

**Summary Report of the Survey of the States'
Limited English Proficient Students and Available
Educational Programs and Services 1995-96**

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Executive Summary

This report summarizes the information submitted to the U.S. Department of Education, Office for Bilingual Education and Minority Languages Affairs (OBEMLA) by State Educational Agencies (SEAs) in the Survey of States' Limited English Proficient Students and Available Educational Programs and Services (SEA Survey) for the 1995-96 school year. The explicit purpose of the annual SEA Survey is to collect information on the number of limited English proficient (LEP) students in the various states and outlying territories and jurisdictions and the educational services provided or available to them. Survey responses were received from 55 states or jurisdictions (Pennsylvania and West Virginia, amongst the states did not participate, while the Marshall Islands, Palau and Wake, amongst the outlying territories did not participate).

Enrollment & Definitions of LEP Students

The number of LEP students enrolled in public and nonpublic schools continued to increase in 1995-96.

The states and outlying jurisdictions reported 3,228,799 LEP students in 1995-96, which represented an increase of 44,103 LEP students (1.4%) over 1994-95.

- As of 1995-96, the total reported number of LEP public school students comprised 7.4% (3,180,590) of the reported public school enrollment of students in grades K-12, and 1.1% (48,209) of the reported non-public K-12 enrollment.
- California enrolled the largest number of public school LEP students, with 1,323,767, followed by Texas (478,297), New York (245,151), and Florida (158,563). California, alone, represented 41% of the total reported national LEP enrollment. Within California, the number was more than one in five of the public school students in the state.
- The outlying territories had the highest percentages of LEP students, with the Northern Marianas identifying 98.2% of its students as LEP, Micronesia identifying 98%, and American Samoa identifying 97% as LEP. The states with the highest percentages of LEP students were Alaska (23.9%), California (21.8%), New Mexico (21.5%), and Texas (12%).

There was no single, nationally consistent definition for limited English proficiency across the states. All of the SEAs that reported a definition of LEP based it on a combination of a non-English language background and difficulties with speaking, reading, writing, and understanding English. These two criteria were also at the heart of the federal definition of limited English proficiency.

Most states used an average of eight (8) methods or procedures to identify and classify limited English proficient students. Fifty (N=50; 96.2%) of the states identified the use of a home language survey, while 49 states (94.2%) reported they used a language proficiency test.

Educational Condition of LEP Students

Generating a national picture of the educational condition of LEP students was difficult because not all of the SEAs responded to the survey, not all those who responded to the survey answered all the questions, the assessment instruments used varied across the states, and there was a wide range of educational programs available to these students. SEAs faced substantial problems in obtaining data on student performance classified by LEP status because many times LEP students were excluded from testing, or the data were not

reported by the category of "LEP students." Also, such indicators of their educational condition as "the number of LEP students who dropout," were problematic because their definition varied within and across the states.

- Thirty-three (33) SEAs reported data on grade retention of LEP students. These states indicated that 17,117 were retained in one or more grades during 1995-96. This number was 2.8% of the LEP students in these 33 states (which reported a total of 603,568 LEP students collectively).
- Thirty-four (34) SEAs, enrolling 661,591 LEP students, reported that 9,605 (1.5%) of their LEP students dropped out of school during 1995-96.
- Thirty-four (34) SEAs reported 278,709 (19.2%) LEP students scored below state norms in English reading.
- Thirty-two (32) SEAs reported 182,140 (13.2%) LEP students scored below state norms in mathematics.
- Nineteen (19) SEAs reported 52,677 (6.7%) LEP students scored below state norms in science.
- Twenty (20) SEAs reported 56,749 (7%) LEP students scored below state norms in social studies.

Educational Programs for LEP Students

The great majority of LEP students were being served by one kind or another program designed to meet their needs in school.

- About 2,603,931 (80.6%) LEP students attending public or nonpublic schools were reported enrolled in special programs designed to meet their educational needs during the 1995-96 school year. Among public school LEP students, 81.3% (2,587,130) were enrolled in special programs. Among the non-public school LEP students, 34.9% (16,801) were enrolled in special programs.

States also reported the number of LEP students served by the different federal and state programs. Since a student could be served by more than one program, they were counted once for each program in which they participated, allowing for multiple counts.

- The participation count for Federal programs was 3,070,214 for non-Title VII programs, and 159,734 for Title VII programs. Another 2,521,006 LEP participants (counts) were reported served by state and local programs. The total participant count for federal and state programs was 5,750,954, or 178.1% of the reported national LEP enrollment for 1995-96.
- Among the federal programs, Title I enrolled about 46.9% of the reported national LEP student count, and Emergency Immigrant Education served 23.5% (759,575).
- About 40.5% (1,308,993) of the total reported LEP student population were enrolled in state or local bilingual education programs in 1995-96. Another 20.9% (675,508) were enrolled in state or local ESL-only programs. Another 536,505 students (16.6%) participated in other special programs offered by the state or local educational agencies.

Recommendations

- The analysis of the reported data lends itself to several recommendations on how to improve data collection and analysis.
- Revise the survey questionnaire, correct wording in several questions (particularly the grade retention question), and allow for calculations of totals from raw data, rather than from calculations submitted by the respondents.
- Solicit information on the specific language background of the LEP students.
- Seek Office of Management and Budget (OMB) clearance for the survey form.

- In order to get a more complete picture of LEP students nationwide, specifically for indigenous populations (i.e., Native American, Amer-Indian, Alaskan Eskimo and Inuit) , request LEP information for their jurisdictions, reservations, corporations, etc.
- Seek more complete data on normative academic achievement data, to allow better analyses.

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Next Section: [1.0 Introduction](#)

National Clearinghouse for Bilingual Education, 1998

Summary Report of the Survey of the States' Limited English Proficient Students and Available Educational Programs and Services 1995-1996

1.0 Introduction

The purpose of this report is to summarize the information submitted by State Educational Agencies (SEAs) on the Survey of States' Limited English Proficient Students and Available Educational Programs and Services (SEA Survey) for the 1995-96 school year. The survey was undertaken by the U.S. Office of Bilingual Education and Minority Languages Affairs in the winter and spring of 1997. Published data from earlier years are included for comparison purposes and for describing trends.

Submitting the SEA Survey is required of all SEAs participating in the State Grant Program authorized by Title VII of the Elementary and Secondary Education Act of 1965 (re-authorized as the Bilingual Education, Language Enhancement, and Language Acquisitions Program (Title VII), of the Improving America's Schools Act of 1994), and administered by the Office of Bilingual Education and Minority Languages Affairs (OBEMLA), of the U.S. Department of Education (ED). The State Grant Program is authorized by section 7134, of Title VII, Part A, Subpart 2 (Research, Evaluation and Dissemination) (see box for text of this section). The SEA Survey is one of the primary methods used to "collect data on the State's limited English proficient populations and the educational programs and services available to such populations."

``SEC. 1. STATE GRANT PROGRAM.

``(a) State Grant Program.--The Secretary is authorized to make an award to a State educational agency that demonstrates, to the satisfaction of the Secretary, that such agency, through such agency's own programs and other Federal education programs, effectively provides for the education of children and youth of limited English proficiency within the State.

``(b) Payments.--The amount paid to a State educational agency under subsection (a) shall not exceed percent of the total amount awarded to local educational agencies within the State under subpart 1 for the previous fiscal year, except that in no case shall the amount paid by the Secretary to any State educational agency under this subsection for any fiscal year be less than \$1,.

``(c) Use of Funds.--

``(1) In general.--A State educational agency shall use funds awarded under this section for programs authorized by this section to--

``(A) assist local educational agencies in the State with program design, capacity building, assessment of student performance, and program evaluation; and

``(B) collect data on the State's limited English proficient populations and the educational programs and services available to such populations.

``(i) Exception.--States which do not, as of the date of enactment of the Improving America's Schools Act of 199, have in place a system for collecting the data described in subparagraph (B) of paragraph (1) for all students in such State, are not required to meet the requirement of such subparagraph. In the event such State develops a system for collecting data on the educational programs and services available to all students in the State, then such State shall comply with the requirement of paragraph (1)(B).

``(j) Training.--The State educational agency may also use funds provided under this section for the training of State educational agency personnel in educational issues affecting limited English proficient children and youth.

``(k) Special rule.--Recipients of funds under this section shall not restrict the provision of services under this

section to federally funded programs.

“(d) State Consultation.--A State educational agency receiving funds under this section shall consult with recipients of grants under this title and other individuals or organizations involved in the development or operation of programs serving limited English proficient children or youth to ensure that such funds are used in a manner consistent with the requirements of this title.

“(e) Applications.--A State educational agency desiring to receive funds under this section shall submit an application to the Secretary in such form, at such time, and containing such information and assurances as the Secretary may require.

“(f) Supplement Not Supplant.--Funds made available under this section for any fiscal year shall be used by the State educational agency to supplement and, to the extent practical, to increase to the level of funds that would, in the absence of such funds, be made available by the State for the purposes described in this section, and in no case to supplant such funds.

“(g) Report to the Secretary.--State educational agencies receiving awards under this section shall provide for the annual submission of a summary report to the Secretary describing such State's use of such funds.

The U.S. Education Department provides funds to the SEAs to assist them in carrying out the data collection, analysis, and reporting of the data required in the SEA Survey. It also allows the use of the allocated funds for assistance to local school districts in designing their programs, capacity building, assessment of student performance, and program evaluations in delivering special educational services to limited English proficient students. It also allows for professional development of state education agency personnel working with LEP students. The SEA Program was originally authorized as part of the 1974 Bilingual Education Act re-authorization.

The amount of the SEA Program grant award for an individual SEA is based on the amount of Title VII funds received by Local Educational Agencies (LEAs) within that state in the previous year, with the provision that no SEA can receive more than 5% of that amount, on the one hand, or less than \$100,000 on the other. The total amount awarded in 1995-96 was just over \$7.2 million, with \$6.5 million going to the mainland states, Alaska, Hawaii, and the District of Columbia, while another \$700,000 went to outlying jurisdictions (see Table 1.1). Amongst the states, Pennsylvania, Virginia, and West Virginia, were the only ones which did not receive state grants. Amongst the outlying jurisdictions, Guam and the Wake Islands did not receive such funds. Most of the SEAs (48 of the 55 which received SEA grants in FY 1995-96) received the minimum award of \$100,000. Arizona, California, Colorado, New Mexico, New York, Oklahoma, and Texas, received more than the minimum \$100,000. These allocations for 1995-96, in effect, were identical to the 1994-95 allocations. Despite these awards, among funded states and outlying jurisdictions, the Marshall Islands and Palau did not respond to the survey. On the other hand, Virginia and Guam did not receive an award but did respond to the survey.

Survey Responses & Data Limitations

The SEA Survey used a questionnaire¹ (see Appendix 3), which was organized into two parts. Part I included items/questions asking for the number of total student enrollments (item IA1) and the number of limited English proficient students (IA2) separately for public and nonpublic schools; as well as for the number of LEP students served (IA3) and not served (IA5) by instructional programs designed to meet their needs. In addition, there was a question asking which federal, state and local programs served these students (IA4). Three questions asked about the educational condition of LEP students in terms of grade retention (IB2), dropout rates (IB3), and the relative achievement status of LEP students in English reading, math, science, social studies, and other subjects (IB1). The SEAs were also asked, in Part II, about the criteria (IIA1) and the methods (IIA2) used by their local education agencies to determine limited English proficiency; and to

describe the programs (IIB1) identified in question IA. The SEA Survey form also asked SEAs to provide explanations for changes in LEP enrollment of more than 10% compared to the prior school year (IIC1). Two pages of introductory materials and instructions completed the nine (9) page questionnaire.

In recent years, SEA participation in the State Grant Program has been high, but not universal. For FY 1990-91, 1991-92, and 1992-93, 53 of 57 SEAs participated. In 1993-94, 53 of 59 SEAs participated, and in 1994-95, 55 of 59 SEAs participated. In 1995-96, 55 of 60 SEAs participated in the survey. Among the non-funded jurisdictions (Pennsylvania, Virginia, West Virginia, Guam and Wake), only Virginia and Guam submitted a questionnaire.

The reported counts of total school enrollments, LEP enrollments, and description of services for LEP students, were close, but not complete national counts of LEP students, for several reasons. First, not all SEAs participated in the SEA Program or the SEA Survey, and we can assume there were LEP students who resided in those non-participating states. Second, some states did not have complete counts of the LEP enrollments in their local school districts, or lacked the cooperation from the local school districts to achieve complete response coverage of the state. Third, SEA officials in some states have conceded that non-public school LEP students were not counted or undercounted. Fourth, the definition of LEP students varied across SEAs. The general trend of these limitations is that the total number of LEP students is conservative and represents an undercount of the total LEP enrollments in the United States.

Table 1.1 Title VII State Grant Program Funding, by State, 1991-92 to 1995-96

Jurisdiction	1991-92	1992-93	1993-94	1994-95	1995-96
Alabama	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00	\$ 100,000.00	\$ 100,000.00
Alaska	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00	\$ 100,000.00	\$ 100,000.00
Arizona	\$ 209,632.00	\$ 196,477.00	\$ 173,662.00	\$ 139,260.00	\$ 139,260.00
Arkansas	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00	\$ 100,000.00	\$ 100,000.00
California	\$ 1,631,542.00	\$ 1,647,769.00	\$ 1,672,039.00	\$ 1,080,000.00	\$ 1,080,000.00
Colorado	\$ 75,009.00	\$ 85,009.00	\$ 98,391.00	\$ 109,260.00	\$ 109,260.00
Connecticut	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00	\$ 100,000.00	\$ 100,000.00
Delaware	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00	\$ 100,000.00	\$ 100,000.00
District of Columbia	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00	\$ 100,000.00	\$ 100,000.00
Florida	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00	\$ 100,000.00	\$ 100,000.00
Georgia	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00	\$ 100,000.00	\$ 100,000.00
Hawaii	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00	\$ 100,000.00	\$ 100,000.00
Idaho	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00	\$ 100,000.00	\$ 100,000.00
Illinois	\$ 111,536.00	\$ 104,280.00	\$ 119,800.00	\$ 100,000.00	\$ 100,000.00
Indiana	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00	\$ 100,000.00	\$ 100,000.00
Iowa	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00	\$ 100,000.00	\$ 100,000.00
Kansas	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00	\$ 100,000.00	\$ 100,000.00
Kentucky	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00	\$ 100,000.00	\$ 100,000.00
Louisiana	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00	\$ 100,000.00	\$ 100,000.00
Maine	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00	\$ 100,000.00	\$ 100,000.00
Maryland	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00	\$ 100,000.00	\$ 100,000.00
Massachusetts	\$ 124,597.00	\$ 113,947.00	\$ 106,419.00	\$ 100,000.00	\$ 100,000.00
Michigan	\$ 86,339.00	\$ 90,117.00	\$ 75,000.00	\$ 100,000.00	\$ 100,000.00
Minnesota	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00	\$ 100,000.00	\$ 100,000.00
Mississippi	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00	\$ 100,000.00	\$ 100,000.00

