☼→Response: Yes or No (*Skip to end and check numbers)*

☼→IF YES: How many LEP students in mainstream , non-LEP instruction, are receiving some of these general instructional support services?

_____ (*Note: This number should be a subset of 7-III, or equal to 7-III.*

(*Note to the Interviewer: Total across 7-I, II, and III to make sure that the total equals the total number of LEP students in the school).*

8. What is the most typical length of time that students remain in LEP status in the school?

_____ school years

9. What is the most typical length of time that LEP students receive any form of services that are specifically designed for LEP students in the school?

_____ school years

The final set of questions concern teachers and instructional aides in the school.

Teachers

10. What is the total number of teachers in the school, including ESL, Title I, and other teachers?

_____

11. How many teachers in the school, including ESL, Title I and others, work with LEP students?

_____

12. Of the teachers who work with LEP students, how many have bilingual education, ESL, or other LEP certification?

_____

13. Of the teachers who work with LEP students, how many are fluent speakers of a native language used by the LEP students?

_____

14. Of the teachers who work with LEP students, how many have received in-service or other training related to LEP students within the past two years?

_____

Aides

15. What is the total number of instructional aides or paraprofessionals who work in the school?

_____

16. How many instructional aides in your school work with LEP students?

_____

17. Of the instructional aides who work with LEP students, how many have bilingual, ESL, or other LEP certification?

_____

18. Of the instructional aides who work with LEP students, how many are fluent speakers of a native language used by the LEP students?

_____

District ID: _____

School ID: _____

Staff ID: _____

OMB Approval No.: 1885-0548
Expires: 6/30/2002

DESCRIPTIVE STUDY OF SERVICES TO LIMITED ENGLISH PROFICIENT STUDENTS

District Staff Background Questionnaire

Name:_____Title:_____

District:_____State:____

Telephone Number: (_____) _____E-mail: _____Date:_____

Dear School District Administrator/Program Coordinator:

This form is to be completed by professional staff in school district administrative and program offices for whom at least 20 percent of their job responsibilities involve planning, managing, or supporting programs for limited English proficient (LEP) students and/or programs that serve LEP students with disabilities. Limited English proficient (LEP) students are individuals not born in the United States 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 district has an operational definition for limited English proficient students, then use your district's definition in responding to this questionnaire.*

PURPOSE OF THE STUDY: This questionnaire is part of a study being conducted by Development Associates, Inc., for the U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs, to describe the instruction provided nationwide to limited English proficient (LEP) students in public schools. The results of the study will be used to inform education policy-makers and persons in the field about the types of services provided and about issues related to serving LEP students, including LEP students with disabilities. This study is authorized under the Improving America's Schools Act of 1994 (IASA), Title VII, Part A, Subpart 2, Section 7131.

CONFIDENTIALITY: We will not present any personally identifiable information in any report or publication resulting from the study; we will not identify your school or district in any study report or publication; and no responses will be linked with any identifying information in any data files created for the study. Your responses will be kept fully confidential to the extent permissible under law. Your participation is voluntary. You are not required to respond, but your responses are needed to make the study comprehensive and accurate.

Thank you for your cooperation. Please return the completed questionnaire in the accompanying postage-paid return envelope to:

Development Associates, Inc.
Attn: Descriptive Study
1730 North Lynn St., 9th Floor
Arlington, VA 22209

If you have any questions, please contact the study office at 1-800-443-5696, or *lepstudy@devassoc1.com.*

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The time required to complete this information collection is estimated to average 12 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: U.S. Department of Education, Office of Bilingual Education and Minority Languages (OBEMLA), 400 Maryland Ave. SW, MES Room 5423, Washington, D.C. 20202-6510.

1. Which of the following best describes your primary responsibility? *(Circle one)*

LEP program administrator/manager..... 1
Special education program administrator/manager 2
LEP program specialist.....3
Special education specialist 4
Specific subject/content area specialist.....5
Professional development provider/specialist 6
Assessment specialist.....7
Other: _____ 8

2. What grade levels are served by the programs that you administer or work with? *(Circle all that apply)*

PK K 1 2 3 4 5 6 7 8 9 10 11 12 Ungraded

3. Can you speak a non-English language that is the native language of one or more LEP students in your district?

Yes…..1 No…..2 *(Skip to Question #7)*

4. What is the non-English language that you share with the largest number of LEP students in your district?

_____

5. How would you describe your level of **oral proficiency** in that language?

Very limited 1
Fair 2
Good.....3
Fluent/native 4

6. How would you describe your ability to **read and write** in that language?

Very limited 1
Fair 2
Good.....3
Excellent 4

7. What certifications do you hold? *(Circle all that apply)*

Relevant grade level.....1
Relevant subject area 2
ESL 3
Bilingual.....4
Special education 5
Administrator/principal.....6
Other: _____ 7
No certifications.....8

8. What is your highest degree?

Associate's.....1
Bachelor's 2
Master's 3
Doctoral 4

9. How many years of experience have you had:

Managing/working with programs at the district level?	_____ years
Managing/working with LEP programs at the district level?	_____ years
Managing/working with Special Education at the district level?	_____ years
Teaching at the PK-12 level?	_____ years
Teaching LEP students?	_____ years
Teaching students with disabilities?	_____ years

10. In the past five years, have you had any in-service training specifically related to the instruction of **LEP students?**

Yes…..1 No…..2 *(Skip to Question #13)*

11. Approximately how many hours of such training have you received?

_____ hours *(Please provide your best estimate)*

12. What were the content area(s) of that training? *(Circle all that apply)*

Cultural differences and implications for instruction 1
Language acquisition theory.....2
Effective practices for instructing LEP students.....3
Teaching English to LEP students.....4
Teaching native language arts to LEP students 5
Teaching other content areas to LEP students.....6
Special education for LEP students with disabilities.....7
Other: _____ 8
Other: _____ 9

13. In the past five years, have you had any in-service training specifically related to the instruction of **students with disabilities?**

Yes…..1 No…..2 *(Skip to Question #16)*

14. Approximately how many hours of such training have you received?

_____ hours *(Please provide your best estimate)*

15. Of these hours, approximately how many were specifically related to the instruction of **LEP students with disabilities?**

_____ hours *(Please provide your best estimate)*

16. Is your work supported by any of the following special programs? *(Circle all that apply)*

The federal Title I program.....1
The federal Title VII program 2
Migrant education program 3

THANK YOU FOR YOUR PARTICIPATION.

District ID: _____

School ID: _____

Teacher ID: _____

OMB Approval No.: 1885-0548
Expires: 6/30/2002

DESCRIPTIVE STUDY OF SERVICES TO LIMITED ENGLISH PROFICIENT STUDENTS

Teacher Background Questionnaire

Name:_____School:_____

District: _____State:____

Telephone Number: (____)_____E-mail: _____Date: _____

***Dear Teacher*:**

This form is to be completed by teachers whose classroom responsibilities involve working with at least ***three*** **limited English proficient students.** Limited English proficient (LEP) students are individuals not born in the United States 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 district has an operational definition for limited English proficient students, then use your district's definition in responding to this questionnaire.*

PURPOSE OF THE STUDY: This questionnaire is part of a study being conducted by Development Associates, Inc., for the U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs, to describe the instruction provided nationwide to limited English proficient (LEP) students in public schools. The results of the study will be used to inform education policy-makers and persons in the field about the types of services provided and about issues related to serving LEP students, including LEP students with disabilities. This study is authorized under the Improving America's Schools Act of 1994 (IASA), Title VII, Part A, Subpart 2, Section 7131.

