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## GOING SCHOOLWIDE

### Title VII Comprehensive School Characteristics and Student Demographics

THE BENCHMARK STUDY  
A National Study of Title VII  
Comprehensive School Programs

Conducted by  
The Institute for Policy Analysis and Research  
and the Center for Applied Linguistics

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Center for the Study of Language and Education  
The George Washington University  
Washington, DC

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The authors would also like to express our appreciation to Milagros Lanauze, formerly with the Office of Bilingual Education and Minority Languages Affairs, for her support and guidance in shaping and implementing this report and the Study. We extend special gratitude to Deborah Gibbs who oversaw the formatting and production of this report.

The authors accept full responsibility for the content of the report.

# TITLE VII COMPREHENSIVE SCHOOL CHARACTERISTICS AND STUDENT DEMOGRAPHICS

## THE BENCHMARK STUDY

A National Study of Title VII Comprehensive School Programs

*funded by the U.S. Department of Education*

*Office of Bilingual Education and Minority Languages Affairs*

## EXECUTIVE SUMMARY

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This report of the Benchmark Study, a national study of Title VII Comprehensive School Programs, provides baseline data on the first three cohorts of schools receiving Title VII Comprehensive School funds after the 1994 reauthorization of the Improving America's Schools Act (IASA). Where the earlier versions of Title VII promoted categorical programs, the new Title VII Comprehensive School Grants are intended to support schools as they implement programs to reform, restructure and upgrade services for limited English proficient (LEP) students in the context of a *schoolwide* agenda for educational improvement. Awards under this competitive program average \$250,000 a year for up to five years and support individual schools or groups of schools serving significant concentrations of LEP students. This report describes the contexts that characterize Title VII Comprehensive Schools during their first year of funding and shows how diverse the contexts—and schools—are.

Report information was gathered through self-administered surveys of Title VII Comprehensive School grantees initially funded in 1995, 1996, and 1997. Areas measured included school demographics, instructional programs, staff characteristics, assessment practices and parent involvement. A copy of the survey is provided in the full report. Additional Benchmark Study reports address the nature of comprehensive reform inclusive of LEP students in schools receiving Title VII Comprehensive School funds.

### ***Grant Recipients: by state, population centers, and economic and social conditions***

- Between 1995-1997, 28 states received Title VII Comprehensive School Grants. Though grant awards are based on a competitive process, most of the states with high concentrations of linguistically and culturally diverse populations received proportionately more grants.
- In total across the three funding periods, California, Texas and New York received the highest percentage of grants. Between the three states, they accounted for approximately 60 percent of all grantee schools. Florida and Illinois, with about eight percent and three percent of the national LEP student total respectively, each received less than one percent of the awards. A number of the grantee schools in Oklahoma, Montana, New Mexico and South Dakota serve high concentrations of Native American students.
- The schools with Title VII Comprehensive School Grants are located in a wide range of population centers, from large metropolitan areas to small, rural towns and reservations. Approximately 36

percent are located in or near large metropolitan areas with populations greater than 500,000; 17 percent are located in or near metropolitan areas with populations between 100,000 and 500,000. The remaining are distributed across large and small towns and rural areas, with seven percent of the schools located on reservation or tribal lands.

- Schools receiving Title VII Comprehensive Grants operate in a wide variety of contexts, with approximately half located in communities with high unemployment. About a third of the schools are in communities with a declining economy, and only six percent report being in communities with an expanding economy. Three quarters of the schools report some degree of mobility.

***School and Student Demographics: by grade level, school size, percent of limited English proficient student enrollment and participation in free or reduced-price lunch and Title I programs***

- Schools receiving Title VII Comprehensive Grants serve a diverse combination of grade levels, ranging from pre-Kindergarten to 12<sup>th</sup> grade. Within this range, approximately 80 percent of the schools fall into the traditional grade combinations found in the majority of public schools: elementary (64 percent), middle (10 percent) and high (7 percent). The dominant proportion of elementary schools among this sample of Title VII grantees reflects the national reality that most LEP students are in the early elementary grades. PreK-8 and preK-12 schools tend to be found in small towns, rural areas or tribal lands.
- Schools receiving Title VII Comprehensive Grants span a wide range of school sizes, from a very small elementary/middle school (grades K-8) enrolling 46 students to a very large high school (grades 9-12) enrolling over 4,000 students. Over 60 percent of the schools enroll between 300 and 900 students.
- Almost half of all schools receiving Title VII Comprehensive School grants report that 80 percent or more of their students are eligible for free or reduced-price lunch. Approximately 60 percent of the schools receive schoolwide Title I funding.

***Cultural and Linguistic Diversity: racial and language diversity across schools, and language concentrations within schools***

- The student populations enrolled at schools receiving Title VII Comprehensive School Grants are diverse both in terms of racial/cultural diversity and linguistic diversity. The overall student population enrolled in Title VII Comprehensive schools is 58 percent Hispanic, 21 percent White, 10 percent Black, seven percent Native American/Eskimo, three percent Asian, and one percent other.
- Limited English proficient students enrolled in schools receiving Title VII Comprehensive School Grants speak a wide variety of languages, with the overwhelming majority of students speaking Spanish as their native language (nearly 75 percent). The dominance of Spanish represented in these Title VII Comprehensive schools mirrors national statistics, where almost three out of four LEP students speak Spanish as their native language.

***Staff and Program Characteristics: staff language training and qualifications, language placements and program, and language and academic programs***

- On average across the schools receiving Title VII Comprehensive School Grants, approximately 35 percent of the full-time teachers are proficient in the language(s) of the LEP students enrolled in their schools; 30 percent hold a specialized credential or license for teaching LEP students; and 38 percent have specialized training in second language acquisition.
- When staff qualifications are examined by concentration of LEP students, schools in which more than two-thirds of the full-time teaching staff are qualified are also much more likely to be schools with a high concentration of LEP students (more than 50 percent of the students).
- The majority of Title VII Comprehensive schools use a combination of a few key screening procedures to identify students who may be eligible for language-assistance services. The five most frequently used methods and the approximate number of schools using each method are 1) Home Language Survey information (92 percent); 2) commercially or locally developed tests (75 percent); 3) registration and enrollment information (74 percent); 4) observations by teachers and tutors (65 percent); and referrals (50 percent).
- The majority of Title VII Comprehensive schools assess English and primary language proficiency in order to place LEP students in an educational program. Approximately 85 percent assess for oral English proficiency, 76 percent for English reading and 67 percent for English writing. Seventy-six percent of the schools assessed students with a native language proficiency test whereas only 33 percent assess for native language content achievement.
- Elementary, middle and high schools use an array of approaches for serving LEP students and a number of schools use more than one approach to adapt to a multiple language situation. Among the elementary schools, the most common approaches included transitional bilingual, native language maintenance, dual language or two-way bilingual, sheltered instruction and English-as-a-Second-Language instruction. When compared to elementary schools, far more high schools used sheltered instruction and offered newcomer programs.

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## PREFACE

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Until 1994, the *Elementary and Secondary Education Act* (ESEA) provided funding for improving the education of underachieving students in schools with high concentrations of students from low-income families.<sup>1</sup> ESEA addressed the needs of both economically disadvantaged and language minority students, but did so separately under Title I and Title VII of the Act, respectively. In practice, these two federal programs were not coordinated and became independent funding streams with different accountability mechanisms, different staff at the state, district, and school levels, and different educational approaches within schools and classrooms. Moreover, many schools seemed to develop educational programs for these “categories” of students (economically disadvantaged and language minority students) that were apart from—and less demanding than—the education for other students at the same school.

The 1994 re-authorization of ESEA as the *Improving America's Schools Act* (IASA) signaled a significant policy change.<sup>2</sup> The new Title I and Title VII programs are intended to be consistent with the larger blueprint for federal education policy embodied in the *Goals 2000: Educate America Act of 1994*.<sup>3</sup> Namely, these programs aim to promote two key principles:

- all students can learn and achieve to high standards, and
- comprehensive and coherently designed programs within schools offer the best opportunity for learning.<sup>4</sup>

In regard to language minority students, IASA specifically established Title VII grant programs to address the goal of linking the education of limited English proficient students to reform efforts aimed at altering education. This report is one of a series that describe the implementation of one of the grant programs, the Title VII Comprehensive School Grants. This Grant policy intends to facilitate systemic reform by providing financial support in the form of five-year competitive grants for a select number of schools that are tackling the difficult challenge of having all their students—language minority as well as English only students—meet the same high academic standards.

These schools are pioneers. They face formidable obstacles that many schools undergoing reform do not have to overcome; yet they should and must be held to the same goals as all schools. The Office of Bilingual Education and Minority Languages Affairs (OBEMLA), the Title VII grant agency, funded this study to document the effects of the grants and to learn about the strategies needed to achieve genuine schoolwide reform that impacts the learning and achievement of all students.

This report provides descriptive information about the 1995, 1996, and 1997 Title VII Comprehensive Schools during their first year of funding. It is one of a series of reports that provide research and evaluation tools for supporting schoolwide reform, documenting the change processes that the grantee schools have undertaken, and identifying key challenges and effective strategies for helping schools reach the goals of IASA.

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<sup>1</sup> Elementary and Secondary Education Act of 1965 (PL 89-10, April 1965), 79 statutes at large, pp. 27-57.

<sup>2</sup> Improving America's Schools Act, 1994 (PL 103-382, October 1994), 108 statutes at large, pp. 3518-4062.

<sup>3</sup> Goals 2000: Educate America Act of 1994 (PL 103-227, March 1994) 108 statutes at large, pp. 125-280.

<sup>4</sup> IASA makes clear that Title I schools must serve eligible limited English proficient students and that Title I schoolwide programs can and should be coordinated with Title VII Comprehensive School programs.

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## **A. THE NEW TITLE VII COMPREHENSIVE SCHOOL GRANTS**

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- 1. The Purpose of the Comprehensive School Grants**
- 2. The Benchmark Study's Approach**
- 3. Report Contents**

## A. THE NEW TITLE VII COMPREHENSIVE SCHOOL GRANTS

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### 1. The Purpose of the Comprehensive Grants

The Title VII Comprehensive School Grants aim to facilitate systemic reform for schools serving at least twenty-five percent limited English proficient (LEP) students.<sup>1</sup> This competitive grant program provides an average of \$250,000 funding per year to schools for five years.<sup>2</sup> Where the earlier versions of Title VII promoted categorical programs, the new Title VII Comprehensive School Grants are intended to support schools as they implement programs to reform, restructure, and upgrade services for LEP students in the context of a *schoolwide* agenda for educational improvement. Schools (or consortia of schools) submit proposals seeking funding in order to create a comprehensive vision for improving the education of all children and to ensure that the needs and strengths of LEP students are addressed as part of that vision.

Within this broad context of schoolwide reform, the purpose of the Comprehensive School Grants is to place emphasis on the following project activities, among others:

- professional development that includes all school staff members, is driven by a coherent, long-term plan developed collaboratively with the participants, enables impact on teacher effectiveness and student learning; teachers to develop the expertise needed to support the revised instructional program and teach to high standards, and is periodically reviewed and revised to ensure maximum
- schoolwide bilingual or special alternative instruction programs that serve all or

virtually all limited English proficient students;

- upgraded curriculum, instructional materials, educational software, and assessment procedures;
- application of educational technology, where appropriate;
- family education programs and parent outreach and training activities designed to help parents become active participants in their children's education; and,
- collaborative efforts with institutions of higher education, community-based organizations, businesses, and local and state educational agencies.

Exhibit 1 shows the number of grants and schools that OBEMLA funded during 1995, 1996, and 1997. OBEMLA awarded 106 grants supporting 154 schools in the 1995 competition for Title VII Comprehensive School Grants (26 of these grants covered multiple schools). In 1996, the number of grants awarded decreased to 60 grants, supporting 84 schools. The number of grants awarded in 1997 increased to 109 grants representing 137 schools.

**Exhibit 1: Title VII Comprehensive School Grants**

	Grants Awarded <sup>3</sup>	Schools Funded
<b>Total</b>	<b>275</b>	<b>375</b>
Year Grant Award		
1995	106	154
1996	60	84
1997	109	137

## 2. The Benchmark Study's Approach

Begun at the end of 1995, the Benchmark Study is a five-year effort to examine the change processes and outcomes for schools that receive a Title VII Comprehensive School Grant. The schools with the most carefully developed and articulated proposals were more likely to be successful in the competition for the Grant. However, some of these funded schools may not achieve their goals. This is to be expected because systemic reform is never easy. Much can be learned from doing research to uncover the barriers to comprehensive and effective reform for schools serving LEP students. Other funded schools are likely, over time, to develop change strategies that realize most reform aspirations outlined in IASA and in guidelines from OBEMLA. In doing so, these schools will break new ground. They will provide concrete examples of what works under what conditions.

A major goal of the Benchmark Study is to document both the barriers and the successful strategies on the path to schoolwide reform. Research has shown that schools serving LEP students differ from one another in the composition of the student body (e.g., in the variety of the students' cultural and linguistic backgrounds), the social and economic conditions of their communities, and in the political context in which they operate.<sup>4</sup> Such differences mean that we are unlikely to find one educational program or model of schooling that works across all the different conditions. We are also unlikely to uncover only one barrier—or even only a small number of barriers—that prevent schools serving LEP students from making progress.

In light of these issues, we have designed research that focuses on the change process at a select number of schools receiving a Title VII Comprehensive School Grant. In broad terms, the study's methodology is to benchmark schools' progress along *dimensions* that previous research suggests are critical to comprehensive reform. The dimensions include the school's vision for reforming education for all its students; the school's curriculum content, instructional practices, and language acquisition approach; its organization of students, staff, and time; the school's organizational culture, particularly regarding creating a learning community for staff as well as students; and the school's relationship to parents and community. By visiting the selected schools over time, we plan to measure their progress and document practices and strategies that either advance or retard reform. Insofar as possible, we will collect data on student outcomes to see whether progress in reform results in improved student outcomes.

The purpose of examining the change process in detail is to identify best practices and implementation strategies that enable schools serving LEP students to realize the Title VII and national reform agenda. By carefully documenting these practices and strategies, the study will be able to draw lessons across the schools that can be disseminated nationally to other schools facing similar conditions.

The schools selected for study purposely cover a variety of distinct contexts and are at different stages in their reform efforts. This research design provides the opportunity to study contextual factors that serve to further reform or, on the contrary, prevent schools from implementing comprehensive change.

More specifically, the Study will address a series of questions:

- What are the basic characteristics and student demographics of Title VII Comprehensive Grant schools? What are the conditions, contexts, and challenges facing these schools as they attempt schoolwide reform?
- What approaches do they take to implement comprehensive, systemic reform geared to having all students achieve to high standards?
- What can practitioners and policymakers alike learn from their efforts?
- Can we discover conditions under which schools with a high proportion of LEP students can develop reform strategies that work?
- What policies can federal, state, and local agencies use to promote effective systemic reform for schools facing the challenge of educating LEP students?

This report treats the first set of questions by describing basic characteristics of the schools and their environment. Other reports from the Benchmark Study address the remaining questions.

### **3. Report Contents**

This report compiles data that describe basic characteristics of the Title VII Comprehensive School grantees during their first year of funding. The information is drawn from an analysis of the original proposals submitted by grantees to OBEMLA and survey data collected from grantees.<sup>5</sup> The survey findings presented in this report describe the first year of funding for the 1995, 1996, and 1997 grantee schools.<sup>6</sup> All

figures presented in this report refer to this combined sample.<sup>7</sup>

The common characteristic of Title VII Comprehensive School Grant recipients is the requirement that a minimum of 25 percent of their students must have limited English proficiency. Aside from this connection, the grantee schools vary greatly from one another. Section B focuses on three background sources of variation — namely, the state, geographic, and community context of the grantees.

Section C describes the basic characteristics of school and student demographics for schools that received Title VII Comprehensive School Grants from 1995 through 1997. We present data for the distribution of grade levels, school enrollment, the percentage of LEP students, the percentage of students from low-income families (as measured by their eligibility for the Federal Free or Reduced-price Lunch program), and the school's participation in Title I.

Section D documents the cultural and linguistic diversity of students served by the schools. Specifically, this section presents data on school enrollment by race and examines the native languages spoken by LEP students across Title VII Comprehensive Schools.

Section E reviews the qualifications of the teaching staff and aspects of the language programs offered at the schools. Specifically, we display data for full-time and part-time teacher qualifications, screening procedures and instruments used for identifying LEP students and the language and academic development programs used at Title VII Comprehensive Schools.

The report has two purposes in presenting this descriptive material. First, we wish to

describe baseline data about the Title VII Comprehensive Schools. It is from these schools that we have selected a sample in which to study the change process through longitudinal fieldwork.<sup>8</sup> Second, our research is premised on the assumption that if schools are to achieve comprehensive and effective reform, they must

choose best practices and implementation strategies that fit their demographic, school, and community contexts. This report describes the contexts that characterize Title VII Comprehensive Schools during their first year of funding and will show how extraordinarily diverse the contexts—and schools—are.

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<sup>1</sup> Because grant recipients are the district, or local education agency, one grant may cover multiple schools. Consequently, a particular school in a grant covering multiple schools might have fewer than 25% LEP students.

<sup>2</sup> The Comprehensive School Grants are one of the four types of grants available through the Title VII Bilingual Education Capacity and Demonstration grant programs. Three-year *Program Development and Implementation Grants* serve to initiate new comprehensive, coherent, and successful bilingual education or special alternative instructional programs for LEP students, including programs of early childhood education, kindergarten through 12th grade education, gifted and talented education, and vocational and applied technology education. Two-year *Program Enhancement Grants* serve to improve existing programs by expanding or enhancing existing bilingual education or special alternative instructional programs for LEP students. Five-year *Comprehensive School Grants* serve to implement schoolwide bilingual education programs or special alternative instruction programs that reform, restructure, and upgrade services to all or most LEP students in schools with significant concentrations (at least 25 percent) of LEP students. Five-year *Systemwide Improvement Grants* serve to implement district-wide bilingual education or special alternative instruction programs that improve, reform, and upgrade services to all or most LEP students in the district.