Missouri	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00	\$ 100,000.00	\$ 100,000.00
Montana	\$ 75,000.00	\$ 75,000.00	\$ 76,397.00	\$ 100,000.00	\$ 100,000.00
Nebraska	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00	\$ 100,000.00	\$ 100,000.00
Nevada	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00	\$ 100,000.00	\$ 100,000.00
New Hampshire	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00	\$ 100,000.00	\$ 100,000.00
New Jersey	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00	\$ 100,000.00	\$ 100,000.00
New Mexico	\$ 207,009.00	\$ 200,926.00	\$ 214,605.00	\$ 169,260.00	\$ 169,260.00
New York	\$ 694,788.00	\$ 771,378.00	\$ 709,862.00	\$ 530,000.00	\$ 530,000.00
North Carolina	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00	\$ 100,000.00	\$ 100,000.00
North Dakota	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00	\$ 100,000.00	\$ 100,000.00
Ohio	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00	\$ 100,000.00	\$ 100,000.00
Oklahoma	\$ 231,878.00	\$ 254,507.00	\$ 274,902.00	\$ 209,260.00	\$ 209,260.00
Oregon	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00	\$ 100,000.00	\$ 100,000.00
Pennsylvania	-	-	-	-	-
Rhode Island	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00	\$ 100,000.00	\$ 100,000.00
South Carolina	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00	\$ 100,000.00	\$ 100,000.00
South Dakota	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00	\$ 100,000.00	\$ 100,000.00
Tennessee	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00	\$ 100,000.00	\$ 100,000.00
Texas	\$ 234,575.00	\$ 234,575.00	\$ 252,448.00	\$ 209,260.00	\$ 209,260.00
Utah	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00	\$ 100,000.00	\$ 100,000.00
Vermont	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00	\$ 100,000.00	\$ 100,000.00
Virginia	-	-	-	-	-
Washington	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00	\$ 100,000.00	\$ 100,000.00
West Virginia	V -	-	-	-	-
Wisconsin	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00	\$ 100,000.00	\$ 100,000.00
Wyoming	\$ 65,744.00	\$ 73,957.00	\$ 74,475.00	\$ 100,000.00	\$ 100,000.00
Sub-total	\$ 6,447,649.00	\$ 6,547,942.00	\$ 6,548,000.00	\$ 6,546,300.00	\$ 6,546,300.00
American Samoa	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00	\$ 100,000.00	\$ 100,000.00
Guam	-	-	-	-	-
Marshall Islands	-	-	-	\$ 100,000.00	\$ 100,000.00
Micronesia	-	-	-	\$ 100,000.00	\$ 100,000.00
N. Marianas	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00	\$ 100,000.00	\$ 100,000.00
Palau	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00	\$ 100,000.00	\$ 100,000.00
Puerto Rico	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00	\$ 100,000.00	\$ 100,000.00
Virgin Islands	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00	\$ 100,000.00	\$ 100,000.00
Wake	-	-	-	-	-
Subtotal	\$ 375,000.00	\$ 375,000.00	\$ 375,000.00	\$ 700,000.00	\$ 700,000.00
TOTALS	\$ 6,822,649.00	\$ 6,922,942.00	\$ 6,923,000.00	\$ 7,246,300.00	\$ 7,246,300.00

Source: The 1994-95 and 1995-96 allocation data were obtained from the U.S. Office for Bilingual Education and Minority Languages Affairs. The data in this table for 1991-92 to 1993-94, are from Table 1.1, of Special Issues Analysis Center (SIAC). (1995). *Summary of Bilingual Education State Educational Agency Program Survey of States' Limited English Proficient Persons and Available Educational Services, 1993-94*. Washington, DC: Author. (p. 4).

NOTE: Also note that the empty cells reflect the absence of reported data.

Comparability of Data

The report includes data for prior years in order to provide a historical context for changes and trends over time across states. With the exception of the 1994-95 survey year, the prior years' data were taken from the

published reports issued for each of those years by the Special Issues Analysis Center (SIAC), contracted by the U.S. Office for Bilingual Education and Minority Languages Affairs (OBEMLA) specifically for these analyses and other studies. Accuracy of the data in the prior years' reports is qualified and described in each of those reports and is not repeated here. The data for 1994-95 were taken from the actual questionnaires submitted by the SEAs for that year. These data are available in the published report, available through the WWW site of the National Clearinghouse for Bilingual Education. Data are presented here, when available, for 1992-93 and each year since then, to 1995-96.

The SEA survey questionnaire form was also changed after 1990-91 and, again, after 1992-93, and so some of the data are not completely comparable across these years. The form revisions between 1990-91 and 1991-92, significantly affected the data collection process and the comparability of data for years prior to and following the change. The most obvious change in the 1991-92 survey form was the addition of a page and a half of item-by-item instructions designed to clarify acceptable response patterns; no instructions were provided on the form in prior years. Other changes ranged from minor wording changes to significant changes in item substance. The revisions made between the 1992-93 and 1993-94 forms were primarily made in response to program changes which made some data irrelevant.

The 1993-94 survey form was revised to accommodate program changes. The questionnaire form was adapted to eliminate the collection of data for two programs which were no longer funded (Recent Arrivals and Magnet Schools). An unintended change was also made in the wording of the LEP retention question (IB2). In 1992-93, Item B in Part I was "Number of LEP students *retained* in one or more grades" (emphasis added). In 1993-94, it was inadvertently changed to "Number of LEP students in one or more grades," without the word "retained." Unfortunately the instructions at the beginning of the survey questionnaire did not provide for any more clarity as they indicated that the question was "self-explanatory." Nonetheless, the impact of this error is unclear as it appears many, if not most, of the SEAs answered the question with "grade retention" in mind.

For the 1995-96 Survey data, several basic internal consistency checks of the returned questionnaires were made, including that:

- calculations, particularly addition and subtraction, were correct;
- the sum of total LEPs served and total LEPs not served, agreed with the reported total for LEPs enrolled by the state (this was part of the instructions on the questionnaire for answering these questions); and
- the total LEP enrollment did not exceed the total K-12 enrollment for the state.

The biggest concern about data consistency was the number of LEP students who were being served by special programs designed to meet their needs, and secondarily, by which programs. According to the survey questionnaire, the number of LEP students enrolled in these programs (IA3) and those not enrolled in these programs (IA5), should equal the number of LEP students in the state (IA2). In some cases, the addition of IA3 and IA5 did NOT equal IA2. Some answers were more than the number in IA2, indicating a possible over count in those enrolled in special programs (possibly because of multiple program participation, although this was specifically restricted by this question), or over counts of those students not receiving services. Since many states collected this information from separate school districts, they often had little control over the quality of the data if they did not add up.

In order not to violate the survey questionnaire restriction that $IA3 + IA5 = IA2$, we assumed that the "enrolled" data (IA3) was more reliable than the "not enrolled" (IA5). This meant the answer that needed to be adjusted was the "not enrolled" answers. For the cases in which the addition was not correct, we took the total number of LEP students and subtracted the number of LEP students receiving services to get the number of LEP students "NOT enrolled" in special programs ($IA2 - IA3 = IA5$). This procedure provided for a consistency of data across questions. The exception to this adjustment was when the number of LEP students who were

enrolled in special programs (IA3) exceeded the amount of total LEP students (IA2) in the state. In this case we subtracted the number of LEP students not being served from the total LEP enrollment for the state (IA2-IA5=IA3). These adjustments were done separately for public school, non-public schools and totals. This allowed us to be able to relate these two variables/questions in such ways so as to answer the question of what percentage of LEP students were served by special programs.

In addition, UC LMRI did not clarify any data inconsistencies with OBEMLA or the SEA. In some instances, the State provided explanations as to why the data were not reported in the required format, or were not accurate. Otherwise the data presented here accurately reflect the reported data submitted by each of the state educational agencies for the 1995-96 school year.

Organization of this Report

The report is presented in several sections. The first section describes the numbers of public and non-public school enrollments and the number of LEP students in grades K-12 reported by the SEAs. This section answers the question: "How many LEP students are there in the country?" It also includes a discussion of the methods used to identify LEP students, with particular attention paid to differences in definitions of LEP status across states. The second section describes the educational condition of LEP students in terms of retention rates, dropout rates, and levels of academic achievement. This section answers the question: "How are LEP students faring academically in the nation's schools?"

The third section describes how many LEP students were reported receiving special program services and provides a summary of those programs available to LEP students. This section answers the question "How are the needs of LEP students being met?" The final section is a discussions of the findings and their implications for policy. A summary of the data totals by jurisdiction is appended to this report, including comments and additional explanations given by various respondents.

1. Earlier versions of this questionnaire carried a review and approval notice from the Office of Management and Budget (OMB). The 1995-96 questionnaire form apparently did not.

[Summary Report of the Survey of the States' Limited English Proficient Students and Available Educational Programs and Services 1995-1996](#), NCBE, 1998.

Previous Section: [Executive Summary](#)

Next Section: [2.0 Enrollment of Public, Non-Public & LEP Students](#)

National Clearinghouse for Bilingual Education, 1998

Summary Report of the Survey of the States' Limited English Proficient Students and Available Educational Programs and Services 1995-1996

2.0 Enrollment of Public, Non-Public & LEP Students

Identifying, counting or estimating the number of national origin/language minority students who do not have the ability in the English language to successfully participate in a classroom taught entirely in English has been a challenge for over 20 years. The 1974 amendments to the Bilingual Education Act mandated such a count. Initial efforts in the 1970s and early 1980s focused on national studies and data sets to meet this mandate. The focus shifted to collecting and analyzing state data as more states participated in Title VII activities, improved their data collection capability, and had the resources to carry out the data collection activities. The SEA Survey compiles and analyzes these various state counts. This section analyzed the data collected through the SEA Survey to answer the question, "How many LEP students are there in the nation?"

Public and Non-Public Enrollments & LEP Students

The total kindergarten to 12th grade enrollment in public and non-public schools reported by the 55 states responding to the SEA survey for 1995-96 was 47,582,665 with 43,270,297 (90.9%) students being public school enrollments and 4,312,368 (9.1%) being non-public school enrollments (see Tables 2.1 & 2.2).

Table 2.1 Summary of Total Student and LEP Enrollments, by Type of Schooling, 1995-96

Jurisdiction & Type of School Enrollments	Total Enrollment	LEP Students	
		Number	Percent
States and DC*			
Public School Students	42,547,485	3,103,314	7.3%
Nonpublic School Students	4,152,317	40,682	1.0%
Total Student enrollments	46,699,802	3,143,996	6.7%
Outlying Jurisdictions*			
Public School Students	722,812	77,276	10.7%
Nonpublic School Students	160,051	7,527	4.7%
Total Student enrollments	882,863	84,803	9.6%
States, DC and Outlying Jurisdictions			
Public School Students	43,270,297	3,180,590	7.4%
Nonpublic School Students	4,312,368	48,209	1.1%
Total student enrollments	47,582,665	3,228,799	6.8%

These data exclude jurisdictions not responding to the survey.

These were enrollments generally reported by the local school districts to the state, and aggregated by the state for the SEA survey. Some states did not receive complete responses from all their local school districts for the public school data. Six (6) of the 55 responding jurisdictions did not obtain non-public school data and 25 SEAs did not receive LEP data from the non-public schools (see [Appendix 1](#) for a more specific description of these issues by state). Responses on total public school enrollments were received from all respondents except Virginia (official state figures for total public school enrollment for Fall 1995 was obtained from the Virginia state education internet web site). Many SEAs explained that non-public school data were not gathered as systematically as for public schools, or depended on the voluntary motivation of the non-public schools in their state, and that many of them did not often classify students as limited English proficient. These reporting patterns led us to conclude that these LEP counts represent an under-enumeration of the national LEP student population for 1995-96.

Table 2.2 Total & LEP Enrollments for the U.S., by Type of School & by State, 1995-1996

Jurisdiction	K-12 Total enrollment			K-12 LEP enrollment			Percent K-12 LEP Enrollment		
	Public	Non-public	Total	Public	Non-public	Total	Public	Non-public	Total
Alabama	720,970	-	720,970	4,550	-	4,550	0.6%	-	0.6%
Alaska	125,340	4,273	129,613	30,940	-	30,940	24.7%	-	23.9%
Arizona	768,286	38,583	806,869	72,253	-	72,253	9.4%	-	9.0%
Arkansas	445,913	-	445,913	4,405	-	4,405	1.0%	-	1.0%
California	5,467,224	602,578	6,069,802	1,323,767	-	1,323,767	24.2%	-	21.8%
Colorado	656,279	47,255	703,534	29,873	-	29,873	4.6%	-	4.2%
Connecticut	519,462	144,090	663,552	19,908	-	19,908	3.8%	-	3.0%
Delaware	108,461	24,726	133,187	1,640	-	1,640	1.5%	-	1.2%
DC	78,802	168	78,970	5,193	168	5,361	6.6%	100.0%	6.8%
Florida	2,356,015	-	2,356,015	158,563	-	158,563	6.7%	-	6.7%
Georgia	1,281,852	93,670	1,375,522	15,277	760	16,037	1.2%	0.8%	1.2%
Hawaii	186,581	19,795	206,376	12,611	-	12,611	6.8%	-	6.1%
Idaho	243,097	8,608	251,705	11,267	-	11,267	4.6%	-	4.5%
Illinois	1,943,623	323,438	2,267,061	113,899	-	113,899	5.9%	-	5.0%
Indiana	976,589	113,302	1,089,891	8,052	-	8,052	0.8%	0.0%	0.7%
Iowa	502,343	46,917	549,260	6,654	277	6,931	1.3%	0.6%	1.3%
Kansas	443,580	30,688	474,268	10,203	-	10,203	2.3%	-	2.2%
Kentucky	614,021	100,029	714,050	2,653	121	2,774	0.4%	0.1%	0.4%
Louisiana	766,587	132,914	899,501	6,448	292	6,740	0.8%	0.2%	0.7%
Maine	213,222	13,171	226,393	2,360	145	2,505	1.1%	1.1%	1.1%
Maryland	805,544	166,541	972,085	15,102	223	15,325	1.9%	0.1%	1.6%
Massachusetts	902,135	118,771	1,020,906	45,044	-	45,044	5.0%	-	4.4%
Michigan	1,561,947	179,507	1,741,454	56,123	-	56,123	3.6%	-	3.2%
Minnesota	834,414	-	834,414	24,962	-	24,962	3.0%	-	3.0%
Mississippi	503,602	46,204	549,806	1,356	1,452	2,808	0.3%	3.1%	0.5%
Missouri	883,327	105,159	988,486	5,660	393	6,053	0.6%	0.4%	0.6%
Montana	165,547	11,667	177,214	8,669	167	8,836	5.2%	1.4%	5.0%
Nebraska	289,753	41,047	330,800	4,869	60	4,929	1.7%	0.1%	1.5%
Nevada	265,041	11,982	277,023	24,773	78	24,851	9.3%	0.7%	9.0%
New Hampshire	184,068	17,777	201,845	867	109	976	0.5%	0.6%	0.5%
New Jersey	1,195,728	214,872	1,410,600	50,419	3,475	53,894	4.2%	1.6%	3.8%
New Mexico	327,303	1,485	328,788	70,746	44	70,790	21.6%	3.0%	21.5%
New York	2,756,467	477,889	3,234,356	219,241	25,910	245,151	8.0%	5.4%	7.6%
No. Carolina	1,165,385	75,599	1,240,984	18,727	17	18,744	1.6%	-	1.5%
No. Dakota	118,654	9,524	128,178	6,150	1,754	7,904	5.2%	18.4%	6.2%
Ohio	1,805,446	229,738	2,035,184	12,175	750	12,925	0.7%	0.3%	0.6%
Oklahoma	616,408	12,700	629,108	27,216	268	27,484	4.4%	2.1%	4.4%
Oregon	532,394	38,150	570,544	38,748	-	38,748	7.3%	-	6.8%
Pennsylvania	-	-	-	-	-	-	-	-	-
Rhode Island	148,977	25,075	174,052	8,980	159	9,139	6.0%	0.6%	5.3%
So. Carolina	633,494	46,768	680,262	2,353	186	2,539	0.4%	0.4%	0.4%
So. Dakota	137,142	13,238	150,380	5,514	3,031	8,545	4.0%	22.9%	5.7%
Tennessee	948,217	74,978	1,023,195	5,180	98	5,278	0.5%	0.1%	0.5%
Texas	3,740,260	242,309	3,982,569	478,297	-	478,297	12.8%	-	12.0%
Utah	478,028	9,015	487,043	30,492	-	30,492	6.4%	-	6.3%
Vermont	105,565	10,730	116,295	740	50	790	0.7%	0.5%	0.7%
Virginia	1,079,854	-	1,079,854	22,943	-	22,943	2.1%	-	2.1%
Washington	974,504	76,306	1,050,810	53,998	513	54,511	5.5%	0.7%	5.2%
West Virginia	-	-	-	-	-	-	-	-	-
Wisconsin	870,175	148,848	1,019,023	21,640	-	21,640	2.5%	-	2.1%
Wyoming	99,859	2,233	102,092	1,814	182	1,996	1.8%	8.2%	2.0%
Sub-totals-states	42,547,485	4,152,317	46,699,802	3,103,314	40,682	3,143,996	7.3%	1.0%	6.7%
American Samoa	13,191	1,705	14,896	12,942	1,508	14,450	98.1%	88.4%	97.0%