CONFIDENTIALITY: We will not present any personally identifiable information in any report or publication resulting from the study; we will not identify your school or district in any study report or publication; and no responses will be linked with any identifying information in any data files created for the study. Your responses will be kept fully confidential to the extent permissible under law. Your participation is voluntary. You are not required to respond, but your responses are needed to make the study comprehensive and accurate.

Thank you for your cooperation. Please return the completed questionnaire in the accompanying postage-paid return envelope to:

Development Associates, Inc.
Attn: Descriptive Study
1730 North Lynn St., 9th Floor
Arlington, VA 22209

If you have any questions, please contact the study office at 1-800-443-5696, or *lepstudy@devassoc1.com.*

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1. At which grade level(s) are you currently teaching*? (Circle all that apply)*

   PK K 1 2 3 4 5 6 7 8 9 10 11 12 Ungraded

2. Which of the following best describes your primary teaching responsibility*? (Circle one)*

   Multi-subject (e.g., elementary) teacher 1
   Specific subject/content area teacher.....2
   English as a Second Language teacher.....3
   Special education teacher.....4
   Resource teacher.....5
   Other: _____ 6

3. In a typical instructional week, how many individual/different students do you teach?

   _____ students

4. How many of those students are: *(Please provide your best estimate)*

   Limited English proficient (LEP)? _____
   Proficient in English and another language (not LEP)? _____
   Monolingual English speakers? _____

5. How many of the students **in Question #3** are LEP students who are also special education students [i.e., LEP with Individual Education Plans (IEPs)]?

   _____ Students *or check:* ☐ Don't Know

6. Can you speak a non-English language that is the native language of one or more of your LEP students?

   Yes…..1 No…..2 *(Skip to Question #11)*

7. What is the non-English language that you share with the largest number of your LEP students?

   _____

8. How would you describe your ability to **speak and understand** in that language?

Very limited 1
Fair 2
Good.....3
Fluent/native 4

9. How would you describe your ability to **read and write** in that language?

Very limited 1
Fair 2
Good.....3
Excellent 4

10. To what extent do you use that non-English language as part of your instruction?

Little or none (less than 2% of instruction) 1
Some (2-24%) 2
A significant amount (25% or more) 3

11. Which of the following certifications do you hold? *(Circle all that apply)*

Relevant grade level.....1
Relevant subject area 2
English as a Second Language.....3
Bilingual education 4
Special education 5
Provisional certification (Specify: _____)....6
Other: _____ 7

12. What is your highest degree?

Associate's degree 1
Bachelor's degree 2
Master's degree.....3
Doctoral degree.....4

13. For how many years (including the current year) have you been teaching:

At the PK-12 level? _____ years

In this district? _____ years

At this school? _____ years

LEP students? _____ years

Special Education? _____ years

14. In the past five years, have you had any in-service training specifically related to the **teaching of LEP students?**

Yes…..1 No…..2 *(Skip to Question #17)*

15. Approximately how many hours of such in-service training have you received in the past five years?

_____ hours *(Please provide your best estimate)*

16. What was the content area of that training? *(Circle all that apply)*

Cultural differences and implications for instruction 1
Language acquisition theory.....2
Effective practices for instructing LEP students.....3
Teaching English to LEP students.....4
Teaching native language arts to LEP students 5
Teaching other content areas to LEP students.....6
Other: _____ 7
Other: _____ 8

17. In the past five years, have you had any in-service training specifically related to the teaching of **students with disabilities?**

Yes…..1 No…..2 *(Skip to Item #20)*

18. Approximately how many hours of such in-service training have you received in the past five years?

_____ hours *(Please provide your best estimate)*

19. Approximately how many hours of this training were specifically related to the teaching of **LEP students with disabilities?**

_____ hours *(If none enter "0"; please provide your best estimate)*

20. Is your teaching provided under or supported by any of the following programs? (*Circle all that apply)*

The federal Title I program.....1
The federal Title VII program 2
Migrant education programs.....3

THANK YOU FOR YOUR PARTICIPATION.

District ID: _____

School ID: _____

Staff ID: _____

OMB Approval No.: 1885-0548
Expires: 6/30/2002

DESCRIPTIVE STUDY OF SERVICES TO LIMITED ENGLISH PROFICIENT STUDENTS

District Staff Background Questionnaire

Name:_____Title:_____

District:_____State:____

Telephone Number: (_____) _____E-mail: _____Date:_____

Dear School District Administrator/Program Coordinator:

This form is to be completed by professional staff in school district administrative and program offices for whom at least 20 percent of their job responsibilities involve planning, managing, or supporting programs for limited English proficient (LEP) students and/or programs that serve LEP students with disabilities. Limited English proficient (LEP) students are individuals not born in the United States 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 district has an operational definition for limited English proficient students, then use your district's definition in responding to this questionnaire.*

PURPOSE OF THE STUDY: This questionnaire is part of a study being conducted by Development Associates, Inc., for the U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs, to describe the instruction provided nationwide to limited English proficient (LEP) students in public schools. The results of the study will be used to inform education policy-makers and persons in the field about the types of services provided and about issues related to serving LEP students, including LEP students with disabilities. This study is authorized under the Improving America's Schools Act of 1994 (IASA), Title VII, Part A, Subpart 2, Section 7131.

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1. Which of the following best describes your primary responsibility? *(Circle one)*

LEP program administrator/manager..... 1
Special education program administrator/manager 2
LEP program specialist.....3
Special education specialist 4
Specific subject/content area specialist.....5
Professional development provider/specialist 6
Assessment specialist.....7
Other: _____ 8

2. What grade levels are served by the programs that you administer or work with? *(Circle all that apply)*

PK K 1 2 3 4 5 6 7 8 9 10 11 12 Ungraded

3. Can you speak a non-English language that is the native language of one or more LEP students in your district?

Yes…..1 No…..2 *(Skip to Question #7)*

4. What is the non-English language that you share with the largest number of LEP students in your district?

_____

5. How would you describe your level of **oral proficiency** in that language?

Very limited 1
Fair 2
Good.....3
Fluent/native 4

6. How would you describe your ability to **read and write** in that language?

Very limited 1
Fair 2
Good.....3
Excellent 4

7. What certifications do you hold? *(Circle all that apply)*

Relevant grade level.....1
Relevant subject area 2
ESL 3
Bilingual.....4
Special education 5
Administrator/principal.....6
Other: _____ 7
No certifications.....8

8. What is your highest degree?

Associate's.....1
Bachelor's 2
Master's 3
Doctoral 4

9. How many years of experience have you had:

Managing/working with programs at the district level?	_____ years
Managing/working with LEP programs at the district level?	_____ years
Managing/working with Special Education at the district level?	_____ years
Teaching at the PK-12 level?	_____ years
Teaching LEP students?	_____ years
Teaching students with disabilities?	_____ years

10. In the past five years, have you had any in-service training specifically related to the instruction of **LEP students?**

Yes…..1 No…..2 *(Skip to Question #13)*

11. Approximately how many hours of such training have you received?

_____ hours *(Please provide your best estimate)*

12. What were the content area(s) of that training? *(Circle all that apply)*

Cultural differences and implications for instruction 1
Language acquisition theory.....2
Effective practices for instructing LEP students.....3
Teaching English to LEP students.....4
Teaching native language arts to LEP students 5
Teaching other content areas to LEP students.....6
Special education for LEP students with disabilities.....7
Other: _____ 8
Other: _____ 9

13. In the past five years, have you had any in-service training specifically related to the instruction of **students with disabilities?**

Yes…..1 No…..2 *(Skip to Question #16)*

14. Approximately how many hours of such training have you received?

_____ hours *(Please provide your best estimate)*

15. Of these hours, approximately how many were specifically related to the instruction of **LEP students with disabilities?**

_____ hours *(Please provide your best estimate)*

16. Is your work supported by any of the following special programs? *(Circle all that apply)*

The federal Title I program.....1
The federal Title VII program 2
Migrant education program 3

THANK YOU FOR YOUR PARTICIPATION.