<sup>3</sup> Ninety-three percent of 1995 grantees, 92 percent of 1996 grantees, and 70 percent of 1997 grantees responded to the survey. Several follow-up methods were used to reach non-respondents, including reminder faxes, telephone calls, repeated mailings or faxing of the survey, and collecting data over the phone if this was convenient to the school.

<sup>4</sup> Berman, P., McLaughlin, B., McLeod, B., Minicucci, C., Nelson, B., and Woodworth, K. (1995), *School Reform and Student Diversity*. U.S. Department of Education, Office of Educational Research and Improvement.

<sup>5</sup> In 1995, 15 schools, seven representing single-school grants, declined to participate in the Study. One grant, representing two schools, declined to disaggregate its data by school and is included only in analyses by grant. One grant, written to serve five schools, reported serving only two. One grant written to serve five schools reported serving seven. In 1996, 11 schools, five representing single-school grants, declined to participate in the Study. In 1997, 47 schools, 23 representing single-school grants, did not return the mail-in survey. Four grants representing two schools did not return any surveys and one grant representing two schools returned a survey for only one school. Four grants representing three schools did not return any surveys. One grant representing five schools returned surveys for two schools.

<sup>6</sup> 136 schools funded in 1995 (88%), 73 funded in 1996 (87%), and 90 funded in 1997 (66%) responded to the survey. Where possible, data for the missing 47 schools in 1997 are drawn from the U.S. Department of Education National Center for Educational Statistics, *Common Core of Data Survey, 1996-1997* (cited throughout this report as the Common Core of Data Survey, 96-97). In addition, LEP enrollment for 34 of these missing 47 schools was obtained via telephone calls. All figures and tables report the total number of school responses.

<sup>7</sup> Percentages in the exhibits presented in this report may total slightly higher or lower than 100 (i.e., 99.9 or 100.1) due to rounding.

<sup>8</sup> The fieldwork schools selected for inclusion in the study of the change process were drawn only from grants funded in 1995 or 1996.



## **B. STATE AND COMMUNITY CONTEXT**

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- 1. Title VII Comprehensive School Grants by State**
- 2. Urbanicity of Title VII Comprehensive Grant Schools**
- 3. Economic and Social Context of Title VII Comprehensive Grant Schools**

## B. STATE AND COMMUNITY CONTEXT

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### 1. Title VII Comprehensive School Grants by State

OBEMLA awards Title VII Comprehensive School Grants competitively based on proposals from districts and schools written in response to a Notice Inviting Applications. Exhibit 2 shows the number of 1995, 1996, and 1997 grants and schools funded by state. OBEMLA funded schools in 19 states in 1995, 12 states in 1996, and 19 states as well as the Republic of Palau in 1997.<sup>1</sup> In all, schools in 27 states (and one site in the Republic of Palau) have received Title VII Comprehensive School Grants.<sup>2</sup>

In total across the three funding periods, about 38 percent of Grantee schools are in California, 15 percent in New York, and eight percent in Texas. The remaining grants are distributed across the other 25 states. A number of the Grantee schools in Oklahoma, Montana, New Mexico and South Dakota serve high concentrations of Native American students.

The last column of Exhibit 2 displays the state percentage of the estimated national total of LEP students.<sup>3</sup> These percentages provide a general sense of the concentration of LEP students by state, and thus serve as a means for comparing the distribution of Title VII Comprehensive School grants to the national geographic concentration of LEP students. Though the grant awards were based on a competitive process, most of the states with high concentrations of linguistically and culturally diverse populations received proportionately more grants. California received about 38 percent of the grants, which is about the same as the percentage of LEP students that California

has relative to the national total. Texas, with about 15 percent of the national total of LEP students, received eight percent of the grants, whereas New York, with about seven percent of the national total of LEP students, received 15 percent of the grants. Florida and Illinois, with about eight percent and three percent of the national LEP student total respectively, each received less than one percent of the awards.

The geographic location of the Grants is important for reasons beyond the proportionality of the Grants. Each state has an educational and political context that sets a framework within which schools seek to realize high expectations for all students. However, states have different laws that can profoundly affect the education of language minority students. For example, in 1998 California passed Proposition 227, which prescribes the services and supports for the education of LEP students. As another example, a major movement across the country involves the establishment of statewide standards, often accompanied by a state student testing system. The details of such standards and assessment vary greatly across the states. The Texas Assessment of Academic and Skills (TAAS), for example, is a different test than the Stanford Achievement Test (SAT 9) used in Arizona or California. Moreover, states have different requirements in policy and practice as to the inclusion of LEP students in their testing. All these matters, as well as many others such as teacher credentialing, impact how Grantee schools develop their approach to educating their students and why the approaches may differ.

**Exhibit 2: Title VII Comprehensive School Grants by State**

	1995		1996		1997		Total Title VII schools	% of all Title VII schools	State % of US LEP
	Number grants	Number schools	Number grants	Number schools	Number grants	Number schools			
<b>Total</b>	<b>106</b>	<b>154</b>	<b>60</b>	<b>84</b>	<b>109</b>	<b>137</b>	<b>375</b>		
Alaska	1	2	2	2	0	0	4	1.1%	1.0%
Arizona	6	6	3	3	7	8	17	4.5%	2.7%
California	47	61	28	35	44	46	142	37.8%	40.0%
Colorado	2	2	0	0	0	0	2	0.5%	0.7%
Connecticut	0	0	1	1	1	3	4	1.1%	0.6%
Florida	0	0	0	0	3	3	3	0.8%	8.4%
Hawaii	0	0	0	0	1	1	1	0.3%	0.4%
Idaho	0	0	0	0	2	3	3	0.8%	0.4%
Illinois	1	1	1	1	1	1	3	0.8%	3.4%
Kansas	1	1	0	0	0	0	1	0.3%	0.4%
Louisiana	1	2	0	0	0	0	2	0.5%	0.2%
Massachusetts	1	3	2	5	2	7	15	4.0%	1.3%
Maine	1	5	0	0	1	1	6	1.6%	0.1%
Michigan	0	0	0	0	1	1	1	0.3%	0.8%
Minnesota	0	0	2	5	0	0	5	1.3%	0.8%
Montana	2	7	0	0	4	8	15	4.0%	0.3%
North Dakota	0	0	1	1	3	4	5	1.3%	0.2%
New Jersey	0	0	0	0	1	2	2	0.5%	1.4%
New Mexico	4	7	0	0	5	7	14	3.7%	2.3%
New York	13	22	11	12	17	23	57	15.2%	7.2%
Oklahoma	6	6	6	11	4	5	22	5.9%	0.9%
Oregon	3	3	0	0	0	0	3	0.8%	1.0%
Pennsylvania <sup>4</sup>	1	1	0	0	0	0	1	0.3%	1.0%
South Dakota	5	5	2	2	3	3	10	2.7%	0.3%
Texas	9	18	1	6	5	6	30	8.0%	14.9%
Washington	1	1	0	0	3	4	5	1.3%	1.6%
Wyoming	1	1	0	0	0	0	1	0.3%	0.1%
Palau	0	0	0	0	1	1	1	0.3%	0.1%

## 2. Urbanicity of Title VII Comprehensive Grant Schools

The schools with Title VII Comprehensive Grants are located in a wide range of population centers, from large metropolitan areas to small, rural towns and reservations.<sup>5</sup> As shown in Exhibit 3, of the 338 schools that provided school location data, approximately 36 percent are located in or near large metropolitan areas with populations greater than 500,000. About 17 percent are located in or near metropolitan areas with populations between 100,000 and 500,000. The remaining schools are distributed across large and small towns and rural areas. Seven percent of the schools are located on reservations or tribal lands.

For the sake of putting these percentages into perspective, Exhibit 3 also shows the comparable national distribution of all public schools. (Note: The standard national source used for all public school data does not identify reservation or tribal land as a separate category.) This comparison suggests that the Title VII Comprehensive Grant Schools are located

proportionately more in the central city of large metropolitan areas than all public schools, and are less likely to be in the suburban areas around major cities.

These settings—urban versus suburban versus rural versus reservations—are likely to pose different conditions and challenges for the Title VII Comprehensive schools. For example, though there are no data that definitively show the difference between the performance of LEP students in one geographic setting compared to another, research studies have shown correlations between urbanicity and student achievement for the general student population. Broadly speaking in terms of averages, students in the central city and in rural areas perform below other students. Numerous studies have pointed to resource deficiencies (including experienced and credentialed teachers) in these settings as one reason for such results. The Benchmark Study’s fieldwork includes a variety of settings to analyze the effects of these different contexts.

**Exhibit 3: Urbanicity of All Public Schools and Title VII Comprehensive Schools**

School Location	All Public		Title VII Comprehensive	
	Number Schools	Percent Schools	Number Schools	Percent Schools
<b>Total</b>	<b>88031</b>	<b>100.0%</b>	<b>338</b>	<b>100.0%</b>
metro area-central city	9547	10.8%	93	27.5
metro area-outside central city	17770	20.3%	28	8.3
mid-sized metro area-central city	13495	15.3%	41	12.1
mid-sized metro area-outside central city	7819	8.9%	17	5.0
large town	1703	1.9%	42	12.4
small town	14943	17.0%	53	15.7
rural area	22754	25.8%	41	12.1
reservation or tribal land	--	--	23	6.8

NOTE: Exhibit 3 is based on information from 338 schools. Of the 299 schools that responded to the survey, one did not respond to this question. Data for 40 of the 47 non-respondents in 1997 were obtained from the Common Core of Data Survey, 1996-1997. Data for the national comparison with all public schools were drawn from the Common Core of Data Survey, 1996-1997. This survey did not provide a reservation or tribal land option.

### **3. Economic and Social Context of Title VII Comprehensive Grant Schools**

At a local level, the economic and social conditions of the school's community define more specific conditions for schooling. To provide a rough gauge of the community's economic and social situation, we asked a respondent at each Title VII Comprehensive school to characterize the school's community along a three point continuum in each of four areas: level of employment, the vitality of the local economic situation, the mobility of the general community population, and the stability of the community's ethnic composition. These contextual variables were chosen because past research has shown that those schools serving LEP students face different challenges corresponding to variation along these variables. The variables tap into related but importantly different aspects of a community's social and economic situation.

Exhibits 4 and 5 show that the Title VII Comprehensive Schools operate in a wide variety of contexts, with approximately half (47 percent) of the Title VII Comprehensive Grant schools being located in communities with high unemployment. About a third of the schools (34 percent) are in communities with a declining economy, and only six percent report being in communities with an expanding economy. Three-quarters of the Title VII Comprehensive Grant schools also report some degree of mobility in their population (76 percent), with 20 percent reporting a transient population. Twenty-one percent of the Grantee schools report that their community has had a rapid change in ethnic composition over the last five years.

Economic and social factors such as these can compound the challenges schools face and affect the kinds of programs schools can mount. For example, schools located in communities with high unemployment and/or declining economies often find that they must address their students' needs for health, nutrition, and social services along with their educational needs. In designing the fieldwork for the Benchmark Study, we picked schools serving communities that are located in different economic situations. Moreover, we are collecting data on a dimension of school reform that addresses the approaches Title VII Comprehensive schools are taking to deal with their students'—and communities'—needs for health, nutrition, and social services.

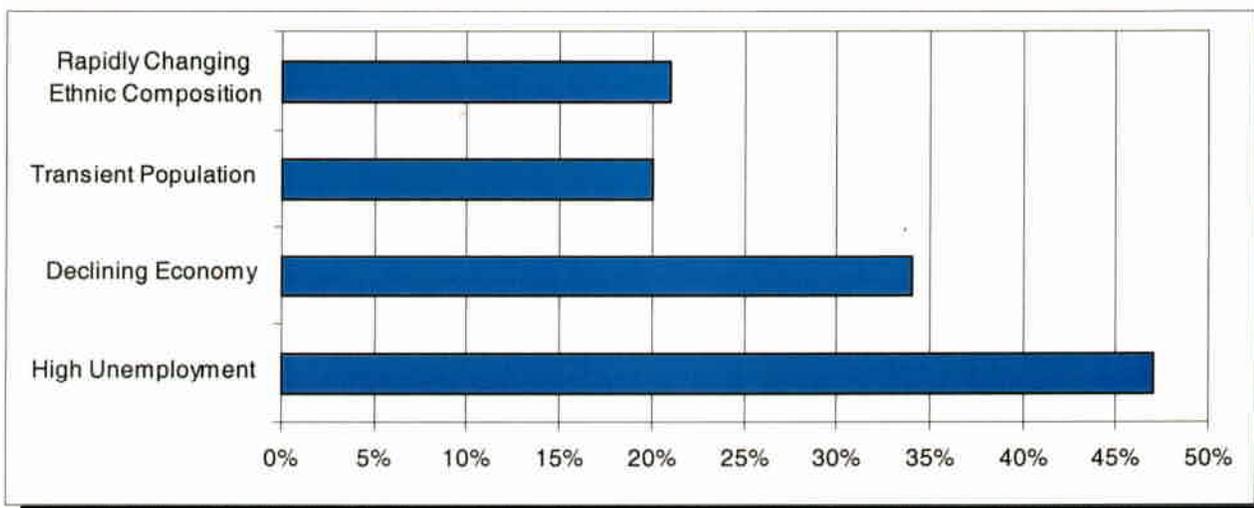
As another aspect of the challenges facing Title VII Comprehensive schools, communities with transient populations—for example, the community may be a port of entry for immigration—have to be concerned with newcomer programs that teach cultural survival skills along with rudimentary English. A school in a community that has a stable non-English speaking population—for example, a stable farm labor community—can develop a long-term approach to English language development, whereas schools whose community experiences a change from one language group (e.g., Spanish) to another (e.g., Russian) have to respond with new and flexible programs to accommodate the community's change.

The important point to note for future analysis is that the reality of a school's community—its economic and social conditions—affects the nature of the educational programs that the school needs to develop.

### Exhibit 4: Community Context of Title VII Comprehensive Schools

Community Employment Rate (N = 284)		
Low Unemployment 14%	Midpoint 39%	High Unemployment 47%
Vitality of Local Community Economy (N = 290)		
Expanding Economy 6%	Midpoint 60%	Declining Economy 34%
Mobility of Population (N = 287)		
Stable Population 24%	Midpoint 56%	Transient Population 20%
Stability of Community's Ethnic Composition (N = 292)		
Same Ethnic Composition for the last 5 years or more 54%	Midpoint 25%	Rapidly Changing Ethnic Composition 21%

### Exhibit 5: Histogram of Community Context of Title VII Comprehensive Schools



NOTE: Exhibits 4 and 5 are based on data from between 284 and 292 schools (out of 299) who responded to these questions regarding community context.

<sup>1</sup> There are no duplicate schools; once receiving a five-year Title VII Comprehensive School grant, schools are not eligible for another.

<sup>2</sup> The Republic of Palau will be considered a state from this point forward for purposes of analysis in this report.

<sup>3</sup> National Clearinghouse for Bilingual Education. *Summary Report of the Survey of the States' Limited English Proficient Students and Available Educational Programs and Services 1996-1997* (Draft). U.S. Department of Education.

<sup>4</sup> The data for Pennsylvania are from the National Clearinghouse for Bilingual Education, *Summary Report of the Survey of the States' Limited English Proficient Students and Available Educational Programs and Services 1994-1995*. U.S. Department of Education. Pennsylvania provided information only on how many LEP students received LEP services (N=19,889; U.S. LEP enrollment was 3,184,696). NCBE assumed, therefore, that there were at least 19,889 LEP students in the state. However, this number may not include all of the LEP students in the state.

<sup>5</sup> The population categories used in our survey are: metropolitan area-central city, 500,000+; metropolitan area-outside central city; mid-sized metropolitan area-central city, 100,000-499,000; mid-sized metropolitan area, outside central city; large town, 25,000-99,999; small town, 2,500-24,999; rural area, <2,500. The definition of reservation or tribal land is based on political boundaries.

## **C. SCHOOL AND STUDENT DEMOGRAPHICS**

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- 1. Grade Level of Title VII Comprehensive Grant Schools**
- 2. School Size**
- 3. Limited English Proficient Student Enrollment**
- 4. Participation in Free and Reduced-price Lunch and Title I Programs**

## C. SCHOOL AND STUDENT DEMOGRAPHICS

### 1. Grade Level of Title VII Comprehensive Grant Schools

Title VII Comprehensive schools serve a diverse combination of grade levels, ranging from pre-Kindergarten (preK) to 12<sup>th</sup> grade. For convenience, we have grouped the grade levels into elementary schools (including schools serving any grades 6 or lower), elementary/middle schools (including schools serving grade 7 or 8 and any additional grades lower than 6), middle/junior high schools (namely 6-8, 7-8, 6-9, 7-12), high schools (namely, grades 9-12), preK-12 schools, or ungraded schools. The distribution of these grade levels across the schools is shown in Exhibits 6 and 7.