Guam	30,560	-	30,560	7,910	-	7,910	25.9%	-	25.9%
Micronesia	30,338	3,841	34,179	29,731	3,764	33,495	98.0%	98.0%	98.0%
Northern Marianas	8,250	2,387	10,637	8,192	2,255	10,447	99.3%	94.5%	98.2%
Palau	-	-	-	-	-	-	-	-	-
Puerto Rico*	618,455	145,864	764,319	16,618	-	16,618	2.7%	-	2.2%
Virgin Islands	22,018	6,254	28,272	1,883	-	1,883	8.6%	-	6.7%
Sub-total-territories	722,812	160,051	882,863	77,276	7,527	84,803	10.7%	4.7%	9.6%
Totals	43,270,297	4,312,368	47,582,665	3,180,590	48,209	3,228,799	7.4%	1.1%	6.8%

Source: Data were obtained from the 1995-96 SEA forms.

Note: The empty cells represent missing data or no report from that state.

* For Puerto Rico Limited Spanish Proficient was used in place of Limited English Proficient.

The 55 states and outlying jurisdictions participating in the SEA survey reported 3,228,799 limited English proficient students were enrolled in the nation's schools. About 3,180,590 (98.5%) of these LEP students were enrolled in public schools, while non-public schools reported enrolling 48,209 (1.5%) of these LEP students during the 1995-96 school year (see Tables 2.1 & 2.2). These LEP enrollments represented 6.8 % of the total reported K-12 enrollments, 7.4 % of the total reported public school enrollments, and only 1.1% of the total reported non-public school enrollments.

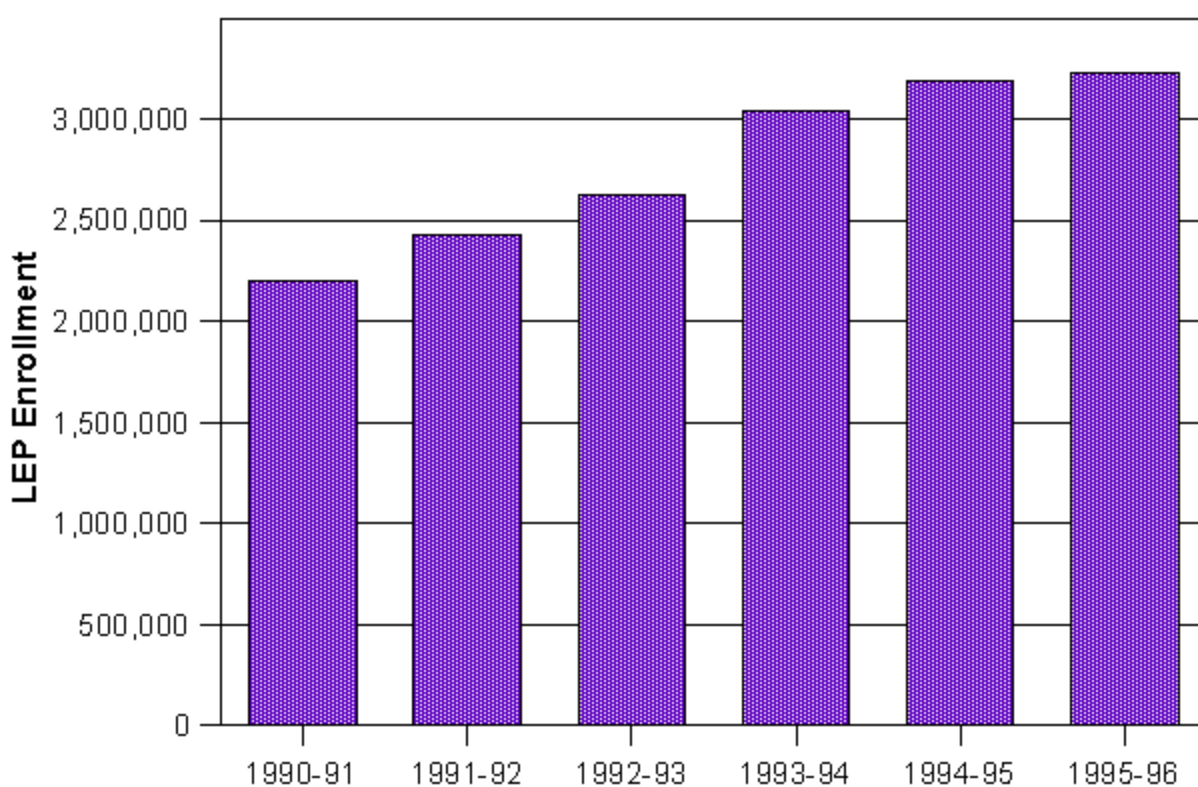
Since 1991-92, yearly increases in the number of LEP students have ranged from 1.4% to almost 16%. While part of this fluctuation was the result of the different numbers of responding states and territories, the lack of comprehensive reporting within states, and the varying quality of the data collected, the number of LEP students, nonetheless, increased. This total growth was not steady, but spiked dramatically in 1991-92, and 1993-94. The increase from 1994-95 to 1995-96, was the smallest percentage increase in the previous five years (1.4%; N=44,103) (see Table 2.3 & Figure 1).

Table 2.3 Trends in Enrollment of LEP Students, 1990-91 to 1995-96

Year	SEAs Participating	LEP Enrollment	LEP Change From Prior Year	
			N	%
1990-91	51 of 57	2,198,778	43,123	2.0%
1991-92	52 of 57	2,429,815	231,037	10.5%
1992-93	54 of 59	2,620,747	190,932	7.9%
1993-94	55 of 59	3,037,922	417,175	15.9%
1994-95	53 of 59	3,184,696	146,774	4.8%
1995-96	55 of 60	3,228,799	44,103	1.4%

Source: Data for 1994-95 and 1995-96 are from the SEA Survey forms; data for 1991-92 to 1993-94 from Table 2.1, SIAC. 1995. p. 11.

Figure 1 LEP Enrollment Growth from 1990-91 to 1995-96



From 1990-91 to 1995-96, the reported number of LEP students increased by 46.8% (1,030,021). In 1995-96, six jurisdictions reported decreases, and 15 jurisdictions reported increases, in LEP student enrollments of more than 10% over 1994-95. Eight jurisdictions reported increases of greater than 25%, twice as many as the previous year (see Table A1.1 in Appendix 1).

Only two states (Pennsylvania and Palau) were counted in 1994-95 and were not in the 1995-96 count. These two states reported 22,712 LEP students in 1994-95. Assuming that these two states had LEP students in 1995-96 (whether the same students were still LEP, or the LEP enrollment remained similar due to the balancing of new and reclassified students), these LEP enrollments were lost to the 1995-96 count because they were not included. On the other hand, there were four jurisdictions (Virginia, Guam, Micronesia and the Northern Marianas) that were in the 1995-96 survey count, which were not included in the 1994-95 count, contributing 74,795 LEP students to the 1995-96 count. Assuming that these four jurisdictions had LEP students in 1994-95, then their inclusion in the 1995-96 survey represented, more than likely, new students to the national survey count rather than new LEP students which contribute to the net growth of the LEP population; that is, they represented an improvement in the comprehensiveness of the survey, while the two states which did not respond to the 1995-96 survey represented a loss in the comprehensiveness of the survey.

The five states with the largest populations and school enrollments tended to be the states with the largest enrollment of limited English proficient students as well: California (1,323,767; represented 41% of the reported national LEP enrollment); Texas (478,297; 14.8% of the reported national LEP enrollment); New York (245,151; 7.6%); Florida (158,563; 4.9%); and Illinois (113,899; 3.5%) (see Table 2.4). The cumulative percentages represented by these states indicated that more than half (55.9%) of the reported national LEP enrollment was in two jurisdictions (California and Texas). The ten SEAs with the highest *percentage* of LEP students were: the Northern Marianas (98.2%; 10,447 reported LEP enrollment); Micronesia (98%; 33,495 reported LEP enrollment); American Samoa (97%; 14,450); Guam (25.9%; 7,910); Alaska (23.9%; 30,940); California (21.8%; 1,323,767); New Mexico (21.5%; 70,790); Texas (12%; 478,297); Nevada (9%; 24,851); and Arizona (9%; 72,253) (see Table 2.5).

Table 2.4 States with the Largest LEP Enrollments, 1995-96

Rank	Jurisdiction	LEP Enrollment	% of National LEP	Cumulative LEP Enrollment
1	California	1,323,767	41.0%	41.0%
2	Texas	478,297	14.8%	55.8%
3	New York	245,151	7.6%	63.4%
4	Florida	158,563	4.9%	68.3%
5	Illinois	113,899	3.5%	71.8%
6	Arizona	72,253	2.2%	74.1%
7	New Mexico	70,790	2.2%	76.3%
8	Michigan	56,123	1.7%	78.0%
9	Washington	54,511	1.7%	79.7%
10	New Jersey	53,894	1.7%	81.4%

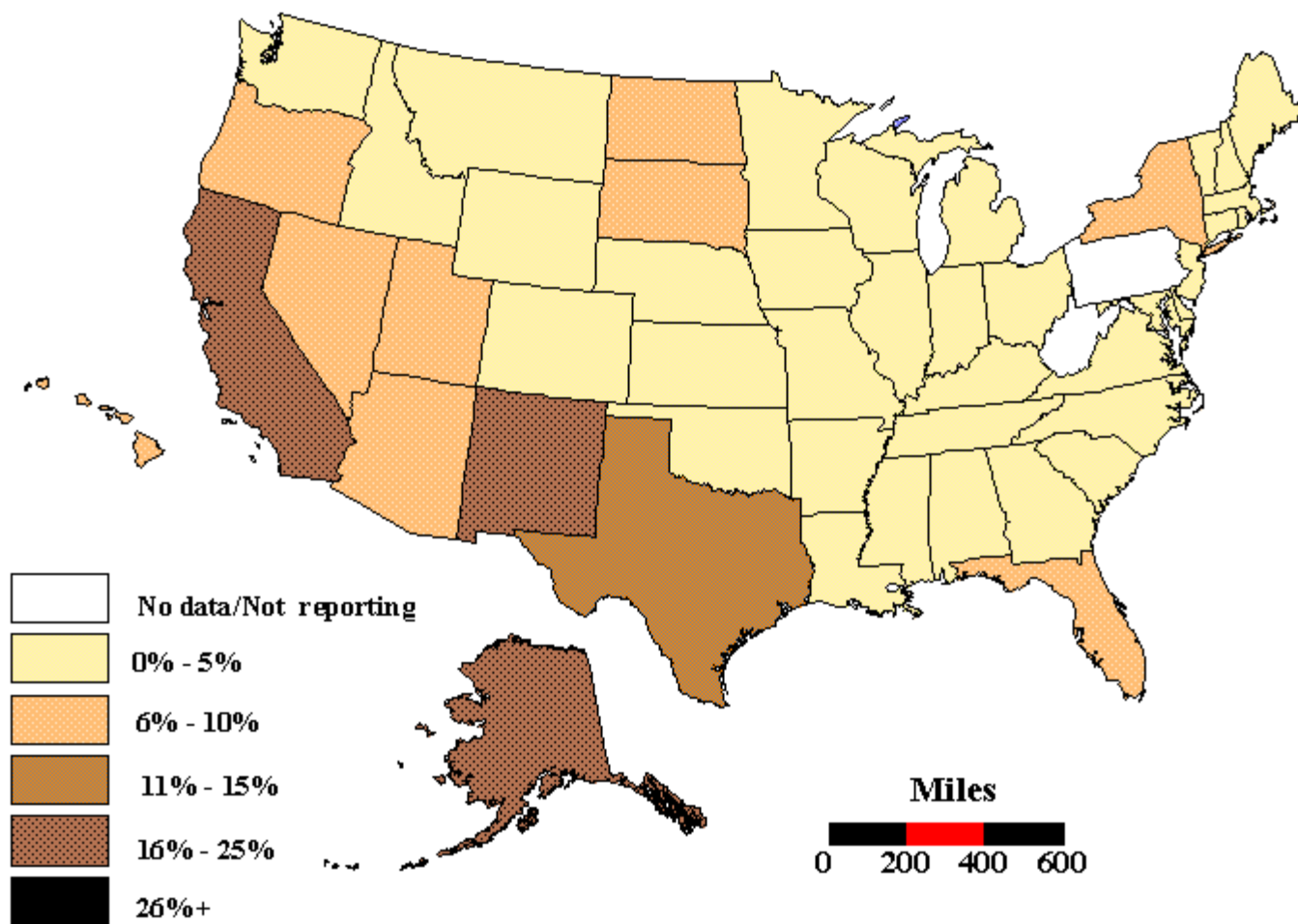
Source: Data are from the SEA Survey forms submitted by the SEAs.