District ID: _____

School ID: _____

Aide ID: _____

OMB Approval No.: 1885-0548
Expires: 6/30/2002

DESCRIPTIVE STUDY OF SERVICES TO LIMITED ENGLISH PROFICIENT STUDENTS

Instructional Aide/Paraprofessional Background Questionnaire

Name:_____School:_____

District: _____State:____

Telephone Number: (____)_____E-mail: _____Date: _____

Dear Instructional Aide/Paraprofessional:

This form is to be completed by instructional aides/paraprofessionals whose classroom responsibilities involve working with at least ***three*** **limited English proficient students**. Limited English proficient (LEP) students are individuals not born in the United States 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 district has an operational definition for limited English proficient students, then use your district's definition in responding to this questionnaire.*

PURPOSE OF THE STUDY: This questionnaire is part of a study being conducted by Development Associates, Inc., for the U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs, to describe the instruction provided nationwide to limited English proficient (LEP) students in public schools. The results of the study will be used to inform education policy-makers and persons in the field about the types of services provided and about issues related to serving LEP students, including LEP students with disabilities. This study is authorized under the Improving America's Schools Act of 1994 (IASA), Title VII, Part A, Subpart 2, Section 7131.

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1. In what grades do you work? *(Circle all that apply)*

   PK K 1 2 3 4 5 6 7 8 9 10 11 12 Ungraded

2. What is your primary responsibility as an aide? (*Circle one)*

   Special education aide.....1
   Regular classroom aide.....2
   Other: _____ 3

3. In a typical instructional week, with how many individual/different students do you work?

   _____ students

4. How many of those students are: *(Please provide your best estimate)*

   Limited English proficient (LEP)? _____
   Proficient in English and another language (not LEP)? _____
   Monolingual English speakers? _____

5. How many of the students in **Question # 3** are Special Education Students **(LEP students with Individual Education Plans)?**

   _____ Students *or check:* ☐ Don't Know

6. Can you speak a non-English language that is the native language of one or more of the LEP students that you work with?

   Yes…..1 No…..2 *(Skip to Question #11)*

7. What is the non-English language that you share with the largest number of your LEP students?

   _____

8. How would you describe your ability to **speak and understand** in that language?

Very limited 1
Fair 2
Good.....3
Fluent/native 4

9. How would you describe your ability to **read and write** in that language?

Very limited 1
Fair 2
Good.....3
Excellent 4

10. How much do you use that non-English language when you work with students?

Little or none (less than 2% of instruction) 1
Some (2-24%) 2
A significant amount (25% or more) 3

11. What is your level of education?

Not a high school graduate 1
High school graduate 2
GED 3
Some college.....4
Associate's degree 5
Bachelor's degree.....6
Master's or doctoral degree 7

12. For how many years have you worked as a classroom aide?

_____ years

13. In the past five years, have you had any in-service training on the teaching of **LEP students?**

Yes…..1 No…..2 *(Skip to Question #15)*

14. Approximately how many hours of such in-service training have you received?

_____ hours *(Please provide your best estimate)*

15. In the past five years, have you had any in-service training on the teaching of **students with disabilities?**

Yes…..1 No…..2 *(Skip to Question #18)*

16. Approximately how many hours of such in-service training have you received?

_____ hours *(Please provide your best estimate)*

17. How much of this in-service training was focused on the teaching of **LEP students with disabilities?**

_____ hours *(Please provide your best estimate)*

18. Do you work in any of the following special programs? *(Circle all that apply)*

The federal Title I program.....1
The federal Title VII program.....2
The migrant education program.....3

THANK YOU FOR YOUR PARTICIPATION.

District ID: _____

School ID: _____

Student ID: _____

OMB Approval No.: 1885-0548
Expires: 6/30/2002

DESCRIPTIVE STUDY OF SERVICES TO LIMITED ENGLISH PROFICIENT STUDENTS

LEP Student Information Form

School:_____

District:_____ State:_____

INSTRUCTIONS:
This form is to be completed using school records and, as needed, interviews with a school coordinator/lead teacher.

PURPOSE OF THE STUDY:
This form is part of a study being conducted by Development Associates, Inc., for the U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs, to describe the instruction provided nationwide to limited English proficient (LEP) students in public schools. The results of the study will be used to inform education policy-makers and practitioners about the types of services provided and about issues related to serving LEP students, including LEP students with disabilities. This study is authorized under the Improving America's Schools Act of 1994 (IASA), Title VII, Part A, Subpart 2, Section 7131. We will not present any personally identifiable information in any report or publication resulting from the study; we will not identify the school or district in any study report or publication.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The time required to complete the portion of this information collection that involves a school respondent is estimated to average 6 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs (OBEMLA), 400 Maryland Ave. SW, MES Room 5423, Washington, D.C. 20202-6510.

Student Background

1. Current Grade Level: PK K 1 2 3 4 5 6 7 8 9 10 11 12 Ungraded

2. Gender: M F

3. Date of Birth: ___/___/___

4. Native Language (other than English): _____

5. Country of Birth: _____

6. Number of Schools (U.S. and non-U.S.) Attended (since age 6): _____

   or check: ☐ Don't Know

7. Years in U.S. Schools:

Since Pre-K or K 1
Some years (Specify number: _____) 2
Unknown 3

8. Eligible for Free or Reduced Price School Meals?

Yes .... 1 No ..... 2 Unknown..... 3

9. Is the LEP student currently receiving any of the following services*? (Please circle yes or no for each item)*

	Yes	No
English as a Second Language (ESL) instruction	1	2
Instruction in the language arts of the native language	1	2
Instruction in content areas using the native language	1	2
Instruction in content areas in English specifically for LEP students	1	2
Services supported by the Federal Title I program[1]	1	2
Services supported by the Federal Title VII program[2]	1	2
Migrant education programs	1	2
Gifted and talented services	1	2

10. For how many school years has this student received any form of LEP instructional services[3]? *(Provide your best estimate; include the current school year)*

_____ school years

11. Which of the following best describes this student's level of oral proficiency in English?

Very little or no proficiency (he/she generally cannot communicate or function in the classroom using English) 1

Very limited proficiency (he/she has considerable difficulty in using English to function in the classroom) 2

Limited proficiency (he/she has some difficulty in using English to function in the classroom) 3

[1] **Federal Title I Program:** The Federal Title I program 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.