Using this categorization, approximately 81 percent of the Title VII Comprehensive schools fall into the traditional grade combinations found in the majority of public schools; either elementary schools (about 64 percent),

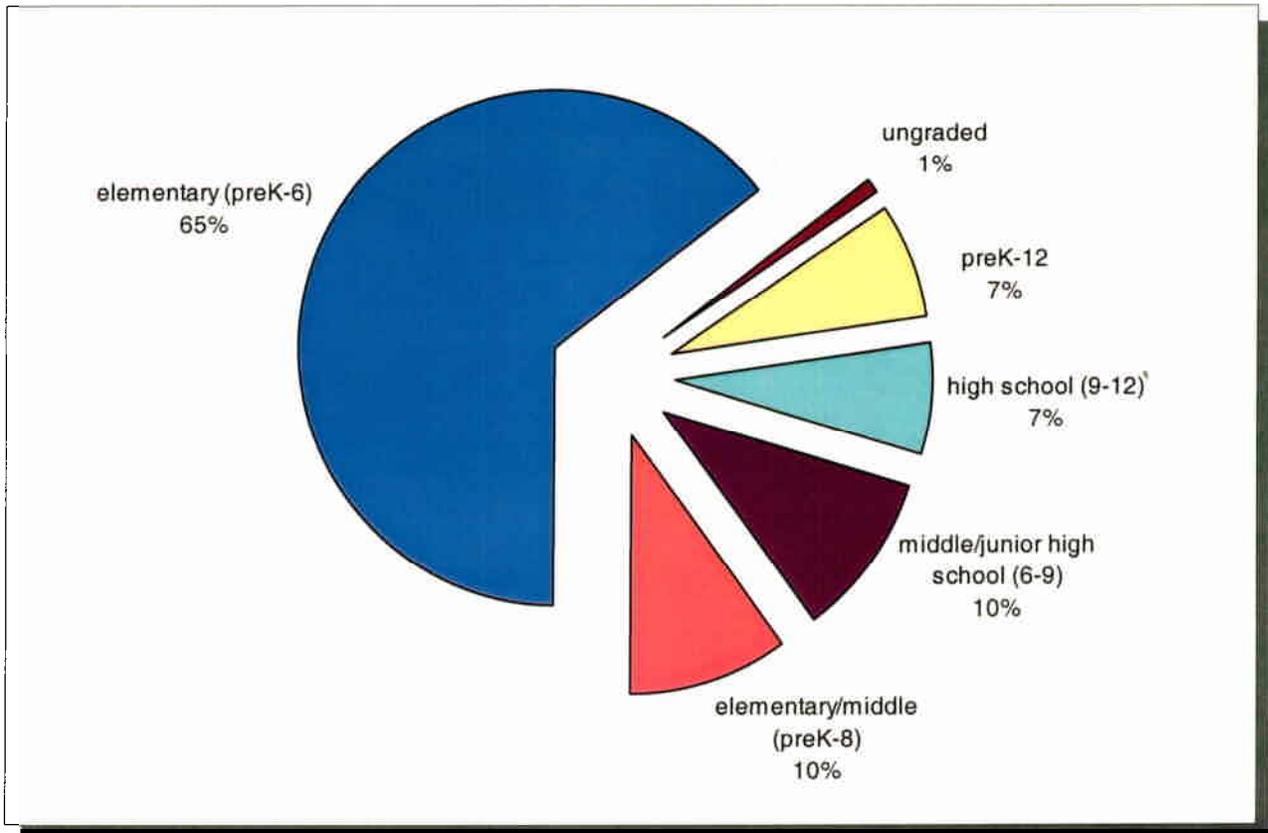
middle/junior high schools (ten percent) or high schools (about seven percent). Thirty-six schools (nearly 11 percent) serve preK-8 or K-8, 25 schools (about seven percent) serve preK-12 or K-12, and two ungraded schools (nearly one percent) serve students aged 12-18 and 15-21 respectively. The dominant proportion of elementary schools among this sample of Title VII Comprehensive Schools reflects the national reality that most LEP students are in the early elementary grades.<sup>1</sup>

As shown in Exhibit 8, the Title VII Comprehensive high schools and middle schools, not surprisingly, tend to be in the large metro area-central city and the preK-12 Title VII Comprehensive schools tend to be in small towns, rural areas, or on reservations or tribal lands. In addition, the preK-8 schools tend to be in the small towns and rural areas.

**Exhibit 6: Grade Levels in All Public Schools and Title VII Comprehensive Schools**

	All Public Schools		Title VII Comprehensive Schools	
	Number of Schools	Percent of Schools	Number of Schools	Percent of Schools
<b>Total</b>	<b>87751</b>	<b>100.0%</b>	<b>340</b>	<b>100.0%</b>
Elementary (preK-6)	48147	54.9%	218	64.1%
Elementary/Middle (preK-8)	6920	7.9%	36	10.6%
Middle/Junior High (6-9)	16491	18.8%	34	10.0%
High School (9-12)	13148	15.0%	25	7.4%
PreK-12	2375	2.7%	25	7.4%
Ungraded	670	0.8%	2	0.6%

**Exhibit 7: Pie Chart of Grade Levels in Title VII Comprehensive Schools**



**Exhibit 8: Grade Level by Urbanicity in Title VII Comprehensive Schools**

Percentage of Title VII Comprehensive Schools by Grade Level							
Urbanicity	preK-6	preK-8	middle	high	preK-12	un-graded	Row Total
metro area-central city	28.1%	25.0%	38.2%	37.5%	0.0%	50.0%	27.5%
metro area-outside central city	9.2%	5.6%	5.9%	16.7%	0.0%	0.0%	8.3%
mid-sized metro area-central city	15.7%	0.0%	11.8%	8.3%	4.0%	0.0%	12.1%
mid-sized metro area-outside central city	5.5%	5.6%	5.9%	0.0%	4.0%	0.0%	5.0%
large town	15.7%	5.6%	11.8%	8.3%	0.0%	0.0%	12.4%
small town	14.3%	16.7%	20.6%	16.7%	20.0%	0.0%	15.7%
rural area	6.5%	33.3%	2.9%	4.2%	48.0%	50.0%	12.1%
reservation or tribal land	5.1%	8.3%	2.9%	8.3%	24.0%	0.0%	6.8%
Column Total	217 (64.2%)	36 (10.7%)	34 (10.1%)	24 (7.1%)	25 (7.4%)	2 (0.6%)	338

NOTE: Exhibits 6 and 7 are based on data from 340 schools. Grade level data were provided by all 299 schools that responded to our survey. Data for 41 of the 47 non-respondents funded in 1997 were obtained from the Common Core of Data Survey, 1996-1997. Because two of these schools did not provide data on urbanicity, exhibit 8 includes data from 338 Title VII Comprehensive Schools. Data for the national comparison of public schools were drawn from the Common Core of Data Survey, 1996-1997.

## 2. School Size

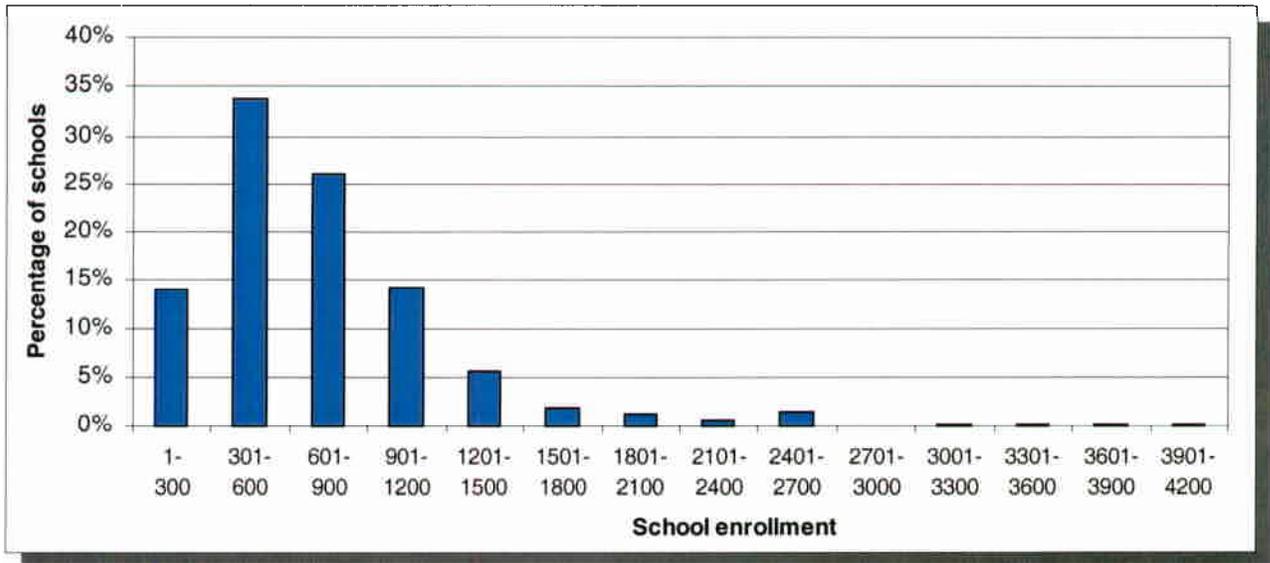
The Title VII Comprehensive schools span a wide range of school sizes, from a very small elementary/middle school (grades K-8) enrolling 46 students to a very large high school (grades 9-12) enrolling 4,162 students. The majority of the schools, however, are relatively small. As shown in Exhibit 9, about 14 percent enroll 300 or fewer students and almost 60 percent enroll between 300 and 900 students. Only 5 percent have enrollments larger than 1800. These data are not entirely representative of national data.<sup>2</sup> Title VII Comprehensive Schools include a smaller proportion of small schools (enrollment less than 300) than in the national sample.

When total enrollment is broken out by grade level, Title VII Comprehensive schools reflect national averages.<sup>3</sup> Exhibit 10, which shows the Title VII Comprehensive School enrollment by grade level, indicates that Title VII Comprehensive preK-8 schools tend to be smaller (under 600 students) than schools serving other grade ranges. In comparison, Title VII Comprehensive high and preK-12 schools tend to

be larger (over 1200 students) than schools serving other grade ranges. Of the Title VII Comprehensive elementary schools, about 48 percent enroll 600 or fewer students while 12 percent have enrollments larger than 1200. Similarly, about 44 percent of Title VII Comprehensive preK-12 schools enroll 600 or fewer students while 20 percent have enrollments larger than 1200. Enrollment at Title VII Comprehensive middle and high schools represents mostly similar distributions. Forty-one percent of Title VII Comprehensive middle schools serve fewer than 600 students while only about six percent enroll more than 1200 students. Forty percent of Title VII Comprehensive high schools enroll fewer than 600 students; sixteen percent enroll between 600 and 1200 students; and 20 percent enroll more than 1200 students.

In terms of size and urbanicity of Title VII Comprehensive Schools, the larger schools are, not surprisingly, in the central large metropolitan areas (see Exhibit 11) and the Native American reservations mostly have small schools.

### Exhibit 9: Title VII Comprehensive School Enrollment



### Exhibit 10: Student Enrollment of Title VII Comprehensive Schools by Grade Level

Student Enrollment	Grade Level						Row Total
	preK-6	preK-8	Middle	High	preK-12	Ungraded	
1-300	10.3%	22.9%	15.6%	24.0%	16.0%	0.0%	13.6%
301-600	37.6%	42.9%	25.0%	16.0%	28.0%	0.0%	34.3%
601-900	25.4%	14.3%	34.4%	36.0%	20.0%	100.0%	25.9%
901-1200	14.6%	11.4%	18.8%	8.0%	16.0%	0.0%	14.2%
1200+	12.1%	8.5%	6.2%	16.0%	20.0%	0.0%	12.0%
Column Total	213 (64.2%)	35 (10.5%)	32 (9.6%)	25 (7.5%)	25 (7.5%)	2 (0.6%)	332

### Exhibit 11: Student Enrollment of Title VII Comprehensive Schools by Urbanicity

Urbanicity	Student Enrollment					Row Total
	1-300	301-600	601-900	901-1200	1200+	
metro area-central city	12.8%	14.9%	31.8%	39.6%	57.5%	27.6%
metro area-outside central city	0.0%	4.4%	13.6%	14.6%	10.0%	8.3%
mid-sized metro area-central city	0.0%	20.2%	8.0%	14.6%	10.0%	12.2%
mid-sized metro area-outside central city	0.0%	2.6%	6.8%	10.4%	7.5%	5.0%
large town	6.4%	16.7%	13.6%	12.5%	5.0%	12.5%
small town	12.8%	22.8%	18.2%	6.3%	5.0%	15.7%
rural area	51.1%	7.9%	5.7%	2.1%	5.0%	12.2%
reservation or tribal land	17.0%	10.5%	2.3%	0.0%	0.0%	6.5%
Column Total	47 (13.9%)	114 (33.8%)	88 (26.1%)	48 (14.2%)	40 (11.9%)	337

NOTE: Exhibit 9 is based on data from 339 schools. Of the 299 schools that responded to the survey, one did not provide enrollment information. Data on school enrollment were obtained for 41 of the 47 non-respondents funded in 1997 from the Common Core of Data Survey, 1996-1997. For exhibit 10, grade level was obtained for 34 of the 47 non-respondents funded in 1997 from the Common Core of Data Survey, 1996-1997, resulting in 332 schools. For exhibit 11, school location data were obtained for 39 of the 47 non-respondents funded in 1997 from the Common Core of Data Survey, 1996-1997, resulting in 337 schools; the numbers from Exhibits 10 and 11 are not the same.

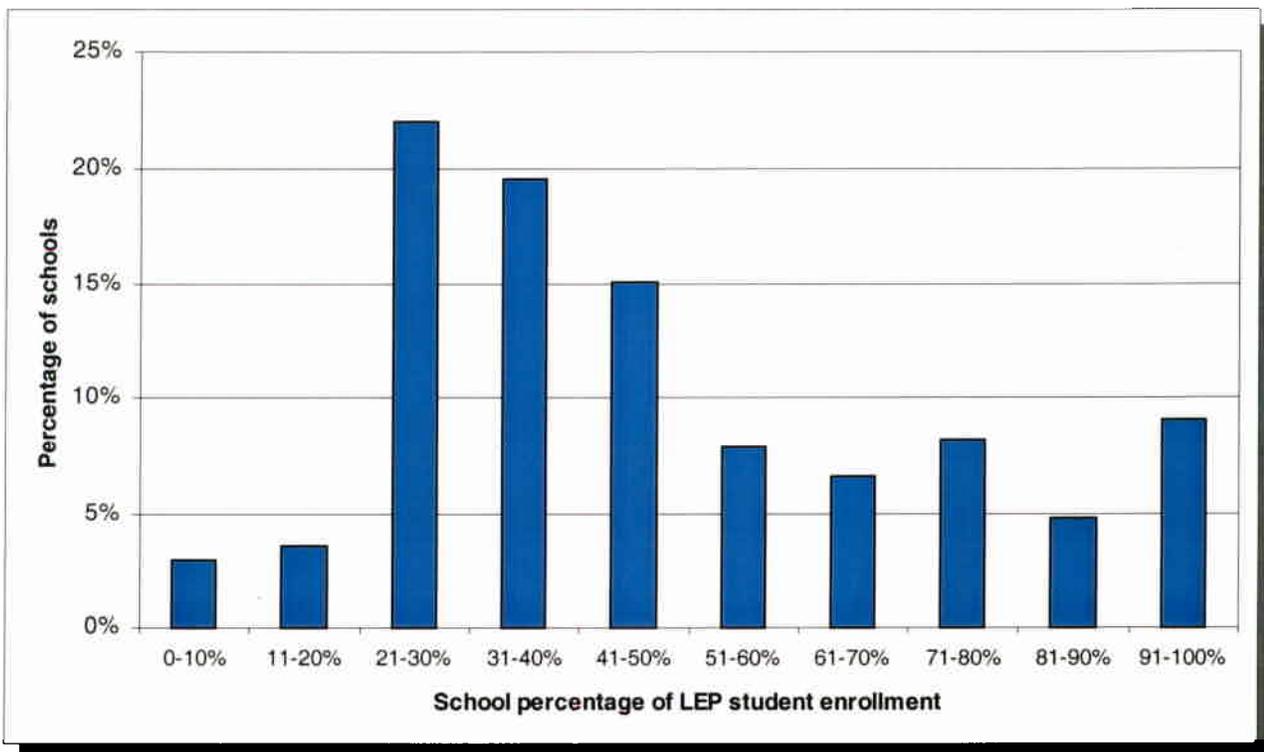
### 3. Limited English Proficient Student Enrollment

Exhibit 12 shows the percentage of LEP students across Title VII Comprehensive schools. Almost one in three of the schools have a very high concentration of LEP students (greater than 60 percent). In contrast, about one in three of the schools have fewer than 30 percent LEP students, with most of these schools at about 25 percent LEP students.<sup>4</sup> A school's language program and its approach to schoolwide reform can be expected to be quite different for these contrasting situations. Exhibit 13 shows the relationship between grade level and LEP student concentration for the Title VII Comprehensive schools. When the concentration of LEP students is divided into quartiles, the data indicate that about half the schools (47.4 percent) report a mid-level concentration of LEP students (26-50

percent range), a pattern that holds true for both elementary (preK-6) and elementary/middle (preK-8) schools. Generally consistent with the national data,<sup>5</sup> these data indicate that elementary and elementary/middle schools more often indicate having higher concentrations (defined as greater than 50 percent) of LEP students (about 37 percent and 50 percent respectively) than do middle/junior high and high schools (about 18 percent and 28 percent respectively).

Exhibit 14 shows the school's percentage of LEP students by its urbanicity. Title VII Comprehensive Schools with a high concentration of LEP students (defined as greater than 50 percent) tend to be in large metropolitan areas (mostly central city), and large or small towns.

**Exhibit 12: LEP Student Enrollment in Title VII Comprehensive Schools**



**Exhibit 13: School Percentage of LEP Student Enrollment by Grade Level**

Percentage LEP students	Grade Level						Row Total
	preK-6	preK-8	Middle	High	preK-12	ungraded	
0-25%	15.1%	5.9%	21.2%	36.0%	12.0%	0.0%	16.0%
26-50%	48.1%	44.1%	60.6%	36.0%	40.0%	50.0%	47.4%
51-75%	19.3%	23.5%	3.0%	4.0%	16.0%	50.0%	16.9%
76-100%	17.5%	26.5%	15.2%	24.0%	32.0%	0.0%	19.6%
Column N (% of total)	212 (64.0%)	34 (10.3%)	33 (10.0%)	25 (7.6%)	25 (7.6%)	2 (0.6%)	331

**Exhibit 14: School Percentage of LEP Student Enrollment by Urbanicity**

	School Percentage of LEP Students				Row Total
	0-25%	26-50%	51-75%	76-100%	
metro area-central city	25.0%	29.9%	27.3%	24.6%	27.7%
metro area-outside central city	7.7%	8.9%	10.9%	6.2%	8.5%
mid-sized metro area-central city	11.5%	12.1%	10.9%	15.4%	12.5%
mid-sized metro area-outside central city	9.6%	3.8%	5.5%	3.1%	4.9%
large town	11.5%	10.2%	12.7%	18.5%	12.5%
small town	15.4%	13.4%	27.3%	13.8%	16.1%
rural area	13.5%	13.4%	1.8%	10.8%	10.9%
reservation or tribal land	5.8%	8.3%	3.6%	7.7%	7.0%
Column N (% total)	52 (15.8%)	157 (47.7%)	55 (16.7%)	65 (19.8%)	329

NOTE: Exhibits 12 and 13 are based on data from 331 schools. Of 299 schools that responded to the survey, 1 did not respond to LEP enrollment and 1 did not respond to total enrollment. LEP enrollment data for 34 of the 47 non-respondents funded in 1997 came from follow-up telephone calls. For exhibit 13, grade level for these 34 additional schools came from the Common Core of Data Survey, 1996-1997. For exhibit 14, two of the 34 schools did not provide information on urbanicity; exhibit 14 is based on information from 330 schools.