Table 2.5 States with the Highest Percentage of LEP Enrollments, 1995-96

Rank	Jurisdiction	Total LEP	% Jurisdiction LEP
1	Northern Marianas	10,447	98.2%
2	Micronesia	33,495	98.0%
3	American Samoa	14,450	97.0%
4	Guam	7,910	25.9%
5	Alaska	30,940	23.9%
6	California	1,323,767	21.8%
7	New Mexico	70,790	21.5%
8	Texas	478,297	12.0%
9	Nevada	24,851	9.0%
10	Arizona	72,253	9.0%

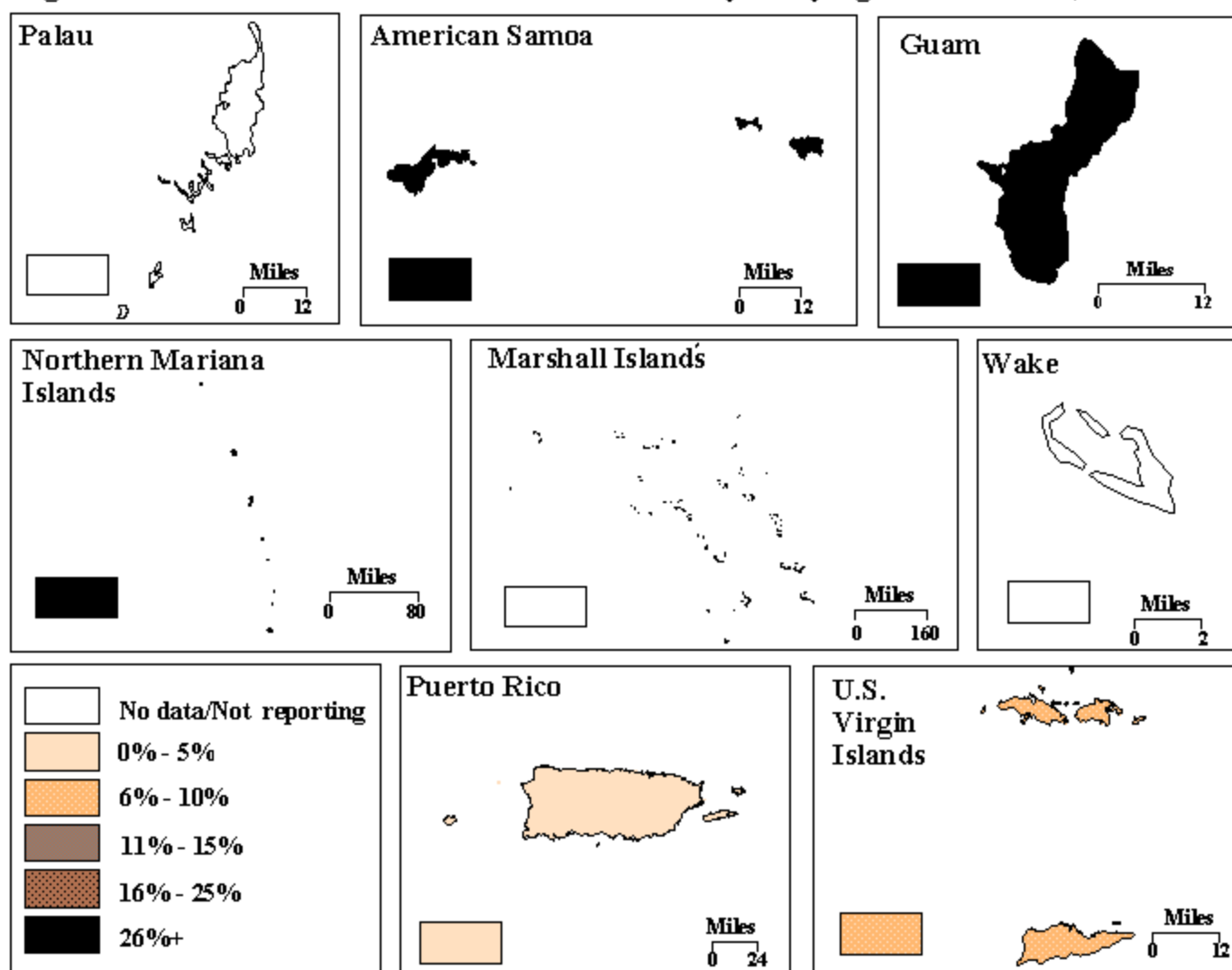
Source: Data are from the SEA Survey forms submitted by the SEAs.

The distribution of LEP students remained the same as in previous years, amongst the states in the sun belt and a few of the industrial states in the northeast, and around the Great Lakes. The SEAs with the higher concentrations of LEP students also tended to be in outlying areas with smaller total enrollments (and large native populations) and the southwestern states (see Figures 2 & 3).

Figure 2 Percent Distribution of LEP Enrollment by State - U.S.A., 1995-96

Data Source: Survey of State Educational Agencies, 1995-96

Map Created By: UC Linguistic Minority Research Institute

Figure 3 Percent Distribution of LEP Enrollment by Outlying Areas - U.S.A., 1995-96

Data Source: Survey of State Educational Agencies, 1995-96

Map Created By: UC Linguistic Minority Research Institute

Identifying LEP Students

Identifying students with limited proficiency in the English language has been a difficult task. There was no federally *mandated* definition of limited English proficiency. While the federal Bilingual Education Act includes an operational definition of "limited English proficiency," determination of LEP status depends largely on state and local agencies (the federal definition of "limited English proficiency" is found in Section 1 of the Bilingual Education Act, Title VII of the Elementary and Secondary Education Act, as amended in the Improving America's Schools Act of 1994; see box below). The lack of a mandated uniform definition of limited English proficiency has led to a wide range of identification methods and procedures to determine eligibility for LEP services across states, districts, and schools. It has also led to inconsistent reporting of information on LEP students within and across states.

In 1995-96, of the 39 SEAs who responded to the question on LEP definition and criteria, 31 explicitly used elements of the federal LEP definition relating to non-English language backgrounds (e.g., Title VII, Part E, Section 1, (A), (i)-(iii): foreign born, non-English mother tongue). Of these 39 SEAs, 22 explicitly used elements of the Federal LEP definition relating to "difficulty speaking, reading, writing, or understanding the English language." Twenty (20) of the 39 responding SEAs used both the non-English language background and the English difficulty elements of the federal LEP definition (see Table 2.6).

Improving Americas Schools Act of 1994

Title VII

``PART E--GENERAL PROVISIONS

``SEC. 7501. DEFINITIONS; REGULATIONS.

``Except as otherwise provided, for purposes of this title--

``(8) Limited English proficiency and limited English proficient.--The terms 'limited English proficiency' and 'limited English proficient', when used with reference to an individual, mean an individual--

``(A) who--

``(i) was not born in the United States or whose native language is a language other than English and comes from an environment where a language other than English is dominant; or

``(ii) is a Native American or Alaska Native or who is a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on such individual's level of English language proficiency; or

``(iii) is migratory and whose native language is other than English and comes from an environment where a language other than English is dominant; and

``(B) who has sufficient difficulty speaking, reading, writing, or understanding the English language and whose difficulties may deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

Table 2.6 Criteria Most Used by SEAs to Identify LEP Students, 1995-96 (N=39)

Definition criteria	States Responding	Percent of Total Responses
Total responses	39	100.0%
Non-English Language Background (NELB)		
Foreign born	7	17.9%
Home language--Non-English Language	20	51.3%
Environment--Non-English Language	4	10.3%
Mother tongue--Non-English Language	11	28.2%
Speaks Non-English Language	12	30.8%
AmerIndian, Alaskan Native, Other - in Non-English Language environment	5	12.8%
Migratory, speaks Non-English Language, in Non-English Language environment	1	2.6%
Ancestry	1	2.6%
Ethnicity	1	2.6%
English Language Difficulty		
Oral English difficulty	22	56.4%
Reading/writing English difficulty	20	51.3%
Academic Achievement		
English reading or language arts tests	8	20.5%
Math achievement tests	2	5.1%
Grades in core content	2	5.1%
Adopted Definition		
Federal definition--Title VII	4	10.3%
Federal definition--OCR/Lau	1	2.6%
Federal definition--other/not specified	4	10.3%

Source: Data are from the SEA Survey forms submitted by the SEAs.

The SEAs operationalized the LEP criteria through a variety of methods. Fifty (50; 96.2%) of the 52 reporting jurisdictions used a home language survey as a method of identifying LEP students, although it was not possible to ascertain from the survey whether it was used as a screen to identify language backgrounds or if it formed part of the basis of determining limited English proficiency (see Table 2.7). Other methods which were used by states to identify LEP students included: language proficiency tests (N=49; 94.2% of the reporting jurisdictions); parent information (N=42; 80.8%); teacher observations (41; 78.8%); achievement tests (40; 76.9%); student records (39; 75%); teacher interviews (37; 71.2%); referrals (36; 69.2%); and grades (35; 67.3%).

Table 2.7 Methods Most Used by SEAs to Identify LEP Students, 1995-96 (N=52)

Criteria	States Responding	Percent of Total Responses
Total responses	52	100.0%
Home Language Survey	50	96.2%
Language Proficiency Test	49	94.2%
Parent Information	42	80.8%
Teacher Observations	41	78.8%
Achievement Test	40	76.9%
Student Records	39	75.0%
Teacher Interview	37	71.2%
Referral	36	69.2%
Student Grades	35	67.3%
Informal Assessment	32	61.5%
Criterion referenced tests	25	48.1%

Source: Data are from the SEA Survey forms submitted by the SEAs.

The language proficiency tests most used to identify or classify students as limited English proficient were the Language Assessment Scales (LAS) (N=36 out of 49 responses to this question; 73.5%), followed by Ideal Proficiency Test (IPT) (N=16; 32.7%), the Language Assessment Battery (LAB) (N=15; 30.6%), the IDEA (N=15; 30.6%), and Woodcock-Muñoz (N=11; 22.4%) (see Table 2.8).

Table 2.8 Language Tests Most Used by States to Identify LEP (N=49)

Language Tests	States Responding	Percent of Total Responses
Total responses that identified language proficiency test	49	100.0%
Language Assessment Scales (LAS)	36	73.5%
Ideal Proficiency Test (IPT)	16	32.7%
Language Assessment Battery (LAB)	15	30.6%

IDEA	15	30.6%
Woodcock-Muñoz	11	22.4%
Bilingual Syntax Measure (BSM)	8	16.3%
Bilingual Inventory of Natural Language (BINL)	8	16.3%
LAS-Oral	5	10.2%
Pre-LAS	4	8.2%
LAS-Reading & Writing	3	6.1%
Student Oral Language Observation Matrix (SOLOM)	1	2.0%
Spanish Assessment of Basic Education (SABE)	1	2.0%

Source: Data are from the SEA Survey forms submitted by the SEAs.

While there were 40 jurisdictions that indicated they used achievement tests as a method to identify or classify LEP students, only 26 states identified those achievement tests by name. Achievement tests used in these 26 jurisdictions included the Illinois Test of Basic Skills (ITBS) (N=15 SEAs out of 26 responding SEAs; 57.7%), and the CAT (N=11; 42.3%) (see Table 2.9 below).

Table 2.9 Achievement Tests Most Used by States to Identify LEP (N=26)

Achievement Tests	States Responding	Percent of Total Responses
Total responses that identified achievement test	26	100.0%
Iowa Test of Basic Skills	15	57.7%
CAT	11	42.3%
Stanford Achievement Test	10	38.5%
Comprehensive Test of Basic Skills	10	38.5%
SRA	5	19.2%
Metropolitan Achievement Test	5	19.2%
Spanish Assessment of Basic Education (SABE)	4	15.4%
Woodcock-Muñoz	3	11.5%
Brigance Inventory of Basic Skills	2	7.7%

Source: Data are from the SEA Survey forms submitted by the SEAs.

In general, states used multiple criteria and methods to identify LEP students. In 1995-96, only three jurisdictions did not answer this question. All of the other 52 state educational agencies reported using at least three methods.

Summary

The question this section attempted to answer was, "How many LEP students were there in the nation?" The answer was a slightly qualified 3,228,799 amongst the 55 jurisdictions responding to the SEA Survey for 1995-96. This number is a conservative one, given several indications of under-enumeration by the local school districts and the various SEAs.

Most of these LEP students were enrolled in public schools (98.5%), tended to reside in the sun belt and the

large industrial states, and were identified by the schools and school districts in the states using various methods, but mainly through home language surveys.

[*Summary Report of the Survey of the States' Limited English Proficient Students and Available Educational Programs and Services 1995-1996*](#), NCBE, 1998.

Previous Section: [1.0 Introduction](#)

Next Section: [3.0 Educational Condition of LEP Students](#)

National Clearinghouse for Bilingual Education, 1998

Summary Report of the Survey of the States' Limited English Proficient Students and Available Educational Programs and Services 1995-1996

3.0 Educational Condition of LEP Students

There has long been a national concern for the quality of schooling received by language minority students, particularly those with limited English proficiency. The SEA Survey asked several questions regarding the educational condition of limited English proficient students in the states, that might provide a series of indicators on the quality of their school life. The SEA Survey form had six measures of the educational condition (dropouts; grade retention; normative test performance in English reading, mathematics, science, and social studies) of LEP students in 1995-96. This section analyzes the responses to those items, and attempts to answer the question, "How are LEP students faring in the nation's schools?"

SEAs reportedly faced substantial problems in obtaining data on student performance classified by LEP status. Indicators of educational condition such as the number of dropouts, also generated definitional problems within and across states.

The greatest concern over analyzing the answers to the questions on education condition, however, was the lack of coverage. The 1995-96 SEA Survey had a low response rate in answers to the questions regarding educational conditions. Thirty-three (33) SEAs provided data on LEP grade retention, 34 SEAs on LEP dropouts, and 33 on test performance (see Table 3.1 below). Lack of full response by the SEAs to the survey made it difficult to generate a more complete national picture of the educational condition of LEP students.

While more than half of the SEAs responded to each of these questions, the total number of LEP students being reported on by these states was less than half the nationally reported total of LEP students. The SEAs that reported on the "grade retention" and "dropout" items in the questionnaire had only 18.7% and 20.5%, respectively, of the nationally reported LEP enrollment. The SEAs that reported on the number of LEP students below their state norms in English reading (N=34) represented about 45% of the nationally reported LEP count, while those which reported on math (N=32) represented about 42.6%. The states including information on science (N=19) and social studies (N=20) had approximately 24.4% and 25.2%, respectively, of the nationally reported LEP count.

Table 3.1 Response Rates on Educational Conditions, 1991-92 to 1995-96

Question	Year					States LEP enrollment	% Nat'l
	1991-92	1992-93	1993-94	1994-95	1995-96		
States participating in survey	52	54	55	53	55	3,228,799	100.0%
Grade retention	28	31	23	33	33	603,568	18.7%
Dropouts	31	37	33	32	34	661,591	20.5%
Test Performance							
English reading	30	33	40	33	34	1,451,967	45.0%
Mathematics	26	30	36	30	32	1,375,596	42.6%
Science	11	17	17	16	19	789,126	24.4%
Social Studies	11	14	15	13	20	812,996	25.2%

Source: Data for 1991 thru 1994, are from SIAC 1995, pp. 16-17. Data for 1994-95 and 1995-96 are from the SEA Survey reports.

Grade Retention

Between 1991-92 and 1995-96, the numbers of LEP students reported to have been retained one or more grades increased 77.5%, from 9,642 to 17,117. This growth might have been the result of better reporting since five (5) additional SEAs reported on grade retention in 1995-96 than in 1991-92. In 1995-96, the 33 SEAs providing data on grade retention enrolled a total of 603,568 LEP students. These 17,117 students who were retained a grade represented about 2.8% of the total number of LEP students in their combined state jurisdictions (see Table 3.2 below). The percentage of LEP students retained one or more grades ranged among the states between 0% (American Samoa) to 100% (New Hampshire⁽²⁾). It is not clear whether this range reflects real differences in grade retention patterns among states or reporting differences.