[2] **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.

[3] **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.

12. Review the detailed descriptions of the eight service types provided on page 4 of this form. Please indicate below: (a) the instructional service type the student is receiving now (c*heck one)*; and (b) service types that the student has received in previous school years <u>in this school</u>. *(Check all that apply*)

*(NOTE: Remember that each service type refers to the **overall** instructional experience of the student in a typical week. Thus a student can receive only **one** service type at any one time.)*

Service Type	(a) Receiving Now *(Check **one** only)*	(b) Received in Previous School Years *(Check **all** that apply)*
1 – No LEP Services/mainstream instruction only	☐	☐ (Type 1)
2 – No LEP Services/instructional support	☐	☐ (Type 2)
3 – Some LEP services/all English	☐	☐ (Type 3)
4 – Some LEP services/some native language	☐	☐ (Type 4)
5 – Some LEP services/significant native language	☐	☐ (Type 5)
6 – Extensive LEP services/all English	☐	☐ (Type 6)
7 – Extensive LEP services/some native language	☐	☐ (Type 7)
8 – Extensive LEP services/significant native language	☐	☐ (Type 8)
		☐ N/A – First year in this school

For high school students:

13. What type of curriculum is this student following?

Vocational/Career/Technical.....1
Academic/College Preparatory.....2
Other: _____.....3

For high school students:

14. Is this student taking any of the following:

Honors courses	Yes ……1	No ……2
Advanced Placement	Yes ……1	No ……2

If the student is a high school senior:

15. What type of diploma will this student receive?

Regular diploma 1
Certificate of Attendance or Completion 2
Other:_____.....3

Background for Item #12: Types of Services Provided to LEP Students

Below are eight "service types," each representing a different educational experience for an individual LEP student over the course of a typical week. That is, each service type represents *all* instruction received by a student, including instruction received within regular classrooms as well as the instruction that is specifically designed for LEP students. Given this approach, a student can be in only one of these service types at any one time.

SERVICE TYPES

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 or other resource teachers specifically directed toward assisting LEP students, 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 or other resource teachers specifically directed toward assisting LEP students, 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 or other resource teachers specifically directed toward assisting LEP students, 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, all instruction is provided in English; i.e., there is *0-2%* use of the native language in instruction.

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

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

District ID: _____

School ID: _____

Student ID: _____

OMB Approval No.: 1885-0548
Expires: 6/30/2002

DESCRIPTIVE STUDY OF SERVICES TO LIMITED ENGLISH PROFICIENT STUDENTS

Special Education LEP Student Information Form

School:_____

District:_____ State:_____

INSTRUCTIONS:
This form is to be completed using school records and, as needed, interviews with a school coordinator/lead teacher.

PURPOSE OF THE STUDY:
This form is part of a study being conducted by Development Associates, Inc., for the U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs, to describe the instruction provided nationwide to limited English proficient (LEP) students in public schools. The results of the study will be used to inform education policy-makers and practitioners about the types of services provided and about issues related to serving LEP students, including LEP students with disabilities. This study is authorized under the Improving America's Schools Act of 1994 (IASA), Title VII, Part A, Subpart 2, Section 7131. We will not present any personally identifiable information in any report or publication resulting from the study; we will not identify the school or district in any study report or publication.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The time required to complete the portion of this information collection that involves a school respondent is estimated to average 6 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs (OBEMLA), 400 Maryland Ave. SW, MES Room 5423, Washington, D.C. 20202-6510.

Student Background

1. Current Grade Level: PK K 1 2 3 4 5 6 7 8 9 10 11 12 Ungraded

2. Gender: M F

3. Date of Birth: ___/___/___

4. Native Language (other than English): _____

5. Country of Birth: _____

6. Number of Schools (U.S. and non-U.S.) Attended (since age 6): _____

or check: ☐ Don't Know

7. Years in U.S. Schools:

Since Pre-K or K 1
Some years (Specify number: _____) 2
Unknown 3

8. Years in IEP status:

Since Pre-K or K 1
Some years (Specify number: _____) 2
Unknown 3

9. Eligible for Free or Reduced Price School Meals?

Yes .... 1 No ..... 2 Unknown..... 3

10. Primary Disability Classification *(If the district categories differ from the IDEA categories listed below, please place the child within the most appropriate category):*

Specific Learning Disabilities 1
Speech/Language Impairments 2
Mental Retardation 3
Emotional Disturbance 4
Multiple Disabilities 5
Hearing Impairments 6
Orthopedic Impairments 7
Other Health Impairments 8
Visual Impairments 9
Autism 10
Deaf-Blindness 11
Traumatic Brain Injury 12
Developmental Delay 13
Other_____ 14

11. Which of the following best describes this student's level of oral proficiency in English?

Very little or no proficiency (he/she generally cannot communicate or function in the classroom using English) 1

Very limited proficiency (he/she has considerable difficulty in using English to function in the classroom) 2

Limited proficiency (he/she has some difficulty in using English to function in the classroom) 3

Instructional Services

12. Please indicate if the student is currently receiving any of the following services:

	Yes	No
English as a Second Language (ESL) instruction	1	2
Instruction in the language arts of the native language	1	2
Instruction in content areas using the native language	1	2
Instruction in content areas in English specifically for LEP students	1	2
Services supported by the federal Title I program	1	2
Services supported by the federal Title VII program	1	2
Migrant education programs	1	2
Gifted and talented services	1	2

13. To what extent is the student receiving special education services in a **separate special education setting** (i.e., outside of the regular or bilingual/ESL classroom)? (*Circle one)*

Served in a separate special education setting 0-20% of the week 1
Served in a separate special education setting 21-60% of the week 2
Served in a separate special education setting more than 60% of the week..... 3

14. To what extent is the student receiving special education services provided by special education personnel within the **general education class** (i.e., **not** in a special education setting; general can be regular, bilingual, or ESL classrooms)? *(Circle one)*

No special education services in the general class 1
1-3 hours per week of services in the general class..... 2
4 or more hours per week of services in the general class 3

15. To what extent is the student receiving LEP-related instructional services? *(Circle one)*

No LEP services 1
Some LEP services* 2
Extensive LEP services** 3

16. Over the course of a typical week, to what extent is the student receiving instruction using his/her native language (consider **all** instruction received by the student within a typical week of instruction)? (*Circle one)*

Less than 2% use of the native language..... 1
2-24% use of the native language..... 2
At least 25% use of the native language..... 3

***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.

17. For how many school years has this student received **any** form of LEP services?
(Provide your best estimate; include the current school year)

_____school years

18. *For high school students:*

What type of curriculum is this student following?

Vocational/Career/Technical.....1
Academic/College Preparatory.....2
Other:_____.....3

19. If the student is a high school senior:

What type of diploma will this student receive?

Regular diploma 1
Certification of Attendance or Completion 2
Other: _____....3

DEFINITIONS

Please use the following definitions for terms, which appear in the questionnaire:

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.

Federal Title I Program: The Federal Title I program 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.

OMB Approval No.: 1885-0548
Expires: 6/30/2002

DESCRIPTIVE STUDY OF SERVICES TO LIMITED ENGLISH PROFICIENT STUDENTS

Case Study
District LEP Services Coordinator
Interview Guide

Name:_____School:_____

District: _____ State: _____

Mailing Address: _____

_____

_____

Telephone Number: (_____) _____E-mail: _____

Interviewed by: _____Date: _____

Note to the Case Study Researcher:
This interview should be carried out with the person at the district level who is most knowledgeable about services provided to LEP students.