#### 4. Participation in Free and Reduced-price Lunch and Title I Programs

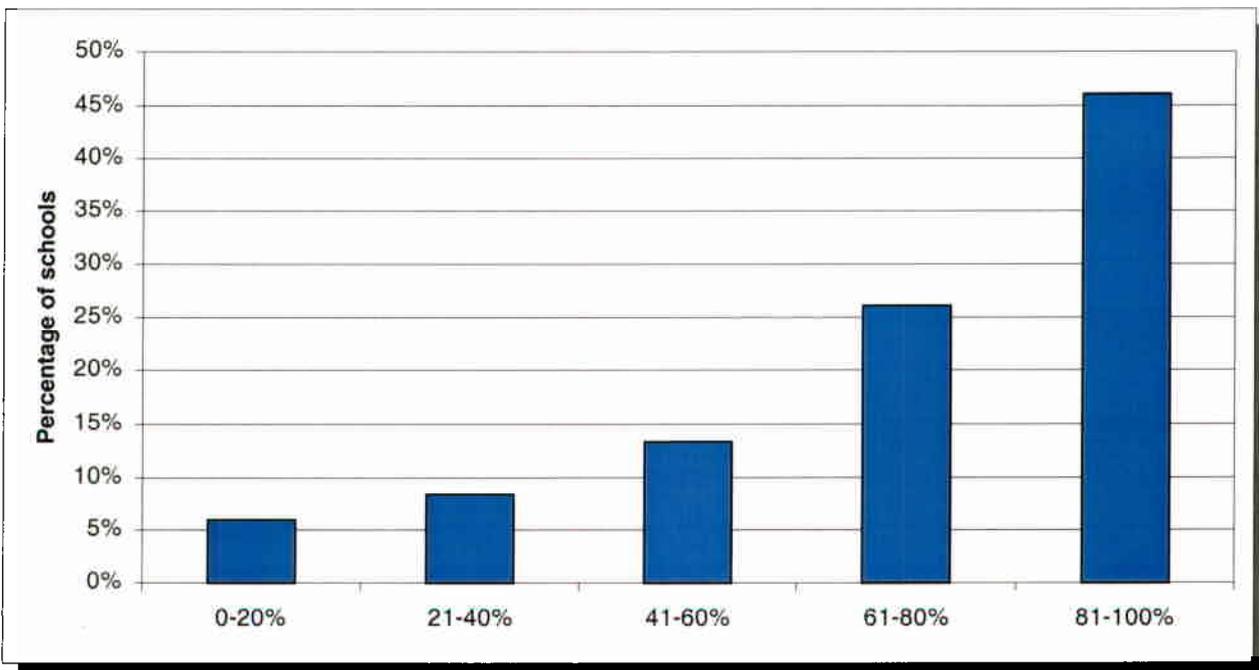
Nationally, about nine out of ten LEP students are members of low-income families.<sup>6</sup> Therefore, one would expect that schools receiving Title VII Comprehensive School grants serve a high proportion of students from low-income families. To provide an approximate measure of the students' economic situations, we asked schools about the number of their students eligible for the federal Free or Reduced-price Lunch Program. Exhibit 15 shows that almost half (about 46 percent) of all Title VII Comprehensive Schools report that 80 percent or more of their students are eligible for free or reduced-price lunch and another quarter (over 26 percent) report that between 61 and 80 percent of their students are eligible.

To provide additional descriptive statistics on this matter, Exhibit 16 shows the percentage of LEP students at Title VII Comprehensive

schools by the schools' percentage of students eligible for free or reduced-price lunch. As the table, indicates there is a high correlation between the two, suggesting that most LEP students come from low-income backgrounds.

We also asked schools to describe their participation in Title I. Exhibit 17 shows that 59 percent of the Title VII Comprehensive schools participate in schoolwide Title I while only seven percent do not receive Title I funding. Schoolwide eligibility was pending in seven percent of the schools at the time of the survey. Eighty-one schools (27 percent) reported some, but not all, of their students were served by Title I. In these cases, 42 percent of the schools reported that 60 percent or more of their LEP students participate in Title I.

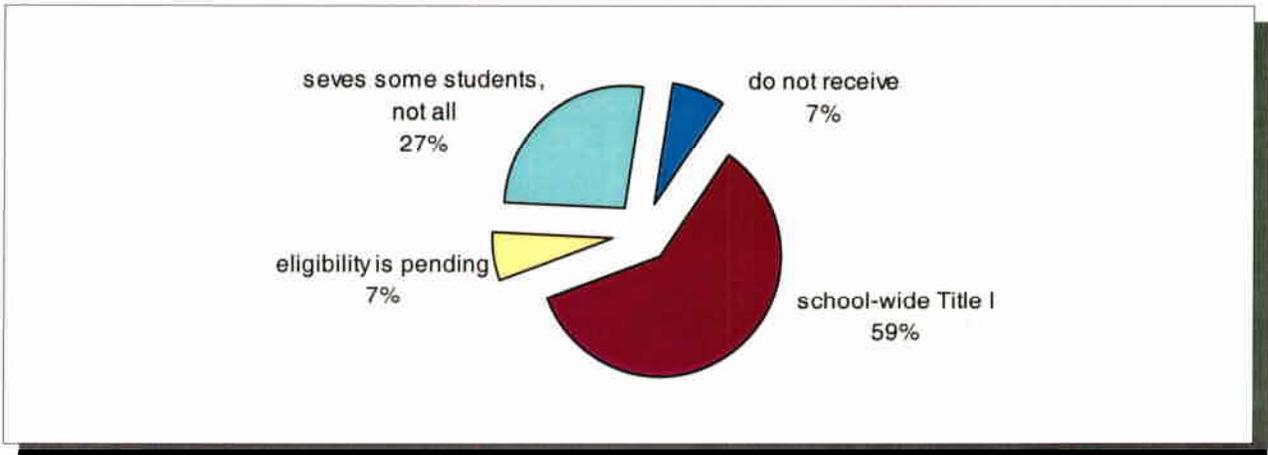
**Exhibit 15: School Percentage of Students Eligible for Free or Reduced-price Lunch**



**Exhibit 16: Title VII Comprehensive Schools' Percentage of Students Eligible for Free or Reduced-price Lunch**

% LEP students	Percentage of Title VII Comprehensive Schools Eligible for Free or Reduced-price Lunch					% of Total
	0-20%	21-40%	41-60%	61-80%	81-100%	
0-25%	26.3%	11.1%	14.3%	11.6%	9.0%	16.2%
26-50%	36.8%	37.0%	52.4%	50.0%	48.1%	47.6%
51-75%	15.8%	14.8%	16.7%	17.4%	16.3%	16.5%
76+%	21.1%	27.0%	16.7%	20.9%	17.0%	19.8%
Total	19 (5.8%)	27 (8.2%)	42 (12.8%)	86 (26.2%)	154 (47.0%)	328

**Exhibit 17: Percentage of Title VII Comprehensive Schools Participating in Title I**



NOTE: Exhibit 15 is based on information from 336 schools. Of the 299 schools that responded to our survey, 4 left this question blank. Data for 41 of the 47 non-respondents funded in 1997 were obtained from the Common Core of Data Survey, 1996-1997. Exhibit 16 is based on data from 328 of these schools that provided information about both LEP enrollment and number of students eligible for the Free or Reduced-price Lunch Program. Exhibit 17 is based on responses from 297 of the 299 schools that responded to the survey and provided information about Title I participation.

<sup>1</sup> National estimates in 1991 placed over half (53 percent) of LEP students in grades K-4 with smaller numbers in each succeeding grade level, except grade 9 which had more LEP students than grade 8. The LEP student percentage of total enrollment was about 8 percent for kindergarten and first grade, but only 3 percent for 12<sup>th</sup> grade. Fleischman, H.L. and Hopstock, P.J. (1993), *Descriptive Study of Services to Limited English Proficient Students, Volume I. Summary of Findings and Conclusions*. Development Associates, Inc.: Arlington, VA.

<sup>2</sup> At the national level, 30 percent of all public schools enroll 300 or fewer students, 57 percent enroll between 300 and 900 students, and only two percent of schools enroll more than 1800 students. U.S. Department of Education, National Center for Education Statistics, *Common Core of Data Survey, 1996-1997*.

<sup>3</sup> U.S. Department of Education, National Center for Education Statistics, *Common Core of Data Survey, 1996-1997*.

<sup>4</sup> Though all Title VII Comprehensive Schools reported LEP enrollments greater than 25 percent in their OBEMLA proposals (which is a requirement for receiving a grant), 17 schools responding to our survey reported LEP enrollments under 20 percent during their first year of funding. Some of these schools represent single-school grants while others are part of multi-school grants. In the majority of cases for multi-school grants, averaging across all schools in the grant brings the overall grant percentage close to or over 25 percent. However, one multi-school grant reports all individual schools are under 20 percent and ten single-school grants report LEP school enrollments under 20 percent.

<sup>5</sup> Fleischman, H.L. and Hopstock, P.J. (1993), *Descriptive Study of Services to Limited English Proficient Students, Volume I. Summary of Findings and Conclusions*. Development Associates, Inc.: Arlington, VA.

<sup>6</sup> E. Garcia reported that more than 90 percent of students from non-English speaking homes in 1984 met official poverty guidelines. Garcia, E. (1994), *Understanding and Meeting the Challenge of Student Cultural Diversity*. Houghton Mifflin: Boston, MA. Two additional studies documenting the overlap between economic status and limited English proficiency are Fleischman, H. L. and Hopstock, P. J. (1993), *Descriptive Study of Services to Limited English Proficient Students, Volume I. Summary of Findings and Conclusions*. Development Associates, Inc.: Arlington, VA, and Moss, M. and Puma, M. (1995), *Prospects: the Congressionally Mandated Study of Educational Growth and Opportunity. First Year Report on Language Minority and Limited English Proficient Students*. Abt Associates Inc. : Cambridge, MA.



## **D. CULTURAL AND LINGUISTIC DIVERSITY**

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- 1. Racial and Language Diversity Across Schools**
- 2. Language Concentrations Within Schools**
- 3. Languages With at Least a Ten Percent Level of Concentration**
- 4. Languages With at Least a Fifty Percent Level of Concentration**

## D. CULTURAL AND LINGUISTIC DIVERSITY

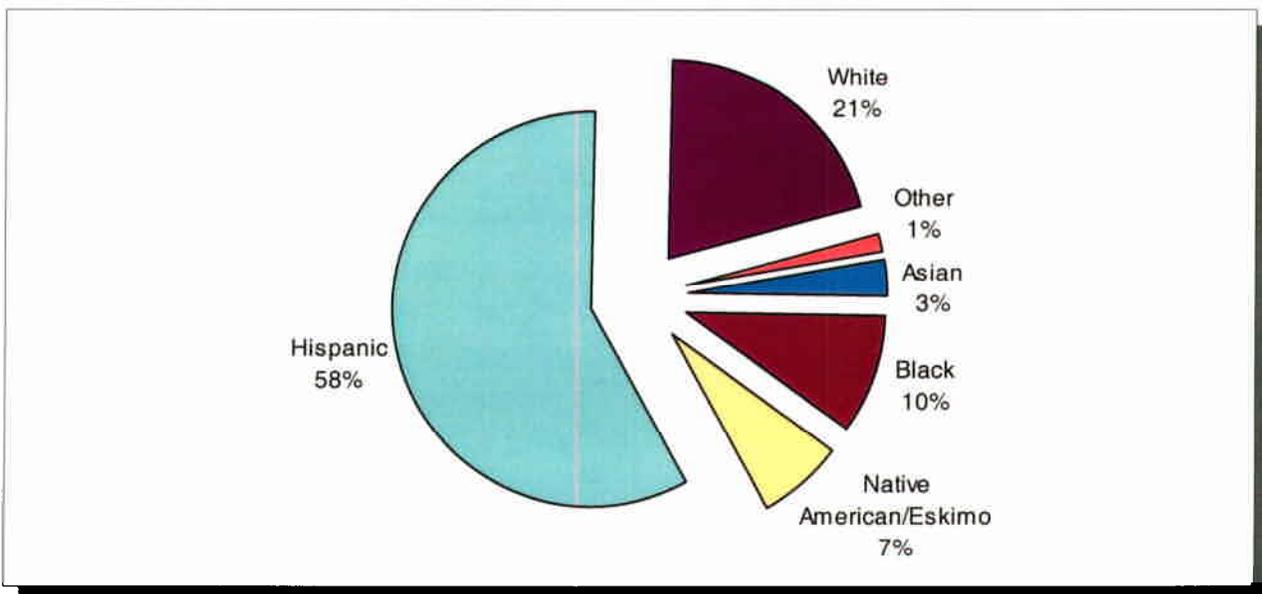
### 1. Racial and Language Diversity Across Schools

There is widespread diversity among the student populations enrolled at Title VII Comprehensive schools both in terms of racial/cultural diversity and linguistic diversity. As shown in Exhibit 18, the overall student population enrolled in Title VII Comprehensive schools is 58 percent Hispanic, 21 percent White, ten percent Black, seven percent Native American/Eskimo, three percent Asian, and one percent other.<sup>1</sup> This is in contrast to national averages, which show that across all public schools the racial composition of students is 16 percent Hispanic, 63 percent White, 16 percent Black, one percent Native American/Eskimo, and four percent Asian.<sup>2</sup>

Limited English proficient students enrolled in Title VII Comprehensive schools speak a wide variety of languages, although these are not

necessarily the languages of instruction at their schools. Exhibit 19 lists the top 29 languages spoken by limited English proficient students across the schools.<sup>3</sup> These data indicate that the overwhelming majority of students at Title VII Comprehensive Schools speak Spanish as their native language (nearly 75 percent).<sup>4</sup> Palauan is the next most common native language with nearly four percent of all LEP students, followed by Lakota with nearly three percent of all LEP students and Blackfeet with nearly three percent of all LEP students.<sup>5</sup> For each of the remaining languages, the students speaking these languages constitute less than two percent of the total number of LEP students across all schools receiving Title VII Comprehensive Grants. The dominance of Spanish represented in these Title VII Comprehensive schools mirrors national statistics.

**Exhibit 18: Title VII Comprehensive School Enrollment by Race**



**Exhibit 19: Native Languages Spoken by LEP Students Across All Title VII Comprehensive Schools**

<b>Native Language</b>	<b>Number of LEP Students</b>	<b>Percent of LEP Students</b>
Spanish	73920	74.8%
Palauan	3556	3.6%
Lakota	2752	2.8%
Blackfeet	2077	2.1%
Cantonese	1789	1.8%
Navajo	1544	1.6%
Cherokee	1301	1.3%
Vietnamese	1297	1.3%
Cambodian	1138	1.1%
Ojibwe	975	1.0%
Russian	560	0.6%
French	559	0.6%
Cree	559	0.6%
Choctaw	512	0.5%
Hmong	424	0.4%
Salish	343	0.3%
Apache	328	0.3%
Haitian Creole	328	0.3%
Caribbean	325	0.3%
Yupik	319	0.3%
Mandarin	312	0.3%
Lao	308	0.3%
Tagalog	285	0.3%
Arapaho	218	0.2%
Armenian	207	0.2%
East India	201	0.2%
Osage	186	0.2%
Mien	163	0.2%
Bengali	157	0.2%
Other	2170	2.2%
<b>Total</b>	<b>98813</b>	<b>100.0%</b>

NOTE: Exhibit 18 is based on data from 340 schools. Data on ethnicity were provided by all 299 schools that responded to the survey. Data for 41 of the 47 non-respondents funded in 1997 were obtained from the Common Core of Data Survey, 1996-1997. Exhibit 19 is based on data from 291 schools. Of the 299 schools that responded to the survey, six provided invalid LEP data (number of LEP students exceeded total LEP enrollment), one left LEP enrollment blank, and one left total enrollment blank.

## 2. Language Concentrations Within Schools

We can gain insight into the diversity of languages spoken by the students at Title VII Comprehensive Schools by examining the concentration of language groups within schools. Schools need to take different approaches to their language program(s) and to schoolwide reform depending on the concentration of language groups at the particular school. For example, if a school's LEP students speak only one non-English language, the school might take a different approach to its language development program or schoolwide reform than if it has a sizeable number of LEP students from a variety of different languages. In reality, schools often face a wide range of language group configurations.