In addition to the results presented here, a problem regarding the form of the question on the survey questionnaire was examined. As discussed above, on some of the questionnaires, the question asked for the "number of LEP students in one or more grades" rather than the "number of LEP students *retained* in one or more grades." This variation seems to be the result of several factors: (1) the word "retained" was inadvertently left out in a revision of the form in the early 1990s; (2) some states enter their questionnaire into a word processing program and then add the data, thus sometimes correcting this error; and (3) some states use earlier versions of the questionnaire, and sometimes change the referent year of the form. The relative stability in the answers to this question over the last five years, however, seems to indicate that the inadvertent loss of the word "retained" may not have much mattered to the responding states.

Table 3.2 LEP Students Retained a Grade or Dropped Out of School, 1991-92 to 1995-96

Educational condition	1991-92		1992-93		1993-94		1994-95		1995-96	
	N	%	N	%	N	%	N	%	N	%
Retained one or more grades	9,642	2.3%	10,685	2.3%	11,101	2.5%	13,906	2.3%	17,117	2.8%
Dropped out of school	11,864	2.0%	10,858	1.5%	11,861	1.7%	10,180	1.5%	9,605	1.5%

Source: Data for 1991 thru 1994 are from SIAC 1995. Data for 1994-95 and 1995-96 are from the SEA Survey reports.

Dropout Rates

About 9,605 LEP students were reported to have dropped out in 1995-96. The SEAs that reported dropout information enrolled 661,591 LEP students. The number of reported LEP student dropouts constituted about 1.5% of the responding jurisdictions' LEP student enrollment. Across SEAs, the reported LEP dropout rate ranged from a low of 0% (Minnesota & the Northern Marianas) to a high of 4.9% (Nevada). From 1991-92 to 1995-96, the overall LEP dropout rate for the various responding SEAs declined slightly from 2% to 1.5%. This may reflect a real difference in the dropout rate, but more than likely reflects reporting differences (see Table 3.1).

Academic Test Performance

Academic performance of LEP students was obtained through a question that asked the number of LEP students who scored below their respective state norms on standardized tests in four subject areas (English reading, mathematics, science and social sciences), and what instruments were used to make this assessment. The 34 SEAs responding for English reading reported that 278,709 LEP students (19.2%) scored below state norms (see Table 3.3). For mathematics, 32 SEAs reported that 182,140 LEP students (13.2%) scored below the state norm. For science, 19 states reported that about 52,677 LEP students (6.7%) scored below the state norm, while 20 states reported that 56,749 LEP students (7%) scored below the state norm for social studies.

Table 3.3 LEP Students Scoring Below State Norms, by Subject, 1992-93 to 1995-96

Subject Tested	1992-93		1993-94		1994-95		1995-96	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
English reading	312,811	27.7%	339,493	23.2%	354,803	27.4%	278,709	19.2%
Mathematics	226,272	20.4%	182,944	12.9%	225,720	18.0%	182,140	13.2%
Science	82,007	14.6%	37,931	15.1%	25,082	9.8%	52,677	6.7%
Social Studies	81,541	14.8%	28,101	11.8%	26,179	11.7%	56,749	7.0%

Source: Data for 1992-1994 are from SIAC 1995, pp. 16-17. Data for 1994-95 and 1995-96 are from the SEA Survey reports.

Summary on the Educational Condition of LEP Students

It is tempting to interpret these data as if they reflect the reality of LEP student academic performance in the nation. The data for grade retention, dropouts, and subject matter tests results of the states reported here, however, did not include enough other information to confidently generalize from them. We don't know the consistency of the academic achievement measures across the SEAs (including the definitions, and the instruments used to test the students), nor the standards (score thresholds, or norms) used to do some of the reporting. We don't know if all the LEP students in these reporting states were counted on any of these measures, or if only some of the LEP students in these states were taken into account. It is a challenge to answer the question of how LEP students are faring academically from these data.

One suggestion can be made from this analysis. More than half of the SEAs reported grade retention (N=33) and drop-out (N=34) data. These data have been consistently low over the last five years. While the combined reported LEP enrollment of these states represents just under one-fifth of the national LEP student count, it would still seem to suggest that LEP students may not be dropping out in large numbers or proportions. This stands in contrast to the language minority and ethnic data which shows Latino students dropping out at much higher rates than the rest of the student population.

2. The New Hampshire form actually had a number larger than the total LEP enrollment for the state. It was also a form which did not have "retained" in the question wording. It is not clear whether the answer was meant to reflect all the LEP students "in one or more grades," or "*retained* in one or more grades." While the cover letter was clear that these data were for 1995-96, the questionnaire form used was for an earlier year (1993-94). This is not uncommon in the reporting for this survey.

[*Summary Report of the Survey of the States' Limited English Proficient Students and Available Educational Programs and Services 1995-1996*](#), NCBE, 1998.

Previous Section: [2.0 Enrollment of Public, Non-Public & LEP Students](#)

Next Section: [4.0 Educational Programs for LEP Students](#)

National Clearinghouse for Bilingual Education, 1998

Summary Report of the Survey of the States' Limited English Proficient Students and Available Educational Programs and Services 1995-1996

4.0 Educational Programs for LEP Students

LEP students may receive services through a variety of federal, state, and local educational programs. The SEA Survey asked SEA's to provide counts for the number of students who were being served by a program designed to meet their special needs, and the number of LEP students who were not being so served. In addition, the SEAs were asked to identify these programs at the federal level and the state and local level. This section presents an analysis of the responses to these questions by the various SEAs, and answers the question "How are the needs of LEP students being met?"

The data on the services provided LEP students came from three questions. The first asked for the global number of LEP students receiving and not receiving services. This question was designed to provide for a total unduplicated number. The second question asked about the number of LEP students receiving services from federal programs, including Title VII (The Bilingual Education Act) of the Elementary and Secondary Education Act, and other federal programs. The third question asked how many LEP students were receiving services from state and local programs. Both the federal and state/local program questions allowed for multiple participation, and thus some duplicated counts of students. In other words, some students received services from more than one program.

Title VII Programs--[prior to 1994 amendments]

- **The Transitional Bilingual Education (TBE) Program**--assists LEP students in elementary and secondary schools to acquire English language, mathematics, and science skills and also to meet the promotion and graduation standards by providing content area instruction in the native language to the extent necessary;
- **The Developmental Bilingual Education (DBE) Program**-- offers full-time instructional programs which provide structured English language instruction and instruction in a second language. These programs help students achieve competence in English and a second language while mastering subject matter skills;
- **The Special Alternative Instructional Program (SAIP)**--offers specially designed curricula to meet the linguistic and instructional needs of LEP students in elementary and secondary schools. In such programs the native language of the LEP students need not be used;
- **The Family English Literacy Program (FELP)**--assists LEP adults and out-of-school youth to achieve competence in English. Classes may be conducted in English only or in English and the students' native language. Preference for inclusion in the program is given to the parents and immediate family of LEP students assisted under the Bilingual Education Act; and
- **The Special Populations Program (SPP)**--assists preschool, special education, and gifted and talented programs serving LEP students.

The specific programs identified in the question on federal services were taken from legislation. This legislation was changed and re-authorized in 1994 through the Improving America's Schools Act. These amendments created new programs, eliminated others, and re-organized them under different government offices. Unfortunately, these legislative changes did not cause changes in the SEA questionnaire. At the time the data for the 1995-96 SEA Survey were being collected, many of the pre-1994 programs were still operating because they were initially funded for several years. At the same time, the new, post-1994 category of programs were being funded and starting to operate. The 1995-96 Survey questionnaire did not take this transition into account in the questions regarding services to LEP students. In 1995-96, the questionnaire only captured the five major programs designed to serve LEP children funded under the Bilingual Education Act (Title VII, Elementary and Secondary Education Act, Part A) prior to 1994 (see box above). Since these programs were winding down, the number of LEP students receiving Title VII services for 1995-96 was

underestimated because only pre-1994 program data were requested. LEP students might also have been served by at least six major federally funded programs other than Title VII.

Most of the SEAs also had specific state and local programs to meet the instructional needs of limited English proficient students in their jurisdiction. The SEA Survey asked the states to divide these programs into "bilingual education" or "English as a second language" stand-alone programs. Bilingual education programs include an ESL component. The stand-alone ESL programs, then, are programs in which the non-English language is not used, or does not have a systematic, primary role in instruction. Over four-fifths of the states (83.6%; N=46) reported providing bilingual education programs to LEP students, while three-quarters (78.2%; N=43) of the states reported providing stand-alone English-as-a-second-language programs. In addition to these program services, 29 states (52.7%) reported other special services, mostly language instruction or tutorials for these students. All but two of the reporting jurisdictions with Other State services, had state bilingual education and/or free-standing ESL program services. Of the two jurisdictions that report Other services and did not indicate bilingual education or free standing ESL, New York state indicated that it "does not collect this information separately," and American Samoa only identified the Other services as a "State Reading Program."

LEP Enrollment in Programs Designed to Meet Their Education Needs

In 1995-96, 80.6% (2,603,931) of the total LEP student population reported by the SEAs received some services through programs specifically designed to meet their educational needs (see Table 4.1). Public school LEP students were enrolled in these programs in significantly greater numbers and percentages; 81.3 % (2,587,130) of the total reported public LEP count was receiving services as compared to only 34.9% (16,801) of the reported non-public LEP enrollment count. In contrast, almost 20% out of LEP students received no specially designed instructional services to meet their special needs.

Table 4.1 LEP Students Enrolled in Programs Designed to Meet their Educational Needs, by Type of School, 1991-92 to 1995-96

Type of School	1991-92		1992-93		1993-94		1994-95		1995-96	
	N	%	N	%	N	%	N	%	N	%
Public School	1,886,538	79.2%	2,103,938	82.1%	2,338,368	78.5%	2,505,980	80.0%	2,587,130	81.3%
Nonpublic School	13,216	26.5%	13,345	23.1%	17,490	30.4%	16,604	31.6%	16,801	34.9%
Total	1,899,754	78.2%	2,117,283	80.8%	2,355,858	77.5%	2,522,584	79.2%	2,603,931	80.6%

Source: The 1994-95 and 1995-96 data were obtained from the SEA Survey responses. The data for 1991-92 thru 1993-94 are from SIAC, 1995.

The difference between the public and non-public school services is a matter of response rates to this question, as well as a reflection of a lower percentage of non-public schools providing LEP-specific services (see Table 4.2). Data on non-public school enrollments were provided by 49 of the responding 55 SEAs, but only 30 of these provided information on the number of LEP students enrolled in non-public schools, and only 24 jurisdictions reported special services for non-public school students with limited English proficiency. Many of these states do not collect or cannot collect this information. The number of states who might be able to provide information on services in these nonpublic schools was a much smaller pool than the number of states responding to the SEA Survey as a whole.

Table 4.2 Replies from SEAs for Enrollment & Services Data, by Type of School, 1995-96

Type of school	SEAs reporting Total enrollments	SEAs reporting LEP enrollments	SEAs reporting LEP services
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Public School	55	55	51
Nonpublic School	49	30	24
Total	55	55	51

Source: These 1995-96 data were obtained from the SEA Survey responses.

LEP Enrollment in Federal Programs

In 1995-96, the Federal government provided various program opportunities to meet the needs of LEP students. Approximately 159,734 LEP students (4.9% of the total national reported LEP count) were reported receiving educational services through Title VII funded programs (see Table 4.3). Most of these students (134,859; 4.2 %) were in Transitional Bilingual Education (TBE) programs. Another 0.6% (18,014) of the total reported LEP enrollment were in Special Alternative Instructional Programs (SAIP); while 0.1% (4,530) were in Developmental Bilingual Programs (DBE). Special Populations Programs (1,336) and Family English Literacy Programs (FELP) (995) accounted for less than 0.1% of the total reported enrollment of limited English proficient students in the country. Twenty nine (29) states and outlying areas reported serving LEP students through the TBE program, 25 through SAIP, 8 through the Special Populations program, 10 through DBE programs, and 5 through FELP (see Table A1.9 in Appendix 1). Several states reported that data were not available on a program per program basis, and so were recorded as providing no data. This would seem to be another indicator of under-reporting the number of LEP students served by Title VII programs (in addition to the post-1994 programs that were not listed in the 1995-96 survey questionnaire).

Of the non-Title VII federal programs, the Title I program was the most common program in which LEP students participated (see Table 4.3). About 46.9% (1,515,045) of the total reported LEP students were participating in Title I, and 42 of the the states and territories reported serving LEP students through the Title I program. The Emergency Immigrant Education Assistance Act program enrolled about 23.5% (759,575) of the national total reported LEP students, in 40 states. Relatively fewer LEP students were reported as being served through Migrant Education (9.1% or 293,494), Special Education (8.2% or 265,436), Vocational Education (7.1% or 230,357), or Even Start (0.2% or 6,307).

There was little change from previous years in the percentages of LEP students served by these various programs. Title VII-supported programs saw a decline in the number of student participants, while the other Federal programs saw slight increases over the last five years. Counts for program participation reflect possible multiple participation of students. Since a student may receive special instructional services from more than one program, that student will be counted more than once in these data. The percentages in

Other Federal Programs

- **Chapter 1, ESEA**--provides instructional and support services to educationally disadvantaged students in school districts with high concentrations of low-income children;
- **Chapter 1, Migrant**--provides financial assistance to SEAs to establish and improve programs to meet the special needs of migratory children of migratory agricultural workers or fishers through instructional and support services;
- **Even Start**--supports family centered educational programs that involve parents and children in a cooperative effort to help parents become full partners in the education of their children and to assist children in reaching their full potential as learners;
- **Emergency Immigrant Education Assistance Act Program**--assists SEAs and LEAs in providing supplementary education services and offsetting costs for immigrant children enrolled in elementary and secondary public and nonpublic schools;
- **Special Education**--provides formula grants to SEAs to help meet the costs of providing special education and related services to address the needs of children with disabilities; and
- **Vocational Education**--assists states' efforts to expand and improve their programs of vocational

the program totals reflect over 100% participation, because of these multiple participation counts, not because every LEP student, and then some, were being served by specially designed programs.

education and provide equal opportunity in vocational education for traditionally under-served populations.

LEP Enrollment in State and Local Programs

State and local educational services to limited English proficient students was strong. Just over 40% of the reported LEP students in 46 states received bilingual education services through a state or local program (40.5% or 1,308,993). About 20.9% (675,508) of the nationally reported LEP students, across 43 states, received ESL-only program services through a state or local program (see Table 4.3 & Figure 4). There were also another 16.6% (536,505) of LEP students who were in "other" state and local programs in 29 jurisdictions. This included an English academic instructional method in California and all of New York state's programs. California served 211,386 students under a state funded program called Specially Designed Academic Instruction in English (SDAIE). These students were assigned to the category marked "Other State & Local Bilingual Programs," rather than a stand-alone English as a second language program. New York reported that 192,056 LEP school students received Other educational state or local services, because they do not collect data with separate identification of ESL-only and bilingual programs.⁽³⁾ There were few other changes in program participation between 1992-93 and 1995-96.