PLEASE READ THE FOLLOWING TO RESPONDENTS

This interview is part of a study being conducted by Development Associates, Inc. for the U. S. Department of Education, Office of Bilingual Education and Minority Languages Affairs, to describe the instruction provided nationwide to limited English proficient (LEP) students in public schools. The results of the study will be used to inform education policy-makers and persons in the field about the types of services provided and about issues related to serving LEP students, including LEP students with disabilities. This study is authorized under the Improving America's Schools Act of 1994 (IASA), Title VII, Part A, Subpart 2, Section 7131.

We will not present any personally identifiable information in any report or publication resulting from the study; we will not identify your school or district in any study report or publication. Your responses will be kept fully confidential to the extent permissible under law. You are not required to respond, but your responses are needed to make the study comprehensive and accurate. Unless otherwise stated, the questions in this interview refer to the present school year. It should take approximately 60 minutes to complete this interview.

Thank you for your cooperation.

Your signature below indicates your willingness to participate.

Signature:_____

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. This time required to complete this information collection is estimated to average 1 hour per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs, 400 Maryland Ave. SW, MES Room 5423, Washington, D.C. 20202-6510.

General

1. Would you describe your district's LEP population? Has it changed recently? What are the key issues your district faces in working with this population?

Services to LEP Students

2. What is your district's general approach to serving LEP students? E.g.: What is the philosophy on speed of transitioning to regular/mainstream services? Use of the native language in instruction? Integration of LEP students in regular/mainstream classes?

Alignment to Standards

3. Could you describe your district's efforts to promote the alignment of instruction to LEP students with State content/performance standards? What materials and training, if any, are provided that are specifically designed to assist teachers of LEP students in aligning their instruction with State standards? How useful are those materials and training?

4. Overall, how is alignment of instruction for LEP students monitored and assessed? Who in the district is given responsibility for ensuring that there is alignment of curriculum and instruction for LEP students with State standards?

5. (*Refer to District LEP Services Questionnaire Item # 7 on extent of alignment*) In what ways is LEP instruction *not* in alignment? Could you provide some examples?

Testing and accommodations

6. What is your district's policy on State-wide testing for LEP students? What specific policies exist regarding exemption, use of alternative tests, and use of accommodations on State-wide tests?

7. Are there any specific limits on the number of years a LEP student may be exempted from State-wide testing? What are those limits?

8. How are State-wide test data for LEP students used by the district? Are they combined with data from other students, are they presented separately, or are they used in other ways? Have test State-wide data been used to make any policy or program changes relating to LEP students?

Former LEP Students

9. Are there specific types of services that typical former LEP students receive to support transition into mainstream classrooms? In your opinion, what are successful and less successful elements of the district's policy and practice with regard to former LEP students?

Middle and High School LEP Students

10. How does your district address the issue of newly entered LEP students at the middle and high school levels? What services are provided? E.g., are there services, such as newcomer centers, special orientation? How successful do you believe your district has been in working with such LEP students?

11. Do LEP students at the high school level have opportunities to take Advanced Placement, honors or other similar courses? What is the process for identifying LEP students for these courses? Are any additional supports provided to LEP students in such courses?

12. How likely is it that a newly arrived 14- or 15-year-old LEP student will earn a diploma in four years? What support is typically provided for such a student to improve his or her chances of receiving a diploma?

LEP Students with Disabilities

13. (a) What do you see as key issues or concerns in the process for identifying LEP students who are in need of special education services? Could you give an example to illustrate the issue(s)?

(b) What would you suggest be done to address this issue?

14. In your opinion, how effective are the district's services to special education LEP students? How can these services be improved?

Coordination

15. What issues or problems, if any, do you see in the coordination between the LEP Services and the Special Education programs at the district level? Could you provide examples that illustrate those issues?

Summary

16. What do you feel are the strengths of the district's programs overall for LEP students?

17. What improvements would you like to see in those programs? What are the barriers to making those improvements?

OMB Approval No.: 1885-0548
Expires: 6/30/2002

DESCRIPTIVE STUDY OF SERVICES TO LIMITED ENGLISH PROFICIENT STUDENTS

Case Study
District Special Education Coordinator
Interview Guide

Name:_____School:_____

District: _____ State: _____

Mailing Address: _____

_____

_____

Telephone Number: (_____) _____E-mail: _____

Interviewed by: _____Date: _____

Note to the Case Study Researcher:
This interview should be carried out with the person at the district level who is most knowledgeable about special education services and services for LEP students receiving special education services.

PLEASE READ THE FOLLOWING TO RESPONDENTS

This interview is part of a study being conducted by Development Associates, Inc. for the U. S. Department of Education, Office of Bilingual Education and Minority Languages Affairs, to describe the instruction provided nationwide to limited English proficient (LEP) students in public schools. The results of the study will be used to inform education policy-makers and persons in the field about the types of services provided and about issues related to serving LEP students, including LEP students with disabilities. This study is authorized under the Improving America's Schools Act of 1994 (IASA), Title VII, Part A, Subpart 2, Section 7131.

We will not present any personally identifiable information in any report or publication resulting from the study; we will not identify your school or district in any study report or publication. Your responses will be kept fully confidential to the extent permissible under law. You are not required to respond, but your responses are needed to make the study comprehensive and accurate. Unless otherwise stated, the questions in this interview refer to the present school year. It should take approximately 60 minutes to complete this interview.

Thank you for your cooperation.

Your signature below indicates your willingness to participate.

Signature:_____

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. This time required to complete this information collection is estimated to average 1 hour per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs, 400 Maryland Ave. SW, MES Room 5423, Washington, D.C. 20202-6510.

Section 504 Students

1. *Refer to Item 39 of the District Special Education Services Questionnaire:* Before beginning our discussions of special education LEP students, I'd like to ask about any LEP students who are identified under Section 504. What services, if any, or changes in services, do LEP students who have been identified under Section 504 receive as a consequence of this identification?

Identification of Special Education Students Who Are LEP

2. Within your district, do you see any key issues/challenges in the identification of Special Education LEP students? Can you give an example? What steps is the district taking to address these?

Services for Special Education LEP Students

In this next set of items, we would like to discuss the services provided for Special Education LEP students in your district at each grade level (elementary, middle, and high school). In discussing services for students, we would like to take a comprehensive approach and consider *all* instruction received by a student within the course of a typical week, including regular classroom instruction, ESL/bilingual classroom instruction, and special education instruction.

3. Can you describe your district's overall approach to **Special Education for LEP students at the elementary grade level:** What are the settings in which these students are most typically instructed? Is there emphasis on use of pull-out, separate special education settings, or inclusion approaches? What is the district's perspective on the use of the native language for special education LEP students? What type of LEP services, if any, are provided for special education LEP students?

4. Can you describe your district's overall approach to **Special Education for LEP students at the middle school level:** What are the settings in which these students are most typically instructed? Is there emphasis on use of pull-out, separate special education settings, or inclusion approaches? What is the district's perspective on the use of the native language for special education LEP students? What type of LEP services, if any, are provided for special education LEP students?