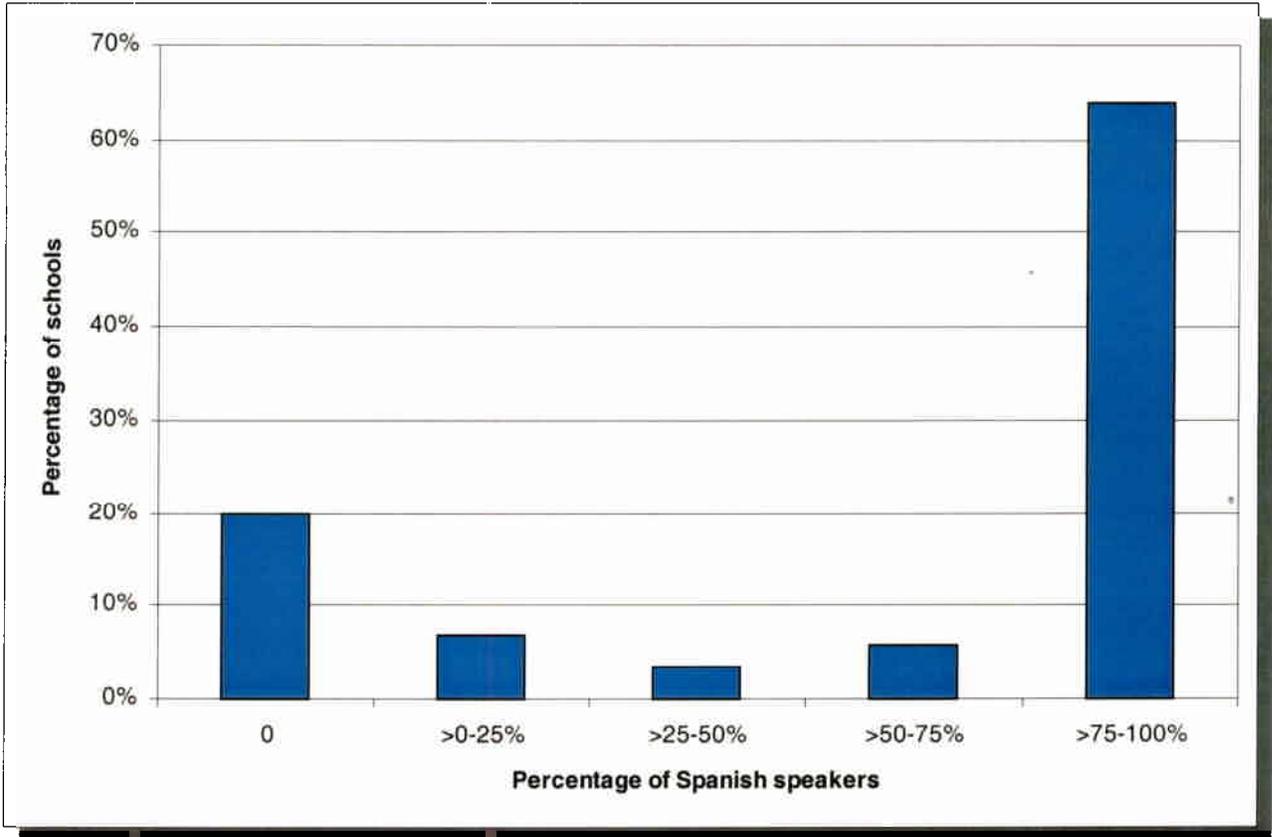
In the survey, schools were asked to indicate up to the top five languages spoken by their LEP students. The data show that there are over 100 languages spoken by LEP students at the Title VII Comprehensive schools in the Study. It is difficult to analytically describe all the possible combinations of language groupings present at the schools receiving Title VII Comprehensive funding, but this Study proposes several definitions to help sort through the complexity. Since we know that most LEP students are Spanish speaking, we first ask: What is the concentration of Spanish speaking LEP students across the schools?

Exhibits 20 and 21 display the school percentage of Spanish-speaking LEP students across the Title VII Comprehensive schools.

About 20 percent of the schools have no Spanish-speaking LEP students, a point to which we will return shortly. Sixty-four percent of the schools indicate that more than 75 percent of their LEP students are Spanish-speaking students. Indeed, for 25 percent of the schools that responded to the survey, 100 percent of the LEP students have Spanish as their native language (data not shown in table). In addition, there are another 10 percent of the schools where 100 percent of LEP students speak one native language that is not Spanish. This suggests that at least for 35 percent of the Title VII Comprehensive schools there is a need to structure language programs and schoolwide reform around one dominant native language group. This presents a very different situation than in schools where there is a need to provide programs to a variety of languages.

Approximately 16 percent of the schools enroll some Spanish-speaking LEP students, but at a concentration smaller than 75 percent. Many of the schools with less than 75 percent Spanish-speaking LEP students have LEP students who come from a variety of language backgrounds, particularly Asian, European, and Pacific Island languages. We must next consider schools where there is more than one native language group with a significant population within a school. We therefore want to know: How many different language groups have at least a ten percent level of concentration at Title VII Comprehensive Schools? The next section addresses this concern.

**Exhibit 20: Bar Chart of School Percentage of Spanish Speaking LEP Students Across Title VII Comprehensive Schools**



**Exhibit 21: School Percentage of Spanish Speaking LEP Students Across Title VII Comprehensive Schools**

	Number of schools	Percentage of schools
<b>Total</b>	<b>291</b>	<b>100.0%</b>
<i>none</i>	58	19.9%
0-25%	20	6.9%
>25-50%	10	3.5%
>50-75%	17	5.8%
>75-100%	186	63.9%

NOTE: Exhibits 20 and 21 are based on data from 291 schools. Of the 299 schools that responded to the survey, six provided invalid LEP data (number of LEP students exceeded total enrollment), one left LEP enrollment blank and one left total enrollment blank.

### 3. Languages with at Least a Ten Percent Level of Concentration

Schools face very different situations when they have one dominant non-English native language compared to having, for example, two dominant non-English languages or three or more languages with no one dominant language group.

Exhibit 22 examines the empirical facts for the Title VII Comprehensive Grant schools. This table displays whether schools with at least a ten percent concentration of LEP students who speak a particular language also have one or more other non-English language with at least a ten percent concentration of LEP students. The languages in this table include all languages with at least 0.2 percent of the total LEP population across all Title VII Comprehensive schools (as shown in Exhibit 19).

An example might help in reading the table. The third row of the table indicates that nine schools had at least a ten percent concentration of LEP students whose native language is Cherokee. Out of these nine schools, zero had no other language group with at least ten percent concentration and seven had at least a ten percent concentration of native Cherokee speakers along with one other native language with at least a ten percent concentration. An additional two schools had a ten percent concentration of native Cherokee speakers along with ten percent concentrations of two other native languages, and

no schools had native Cherokee speakers along with three other native languages with at least a ten percent concentration of LEP students.

We chose the criterion of ten percent because that might be a minimum level of LEP students necessary to implement an academic program that employs the native language. Using this criterion, approximately 70 percent of Title VII Comprehensive Schools had only one native language that represented at least ten percent of the LEP students. We will investigate this minimal “one language concentration” situation in more detail, but the table makes it clear that Spanish is the native language spoken by at least ten percent of the LEP students in nearly 77 percent of the schools. In the large majority of these schools (79 percent; N=174) Spanish is the only language with at least a ten percent concentration of LEP students.

The table also portrays the variety of situations involving multiple languages, any of which might have enough LEP students who speak a given native language to implement a language program. Indeed, it is not infrequent for schools to offer different language approaches to accommodate different language groups. This situation might occur in the nearly 22 percent of the schools in which there are between two and four language groups represented at a ten percent or larger concentration.

**Exhibit 22: Title VII Comprehensive Schools with at Least Ten Percent Native Language Concentration Among LEP Students**

Native Languages (L1) <sup>6</sup>	Total number of schools with at least ten percent concentration for L1	Number of Title VII Comprehensive Schools with at least ten percent concentration for the listed L1 <u>and</u> at least ten percent concentration in:			
		No other native language group	One other native language group	Two other native language groups	Three other native language groups
Spanish	221 (76.5%)	174	35	10	0
Vietnamese	11 (3.8%)	0	5	3	0
Cherokee	9 (3.1%)	0	7	2	0
Lakota	9 (3.1%)	7	1	1	0
Cantonese	7 (2.4%)	0	4	2	0
French	7 (2.4%)	6	1	0	0
Navajo	6 (2.1%)	4	1	0	1
Russian	6 (2.1%)	0	2	4	0
Osage	5 (1.7%)	1	2	1	1
Choctaw	4 (1.4%)	2	2	0	0
Cambodian	4 (1.4%)	0	4	0	0
Hmong	4 (1.4%)	0	3	1	0
Tagalog	4 (1.4%)	0	4	0	0
Mandarin	3 (1.0%)	0	3	0	0
Ojibwe	3 (1.0%)	3	0	0	0
Salish	3 (1.0%)	1	2	0	0
Korean	3 (1.0%)	0	3	0	0
Cree	2 (0.7%)	2	0	0	0
Yupik	2 (0.7%)	2	0	0	0
Bengali	2 (0.7%)	0	1	1	0
Blackfeet	1 (0.3%)	1	0	0	0
Haitian-Creole	1 (0.3%)	0	1	0	0
Apache	1 (0.3%)	1	0	0	0
Arapaho	1 (0.3%)	0	1	0	0
Mien	1 (0.3%)	0	1	0	0
Palauan	1 (0.3%)	1	0	0	0
Caribbean	1 (0.3%)	1	0	0	0
Lao	1 (0.3%)	0	0	1	0
East India	0 (0.0%)	0	0	0	0
Armenian	0 (0.0%)	0	0	0	0
Other	37 (12.8%)	1	15	10	2
<b>Total Schools, no duplicates</b>	<b>289<sup>7</sup></b>	<b>207 (70.9%)</b>	<b>49<sup>8</sup> (16.8%)</b>	<b>12<sup>9</sup> (4.2%)</b>	<b>1<sup>10</sup> (0.3%)</b>

NOTE: Exhibit 22 includes data from 289 schools. Of the 299 schools that responded to the survey, eight schools provided invalid LEP data (sum of LEP students for each language exceeded total LEP enrollment), one school left LEP enrollment blank and one left total enrollment blank.

#### 4. Languages with at Least a Fifty Percent Level of Concentration

An alternative approach to looking at language diversity in Title VII Comprehensive schools is to use a criterion of 50 percent concentration for a language group. As shown in Exhibit 23, in approximately 83 percent of the schools, at least one language group has a 50 percent concentration of LEP students. Approximately eight out of ten of these cases occur in schools with predominantly Spanish-speaking LEP students. Indeed, at nearly 84 percent of these schools with one language group with at least 50 percent concentration there is no other native language group with at least a ten percent concentration. The majority of the schools, therefore, are in the situation of needing to provide services focused towards one dominant native language group. In comparison, about 13 percent of the schools do not have one dominant native language, but rather multiple languages with no more than a ten percent concentration. Indeed out of the 39 schools with no dominant language with at least a 50 percent concentration, almost one in five (18 percent) have a total of four native language groups with at least a ten percent concentration. These schools with multiple LEP languages spoken by their students face the not insignificant challenge

of designing programs that meet the needs of small numbers of LEP students in multiple language groups within the context of creating a comprehensive reform strategy that holds all students to the same standards.<sup>11</sup>

Exhibit 24 further displays by language whether schools with at least a 50 percent concentration of one language group also have other language groups with at least a ten percent concentration. An example might help in reading this table. The second row of the table indicates that nine schools had at least a fifty percent concentration of LEP students whose native language is Lakota. Out of these nine schools, seven have no other language group with at least ten percent concentration, one has one other native language group with at least ten percent concentration, and one has two other native language groups with at least ten percent concentration.

As could be expected based on the previous section, Spanish accounts for 70 percent of schools with at least a 50 percent concentration. Of those, approximately 84 percent (N = 172) have no other language groups represented with at least ten percent concentration.

**Exhibit 23: Fifty Percent Versus Ten Percent Native Language Concentration Among LEP Students in Title VII Comprehensive Schools**

Title VII Comprehensive Schools that have No L1, One L1, or Two L1's with at least Fifty percent concentration <u>and</u> at least ten percent concentration in:					
Schools that have:	No other native language group	One other native language group	Two other native language groups	Three other native language groups	Total (N = 289)
No L1 with 50%	43.6%	10.3%	20.5%	17.9%	39 (13.4%)
One L1 with 50%	83.5%	14.0%	2.1%	0.4%	243 (83.2%)
Two L1's with 50%	0.0%	100.0%	0.0%	0.0%	7 (2.4%)

**Exhibit 24: Fifty Percent Versus Ten Percent Native Language Concentration in Title VII Comprehensive Schools by Language**

Native Languages (L1) <sup>12</sup>	Total number of schools with at least fifty percent concentration for L1	Number of Title VII Comprehensive Schools that have at least fifty percent concentration for the listed L1 and at least ten percent concentration in:			
		No other native language group	One other native language group	Two other native language groups	Three other native language groups
Spanish	203 (70.2%)	172	28	3	0
Lakota	9 (3.1%)	7	1	1	0
French	7 (2.4%)	6	1	0	0
Navajo	6 (2.1%)	4	1	0	1
Cherokee	3 (1.0%)	0	3	0	0
Russian	3 (1.0%)	0	2	1	0
Choctaw	3 (1.0%)	2	1	0	0
Ojibwe	3 (1.0%)	3	0	0	0
Salish	3 (1.0%)	1	2	0	0
Cree	2 (0.7%)	2	0	0	0
Yupik	2 (0.7%)	2	0	0	0
Cambodian	1 (0.3%)	0	1	0	0
Cantonese	1 (0.3%)	0	1	0	0
Tagalog	1 (0.3%)	0	1	0	0
Korean	1 (0.3%)	0	1	0	0
Blackfeet	1 (0.3%)	1	0	0	0
Apache	1 (0.3%)	1	0	0	0
Arapaho	1 (0.3%)	0	1	0	0
Palauan	1 (0.3%)	1	0	0	0
Caribbean	1 (0.3%)	1	0	0	0
Mandarin	0 (0.0%)	0	0	0	0
Vietnamese	0 (0.0%)	0	0	0	0
Osage	0 (0.0%)	0	0	0	0
Hmong	0 (0.0%)	0	0	0	0
Bengali	0 (0.0%)	0	0	0	0
Haitian	0 (0.0%)	0	0	0	0
Mien	0 (0.0%)	0	0	0	0
East India	0 (0.0%)	0	0	0	0
Lao	0 (0.0%)	0	0	0	0
Armenian	0 (0.0%)	0	0	0	0
Other	4 (1.4%)	0	4	0	0
<b>Total Schools</b>	<b>289<sup>13</sup></b>	<b>203</b>	<b>42<sup>14</sup></b>	<b>5</b>	<b>1</b>

NOTE: Exhibits 23 and 24 are based on data from 289 schools. Of the 299 schools that responded to the survey, eight provided invalid LEP data (sum of LEP students for each language exceeded total LEP enrollment), one school left LEP enrollment blank and one school left total enrollment blank. For exhibit 23 the number of schools reporting No L1 with 50% will not add to 39 -- 3 schools reporting four or more other native language groups with at least ten percent concentration were not included in this exhibit.

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<sup>1</sup> The racial/ethnic categories used here are those used by the U.S. Census Bureau; we included an “other” designation to allow schools to include students who do not fit the Census categories.

<sup>2</sup> *Common Core of Data Survey, 1996-1997.*

<sup>3</sup> The languages represented in Title VII Comprehensive Schools mirror national statistics. Almost three out of four LEP students nationally speak Spanish as their native language, followed by Vietnamese (4 percent), and Hmong, Cantonese, Cambodian, and Korean (2 percent each). About 2.5 percent of the nation’s LEP students speak one of 29 different Native American languages. Fleischman, H. L. and Hopstock, P. J. (1993), *Descriptive Study of Services to Limited English Proficient Students, Volume 1. Summary of Findings and Conclusions.* Development Associates, Inc.: Arlington, VA.

<sup>4</sup> These include all the languages with greater than 0.1% of the LEP students across all Title VII Comprehensive schools.

<sup>5</sup> The 3556 LEP students who speak Palauan come from one school in the Republic of Palau. The 2077 LEP students who speak Blackfeet also come from one school.

<sup>6</sup> The rows may not add across because some schools indicated having 4, 5, or 6 other native language groups spoken at their school and this table only includes up to 3 other native language groups present at the school.

<sup>7</sup> Because school’s that reported students from the seven language groups that constituted less than .1% of the total LEP population in the sample were not included in this exhibit, the total number of schools shown is 269. However, because of duplicates, this column will not add to this total.

<sup>8</sup> Forty-nine schools have two language groups with at least ten percent LEP concentration. Therefore, though the number of schools is 49, the sum of the column is  $49 \times 2 = 98$ .

<sup>9</sup> Twelve schools have three language groups with at least ten percent LEP concentration. Therefore, though the number of schools is 12, the sum of the column is  $12 \times 3 = 36$ .

<sup>10</sup> One school has four language groups with at least ten percent LEP concentration. Therefore, though the number of schools is 1, the sum of the column is  $1 \times 4 = 4$ .

<sup>11</sup> To round out this picture of cultural and linguistic diversity, 43 percent of Title VII Comprehensive Schools reported that none of their students are from migrant families and 18 percent reported having more than ten percent migrant students.

<sup>12</sup> The rows may not add across because some schools indicated having 4, 5, or 6 other native languages spoken at their school

<sup>13</sup> Because school’s that reported students from the seven language groups that constituted less than .1% of the total LEP population in the sample were not included in this exhibit, the total number of schools shown is 271. However, because of duplicates, this column will not add to this total.

<sup>14</sup> This column includes six schools that report two language groups with at least 50 percent LEP concentration and are therefore duplicated in the column ( $6 \times 2 = 12$ ). Therefore, though the total in the column is 48, the number of schools is 42 (48 minus the 6 schools representing duplication in the column).

## **E. STAFF AND PROGRAM CHARACTERISTICS**

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- 1. Staff Language Training and Qualifications**
- 2. Staff Training and Qualifications by Percentage of LEP Students**
- 3. Staff Training and Qualifications by Grade Levels**
- 4. Language Placements and Programs**
- 5. Language and Academic Programs**

## E. STAFF AND PROGRAM CHARACTERISTICS

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### 1. Staff Language Training and Qualifications

Teaching LEP students requires special language expertise and training. For schools attempting schoolwide reform, the challenge of having skilled teachers can be great. To examine this issue, the Study collected information on staff qualifications in Title VII Comprehensive schools. We asked respondents to provide the total number of full-time and part-time teachers. We also asked three more specific questions about their teachers: 1) How many teachers are proficient in the languages of your students? 2) How many teachers have a specialized credential/license for teaching LEP students? 3) How many teachers have specialized training in second language acquisition?