Table 4.3 LEP Students Enrolled in Special Programs, by Type of Program, 1992-93 to 1995-96 (multiple participation allowed)

Type of Program	1992-93		1993-94		1994-95		1995-96	
	N	%	N	%	N	%	N	%
Title VII Federal Programs								
Transitional Bilingual Ed.	207,953	7.9%	249,001	8.2%	190,770	6.0%	134,859	4.2%
Developmental Bilingual Ed.	8,587	0.3%	8,389	0.3%	9,855	0.3%	4,530	0.1%
Special Alt. Instruction Program	79,714	3.0%	73,715	2.4%	64,540	2.0%	18,014	0.6%
Family English Literacy Program	8,481	0.3%	6,828	0.2%	2,701	0.1%	995	0.0%
Special Populations	13,972	0.5%	2,859	0.1%	30,921	1.0%	1,336	0.0%
Total Title VII Programs	318,707	12.0%	340,792	11.2%	298,787	9.4%	159,734	4.9%
Other Federal Programs								
Title I	794,994	30.3%	942,687	31.0%	1,482,943	46.9%	1,515,045	46.9%
Migrant	226,653	8.6%	332,775	11.0%	333,142	10.5%	293,494	9.1%
Even Start	8,570	0.3%	6,956	0.2%	3,017	0.1%	6,307	0.2%
Emergency Immigrant Education	705,825	26.9%	756,521	24.9%	757,918	23.9%	759,575	23.5%
Special Education	165,187	6.3%	188,107	6.2%	185,945	5.9%	265,436	8.2%
Vocational Education	72,341	2.8%	186,314	6.1%	182,004	5.8%	230,357	7.1%
Total Other Federal Programs	1,973,570	75.2%	2,413,360	79.4%	2,944,969	93.1%	3,070,214	95.1%
State & Local Programs								
State & Local Bilingual Education	1,320,787	50.4%	1,437,138	47.3%	1,214,817	38.4%	1,308,993	40.5%
State & Local ESL-Only	601,201	22.9%	757,203	24.9%	946,210	29.9%	675,508	20.9%
Other State & Local Programs*	-	-	-	-	276,696	8.7%	536,505	16.6%
Total State & Local Programs	1,921,988	73.3%	2,194,341	72.2%	2,437,723	77.0%	2,521,006	78.1%

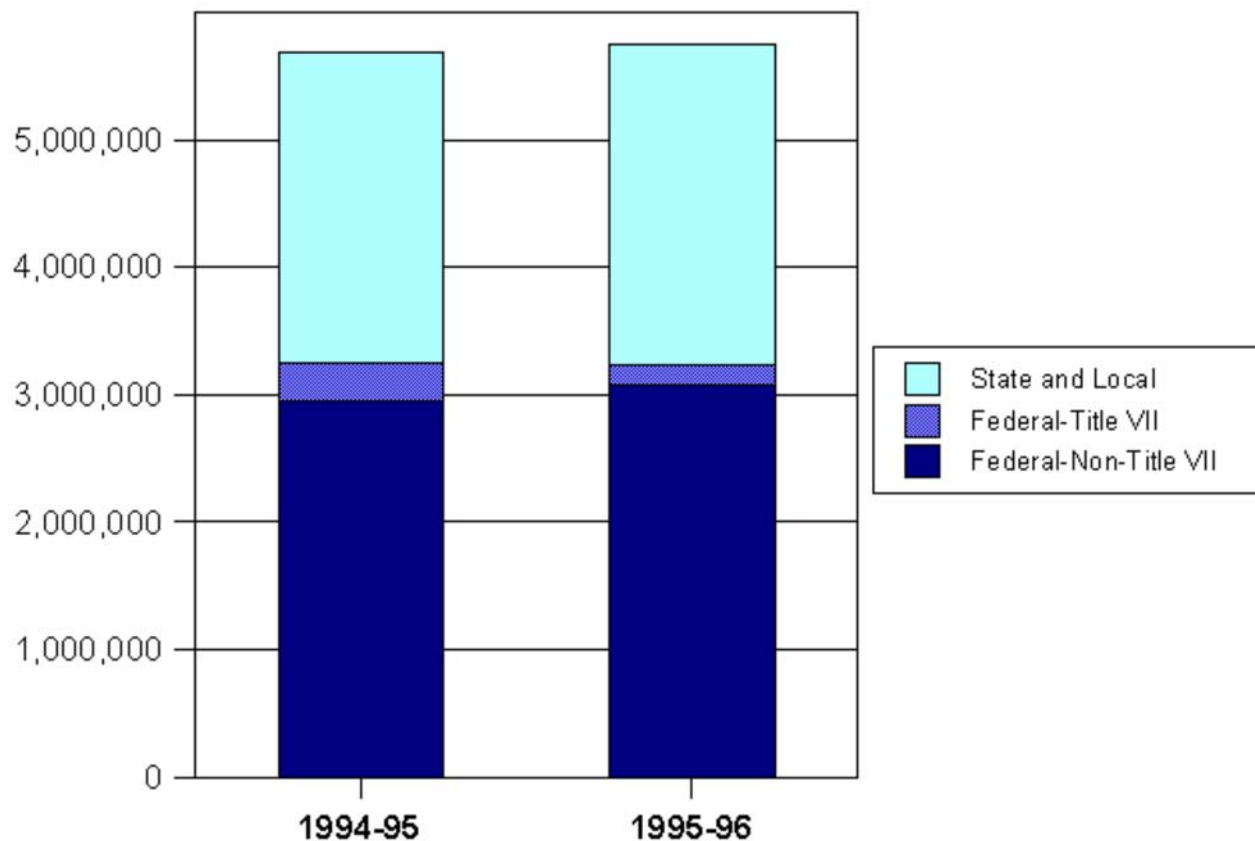
Total Programs								
Total Federal & State Programs	4,214,265	160.5%	4,948,493	162.8%	5,681,479	179.5%	5,750,954	178.1%

Source: The data for 1994-95 and 1995-96 were taken from the SEA Survey forms. The data for 1992-1994 were taken from the SIAC (1995), and SIAC (1993), Tables B and B respectively. The percentages here were calculated on the total enrollment number of LEP students as reported in the same sources, Tables B1 & Table B1A respectively.

Note: The percentages in some of the program totals are greater than 100% because of multiple participation in programs.

* New York does not separate bilingual education and English as a second language programs.

Figure 4 LEP Students Served, by Source of Program Funding, 1994-95 & 1995-96



Summary

This chapter was intended to answer the question How were the needs of LEP students met? These needs were programmatically met by Federal, state and local programs of various kinds. The total program participation counts for Title VII was 159,734 (4.9% of the national reported LEP count), while the program participation count for Other federal programs was 3,070,214 (95.1% of the national reported LEP count). The participation count for state and local programs designed to meet the needs of limited English proficient students was 2,521,006 (78.1%). The total program participation count was 5,750,954, or 178.1% of the reported total for limited English proficient students in the country for 1995-96. This program participation count is greater than 100% because it allows for participation by a student in more than one program.

3. New York state LEP students were assigned to "Other State & Local Bilingual Programs," for the part on services. In previous years (1990-91 thru 1993-94) this number was added to the "Bilingual Education"

category.

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Previous Section: [3.0 Educational Condition of LEP Students](#)

Next Section: [5.0 Findings and Implications](#)

National Clearinghouse for Bilingual Education, 1998

Summary Report of the Survey of the States' Limited English Proficient Students and Available Educational Programs and Services 1995-1996

5.0 Findings and Implications

Enrollments & Identification of LEP Students

For the 1995-96 school year, 55 SEAs in the U.S. and territories reported that 3,228,799 LEP students (6.8% of the total reported enrollments) were enrolled in public or nonpublic elementary or secondary schools in their combined jurisdictions. This count reflected a continued upward trend in the size of the LEP enrollment over the past five years. Since 1985-86, yearly increases in the number of LEP students have averaged 9.6 percent. This has slowed somewhat, with the 1994-95 increase over the previous year being 7%, and the 1995-96 increase over the previous year being 1.4%. It is not known what proportion of this rate of increase is due to actual growth in the LEP population, better reporting, or changes in definitions of LEP status, but the consistency of the increases argues for a large proportion of the increases resulting from LEP enrollment changes.

Only 30 SEAs reported on the number of LEP students in non-public schools. These nonpublic school LEP students represented 1.1% of the national non-public enrollment. This percentage was much lower than for public schools. LEP students represented 7.4% of the total public school enrollment in 1995-96. It is not clear how much of the difference in LEP percentages between public and nonpublic schools was due to actual differences in the populations served or to incomplete reporting procedures within states, since many of them did not collect, or could not compel non-public schools to collect and report this information. It is clear, however, that there was a non-public LEP student undercount because nearly one-half (N=25; 45.5%) of the SEAs did not provide any data on the number of non-public school LEP students (see Appendix 1 for state by state results).

The SEA Survey requested that states describe the criteria/definitions used to identify LEP students. These criteria/definitions were not necessarily state mandated, and in many states, LEAs had the authority to set identification criteria and procedures. Many states used the criteria of the federal definition, often without citing the definition itself in their responses.

In general, states used multiple criteria and methods or procedures in identifying LEP students. In 1995-96, the SEAs used an average of three (3.2) criteria for definitions, and eight (8.2) methods for classifying limited English proficient students. During the 1995-96 school year, all but five of the reporting SEAs (N=50) used a home language survey as a method in identifying LEP students.

Educational Condition of LEP Students

The data provided on the SEA Survey do not provide a strong basis for making judgments about the educational condition of LEP students. Too few SEAs responded to the specific items to produce a national pattern and insufficient supporting information was provided to interpret the available data. The criteria of grade retention, drop-outs, and scoring below state norms on standardized tests were reported by more than half the responding states, but with a combined LEP enrollment that represented less than half of the nationally reported LEP count.

Educational Programs for LEP Students

About 80.6% (2,603,931) of the reported LEP students were included in a special program to meet their instructional needs. The largest proportions of LEP students were served in federal programs, with those programs reportedly serving 3,070,214 participant students (allowing for multiple program participation). Title I was the largest single federal program serving LEP students with almost 1,515,045 participants (about 46.9% of the total national LEP count). Title VII programs reportedly enrolled 4.9% (159,734) of the reported total national LEP population for 1995-96. The lower number and proportion of LEP students served by Title VII programs reflected changes in the programs offered by Title VII made in the 1994 amendments to the Act, but not captured by the questionnaire used in the 1995-96 survey. The lower number also reflected the inability of states to report program by program data, and so their responses were coded as not available and treated as zero.

Recommendations

The analysis of the reported data lends itself to several recommendations on how to improve data collection and analysis.

- Revise the survey questionnaire, correct the wording in several questions (particularly the grade retention question), and allow for calculations of totals from raw data, rather than ask the respondents to perform the calculations.
- Include questions regarding the language backgrounds of the students.
- Seek Office of Management and Budget (OMB) clearance, if necessary, for the survey form.
- In order to get more complete data, specifically include Native American, Amer-Indian, Alaskan Eskimo and Inuit jurisdictions.
- Seek more complete data on normative academic achievement data, to allow better analyses.

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Previous Section: [4.0 Educational Programs for LEP Students](#)

Next Section: [Appendix 1: Supplementary Tables, by State Educational Agency](#)

Appendix 1: Supplementary Tables, by State Educational Agency

The following data tables contain supporting information on each SEA's LEP population. Please note that for all tables, Puerto Rico has responded with numbers of Limited Spanish Proficient (LSP) students instead of LEP students. Please refer to [Appendix 2](#) for further supporting information (including explanation of data changes for earlier years).

<u>Table A1.1</u>	Change in Total Enrollments for the U.S., by Type of School & State, 1994-95 to 1995-96
<u>Table A1.2</u>	Change in LEP Enrollments for the U.S., by Type of School & State, 1994-95 to 1995-96
<u>Table A1.3</u>	Criteria Used by SEAs to Identify LEP Students, by State, 1995-96
<u>Table A1.4</u>	Methods Used to Identify LEP Students, by State, 1995-96
<u>Table A1.5</u>	LEP Students Reported to Have Been Retained One or More Grades or Dropped out, by State, 1995-96
<u>Table A1.6</u>	LEP Students Scoring Below State Norms, by State, 1995-96
<u>Table A1.7</u>	LEP Students Enrolled in Special Programs, by Type of School, & by State, 1995-96
<u>Table A1.8</u>	Change in LEP Students Enrolled in Special Programs, by Type of School & by State, 1994-95 to 1995-96
<u>Table A1.9</u>	LEP Students Served by Federal Title VII Programs, by State, 1995-96
<u>Table A1.10</u>	LEP Students Served by Federal Programs, Other than Title VII, by Program & by State, 1995-96
<u>Table A1.11</u>	LEP Students Served by State & Local Programs, by Program & State, 1995-96

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Previous Section: [5.0 Findings and Implications](#)

Next Section: [Appendix 2: SEA Comments on LEP Enrollments](#)

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Summary Report of the Survey of the States' Limited English Proficient Students and Available Educational Programs and Services 1995-1996**Appendix 1: Supplementary Tables, by State Educational Agency****Table A1.1 Change in Total Enrollments for the U.S., by Type of School & State, 1994-95 to 1995-96**