5. Can you describe your district's overall approach to **Special Education for LEP students at the high school level:** What are the settings in which these students are most typically instructed? Is there emphasis on use of pull-out, separate special education settings, or inclusion approaches? What is the district's perspective on the use of the native language for special education LEP students? What type of LEP services, if any, are provided for special education LEP students?

Exit from LEP Status and Follow-up

6. Do Special Education LEP students ever exit from LEP status? What is the process for determining exit?

7. Do Special Education LEP students receive any special monitoring after exit from LEP status, beyond the usual IEP monitoring?

Alignment to Standards

8. In your opinion, how much emphasis should the district place on aligning IEP goals and instruction to State standards? Should your district be doing more than it is currently? Can you give an example of how alignment plays a role in writing a student's IEP?

9. What are the key challenges to alignment of instruction for special education LEP students?

Testing and Accommodations

10. Please briefly describe the district's policy regarding the inclusion of special education students in State-wide testing, including any policy on alternative tests and accommodations. Is this policy any different for special education LEP students?

11. What do you see as key issues or challenges in implementing testing for special education LEP students? Can you give an example to illustrate these challenges?

Parent Involvement

12. In what ways does the district support the involvement of parents of special education LEP students? How are parents of special education LEP students involved in their children's education and decision-making regarding services provided?

Coordination

13. In what ways, if any, does the district promote coordination between the LEP services staff and the special education staff at the district level? Is this effective? Can you give an example?

Summary

14. What do you feel are the strengths of your district's approach to providing services to special education students who are LEP? Would your answer differ for elementary versus middle versus high school level? In what ways would it differ?

15. What are the key challenges and/or areas most in need of improvement within your district's approach to services for special education students who are LEP?

OMB Approval No. : 1885-0548
Expires: 6/30/2002

DESCRIPTIVE STUDY OF SERVICES TO LIMITED ENGLISH PROFICIENT STUDENTS

Case Study
District Curriculum Coordinator
Interview Guide

Name:_____Title:_____

District: _____ State: _____

Mailing Address: _____

_____

_____

Telephone Number: (_____) _____E-mail: _____

Interviewed by: _____Date: _____

Note to the Case Study Researcher:

This interview should be carried out with the person at the district level who is most knowledgeable about alignment of instruction to State/local standards.

PLEASE READ THE FOLLOWING TO RESPONDENTS

This interview is part of a study being conducted by Development Associates, Inc. for the U. S. Department of Education, Office of Bilingual Education and Minority Languages Affairs, to describe the instruction provided nationwide to limited English proficient (LEP) students in public schools. The results of the study will be used to inform education policy-makers and persons in the field about the types of services provided and about issues related to serving LEP students, including LEP students with disabilities. This study is authorized under the Improving America's Schools Act of 1994 (IASA), Title VII, Part A, Subpart 2, Section 7131.

We will not present any personally identifiable information in any report or publication resulting from the study; we will not identify your school or district in any study report or publication. Your responses will be kept fully confidential to the extent permissible under law. You are not required to respond, but your responses are needed to make the study comprehensive and accurate. Unless otherwise stated, the questions in this interview refer to the present school year. It should take approximately 40 minutes to complete this interview.

Thank you for your cooperation.

Your signature below indicates your willingness to participate.

Signature:_____

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection if information unless such collection displays a valid OMB control number. The time required to complete the information collection is estimated to average 0.67 hours per response, including the time to review instructions, search exiting data resources, and gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving the form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs. (OBEMLA), 400 Maryland Ave. SW, MES Room 5423, Washington, D.C. 20202-6510

1. What training, curriculum materials, and/or support materials does your district provide to teachers to help them align instruction with State content/performance standards for the general student population? For LEP students in particular?

2. What monitoring of instruction is done to ensure that State standards are used to guide instruction? Are teachers observed for this purpose?

3. How effective have your district's efforts been in aligning instruction with State standards for students overall? For LEP students? Can you provide examples of how curricula have been changed?

4. What do you see as the major issues or challenges in aligning instruction to State standards, and in particular, to aligning instruction for LEP students to State standards?

OMB Approval No.: 1885-0548
Expires: 6/30/2002

DESCRIPTIVE STUDY OF SERVICES TO LIMITED ENGLISH PROFICIENT STUDENTS

Case Study
District Testing Coordinator
Interview Guide

Name:_____Title:_____

District: _____ State: _____

Mailing Address: _____

_____

_____

Telephone Number: (_____) _____E-mail: _____

Interviewed by: _____Date: _____

Note to the Case Study Researcher:

This interview should be carried out with the person at the district level who is most knowledgeable about district policies on testing.

PLEASE READ THE FOLLOWING TO RESPONDENTS

This interview is part of a study being conducted by Development Associates, Inc. for the U. S. Department of Education, Office of Bilingual Education and Minority Languages Affairs, to describe the instruction provided nationwide to limited English proficient (LEP) students in public schools. The results of the study will be used to inform education policy-makers and persons in the field about the types of services provided and about issues related to serving LEP students, including LEP students with disabilities. This study is authorized under the Improving America's Schools Act of 1994 (IASA), Title VII, Part A, Subpart 2, Section 7131.

We will not present any personally identifiable information in any report or publication resulting from the study; we will not identify your school or district in any study report or publication. Your responses will be kept fully confidential to the extent permissible under law. You are not required to respond, but your responses are needed to make the study comprehensive and accurate. Unless otherwise stated, the questions in this interview refer to the present school year. It should take approximately 40 minutes to complete this interview.

Thank you for your cooperation.

Your signature below indicates your willingness to participate

Signature:_____

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. This time required to complete this information collection is estimated to average 0.67 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs, 400 Maryland Ave. SW, MES, Room 5423, Washington, D.C. 20202-6510.

Testing and accommodations

1. At what grades are State-wide tests administered in your district?

2. Are LEP students included in this testing? At which grade levels?

3. Is there a district policy on exempting LEP students from State-wide tests? What is this policy? Who makes decisions on exempting individual students?

4. What policies are there on providing accommodations for LEP students on State-wide tests? For Special Education students who are LEP?

5. Which are the most frequent accommodations offered to LEP students? Is there any limit on the number of years that a student may receive accommodations on a State test?

Reporting of scores

6. Considering State-wide tests, are scores for LEP students and Special Education LEP students reported separately or aggregated with other students' scores?

7. If the scores for LEP students and Special Education LEP students are reported separately from other students, how are the data used?

Structure of databases

8. Does the district have a database with State-wide testing information on individual students?

9. What variables are included in this database? For example, does it include codes for LEP and former LEP status? Native language? Whether the student has an IEP? Disability category? Testing accommodations provided to the student?

10. Does the database include a variable to identify students exempted from State-wide tests? Are the reasons for exemptions coded?

OMB Approval No. : 1885-0548
Expires: 6/30/2002

DESCRIPTIVE STUDY OF SERVICES TO LIMITED ENGLISH PROFICIENT STUDENTS

Case Study
School Principal Interview Guide

Name:_____School:_____

District: _____ State: _____

Mailing Address: _____

_____

_____

Telephone Number: (_____) _____E-mail: _____

Interviewed by: _____Date: _____

Note to the Case Study Researcher:

This interview should be carried out with the principal of the school. Note that some questions require knowledge of issues related to LEP students. If the principal is not an appropriate respondent for these questions, then include the questions in the interview with the LEP coordinator.