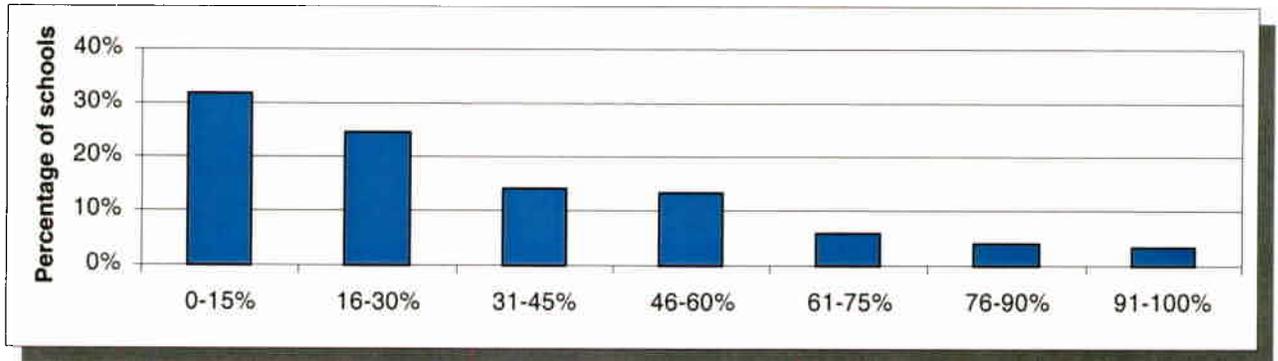
Exhibits 25a, b, and c respectively show the distributions of the percentage of full-time teachers across the Title VII Comprehensive schools that are proficient in the students' native languages, have specialized credentials, and are specially trained in second language acquisition. On average across schools, approximately 35 percent of the full-time teachers are proficient in the language(s) of the LEP students enrolled in their schools; 30 percent hold a specialized credential or license for teaching LEP students;

and 38 percent have specialized training in second language acquisition. Ideally, most teachers in schools that serve high percentages of LEP students should be trained in second language acquisition, particularly if they are not proficient in the student's native language(s).<sup>1</sup> The average percentages at the Title VII Comprehensive schools suggest that this ideal fails to be met in most cases.

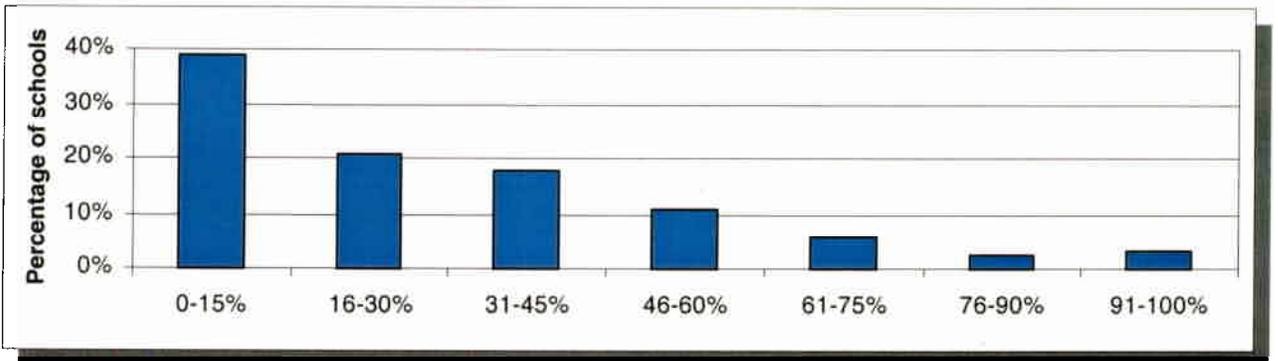
The exhibits also provide a deeper portrait of staff qualifications at the schools. For example, they show that in about one third of the schools, no more than 15 percent of their full-time teachers have these qualifications, and less than ten percent of the schools have more than three quarters of their full-time teachers with language proficiency or specialized credential/license qualifications. While the picture is slightly better for full-time teachers with specialized training in second language acquisition (approximately 20 percent of the schools reporting between 91-100 percent of their teachers have specialized training), in the majority of schools, fewer than three quarters of their full-time teachers have specialized training in second language acquisition.

## Exhibit 25: Full-time Teacher Qualifications at Title VII Comprehensive Schools

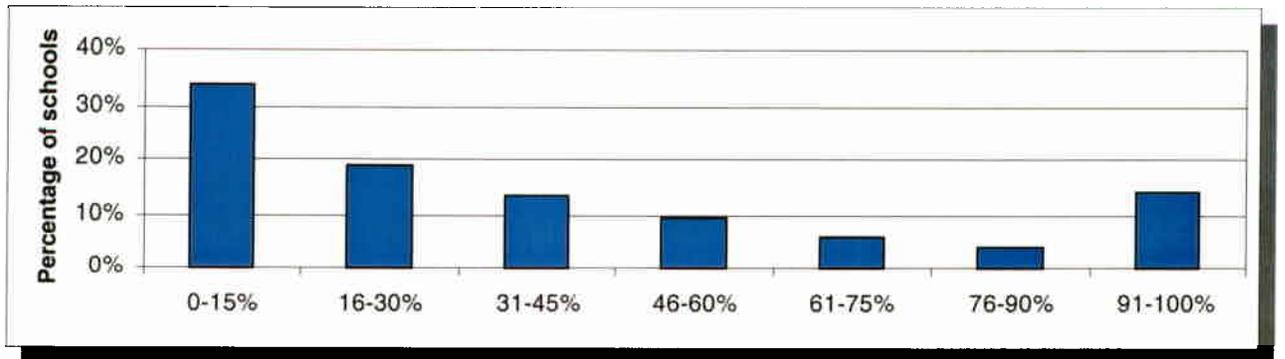
### a. Teachers Proficient in the Language(s) of LEP Students



### b. Teachers with a Specialized Credential/License for Teaching LEP Students



### c. Teachers with Specialized Training in Second Language Acquisition (SLA)



NOTE: Of the 299 schools that responded to our survey, 273 provided information on teachers with specialized training in second language acquisition, 277 provided information on teachers with specialized credential/license for teaching LEP students, and 281 provided information about teachers' proficiency in the languages of their LEP students.

## 2. Staff Training and Qualifications by Percentage of LEP Students

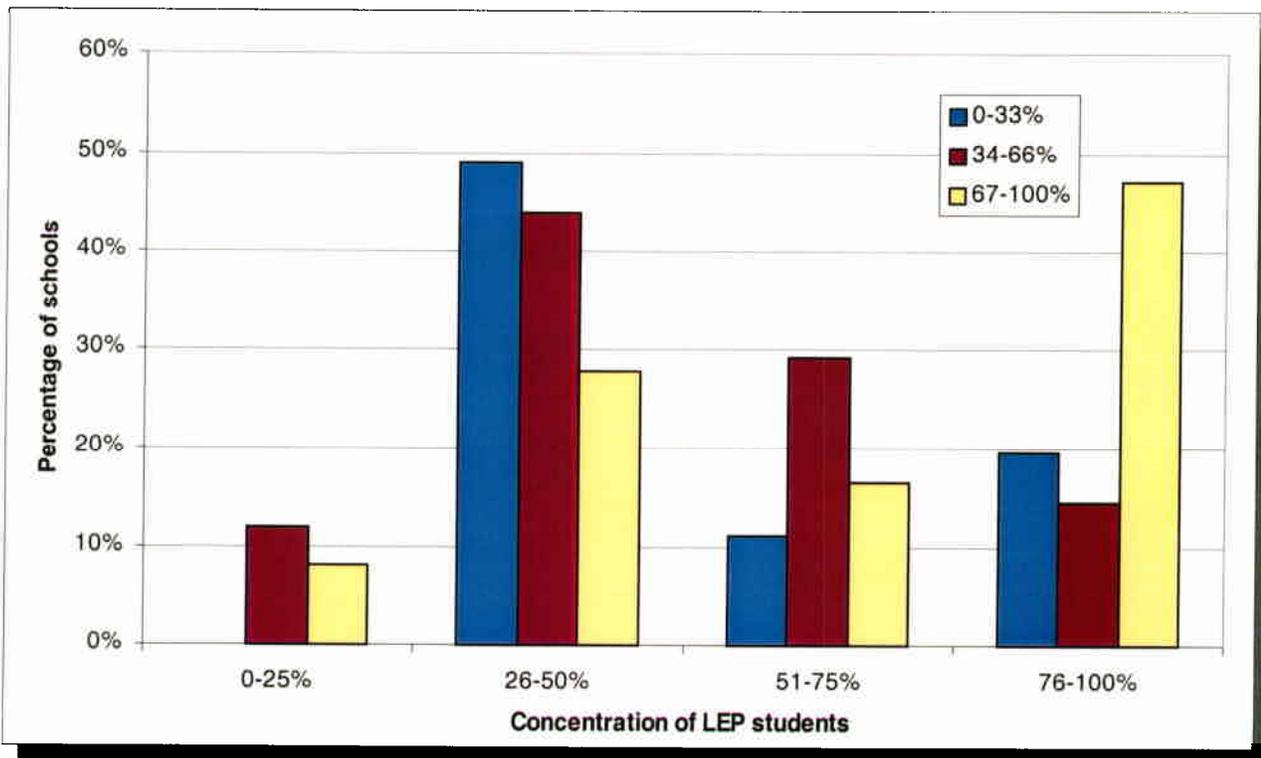
The previous section described variations in staff qualifications at Title VII Comprehensive schools. This variation could be attributed to the different percentage of LEP students that the Title VII Comprehensive schools serve, rather than to deficiencies in the skills and training of teachers.

Consistent with the previous exhibits, Exhibits 26 and 27a indicate that six out of ten schools have a low percentage of teachers proficient in the native language(s) of their LEP students (where we define low as less than one-third of the full-time teaching staff). Exhibits 27b and c respectively indicate that 65 percent and 55 percent of the Title VII Comprehensive

schools have a low percentage of full-time teachers with credentials or specialized training in second language acquisition.

To further examine staff qualifications in Title VII Comprehensive schools, Exhibits 27a, b, and c show how staff qualifications vary according to the concentration of LEP students at the Title VII Comprehensive schools. These exhibits show that Title VII Comprehensive schools in which a high percentage of full-time teachers have qualifications (more than two-thirds of the full-time teaching staff) are much more likely to be schools with a high concentration of LEP students (more than 50 percent of the students).

**Exhibit 26: Bar Chart of Full-time Teachers Proficient in Language(s) of LEP Students by LEP Concentration**



**Exhibit 27: Full-time Teacher Qualifications at Title VII Comprehensive Schools by LEP Concentration**

**a. Teachers Proficient in Language(s) of LEP Students**

% Teachers Proficient in LEP Language(s)	Concentration of LEP Students at Title VII Comprehensive Schools (%LEP students)				
	Lowest (0-25%)	Mid (26-50%)	High (51-75%)	Highest (76-100%)	Total # (row %)
Low (0-33%)	20.1%	49.1%	11.2%	19.6%	169 (60.3%)
Mid (34-66%)	12.0%	44.0%	29.3%	14.7%	75 (26.8%)
High (67-100%)	8.3%	27.8%	16.7%	47.2%	36 (12.9%)
Total (column %)	16.4%	45.0%	16.8%	21.8%	280 (100%)

**b. Teachers with a Specialized Credential/License for Teaching LEP Students**

% Teachers with Specialized Credential	Concentration of LEP Students at Title VII Comprehensive Schools (%LEP students)				
	Lowest (0-25%)	Mid (26-50%)	High (51-75%)	Highest (76-100%)	Total # (row %)
Low (0-33%)	21.9%	49.4%	9.0%	19.7%	178 (64.5%)
Mid (34-66%)	8.5%	38.0%	35.2%	18.3%	71 (25.7%)
High (67-100%)	0.0%	40.8%	22.2%	37.0%	27 (9.8%)
Total (column %)	16.3%	45.7%	17.0%	21.0%	276 (100%)

**c. Teachers with Specialized Training in Second Language Acquisition (SLA)**

% Teachers with SLA Training	Concentration of LEP Students at Title VII Comprehensive Schools (%LEP students)				
	Lowest (0-25%)	Mid (26-50%)	High (51-75%)	Highest (76-100%)	Total # (row %)
Low (0-33%)	23.3%	48.0%	10.0%	18.7%	150 (55.1%)
Mid (34-66%)	12.5%	40.6%	28.1%	18.8%	64 (23.5%)
High (67-100%)	1.7%	41.4%	25.9%	31.0%	58 (21.3%)
Total (column %)	16.2%	44.9%	17.6%	21.3%	272 (100%)

NOTE: Of the 299 schools that responded to our survey, 272 schools provided information on both LEP enrollment and teachers with specialized training in second language acquisition, 276 schools provided information on both LEP enrollment and teachers with specialized credentials/license for teaching LEP students, and 280 schools provided information on both LEP enrollment and teacher proficiency in languages of their LEP students.

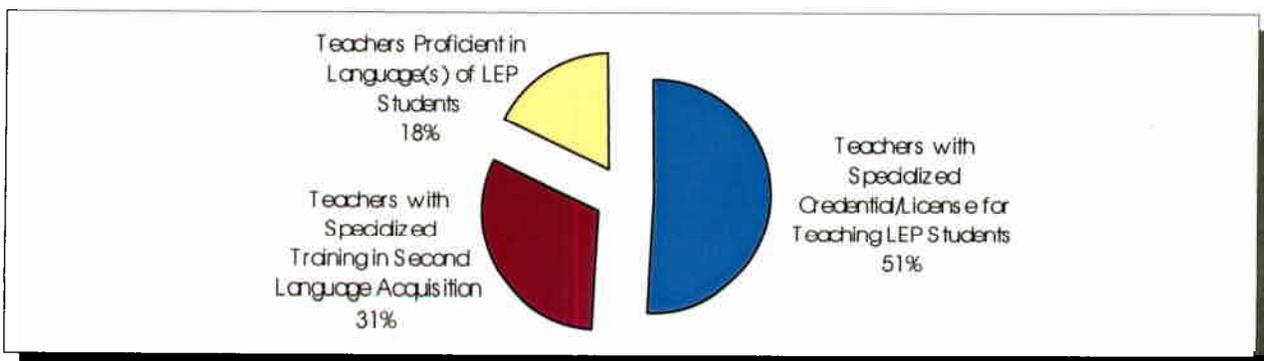
### 3. Staff Training and Qualifications by Grade Levels

Staff qualifications vary according to the grade levels served by Title VII Comprehensive Schools. Exhibits 29a, b, and c display three measures of staff experience and background for the different levels of schooling. Just over 50 percent of the elementary schools had a low percentage of teachers proficient in the native language(s) of their LEP students, and about 16 percent had a high level of teachers proficient in the native language(s) of their students. This picture contrasts with the situation at the middle and high school levels, where about 82 percent of the schools had a low percentage of teachers proficient in the native language(s) of their students. These patterns generally hold true for the percentage of teachers with credentials for teaching LEP students, with elementary schools having more teachers at the mid-level than either middle or high schools. Of particular note is that none of the high schools reported having a high percentage of teachers with a specialized credential/license for teaching LEP students. The picture is slightly different for teachers who have specialized training in second language acquisition. While the patterns are similar for middle schools (with the majority of

schools reporting a low percentage of teachers with second language acquisition training) both elementary schools and high schools report a greater number of teachers who have second language acquisition training.

A final word about staff qualifications. Many schools serving LEP students hire part-time teachers (as well as aides) to supplement full-time teachers and provide language resources that the staff may not otherwise have. Exhibit 28 displays the qualifications of part-time teachers of Title VII Comprehensive schools in the Study. We found that on average across schools, 51 percent were proficient in the native language(s) of LEP students, whereas only 18 percent had a specialized credential and 31 percent had specialized training in second language acquisition (the comparable average figures for full-time teachers are 35 percent, 30 percent, and 38 percent). Although the number of part-time teachers is quite small relative to the number of full-time teachers, it is apparent that some Title VII Comprehensive schools use part-time teachers with language proficiency matching the native languages of their LEP students as a way to deal in part with the “crisis” of providing adequately skilled and trained staff.

**Exhibit 28: Pie Chart of Part-time Teacher Qualifications at Title VII Comprehensive Schools**



**Exhibit 29: Full-time Teacher Qualifications at Title VII Comprehensive Schools by Grade Level**

**a. Teachers Proficient in Language(s) of LEP Students**

% Teachers Proficient in LEP language(s)	Grade levels of Title VII Comprehensive Schools						Row %
	Elem	K-8	Middle	High	K-12	Ungraded	
Low (0-33%)	50.3%	63.6%	81.5%	81.8%	87.5%	50.0%	60.5%
Mid (34-66%)	34.1%	27.3%	11.1%	13.6%	0.0%	50.0%	26.7%
High (67-100%)	15.6%	9.1%	7.4%	4.6%	12.5%	0.0%	12.8%
N	173	33	27	22	24	2	281
(column %)	(61.6%)	(11.7%)	(9.6%)	(7.8%)	(8.5%)	(0.7%)	

**b. Teachers with a Specialized Credential/License for Teaching LEP Students**

% Teachers with Language Credential	Grade levels of Title VII Comprehensive Schools						Row %
	Elem	K-8	Middle	High	K-12	Ungraded	
Low (0-33%)	54.1%	78.8%	77.0%	85.7%	87.0%	100.0%	64.6%
Mid (34-66%)	34.3%	18.2%	11.5%	14.3%	0.0%	0.0%	25.6%
High (67-100%)	11.6%	3.0%	11.5%	0.0%	13.0%	0.0%	9.7%
N	172	33	26	21	23	2	277
(column %)	(62.1%)	(11.9%)	(9.4%)	(7.6%)	(8.3%)	(0.7%)	

**c. Teachers with Specialized Training in Second Language Acquisition (SLA)**

% Teachers with 2 <sup>nd</sup> Language Acquisition Training	Grade levels of Title VII Comprehensive Schools						Row %
	Elem	K-8	Middle	High	K-12	Ungraded	
Low (0-33%)	44.1%	73.3%	74.1%	61.9%	82.6%	100.0%	55.3%
Mid (34-66%)	27.1%	16.7%	11.1%	33.3%	13.0%	0.0%	23.4%
High (67-100%)	28.8%	10.0%	14.8%	4.8%	4.4%	0.0%	21.2%
N	170	30	27	21	23	2	273
(column %)	(62.4%)	(11.0%)	(9.9%)	(7.7%)	(8.4%)	(0.7%)	

NOTE: Of the 299 schools that responded to our survey, 273 schools provided information about both grade level and teachers with specialized training in second language acquisition, 277 schools provided information about both grade level and teachers with specialized credentials/license for teaching LEP students, and 281 schools provided information about both grade level and teacher proficiency in languages of their LEP students.

#### 4. Language Placements and Programs

Title VII Comprehensive schools use an array of methods for identifying LEP students and for deciding student placement. We asked a series of questions regarding assessments administered schoolwide and specifically to language minority students. We gathered information on the school's screening procedure for identifying LEP students as well as information on any criteria used by the school to place LEP students in an educational program.