State	1994-95 K-12 Enrollment			1995-96 K-12 Total enrollment			Percent Change in K-12 Enrollment		
	Public	Non Public	Total	Public	Non-public	Total	Public	Non Public	Total
Alabama	718,065	-	718,065	720,970	-	720,970	0.4%	-	0.4%
Alaska	124,473	4,417	128,890	125,340	4,273	129,613	0.7%	-3.3%	0.6%
Arizona	736,859	30,056	766,915	768,286	38,583	806,869	4.3%	28.4%	5.2%
Arkansas	445,913	-	445,913	445,913	-	445,913	0.0%	-	0.0%
California	5,341,025	589,839	5,930,864	5,467,224	602,578	6,069,802	2.4%	2.2%	2.3%
Colorado	640,521	47,314	687,835	656,279	47,255	703,534	2.5%	-0.1%	2.3%
Connecticut	504,866	72,051	576,917	519,462	144,090	663,552	2.9%	100.0%	15.0%
Delaware	106,813	24,726	131,539	108,461	24,726	133,187	1.5%	0.0%	1.3%
District of Columbia	80,450	11,271	91,721	78,802	168	78,970	-2.0%	-98.5%	-13.9%
Florida	2,405,539	-	2,405,539	2,356,015	-	2,356,015	-2.1%	-	-2.1%
Georgia	1,270,948	76,933	1,347,881	1,281,852	93,670	1,375,522	0.9%	21.8%	2.1%
Hawaii	183,164	33,186	216,350	186,581	19,795	206,376	1.9%	-40.4%	-4.6%
Idaho	240,448	7,773	248,221	243,097	8,608	251,705	1.1%	10.7%	1.4%
Illinois	1,916,172	320,290	2,236,462	1,943,623	323,438	2,267,061	1.4%	1.0%	1.4%
Indiana	968,454	107,177	1,075,631	976,589	113,302	1,089,891	0.8%	5.7%	1.3%
Iowa	500,592	44,752	545,344	502,343	46,917	549,260	0.4%	4.8%	0.7%
Kansas	463,018	29,540	492,558	443,580	30,688	474,268	-4.2%	3.9%	-3.7%
Kentucky	571,831	126,035	697,866	614,021	100,029	714,050	7.4%	-20.6%	2.3%
Louisiana	774,149	129,456	903,605	766,587	132,914	899,501	-1.0%	2.7%	-0.5%
Maine	212,288	12,279	224,567	213,222	13,171	226,393	0.4%	7.3%	0.8%
Maryland	790,938	156,582	947,520	805,544	166,541	972,085	1.8%	6.4%	2.6%
Massachusetts	895,772	125,768	1,021,540	902,135	118,771	1,020,906	0.7%	-5.6%	-0.1%
Michigan	1,589,824	198,682	1,788,506	1,561,947	179,507	1,741,454	-1.8%	-9.7%	-2.6%
Minnesota	813,103	83,435	896,538	834,414	-	834,414	2.6%	-	-6.9%
Mississippi	504,816	7,937	512,753	503,602	46,204	549,806	-0.2%	482.1%	7.2%
Missouri	873,638	104,123	977,761	883,327	105,159	988,486	1.1%	1.0%	1.1%
Montana	164,341	8,498	172,839	165,547	11,667	177,214	0.7%	37.3%	2.5%
Nebraska	286,333	40,588	326,921	289,753	41,047	330,800	1.2%	1.1%	1.2%
Nevada	250,747	11,166	261,913	265,041	11,982	277,023	5.7%	7.3%	5.8%
New Hampshire	189,319	19,508	208,827	184,068	17,777	201,845	-2.8%	-8.9%	-3.3%
New Jersey	1,174,253	205,333	1,379,586	1,195,728	214,872	1,410,600	1.8%	4.6%	2.2%
New Mexico	325,300	28,869	354,169	327,303	1,485	328,788	0.6%	-94.9%	-7.2%
New York	2,712,530	473,212	3,185,742	2,756,467	477,889	3,234,356	1.6%	1.0%	1.5%
North Carolina	1,139,307	68,097	1,207,404	1,165,385	75,599	1,240,984	2.3%	11.0%	2.8%
North Dakota	118,649	9,436	128,085	118,654	9,524	128,178	0.0%	0.9%	0.1%
Ohio	1,738,047	235,067	1,973,114	1,805,446	229,738	2,035,184	3.9%	-2.3%	3.1%

Oklahoma	616,408	12,700	629,108	616,408	12,700	629,108	0.0%	0.0%	0.0%
Oregon 5	21,945	36,681	558,626	532,394	38,150	570,544	2.0%	4.0%	2.1%
Pennsylvania	1,711,067	336,093	2,047,160	-	-	-	-	-	-
Rhode Island	149,802	26,950	176,752	148,977	25,075	174,052	-0.6%	-7.0%	-1.5%
South Carolina	652,528	45,957	698,485	633,494	46,768	680,262	-2.9%	1.8%	-2.6%
South Dakota	134,290	17,454	151,744	137,142	13,238	150,380	2.1%	-24.2%	-0.9%
Tennessee	936,400	75,918	1,012,318	948,217	74,978	1,023,195	1.3%	-1.2%	1.1%
Texas	3,601,839	186,469	3,788,308	3,740,260	242,309	3,982,569	3.8%	29.9%	5.1%
Utah	410,197	8,279	418,476	478,028	9,015	487,043	16.5%	8.9%	16.4%
Vermont	102,630	11,054	113,684	105,565	10,730	116,295	2.9%	-2.9%	2.3%
Virginia	-	-	-	1,079,854	-	1,079,854	-	-	-
Washington	938,314	72,032	1,010,346	974,504	76,306	1,050,810	3.9%	5.9%	4.0%
W. irginia V	-	-	-	-	-	-	-	--	-
Wisconsin	860,581	148,002	1,008,583	870,175	148,848	1,019,023	1.1%	0.6%	1.0%
Wyoming	100,314	809	101,123	99,859	2,233	102,092	-0.5%	176.0%	1.0%
SUB-TOTALS-mainland	42,508,820	4,421,794	46,930,614	42,547,485	4,152,317	46,699,802	0.1%	-6.1%	-0.5%
American Samoa	13,010	1,913	14,923	13,191	1,705	14,896	1.4%	-10.9%	-0.2%
Guam	-	-	-	30,560	-	30,560	-	-	-
Micronesia	-	-	-	30,338	3,841	34,179	-	-	-
No. Marianas	-	-	-	8,250	2,387	10,637	-	-	-
Palau	2,653	791	3,444	-	-	-	-	-	-
Puerto Rico	621,370	145,864	767,234	618,455	145,864	764,319	-0.5%	0.0%	-0.4%
Virgin Islands	22,978	6,642	29,620	22,018	6,254	28,272	-4.2%	-5.8%	-4.6%
SUB-TOTALS-territories	660,011	155,210	815,221	722,812	160,051	882,863	9.5%	3.1%	8.3%
TOTALS-US	43,168,831	4,577,004	47,745,835	43,270,297	4,312,368	47,582,665	0.2%	-5.8%	-0.3%

Source: Forms submitted by the various states in the 1994-95 and 1995-96 Survey of SEAs.

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Summary Report of the Survey of the States' Limited English Proficient Students and Available Educational Programs and Services 1995-1996**Appendix 1: Supplementary Tables, by State Educational Agency****Table A1.2 Change in LEP Enrollments for the U.S., by Type of School & State, 1994-95 to 1995-96**

State	1994-95 K-12 LEP Enrollment			1995-96 K-12 LEP enrollment			Percent Change in K-12 LEP Enrollment		
	Public	Non Public	Total	Public	Non-public	Total	Public	Non Public	Total
Alabama	3,502	-	3,502	4,550	-	4,550	29.9%	-	29.9%
Alaska	29,929	-	29,929	30,940	-	30,940	3.4%	-	3.4%
Arizona	98,128	-	98,128	72,253	-	72,253	-26.4%	-	-26.4%
Arkansas	4,405	-	4,405	4,405	-	4,405	0.0%	-	0.0%
California	1,262,982	-	1,262,982	1,323,767	-	1,323,767	4.8%	-	4.8%
Colorado	26,765	-	26,765	29,873	-	29,873	11.6%	-	11.6%
Connecticut	20,392	-	20,392	19,908	-	19,908	-2.4%	-	-2.4%
Delaware	1,684	115	1,799	1,640	-	1,640	-2.6%	-	-8.8%
District of Columbia	5,151	70	5,221	5,193	168	5,361	0.8%	140.0%	2.7%
Florida	153,841	-	153,841	158,563	-	158,563	3.1%	-	3.1%
Georgia	12,726	139	12,865	15,277	760	16,037	20.0%	446.8%	24.7%
Hawaii	12,186	30	12,216	12,611	-	12,611	3.5%	-	3.2%
Idaho	8,959	-	8,959	11,267	-	11,267	25.8%	-	25.8%
Illinois	107,084	-	107,084	113,899	-	113,899	6.4%	-	6.4%
Indiana	6,293	-	6,293	8,052	-	8,052	28.0%	-	28.0%
Iowa	5,554	253	5,807	6,654	277	6,931	19.8%	9.5%	19.4%
Kansas	10,148	-	10,148	10,203	-	10,203	0.5%	-	0.5%
Kentucky	2,061	100	2,161	2,653	121	2,774	28.7%	21.0%	28.4%
Louisiana	6,336	230	6,566	6,448	292	6,740	1.8%	27.0%	2.7%
Maine	2,332	98	2,430	2,360	145	2,505	1.2%	48.0%	3.1%
Maryland	14,305	382	14,687	15,102	223	15,325	5.6%	-41.6%	4.3%
Massachusetts	44,211	265	44,476	45,044	-	45,044	1.9%	-	1.3%
Michigan	47,123	-	47,123	56,123	-	56,123	19.1%	-	19.1%
Minnesota	21,738	-	21,738	24,962	-	24,962	14.8%	-	14.8%
Mississippi	1,310	1,438	2,748	1,356	1,452	2,808	3.5%	1.0%	2.2%
Missouri	5,110	332	5,442	5,660	393	6,053	10.8%	18.4%	11.2%
Montana	8,268	331	8,599	8,669	167	8,836	4.9%	-49.5%	2.8%
Nebraska	3,865	152	4,017	4,869	60	4,929	26.0%	-60.5%	22.7%
Nevada	23,318	72	23,390	24,773	78	24,851	6.2%	8.3%	6.2%
New Hampshire	1,084	-	1,084	867	109	976	-20.0%	-	-10.0%
New Jersey	48,582	3,499	52,081	50,419	3,475	53,894	3.8%	-0.7%	3.5%
New Mexico	80,850	3,607	84,457	70,746	44	70,790	-12.5%	-98.8%	-16.2%
New York	210,198	26,158	236,356	219,241	25,910	245,151	4.3%	-0.9%	3.7%
North Carolina	14,881	20	14,901	18,727	17	18,744	25.8%	-15.0%	25.8%
North Dakota	5,616	2,915	8,531	6,150	1,754	7,904	9.5%	-39.8%	-7.4%
Ohio	11,343	900	12,243	12,175	750	12,925	7.3%	-16.7%	5.6%
Oklahoma	31,561	1	31,562	27,216	268	27,484	-13.8%	26700.0%	-12.9%

Oregon 2	5,701	-	25,701	38,748	-	38,748	50.8%	-	50.8%
Pennsylvania	19,861	28	19,889	-	-	-	-	-	-
Rhode Island	8,643	450	9,093	8,980	159	9,139	3.9%	-64.7%	0.5%
South Carolina	1,826	65	1,891	2,353	186	2,539	28.9%	186.2%	34.3%
South Dakota	4,630	3,887	8,517	5,514	3,031	8,545	19.1%	-22.0%	0.3%
Tennessee	4,002	117	4,119	5,180	98	5,278	29.4%	-16.2%	28.1%
Texas	454,883	2,554	457,437	478,297	-	478,297	5.1%	-	4.6%
Utah	21,360	0	21,360	30,492	-	30,492	42.8%	-	42.8%
Vermont	869	-	869	740	50	790	-14.8%	-	-9.1%
Virginia	-	-	-	22,943	-	22,943	-	-	-
Washington	50,987	611	51,598	53,998	513	54,511	5.9%	-16.0%	5.6%
W. irginia V	-	-	-	-	-	-	-	-	-
Wisconsin	20,541	246	20,787	21,640	-	21,640	5.4%	-	4.1%
Wyoming	1,791	62	1,853	1,814	182	1,996	1.3%	193.5%	7.7%
SUB-TOTALS- mainland	2,968,915	49,127	3,018,042	3,103,314	40,682	3,143,996	4.5%	-17.2%	4.2%
American Samoa	12,758	1,700	14,458	12,942	1,508	14,450	1.4%	-11.3%	-0.1%
Guam	-	-	-	7,910	-	7,910	-	-	-
Micronesia	-	-	-	29,731	3,764	33,495	-	-	-
No. Marianas	-	-	-	8,192	2,255	10,447	-	-	-
Palau	2,175	648	2,823	-	-	-	-	-	-
Puerto Rico	143,769		143,769	16,618	-	16,618	-88.4%	-	-88.4%
Virgin Islands	4,584	1,020	5,604	1,883	-	1,883	-58.9%	-	-66.4%
SUB-TOTALS- territories	163,286	3,368	166,654	77,276	7,527	84,803	-52.7%	123.5%	-49.1%
TOTALS-US	3,132,201	52,495	3,184,696	3,180,590	48,209	3,228,799	1.5%	-8.2%	1.4%

Source: Forms submitted by the various states in the 1994-95 and 1995-96 Survey of SEAs.

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State	Non-English Language Background									English Difficulty		Academic Achieve.			Adopted Fed. Definition		
	Foreign Born	NEL Home lang.	NEL Environment	NEL Mother tongue	Speaks NEL	NatAm. In NEL envrn.	Migrant	Ances-try	Ethnicity	Oral English	Reading/writing English	EngRdg lg. arts test	Math achv. test	Grds in core	Title 7	OCR/Lau	other
Alabama		1								1	1						
Alaska		1			1					1	1			1			
Arizona		1			1												
Arkansas															1		
California		1								1	1						
Colorado																1	
Connecticut																	
Delaware	1		1	1		1				1	1						
DC		1		1	1					1	1						
Florida	1	1		1		1				1	1						
Georgia																	
Hawaii		1		1								1	1	1			
Idaho																	
Illinois																	
Indiana										1	1						
Iowa	1	1		1	1					1	1						
Kansas					1					1	1						
Kentucky																	
Louisiana		1		1	1					1	1	1					
Maine															1		
Maryland	1		1	1		1				1	1						
Mass.																	
Michigan		1										1					
Minnesota		1		1	1							1					
Mississippi															1		
Missouri										1	1						
Montana																	1
Nebraska																	1
Nevada																	
New Hamp.																	
New Jersey																	
New Mexico		1			1					1	1						
New York	1				1			1		1		1					

No. Carolina		1										1	1				1
No. Dakota																	
Ohio	1		1	1		1				1	1						
Oklahoma															1		
Oregon																	
Pennsylvania																	
Rhode Island																	
So. Carolina				1						1	1						
So. Dakota	1		1	1		1	1			1	1						
Tennessee																	
Texas		1								1	1						
Utah																	
Vermont		1								1	1						
Virginia																	
Washington					1					1	1						
West Virginia																	
Wisconsin		1								1	1	1					
Wyoming																	1
Subtotal	7	16	4	11	10	5	1	1	0	21	20	7	2	2	4	1	4
Amer. Samoa		1			1												
Guam		1			1							1					
Micronesia		1															
N. Marianas									1								
Palau																	
Puerto Rico																	
Virgin Islands		1								1							
Subtotal	0	4	0	0	2	0	0	0	1	1	0	1	0	0	0	0	0
Totals	7	20	4	11	12	5	1	1	1	22	20	8	2	2	4	1	4

Source: Forms submitted by the various states in the 1995-96 Survey of SEAs.