PLEASE READ THE FOLLOWING TO RESPONDENTS

This interview is part of a study being conducted by Development Associates, Inc. for the U. S. Department of Education, Office of Bilingual Education and Minority Languages Affairs, to describe the instruction provided nationwide to limited English proficient (LEP) students in public schools. The results of the study will be used to inform education policy-makers and persons in the field about the types of services provided and about issues related to serving LEP students, including LEP students with disabilities. This study is authorized under the Improving America's Schools Act of 1994 (IASA), Title VII, Part A, Subpart 2, Section 7131.

Confidentiality
We will not present any personally identifiable information in any report or publication resulting from the study; we will not identify your school or district in any study report or publication. Your responses will be kept fully confidential to the extent permissible under law. You are not required to respond, but your responses are needed to make the study comprehensive and accurate.

Content
Unless otherwise stated, the questions in this interview refer to the present school year. It should take approximately 45 minutes to complete this interview.

Thank you for your cooperation.

Your signature below indicates your willingness to participate.

Signature:_____

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The time required to complete this information collection is estimated to average 0.75 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs, 400 Maryland Ave. SW, MES, Room 5423, Washington, D.C. 20202-6510.

General

1. What are the demographic characteristics of the general student population in the school? What about the LEP student population in the school?

Student Performance Standards

2. In what ways has the district assisted your school in aligning instruction for the general school population with State content or performance standards? (For example, guidelines and materials for teachers, training for teachers, etc.)

3. In your opinion, have the materials and/or training provided to your teachers been effective in promoting alignment of instruction for the general school population to State standards? Can you give an example of what has been effective?

4. Have teachers of LEP students received the same materials and training as other teachers on alignment of instruction with State standards? If not, what have they received and what have been the teachers' reactions to these? Please provide an example.

5. Do you or district administrators monitor instruction in your school overall to ensure that it is aligned with State content standards? How is this monitoring accomplished? Does this monitoring include monitoring of instruction for LEP students to ensure that it is aligned with State content standards?

Testing

6. How are the scores of LEP students on State-wide tests used in your school? e.g., what are teachers' perceptions of these tests? Are scores made available to teachers for use in instruction?

Coordination

7. How do the teachers of LEP students, including ESL teachers and regular classroom teachers, coordinate instruction for their LEP students? Are there any specific steps you have taken to support this coordination?

8. How do teachers of LEP students coordinate their efforts with other teachers in the school to better prepare students for transition to regular classes? Is there anything you do to support this coordination? Are there specific steps you have taken to support this coordination?

Note to the Interviewer: *Refer to item #24 in the School LEP Services Questionnaire. Ask the following item (#9) only if there is a "yes" response circled for a schoolwide Title I, schoolwide Title VII, or a Comprehensive School Reform Demonstration grant. If the mail survey has not yet been completed, then ask:* ***Does this school participate in a Schoolwide Title I or Title VII program, or Comprehensive School Reform Demonstration Program?***

9. How has participation in this program (these programs) changed or affected the instructional experiences of LEP students in your school?

Summary

10. What do you feel are the strong points of the school for the LEP students?

11. What do you see as the greatest challenges in improving instructional services for LEP students?

OMB Approval No.: 1885-0548
Expires: 6/30/2002

DESCRIPTIVE STUDY OF SERVICES TO LIMITED ENGLISH PROFICIENT STUDENTS

Case Study
School LEP Services Coordinator/Lead Teacher
Interview Guide

Name:_____School:_____

District: _____ State: _____

Mailing Address: _____

_____

_____

Telephone Number: (_____) _____E-mail: _____

Interviewed by: _____Date: _____

Note to the Case Study Researcher:
This interview should be carried out with the person in the school most knowledgeable about instructional services for LEP students.

PLEASE READ THE FOLLOWING TO RESPONDENTS

This interview is part of a study being conducted by Development Associates, Inc. for the U. S. Department of Education, Office of Bilingual Education and Minority Languages Affairs, to describe the instruction provided nationwide to limited English proficient (LEP) students in public schools. The results of the study will be used to inform education policy-makers and persons in the field about the types of services provided and about issues related to serving LEP students, including LEP students with disabilities. This study is authorized under the Improving America's Schools Act of 1994 (IASA), Title VII, Part A, Subpart 2, Section 7131.

We will not present any personally identifiable information in any report or publication resulting from the study; we will not identify your school or district in any study report or publication. Your responses will be kept fully confidential to the extent permissible under law. You are not required to respond, but your responses are needed to make the study comprehensive and accurate. Unless otherwise stated, the questions in this interview refer to the present school year. It should take approximately 60 minutes to complete this interview.

Thank you for your cooperation.

Your signature below indicates your willingness to participate.

Signature:_____

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. This time required to complete this information collection is estimated to average 1 hour per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs, 400 Maryland Ave. SW, MES, Room 5423, Washington, D.C. 20202-6510.

Instruction Received by LEP Students

Review the responses to Question 16 on the School Questionnaire. For the two most frequent types of services, obtain the following (keep a copy of the service types description available for reference):

1. On the mail questionnaire you indicated that (*service type*: _____) is the <u>most frequent</u> type of program received by LEP students in your school.

   (a) At what grade levels do students receive this instructional service type?

   (b) What language groups receive this service type?

   (c) Typically, what are the proficiency levels in English and in the native language of students who receive this service type?

2. On the school questionnaire you indicated that *(service type:* _____) is the <u>second most frequent</u> type of program received by LEP students in your school.

   (a) At what grade levels is this service type offered?

   (b) What language groups receive this service type?

   (c) Typically, what are the proficiency levels in English and in the native language of students who receive this service type?

Review the Service Types offered in the school:
If the school offers Type 1 or Type 2 to LEP students, ask Question 3.
If Type 1 and Type 2 are not offered, ask Question 4.

3. The School Questionnaire indicates that some LEP students in the school do not receive LEP services, such as ESL, bilingual instruction etc.

   (a) Who are these students? Have they been previously served and exited from LEP services? Have their parents requested mainstream only or other services? Are they likely to exit LEP status in the future?

   (b) How is their instruction different, if at all, from mainstream instruction? Are there any adjustments or accommodations in the instruction they receive that specifically relate to their LEP status?

4. The School Questionnaire indicates that the school offers some type of LEP services to all LEP students. Are there any LEP students who are still LEP but have exited LEP services or whose parents have requested mainstream-only services? If so, how do you label and keep track of such students?

Note to Interviewer:

In the following two items, Items # 5 and # 6, you will ask the respondent for more specific information on two individual students. Use the roster of LEP students, if available, to select one student from the most common language group in the school for Item # 5, and one student from the second most common language group for Item # 6. (If no roster is available, ask the respondent to identify and talk about a student in most common/next most common language groups.) If there is only one language group in the school, then ask about two students in that language group.

5. I'd like to ask next about the services provided to two specific LEP students in the school.

   First let me ask about (_____) whose native language is the most common language represented in the school.

   (a) What specific classes is the student in during the week, and how many different teachers provide instruction? What specifically does the student receive in terms of LEP services?

   (b) How is the student's instruction different from that received by mainstream students in the school? What is added, what is missing, and what is different?

(c) (If more than one teacher) How, if at all, do teachers coordinate their efforts in instructing this student?