The majority of Title VII Comprehensive schools use a few key screening procedures to identify students who may be eligible for language-assistance services (Exhibit 30). The five most frequently used methods are 1) home language survey information (92 percent); 2) commercially or locally developed tests (nearly 75 percent); 3) registration and enrollment information (about 74 percent); 4) observations by teachers and tutors (almost 65 percent); and 5)

referrals (almost 49 percent). Middle/junior high schools, those schools serving 6<sup>th</sup> through 12<sup>th</sup> grades, also rely heavily on elementary school test information and elementary school LEP designation (nearly 45 percent each).

Most Title VII Comprehensive schools assess English and primary language proficiency in order to place LEP students in an educational program. The majority of schools use multiple assessments for placement purposes and procedures. Exhibit 31 shows that 86 percent assess for oral English proficiency, 76 percent assess for English reading, and 67 percent assess for English writing. Seventy-six percent of schools assess students with a native language proficiency test whereas only 33 percent assess for native language content achievement. In addition, more than half of the schools (53 percent) use a school or district committee to make placement decisions.

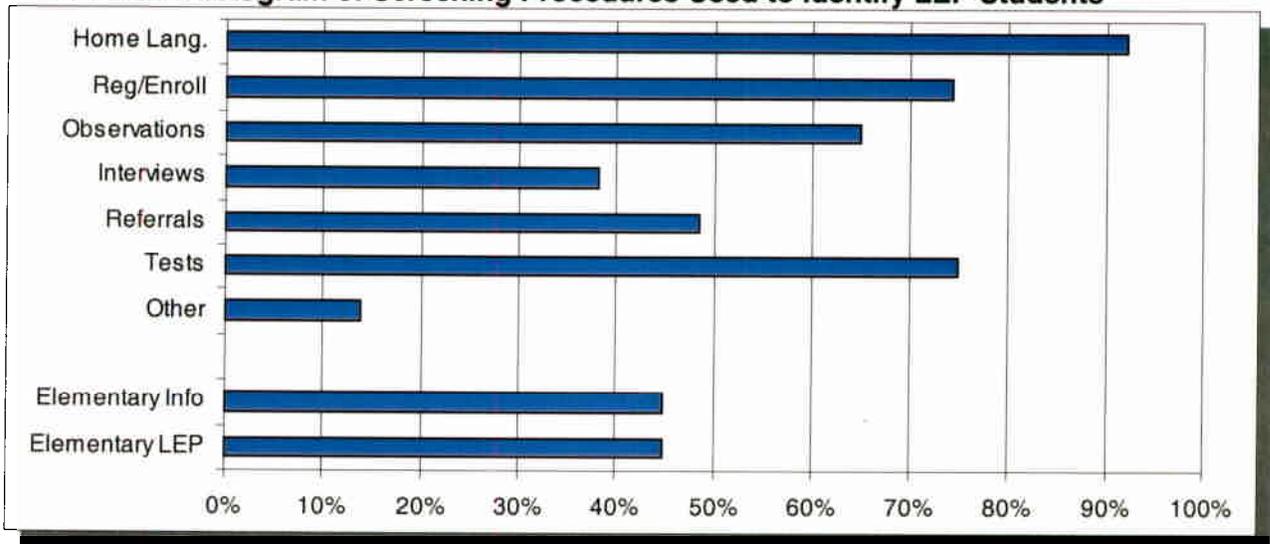
#### **Exhibit 30: Screening Procedures Used to Identify LEP Students**

<b>All Schools (N=299)</b>	<b>Number of schools</b>	<b>Percent of schools</b>
Home language survey	275	92.0%
Registration and enrollment information	222	74.2%
Observations by teachers, tutors	194	64.9%
Interviews	117	39.1%
Referrals	145	48.5%
Tests - commercial or locally developed	224	74.9%
Other	41	13.7%
<b>Middle/Junior High Only (N=29)</b>		
Elementary school test information	13	44.8%
Elementary school LEP designation	13	44.8%

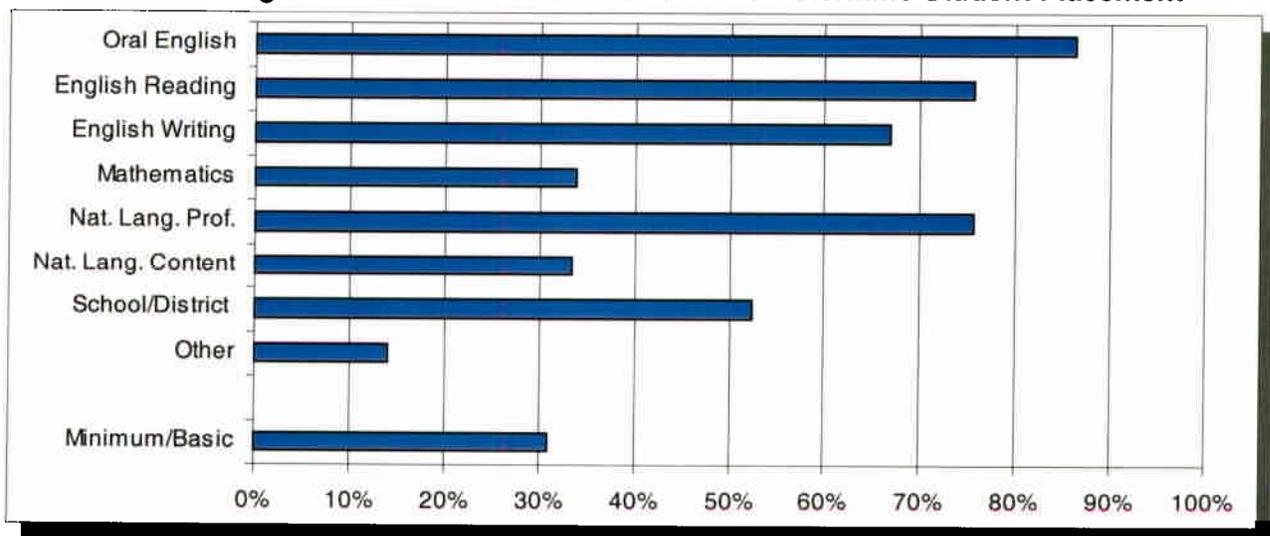
**Exhibit 31: Criteria/Instruments Used to Determine Student Placement**

All Schools (N=299)	Number of schools	Percent of schools
Test of oral English	258	86.3%
Test of English reading	226	75.6%
Test of English writing	200	66.9%
Mathematics test in English	101	33.8%
Native language proficiency	225	75.6%
Native language content achievement	100	33.4%
School or district committee decision	157	52.5%
Other	42	14.0%
<b>Middle/Junior High Only (N = 28)</b>		
Minimum/basic competency test	9	32.1%

**Exhibit 32: Histogram of Screening Procedures Used to Identify LEP Students**



**Exhibit 33: Histogram of Criteria/Instruments Used to Determine Student Placement**



NOTE: Exhibits 30 through 33 are based on data from all 299 schools that responded to the survey.

## 5. Language and Academic Programs

Schools receiving Title VII Comprehensive Grants serve LEP students through an array of language and academic programs. We have found that the designation of a language program (e.g., Early Exit Bilingual as contrasted to Late Exit) often masks differences in the reality of the curriculum and instruction for “programs” with the same name (Berman, et al., 1995). Nonetheless, these program distinctions do provide very broad senses of different approaches used by the Title VII Comprehensive Schools and therefore were measured by the survey.

Exhibit 34 displays the results for elementary and middle schools as well as for high schools. We will focus first on elementary schools. Fifty-three percent employed a transitional bilingual approach, and approximately one third each used a native language maintenance design (30 percent), a dual language or two-way bilingual program (39 percent), sheltered instruction (35 percent), content-based English as a second language (ESL) (31 percent), or ESL pull-out (28 percent). Only ten percent of elementary schools reported having a newcomer program. These percentages add to more than 100 percent for several reasons. First, some schools employed more than one approach to adapt to a multiple language situation. For example, a school might have a dual-language program for Cantonese LEP students and English-speaking LEP students but have a transitional bilingual program for Spanish-speaking LEP students. Second, a school might have different programmatic approaches at different grade levels. For example, the school might employ a transitional bilingual design in

the early grades and then have sheltered instruction after students have “exited” the transitional program. The data suggest that the schools may be adapting different programmatic elements to the needs of their students.

Exhibit 34 also shows language program data for middle/junior high schools. In conducting the survey for the 1995 grantees, we did not ask the middle/junior high schools about transitional bilingual or maintenance programs because we initially thought few of these schools would follow these approaches. On further investigation, we found that some middle/junior high schools employed these approaches. We consequently included questions about these approaches in the second and third cohort surveys (1996 and 1997 grantees). As expected, the middle/junior high schools show much higher percentages of sheltered instruction, content-based ESL, ESL pull-out, and newcomer programs. Indeed, middle schools show greater percentages than elementary schools for all programs except two-way or dual language programs.

Finally, as shown in Exhibit 34, high schools are also using a variety of language and academic development programs. Over half of the high schools report using heritage language programs (68 percent), sheltered instruction (57 percent), and ESL (50 percent). And while 43 percent are using transitional or bridge courses, only 32 percent report using newcomer programs. As expected, however, when compared to elementary schools, far more high schools are using sheltered instruction and newcomer programs.

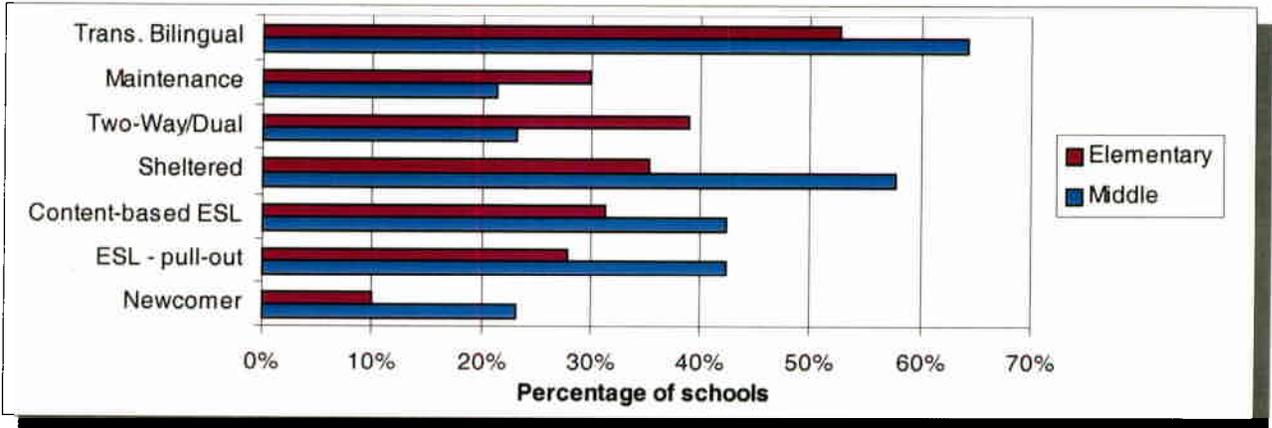
**Exhibit 34: Language and Academic Development Programs**

Program Design	Elementary (N= 201)		Middle (N=26)	
	N	%	N	%
Transitional Bilingual	106	52.7%	9 <sup>2</sup>	64.3%
Maintenance	60	29.9%	3 <sup>3</sup>	21.4%
Two-Way or Dual Language Program	78	38.8%	6	23.1%
Sheltered Instruction	71	35.3%	15	57.7%
Content-based ESL	63	31.3%	11	42.3%
ESL – pull-out	56	27.9%	11	42.3%
Newcomer Program	20	10.0%	6	23.1%

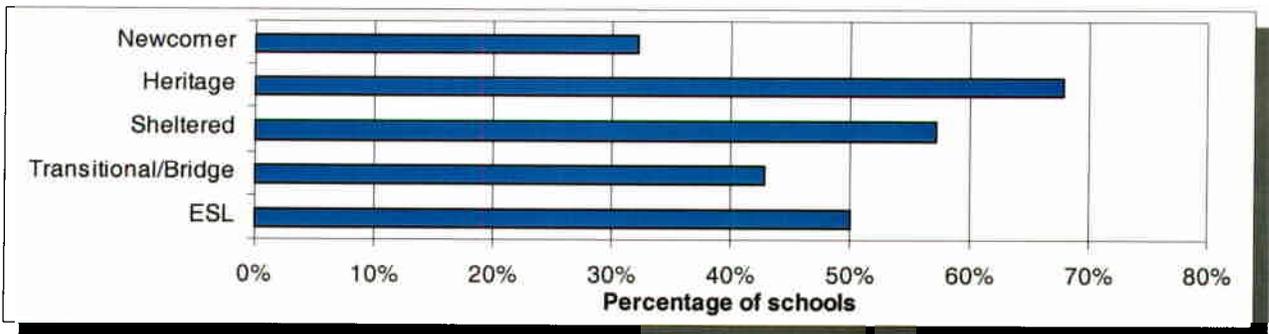
  

Program Design	High School (N = 28)	
	N	%
ESL	14	50.0%
Transitional or Bridge Course	12	42.9%
Sheltered Instruction	16	57.1%
Heritage Language Course	19	67.9%
Newcomer Program	9	32.1%

**Exhibit 35: Histogram of Program Design at Title VII Comprehensive Elementary and Middle Schools**



**Exhibit 36: Histogram of Program Design at Title VII Comprehensive High Schools**



NOTE: Exhibits 34 through 36 are based on data from all 299 schools that responded to the survey.

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<sup>1</sup> Researchers emphasize the need to offer pre- and in-service staff development opportunities encompassing theoretical and empirical perspectives in second language acquisition, cultural transition, multi-cultural curriculum, issues of status between dominant and minority cultures, and the study of languages. D. August and K. Hakuta (eds.) (1997), National Research Council, Institute of Medicine. *Improving Schooling for Language-Minority Students: A Research Agenda* (pp. 251-253). Washington, D.C.: National Academy Press. Fleischman and Hopstock (1993) report only about one-third of teachers of LEP students had ever enrolled in college courses concerning cultural differences and implications for instruction, language acquisition theory, and teaching English to language minority students. Among teachers of Spanish-speaking LEP students, only about two out of five teachers reported at least moderate proficiency in Spanish. This fell to seven percent for other languages. Fleischman, H. L. and Hopstock P. J. (1993), *Descriptive Study of Services to Limited English Proficient Students, Volume 1. Summary of Findings and Conclusions*. Development Associates, Inc.: Arlington, VA.

<sup>2</sup> The 1995 middle school grantees were not asked whether they had transitional bilingual programs. Of the 14 middle school grantees from 1996 (N = 11) and 1997 (N = 3), 9 reported having transitional bilingual programs.

<sup>3</sup> The 1995 middle school grantees were not asked whether they had maintenance bilingual programs. Of the 14 middle school grantees from 1996 (N = 11) and 1997 (N = 3), 3 reported having maintenance bilingual programs.

## **Appendix**

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### **Survey Instrument**

**THE BENCHMARK STUDY**  
**A NATIONAL STUDY OF TITLE VII COMPREHENSIVE SCHOOL PROGRAMS**

Date of survey: \_\_\_\_\_

Name of school: \_\_\_\_\_ Address: \_\_\_\_\_

Name of respondent(s): \_\_\_\_\_

Title of respondent(s): \_\_\_\_\_

**STUDENT DEMOGRAPHICS**

1. What is your 1999-00 total school enrollment? (use your most recent student count)

Number of Students: \_\_\_\_\_ Date of Count: \_\_\_\_\_

2. Please indicate the racial/ethnic groups that are present in your student population by checking the appropriate boxes in Column 1, and indicate the number of students in each group in Column 2. We have used the racial/ethnic designations from the U.S. Census Bureau to allow comparability of data.

1. Racial/Ethnic group	2. Number of students
<input type="checkbox"/> Hispanic origin	
<input type="checkbox"/> Asian	
<input type="checkbox"/> Black	
<input type="checkbox"/> Native American/Eskimo	
<input type="checkbox"/> Pacific Islander	
<input type="checkbox"/> White	
<input type="checkbox"/> Other	
<b>Date of count:</b> _____	

3. What grades are in your school? (If school is ungraded, indicate ages, rather than grades.)

School Grades: \_\_\_\_\_ Student Ages (for ungraded schools only): \_\_\_\_\_

4. What grades at your school are currently included in your Title VII Comprehensive School Grant program? (If school is ungraded, indicate ages, rather than grades.)

School Grades: \_\_\_\_\_ Student Ages (for ungraded schools only): \_\_\_\_\_

5. What is your 1999-00 Limited English Proficient (LEP) student enrollment? (Use your most recent student count.)

Number of LEP Students: \_\_\_\_\_ Date of count: \_\_\_\_\_

6. Of the languages spoken by LEP students in your school, please indicate up to five languages with the largest number of speakers by checking the appropriate boxes in Column 1, and indicate the number of speakers of those languages in Column 2.

1. Language(s) of LEP students (Check up to 5)	2. Number of LEP students
<input type="checkbox"/> Apache	
<input type="checkbox"/> Arapaho	
<input type="checkbox"/> Armenian	
<input type="checkbox"/> Blackfeet	
<input type="checkbox"/> Cambodian	
<input type="checkbox"/> Cantonese	
<input type="checkbox"/> Cherokee	
<input type="checkbox"/> Choctaw	
<input type="checkbox"/> Cree	
<input type="checkbox"/> French	
<input type="checkbox"/> Haitian Creole	
<input type="checkbox"/> Hmong	
<input type="checkbox"/> Lakota	
<input type="checkbox"/> Lao	
<input type="checkbox"/> Mandarin	
<input type="checkbox"/> Mien	
<input type="checkbox"/> Navajo	
<input type="checkbox"/> Objibwe	
<input type="checkbox"/> Osage	
<input type="checkbox"/> Russian	
<input type="checkbox"/> Salish	
<input type="checkbox"/> Spanish	
<input type="checkbox"/> Tagalog	
<input type="checkbox"/> Vietnamese	
<input type="checkbox"/> Yupik	
<input type="checkbox"/> Other (specify) _____	
<input type="checkbox"/> Other (specify) _____	
<input type="checkbox"/> Other (specify) _____	
<b>Date of count:</b>	

7. How would you characterize your school's location? (Check one)

- large metropolitan area-central city (500,000+ population)
- large metropolitan area-outside central city
- mid-sized metropolitan area-central city (100,000-499,999)
- mid-sized metropolitan area-outside central city
- large town (25,000-99,999)
- small town (2,500-24,999)
- rural area (fewer than 2,500)
- other specify \_\_\_\_\_

8. Is your school located within reservation boundaries, on tribal land, or under the jurisdiction of a Native American tribe/nation?

- yes
- no

9. During 1999-00, how many of your students are eligible to participate in the federal free or reduced-price lunch program?

Number of students: \_\_\_\_\_

10. Which of the following best describes your school's participation in Title I in 1999-00? (Check one)

- We receive no Title I funds (go to Question 12).
- We participate in school-wide Title I (go to Question 12).
- Our school-wide Title I eligibility is pending (go to Question 12).
- Our Title I funds serve some, but not all, students (go to Question 11).

11. If your school receives Title I funds and is not a school-wide Title I program, how many of your **LEP** students participate in Title I?

Number of students: \_\_\_\_\_

12. Approximately how many of your students are from migrant families?

Number of students: \_\_\_\_\_

**PARENTAL INVOLVEMENT**

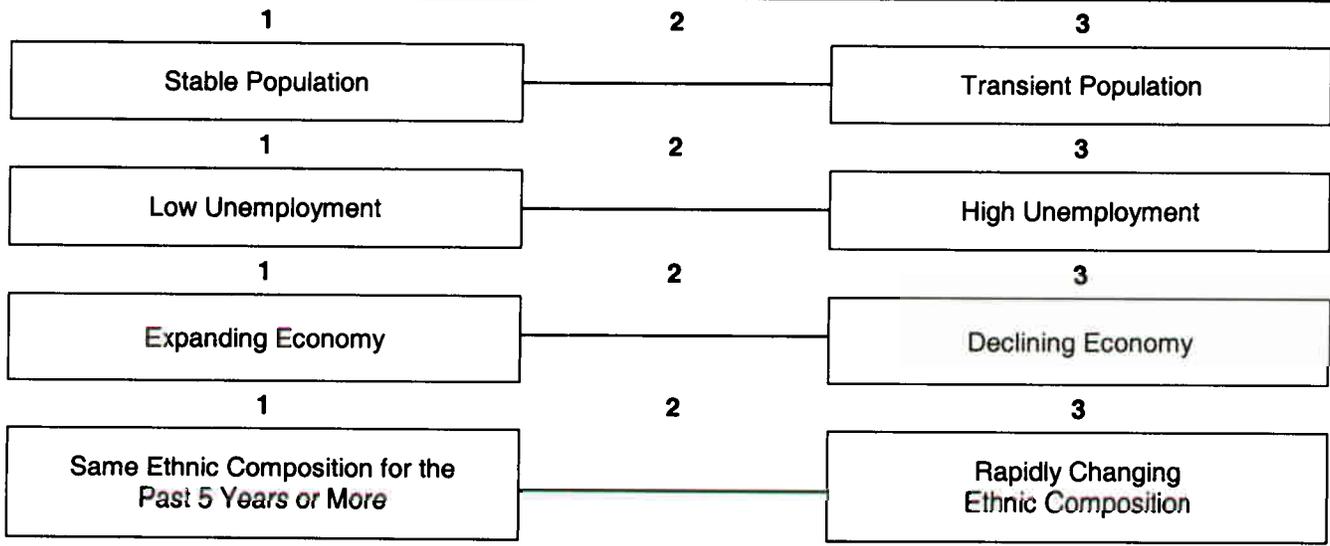
13. What types of programs/services are offered for parents of LEP students?  
(Check all that apply.)

- adult education courses (e.g., GED, continuing education)
- adult ESL or family literacy courses
- native language literacy courses
- parent education courses or workshops
- support services so parents can attend meetings (e.g., transportation, child care)
- drop-in parent center or lounge
- parent-child learning activities (e.g., Family Math Night)
- staff member assigned to home visits
- staff member assigned to parent involvement activities
- school liaison with parents/community
- referrals to non-school related services (e.g., health and social services)
- orientation services (meetings for new families, etc.)
- other (specify)\_\_\_\_\_

**SCHOOL AND COMMUNITY CONTEXT**

14. How would you best describe your school’s community? (Circle the appropriate number to indicate where you would place your community on each of the following scales.)

**Clarification:** “School community” refers to the local neighborhood if the school is a neighborhood school; if the school draws students from multiple neighborhoods/communities, please characterize the community from which most students come. *These are rough characterizations based on your knowledge of your school community; they are not intended to be precise demographic indicators.*



15. What have been your school's top three priorities for its Title VII Comprehensive School Grant?

- a. \_\_\_\_\_
- \_\_\_\_\_
- b. \_\_\_\_\_
- \_\_\_\_\_
- c. \_\_\_\_\_
- \_\_\_\_\_

**STAFF PROFILE**

16. What is the total number of paid employees at your school (1999-00) in each of the following categories?

	<b>Full-Time Employees</b>	<b>Part-Time Employees</b>
<b>Total number of employees</b>		
<b>Total number of teachers</b>		
Of the total number of teachers, what is the number proficient in the language(s) of your LEP students?		
Of the total number of teachers, what is the number with a specialized credential/license for teaching LEP students?		
Of the total number of teachers, what is the number with specialized training in second language acquisition?		
	<b>Full-Time Employees</b>	<b>Part-Time Employees</b>
<b>Total number of aides/paraprofessionals</b>		
Of the total number of aides/paraprofessionals, what is the number proficient in the language(s) of your LEP students?		
Of the total number of aides/paraprofessionals, what is the number with specialized training in second language acquisition?		
	<b>Full-Time Employees</b>	<b>Part-Time Employees</b>
<b>Total number of counselors</b>		
Of the total number of counselors, what is the number proficient in the language(s) of your LEP students?		

## SCREENING AND ASSESSMENT

17. Which of the following initial screening procedures do you use to identify students who may be eligible for language-assistance services? (Check all that apply.)

- home language survey
- registration and enrollment information
- observations by teachers, tutors
- interviews
- referrals
- tests - commercially available
- tests - locally-developed
- elementary school test information
- elementary school LEP designation
- middle school test information
- middle school LEP designation
- high school test information
- high school LEP designation
- other (specify) \_\_\_\_\_

18. For any of the criteria/instruments listed in Column 1, please specify the specific criterion/instrument used for making initial program placement decisions for LEP students at your school in Column 2. Please specify the criterion/instrument used for determining subsequent program placement or monitoring ongoing progress for LEP students at your school in Column 3.

1. Criteria/Instruments	2. Used for initial program placement?	3. Used for subsequent placement or monitoring ongoing progress?
Test of oral English fluency	<input type="checkbox"/> yes <input type="checkbox"/> no If yes, specify instrument: _____	<input type="checkbox"/> yes <input type="checkbox"/> no If yes, specify instrument: _____
Test of English reading	<input type="checkbox"/> yes <input type="checkbox"/> no If yes, specify instrument: _____	<input type="checkbox"/> yes <input type="checkbox"/> no If yes, specify instrument: _____

(Question 18 continued...)

1. Criteria/Instruments	2. Used for initial program placement?	3. Used for subsequent placement or monitoring ongoing progress?
Test of English writing	<input type="checkbox"/> yes <input type="checkbox"/> no If yes, specify instrument: _____	<input type="checkbox"/> yes <input type="checkbox"/> no If yes, specify instrument: _____
Mathematics test in English	<input type="checkbox"/> yes <input type="checkbox"/> no If yes, specify instrument: _____	<input type="checkbox"/> yes <input type="checkbox"/> no If yes, specify instrument: _____
Minimum/basic competency test	<input type="checkbox"/> yes <input type="checkbox"/> no If yes, specify instrument: _____	<input type="checkbox"/> yes <input type="checkbox"/> no If yes, specify instrument: _____
Native language oral proficiency	<input type="checkbox"/> yes <input type="checkbox"/> no If yes, specify instrument: _____	<input type="checkbox"/> yes <input type="checkbox"/> no If yes, specify instrument: _____
Native language reading proficiency	<input type="checkbox"/> yes <input type="checkbox"/> no If yes, specify instrument: _____	<input type="checkbox"/> yes <input type="checkbox"/> no If yes, specify instrument: _____
Native language writing proficiency	<input type="checkbox"/> yes <input type="checkbox"/> no If yes, specify instrument: _____	<input type="checkbox"/> yes <input type="checkbox"/> no If yes, specify instrument: _____
Native language content achievement	<input type="checkbox"/> yes <input type="checkbox"/> no If yes, specify instrument: _____	<input type="checkbox"/> yes <input type="checkbox"/> no If yes, specify instrument: _____
Transcript review of previous coursework	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no
School or district committee decision	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no
Other (specify) _____	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no

19. Which assessment instruments are administered to students at your school (LEP and non-LEP)? At which grade levels? **Please spell out all acronyms whenever possible, especially for state and locally developed instruments.**

1. Assessment Instrument (check all that apply)	For tests administered at your school...		
	2. In what month is the instrument administered?	3. At what grade level(s) is the instrument administered?	4. Is the instrument administered to LEP students?
<input type="checkbox"/> Comprehensive Test of Basic Skills (CTBS)			<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> California Achievement Test (CAT)			<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Stanford Achievement Test (SAT) Which version? _____			<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Iowa Test of Basic Skills (ITBS)			<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Metropolitan Achievement Test (MAT)			<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Brigance: Comprehensive Inventory of Basic Skills			<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> CTBS-Español			<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Spanish Assessment of Basic Education (SABE)			<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Aprenda			<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> La Prueba			<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> State-developed Assessment (specify) _____			<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Locally-developed Assessment (specify) _____			<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Portfolios			<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Other (specify) _____			<input type="checkbox"/> yes <input type="checkbox"/> no

20. What criteria trigger LEP students' inclusion on English-language achievement tests?  
(from question 19)

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**LANGUAGE AND ACADEMIC DEVELOPMENT**

21. For Elementary schools only. *Secondary schools, go on to question 22.* Of the following broad categories of language and academic development programs and services, which best characterize(s) the program(s) and/or services your school offers to LEP students? (Check all that apply in Column 1.) For each program/service at your school, indicate the language groups (Column 2) and grade levels (Column 3) served by the program/service.

1. Program Design Instructional Settings Using the Primary Language	2. Language	3. Grade
<input type="checkbox"/> <b>Transitional bilingual:</b> LEP students receive instruction in academic subject matter delivered in their native language, in addition to receiving ESL instruction. The goal is to develop students' English proficiency as quickly as possible so that they may exit into mainstream classes in which instruction is delivered in English. In early-exit transitional programs, students are mainstreamed within a period of two to three years.		
<input type="checkbox"/> <b>Maintenance bilingual:</b> Academic and language arts instruction are delivered in the students' native language and in English. Unlike in transitional programs, the goal is to develop students' academic language proficiency in both languages. Students usually remain in these programs for four to six years.		
<p><b>Two-Way/Dual Language Immersion:</b> Students in the program include native English speakers and speakers of another language. Instruction in academic content and language arts is offered in both languages. The goal is for the groups of students to develop proficiency in both languages. <i>(choose one)</i></p> <input type="checkbox"/> <b>Integrated Program:</b> In each class, half the students are fluent English speakers and half are native speakers of another language. They serve as language resources and models for one another and receive academic instruction together in both languages. <input type="checkbox"/> <b>Parallel Program:</b> Two separate classes are paired, one with fluent English speakers and one with native speakers of another language. Students receive academic instruction in each language for part of the day. <input type="checkbox"/> <b>Heritage language courses:</b> Native speakers of a particular language are enrolled in specially designed courses such as Spanish for Spanish speakers. Students may receive a foreign language credit for such a course.		
Instructional Settings Using English		
<input type="checkbox"/> <b>English as a Second Language—pull-out:</b> LEP students are in mainstream academic classes taught in English for most of the day. They are pulled out for limited periods of time with an ESL teacher. ESL class size is usually smaller, and may include mixed grades or proficiency levels.		
<input type="checkbox"/> <b>English as a Second Language—self-contained:</b> For one period or more, LEP students are in ESL classes in which there is often a focus on language arts, grammar, vocabulary, and literature. In addition, students may be included in mainstream classes taught in English, with or without special assistance for second language learners.		
<input type="checkbox"/> <b>Content-based English as a Second Language:</b> In ESL courses using this approach, instruction may be delivered in pull-out classes, but it is more likely to be found in self-contained classes. The focus is on the development of academic language and skills. Classes are often taught by ESL teachers using thematic lesson units that draw content from one or more academic subject areas.		
<input type="checkbox"/> <b>Sheltered content instruction:</b> The primary focus is on learning academic subject matter, with language development playing a secondary role. Classes are usually composed entirely of LEP students. Instruction is delivered in English tailored to the language proficiency of the students and follows the regular curriculum. Instruction may be provided by ESL teachers, bilingual teachers, or content teachers trained in sheltering techniques.		
<input type="checkbox"/> <b>Structured English Immersion (Also referred to as Sheltered English Immersion):</b> An English language acquisition process for young children in which nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning the language.		

22. For Secondary Schools only. *Elementary schools, go on to question 25.* Of the following broad categories of language and academic development programs and services, which best characterize(s) the program(s) and/or services your school offers to LEP students? (Check all that apply in Column 1.) For each program/service at your school, indicate the language groups (Column 2) and grade levels (Column 3) served by the program/service.

1. Program Design Instructional Strategies	2. Language	3. Grade
<input type="checkbox"/> <b>English as a Second Language:</b> For one period or more, LEP students are in ESL classes in which there is often a focus on language arts, grammar, vocabulary, and literature. In addition, students may be included in mainstream classes taught in English, with or without special assistance for second language learners.		
<input type="checkbox"/> <b>Transitional or bridge course:</b> A special course serves as a transition for students who have completed the ESL sequence but are not yet ready for mainstream classes.		
<input type="checkbox"/> <b>Heritage language courses:</b> Native speakers of a particular language are enrolled in specially designed courses such as Spanish for Spanish speakers. Students may receive a foreign language credit for such a course.		
<input type="checkbox"/> <b>Sheltered content instruction:</b> The primary focus is on learning academic subject matter, with language development playing a secondary role. Classes are usually composed entirely of LEP students. Instruction is delivered in English tailored to the language proficiency of the students and follows the regular curriculum. Instruction may be provided by ESL teachers, bilingual teachers, or content teachers trained in sheltering techniques.		
<input type="checkbox"/> <b>Structured English Immersion (Also referred to as Sheltered English Immersion):</b> An English language acquisition process for young children in which nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning the language.		
<input type="checkbox"/> <b>Primary language content instruction:</b> The primary focus is on learning academic subject matter. Instruction is delivered in the students' primary language(s).		

23. **For Secondary Schools only.** Which content classes are taught in students' primary language(s)? (Check all that apply.) For each content area checked, specify the language and grades served in the spaces provided.

Content area	Which primary language(s)?	At which grades?
<input type="checkbox"/> Language Arts		
<input type="checkbox"/> Math		
<input type="checkbox"/> Science		
<input type="checkbox"/> Social Studies		
<input type="checkbox"/> Vocational Education		
<input type="checkbox"/> Other (specify) _____		
<input type="checkbox"/> No primary language content classes offered		

24. **For Secondary Schools only.** Which content classes are taught in sheltered format? (Definition of sheltered format: structured instruction in English modified to meet the students' levels of proficiency.) For each content area checked, indicate whether a specific ESL level is required for students to enroll. Also indicate at which grade levels the sheltered content classes are offered.

Content area	ESL level required?	At which grades?
<input type="checkbox"/> Language Arts	<input type="checkbox"/> yes which level? _____ <input type="checkbox"/> no	
<input type="checkbox"/> Math	<input type="checkbox"/> yes which level? _____ <input type="checkbox"/> no	
<input type="checkbox"/> Science	<input type="checkbox"/> yes which level? _____ <input type="checkbox"/> no	
<input type="checkbox"/> Social Studies	<input type="checkbox"/> yes which level? _____ <input type="checkbox"/> no	
<input type="checkbox"/> Vocational Education	<input type="checkbox"/> yes which level? _____ <input type="checkbox"/> no	
<input type="checkbox"/> Other (specify) _____	<input type="checkbox"/> yes which level? _____ <input type="checkbox"/> no	
<input type="checkbox"/> No sheltered content classes offered		

25. For **all Schools**. Which best characterize(s) the program(s) and/or services your school offers to LEP students? (Check all that apply in Column 1.) For each program/service at your school, indicate the language groups (Column 2) and grade levels (Column 3) served by the program/service.

1. Program Design Additional Programs/Services	2. Language	3. Grade
<input type="checkbox"/> <b>Newcomer program:</b> Newly arrived immigrants with no to low English proficiency are placed in a separate class or classes to receive instruction delivered in English (and sometimes in their native language) before they enter a regular school program. Newcomer programs emphasize orientation and transition to U.S. schools and the development of some academic language ability in English. Students may have limited formal schooling as well.		
<input type="checkbox"/> <b>Transitional or bridge course:</b> A special course serves as a transition for students who have completed the ESL sequence but are not yet ready for mainstream classes.		
<input type="checkbox"/> <b>Extracurricular instructional support:</b> Individual help is provided to LEP students in homework labs, homework centers, after-school tutorials, and other similar arrangements. Staff may be trained ESL or bilingual teachers.		
<input type="checkbox"/> <b>Other:</b> (please describe)		

### SPECIAL LANGUAGE ASSISTANCE

26. Which of the following language assistance or support is provided to LEP students enrolled in academic classes taught in English? (Check all that apply.)

1. Type of Support	2. Language	3. Grade
<input type="checkbox"/> aides or tutors use the students' first language to help them learn academic subject matter;		
<input type="checkbox"/> the teacher makes modifications that are sensitive to the students' limited English proficiency;		
<input type="checkbox"/> students receive push-in language support from an ESL or resource teacher;		
<input type="checkbox"/> students are provided access to bilingual dictionaries or glossaries		
<input type="checkbox"/> other: (please describe)		

**Thank you for your time and cooperation. 😊**