(d) How, if at all, is the student's instruction different from that received in previous years in the school?

(e) How is the student's instruction likely to change in the next year? In the next two years?

6. I'd like to ask the same set of questions about a second student, (_____), whose native language is the second most common language in the school. (*To the interviewer: ignore the reference to "second most common language" if there is only one language group.)*

(a) What specific classes is the student in during the week, and how many different teachers provide instruction? What specifically does the student receive in terms of LEP services?

(b) How is the student's instruction different from that received by mainstream students in the school? What is added, what is missing, and what is different?

(c) (If more than one teacher) How, if at all, do teachers coordinate their efforts in instructing this student?

(d) How, if at all, is the student's instruction different from that received in previous years in the school?

(e) How is the student's instruction likely to change in the next year? In the next two years?

Alignment

7. What is your perspective on the training and assistance provided to teachers of LEP students on aligning their instruction to LEP students with the State standards? Has it been effective? In what ways? In what ways has it not been effective? Could you give examples?

8. From your perspective, what are the greatest challenges in aligning instruction for LEP students with State standards? In what areas are there the greatest needs for improved efforts in aligning instruction for LEP students? How would you address these needs?

Identification of LEP Students Who Are in Need of Special Education Services

9. Who is involved in this process of identifying LEP students who are in need of special education services and what are their roles? Is a person with knowledge of LEP issues or second language acquisition involved in the identification process?

10. What do you see as key issues or concerns in the process for identifying LEP students who are in need of special education services? Could you give an example to illustrate the issue(s)? What would you suggest be done to address this?

Testing and Accommodations

11. Which LEP students are included in State performance exams or other high stakes tests in your school? Who decides who should be included?

12. Do LEP students receive any accommodations on those tests? What types of accommodations are provided? Who decides which students should receive accommodations?

13. Does the school provide special help to LEP students to prepare for such tests? What type of help is provided? E.g., do students receive training in specific test-taking skills? Other assistance?

Item # 14 is for secondary schools only:

14. What determines the specific type of diploma/certificate that LEP students receive?

To the interviewer: The following items should be asked of all schools.

Coordination

15. How and to what extent do teachers who share the same LEP students work together and share information? Could you give examples? Is a common planning time provided? Are the coordination methods they use effective? Why or why not?

Summary

16. Overall, what do you see as the strengths of your school's program for LEP students?

17. Overall, what do you see as the areas most in need of improvement in your school's program for LEP students?

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Expires: 6/30/2002

DESCRIPTIVE STUDY OF SERVICES TO LIMITED ENGLISH PROFICIENT STUDENTS

Case Study
School Special Education Coordinator/Lead Teacher
Interview Guide

Name:_____School:_____

District: _____ State: _____

Mailing Address: _____

_____

_____

Telephone Number: (_____) _____E-mail: _____

Interviewed by: _____Date: _____

Note to the Case Study Researcher:
This interview should be carried out with the person in the school most knowledgeable about special education services for LEP students.

PLEASE READ THE FOLLOWING TO RESPONDENTS

This interview is part of a study being conducted by Development Associates, Inc. for the U. S. Department of Education, Office of Bilingual Education and Minority Languages Affairs, to describe the instruction provided nationwide to limited English proficient (LEP) students in public schools. The results of the study will be used to inform education policy-makers and persons in the field about the types of services provided and about issues related to serving LEP students, including LEP students with disabilities. This study is authorized under the Improving America's Schools Act of 1994 (IASA), Title VII, Part A, Subpart 2, Section 7131.

We will not present any personally identifiable information in any report or publication resulting from the study; we will not identify your school or district in any study report or publication. Your responses will be kept fully confidential to the extent permissible under law. You are not required to respond, but your responses are needed to make the study comprehensive and accurate. Unless otherwise stated, the questions in this interview refer to the present school year. It should take approximately 60 minutes to complete this interview.

Thank you for your cooperation.

Your signature below indicates your willingness to participate.

Signature:_____

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. This time required to complete this information collection is estimated to average 1 hour per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs, 400 Maryland Ave. SW, MES, Room 5423, Washington, D.C. 20202-6510.

Characteristics of LEP Students

1. Please describe the special education LEP students in this school and their specific backgrounds/needs. E.g., Are they recent immigrants? Have they had prior schooling? What types of issues/challenges do they present for the school? Can you give an example?

Instructional Services Received by Special Education LEP Students

Note to the Interviewer:
In the following two items, Items # 6 and # 7, you will ask the respondent for more specific information on two individual students. Use the roster of Special Education LEP students, if available, to select one student from the most frequent disability group in the school for item # 2, and one student from the second most frequent disability groups for Item # 3. (If no roster is available, ask the respondent to identify and talk about a student in the most frequent/next most frequent disability groups.) If there is only one disability group, then ask about two students from that disability group.

I'd like to ask about the services received by two individual special education LEP students.

2. First, let me ask about _____, whose primary disability category is _____.

   a. Please describe a typical day's schedule for this student. In what different settings does this student receive instruction/services? How many different teachers/aides work with this student? What specific LEP services does this student receive and who provides them?

   b. To what extent and in what ways do the teachers of this student coordinate in providing instruction? Please give an example.

c. Will this student typically be exempted from a State-wide test? Will he/she receive specific types of accommodations on a State-wide test? Who will make these decisions regarding this student?

3. Next, I'd like to ask the same questions about another student: _____, whose primary disability category is _____.

a. Please describe a typical day's schedule for this student. In what different settings will this student receive instruction/services? How many different teachers/aides work with this student? What specific LEP services does the student receive and who provides them?

b. To what extent and in what ways do the teachers of this student coordinate in providing instruction? Please give an example.

c. Will this student typically be exempted from a State-wide test? Will he/she receive specific types of accommodations on a State-wide test? Who will make these decisions regarding this student?

Alignment of Services to Standards

4. From your perspective, what are the greatest challenges in your school related to aligning instruction for special education LEP students to State standards? What is the school doing to address these challenges?

Identification of LEP Students with Disabilities

5. What is the process for identifying a LEP student as having disabilities and needing special education services? What persons, including the parents, are involved and what are their roles? Is there a person involved who understands second language acquisition? Typically, how long does this process take before final identification and the writing of an IEP for the student?

6. What do you see as key issues or concerns in the process for identifying LEP students who are in need of special education services? Could you give an example to illustrate the issue(s)? What would you suggest be done to address this?

Testing and Accommodations

7. How are decisions made in this school regarding inclusion of special education LEP students in State-wide testing and use of accommodations for these students?

8. What are the most frequent forms of accommodations used for administering State-wide tests to special education LEP students in this school? What issues or problems have you observed in the use of accommodations for special education LEP students in your school? Please give an example.

Item # 9 is for high schools only:

Secondary School Special Education LEP Students

9. What are the types of diplomas/certificates that special education LEP students receive? What determines the specific type of diploma/certification that a special education LEP student will receive?

The following items should be asked for all schools:

Coordination of services

10. In your opinion, how effective is the coordination among the teachers who work with special education LEP students? In what ways has coordination or the lack of coordination affected instruction for the typical special education LEP student?

Summary

11. Overall, what do you see as the strengths of your school's program for special education LEP students?

12. Overall, what do you see as the challenges and/or areas most in need of improvement in your school's program for special education LEP students?