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Summary Report of the Survey of the States' Limited English Proficient Students and Available Educational Programs and Services 1995-1996**Appendix 1: Supplementary Tables, by State Educational Agency****Table A1.4 Methods Used to Identify LEP Students, by State, 1995-96**

State	Student records	Teacher observ.	Teacher interview	Referral	Parent inform.	Student grades	Home lang. svy.	Informal assess.	Language prof. test	Achieve. test	Criterion-ref. test	Other
Alabama	1	1	1	1	1	1	1	1	1	1	1	1
Alaska	1	1			1		1		1	1	1	1
Arizona				1	1		1	1	1	1	1	1
Arkansas		1	1	1	1	1	1	1	1	1	1	
California	1	1	1	1	1	1	1	1	1	1	1	
Colorado			1		1		1		1	1		
Connecticut	1	1	1			1	1		1	1	1	
Delaware	1	1	1	1	1	1	1	1	1			
D C		1		1	1		1		1	1	1	
Florida							1		1	1		1
Georgia	1	1	1	1	1	1	1		1	1		
Hawaii	1	1		1	1	1			1	1		
Idaho	1	1	1	1	1	1	1	1	1	1	1	1
Illinois	1	1	1	1	1	1	1	1	1	1	1	
Indiana	1					1	1					
Iowa		1	1			1	1		1			
Kansas	1	1	1	1	1	1	1	1	1			
Kentucky												
Louisiana	1	1	1	1	1	1	1	1	1	1	1	1
Maine	1	1	1	1	1	1	1	1	1	1	1	1
Maryland	1	1	1	1	1	1	1	1	1	1	1	
Massachusetts	1	1	1	1	1	1	1	1	1			
Michigan				1			1		1			
Minnesota	1	1		1	1	1	1	1	1	1		
Mississippi	1	1	1	1	1	1	1	1	1	1		1
Missouri	1	1	1	1	1	1	1	1	1	1	1	
Montana	1	1		1	1	1	1		1	1		
Nebraska	1	1	1	1	1	1	1	1	1	1		
Nevada	1	1	1	1	1	1	1	1	1	1		
New Hampshire	1	1	1	1	1	1	1	1	1	1		1
New Jersey		1	1			1	1		1	1	1	1
New Mexico		1			1		1		1	1		
New York	1		1		1		1		1	1		
No. Carolina	1	1	1	1	1	1	1	1	1	1	1	1

No. Dakota	1	1	1	1	1	1	1	1	1	1		1
Ohio	1	1	1	1	1	1	1	1	1			1
Oklahoma	1	1		1	1	1	1	1	1	1	1	1
Oregon												
Penn												
RI				1			1	1	1	1	1	1
So. Carolina	1	1	1	1	1	1	1	1	1	1	1	1
So. Dakota	1	1	1	1	1	1	1	1	1	1	1	1
Tennessee	1	1				1	1		1	1		
Texas							1		1	1	1	
Utah	1	1	1	1	1		1	1	1	1	1	
Vermont	1	1	1	1	1	1	1	1	1			
Virginia												
Washington	1		1		1		1	1	1	1		
W Virginia												
Wisconsin	1	1	1	1	1	1	1	1	1	1	1	1
Wyoming			1	1	1		1		1	1		1
Subtotal	34	36	32	34	37	33	45	29	45	38	22	19
Am Samoa	1	1	1		1		1		1	1	1	
Guam	1	1	1	1	1	1	1	1	1	1	1	
Micronesia					1		1					
NoMarianas	1	1	1									
Palau												
Puerto Rico	1	1	1		1		1	1	1		1	
V I	1	1	1	1	1	1	1	1	1			1
Subtotal	5	5	5	2	5	2	5	3	4	2	3	1
Totals	39	41	37	36	42	35	50	32	49	40	25	20

Source: Forms submitted by the various states in the 1995-96 Survey of SEAs.

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State	Total LEP	LEP Grade Retention		Total LEP	LEP Drop Outs	
		N	%		N	%
Alabama	4,550	10	0.2%	4,550	75	1.6%
Alaska						
Arizona						
Arkansas	4,405	167	3.8%	4,405	177	4.0%
California						
Colorado	29,873	213	0.7%	29,873	355	1.2%
Connecticut						
Delaware	1,640	78	4.8%	1,640	13	0.8%
D C						
Florida	158,563	7,105	4.5%	158,563	2,224	1.4%
Georgia						
Hawaii	12,611	547	4.3%	12,611	32	0.3%
Idaho	11,267	83	0.7%	11,267	275	2.4%
Illinois						
Indiana	8,052	138	1.7%	8,052	20	0.2%
Iowa	6,931	71	1.0%	6,931	168	2.4%
Kansas	10,203	420	4.1%	10,203	205	2.0%
Kentucky	2,774	14	0.5%	2,774	2	0.1%
Louisiana	6,740	252	3.7%	6,740	342	5.1%
Maine	2,505	20	0.8%	2,505	16	0.6%
Maryland	15,325	346	2.3%	15,325	158	1.0%
Massachusetts						
Michigan						
Minnesota	24,962	526	2.1%			
Mississippi	2,808	194	6.9%	2,808	66	2.4%
Missouri	6,053	35	0.6%	6,053	9	0.1%
Montana	8,836	191	2.2%	8,836	238	2.7%
Nebraska	4,929	95	1.9%	4,929	121	2.5%
Nevada	24,851	206	0.8%	24,851	1,225	4.9%
New Hampshire	976	976	100.0%	976	2	0.2%
New Jersey				53,894	635	1.2%
New Mexico	70,790	817	1.2%	70,790	712	1.0%
New York						
No. Carolina	18,744	824	4.4%	18,744	299	1.6%
No. Dakota	7,904	67	0.8%	7,904	38	0.5%
Ohio	12,925	471	3.6%	12,925	232	1.8%

Oklahoma	27,484	683	2.5%	27,484	258	0.9%
Oregon				38,748	297	0.8%
Pennsylvania						
Rhode Island						
So. Carolina						
So. Dakota	8,545	336	3.9%	8,545	236	2.8%
Tennessee	5,278	148	2.8%	5,278	52	1.0%
Texas						
Utah						
Vermont				790	10	1.3%
Virginia						
Washington	54,511	532	1.0%	54,511	872	1.6%
West Virginia	-			-		
Wisconsin	21,640	444	2.1%	21,640	133	0.6%
Wyoming	1,996	98	4.9%	1,996	91	4.6%
Subtotal	578,671	16,107	2.8%	647,141	9,588	1.5%
American Samoa	14,450	0	0.0%	14,450	17	0.1%
Guam						
Micro						
No. Marianas	10,447	1,010	9.7%			
Palau	-			-		
Puerto Rico						
Virgin Islands						
Subtotal	24,897	1,010	4.1%	14,450	17	0.1%
Totals	603,568	17,117	2.8%	661,591	9,605	1.5%

Source: Forms submitted by the various states in the 1995-96 Survey of SEAs. Percentages were calculated on the total LEP enrollment by state from the same source.

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State	Total	English Reading		Total	Mathematics		Total	Science		Total	Social Studies	
		N	%		N	%		N	%		N	%
Alabama	4,550	1,533	33.7%	4,550	825	18.1%						
Alaska	30,940	7,978	25.8%									
Arizona												
Arkansas												
California												
Colorado	29,873	8,437	28.2%	29,873	6,310	21.1%						
Connecticut	19,908	1,174	5.9%	19,908	1,127	5.7%	19,908	194	1.0%	19,908		0.0%
Delaware												
D C	5,361	654	12.2%	5,361	565	10.5%	5,361	474	8.8%	5,361	591	11.0%
Florida	158,563	4,714	3.0%	158,563	3,767	2.4%						
Georgia												
Hawaii	12,611	3,895	30.9%	12,611	2,989	23.7%						
Idaho	11,267	5,001	44.4%	11,267	4,513	40.1%	11,267	3,274	29.1%	11,267	3,225	28.6%
Illinois												
Indiana	8,052	8,052	100.0%									
Iowa	6,931	1,096	15.8%	6,931	972	14.0%	6,931	967	14.0%	6,931	964	13.9%
Kansas	10,203	3,317	32.5%	10,203	2,636	25.8%						
Kentucky	2,774	604	21.8%	2,774	198	7.1%	2,774	201	7.2%	2,774	195	7.0%
Louisiana	6,740	2,792	41.4%	6,740	1,849	27.4%	6,740	1,221	18.1%	6,740	1,401	20.8%
Maine	2,505	1,274	50.9%	2,505	1,274	50.9%	2,505	1,274	50.9%	2,505	1,274	50.9%
Maryland	15,325	911	5.9%	15,325	1,232	8.0%				15,325	532	3.5%
Massachusetts												
Michigan	56,123	33,377	59.5%									
Minnesota	24,962	10,542	42.2%	24,962	8,790	35.2%	24,962	4,557	18.3%	24,962	4,655	18.6%
Mississippi	2,808	390	13.9%	2,808	264	9.4%	2,808	104	3.7%	2,808	126	4.5%
Missouri	6,053	898	14.8%	6,053	784	13.0%	6,053	701	11.6%	6,053	731	12.1%
Montana	8,836	4,989	56.5%	8,836	4,124	46.7%						
Nebraska	4,929	1,184	24.0%	4,929	928	18.8%						
Nevada	24,851	2,292	9.2%	24,851	1,899	7.6%						
New Hampshire	976	459	47.0%	976	235	24.1%	976	260	26.6%	976	272	27.9%
New Jersey	53,894	5,060	9.4%	53,894	4,315	8.0%						
New Mexico	70,790	11,566	16.3%	70,790	8,139	11.5%	70,790	7,955	11.2%	70,790	7,978	11.3%
New York	245,151	25,125	10.2%	245,151	7,763	3.2%						
No. Carolina				18,744	2,973		18,744	673	3.6%	18,744	331	1.8%
No. Dakota												

Ohio	12,925	2,143	16.6%	12,925	1,940	15.0%	12,925	1,119	8.7%	12,925	2,087	16.1%
Oklahoma	27,484	8,480	30.9%	27,484	7,383	26.9%	27,484	0	0.0%	27,484	1,270	4.6%
Oregon												
Pennsylvania												
Rhode Island	9,139	812	8.9%	9,139	712	7.8%						
So. Carolina				-								
So. Dakota	8,545	3,230	37.8%	8,545	2,766	32.4%				8,545	265	3.1%
Tennessee												
Texas	478,297	75,318	15.7%	478,297	74,920	15.7%	478,297	8,607	1.8%	478,297	8,679	1.8%
Utah												
Vermont												
Virginia												
Washington	54,511	27,023	49.6%	54,511	14,578	26.7%	54,511	9,115	16.7%	54,511	10,543	19.3%
West Virginia				-			-					
Wisconsin	21,640	5,200	24.0%	21,640	2,699	12.5%	21,640	3,051	14.1%	21,640	3,195	14.8%
Wyoming												
Subtotal	1,437,517	269,520	18.7%	1,361,146	173,469	12.7%	774,676	43,747	5.6%	798,546	48,314	6.1%
American Samoa	14,450	9,189	63.6%	14,450	8,671	60.0%	14,450	8,930	61.8%	14,450	8,435	58.4%
Guam												
Micronesia												
No. Marianas												
Puerto Rico												
Virgin Islands												
Subtotal	14,450	9,189	63.6%	14,450	8,671	60.0%	14,450	8,930	61.8%	14,450	8,435	58.4%
Totals	1,451,967	278,709	19.2%	1,375,596	182,140	13.2%	789,126	52,677	6.7%	812,996	56,749	7.0%

Source: Forms submitted by the states in the 1995-96 Survey of SEAs.

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State	LEP Students in Special Programs			LEP Students NOT in Special Programs		
	Public	Non-public	Total	Public	Non-public	Total
Alabama	4,150	0	4,150	400	0	400
Alaska	15,206	0	15,206	15,734	0	15,734
Arizona	70,624	0	70,624	1,629	0	1,629
Arkansas	3,405	0	3,405	1,000	0	1,000
California	1,050,532	0	1,050,532	273,235	0	273,235
Colorado	24,427	0	24,427	5,446	0	5,446
Connecticut						
Delaware	1,481	0	1,481	159	0	159
District of Columbia	5,081	108	5,189	112	60	172
Florida	157,030	0	157,030	1,533	0	1,533
Georgia	11,917	0	11,917	3,360	0	3,360
Hawaii	12,611	0	12,611	0	0	0
Idaho	11,264	0	11,264	3	0	3
Illinois	113,899	0	113,899	0	0	0
Indiana	3,814	0	3,814	4,238	0	4,238
Iowa	6,219	73	6,292	435	204	639
Kansas	10,203	0	10,203	0	0	0
Kentucky	2,252	24	2,276	401	97	498
Louisiana	6,244	0	6,244	204	292	496
Maine	2,050	127	2,177	310	18	328
Maryland	15,102	223	15,325	0	0	0
Massachusetts						
Michigan	25,988	0	25,988	30,135	0	30,135
Minnesota	24,755	0	24,755	207	0	207
Mississippi	846	1,153	1,999	510	299	809
Missouri	5,515	176	5,691	145	217	362
Montana	2,972	167	3,139	5,697	0	5,697
Nebraska	4,439	0	4,439	430	60	490
Nevada	24,246	53	24,299	527	25	552
New Hampshire	783	104	887	84	5	89
New Jersey	50,419	0	50,419	0	0	0
New Mexico	61,480	0	61,480	9,266	0	9,266
New York	192,056	6,402	198,458	27,185	19,508	46,693
No. Carolina	15,903	17	15,920	2,824	0	2,824
No. Dakota	3,882	0	3,882	2,268	1,754	4,022
Ohio	10,236	531	10,767	1,939	219	E=-1>2,158
Oklahoma	23,777	2	23,779	3,439	266	3,705
Oregon	35,613	0	35,613	3,135	0	3,135
Pennsylvania						

Rhode Island	8,921	0	8,921	59	0	59
So. Carolina	2,268	164	2,432	85	22	107
So. Dakota	4,897	2,905	7,802	617	126	743
Tennessee	4,544	41	4,585	636	57	693
Texas	421,131	0	421,131	57,166	0	57,166
Utah	1,132	0	1,132	29,360	0	29,360
Vermont	401	25	426	339	25	364
Virginia						
Washington	50,737	378	51,115	3,261	135	3,396
West Virginia						
Wisconsin	18,457	0	18,457	3,183	0	3,183
Wyoming	791	152	943	1,023	30	1,053
Subtotal	2,523,700	12,825	2,536,525	491,719	23,419	515,138
American Samoa	7,048	935	7,983	5,894	573	6,467
Guam	3,724	0	3,724	4,186	0	4,186
Micronesia	29,731	3,041	32,772	0	723	723
Northern Marianas	6,309	0	6,309	1,883	2,255	4,138
Palau						
Puerto Rico	16,618	0	16,618	0	0	0
Virgin Islands						
Subtotal	63,430	3,976	67,406	11,963	3,551	15,514
Totals	2,587,130	16,801	2,603,931	503,682	26,970	530,652

Source: Forms submitted by the various states in the 1995-96 Survey of SEAs.

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State	Public LEP Students in Special Programs			Non-public LEP Enrolled in Special Programs			Total LEP in Special Programs		
	1994-95	1995-96	Change	1994-95	1995-96	Change	1994-95	1995-96	Change
Alabama	3,470	4,150	19.6%				3,470	4,150	19.6%
Alaska	14,771	15,206	2.9%				14,771	15,206	2.9%
Arizona	90,496	70,624	-22.0%				90,496	70,624	-22.0%
Arkansas	3,405	3,405	0.0%				3,405	3,405	0.0%
California	971,850	1,050,532	8.1%				971,850	1,050,532	8.1%
Colorado	21,319	24,427	14.6%				21,319	24,427	14.6%
Connecticut									
Delaware	1,248	1,481	18.7%				1,248	1,481	18.7%
District of Columbia	4,877	5,081	4.2%	16	108	575.0%	4,893	5,189	6.0%
Florida	146,406	157,030	7.3%				146,406	157,030	7.3%
Georgia	9,865	11,917	20.8%				9,865	11,917	20.8%
Hawaii	12,186	12,611	3.5%	30			12,216	12,611	3.2%
Idaho	8,959	11,264	25.7%				8,959	11,264	25.7%
Illinois	113,095	113,899	0.7%				113,095	113,899	0.7%
Indiana	2,044	3,814	86.6%				2,044	3,814	86.6%
Iowa	5,178	6,219	20.1%	72	73	1.4%	5,250	6,292	19.8%
Kansas	10,148	10,203	0.5%				10,148	10,203	0.5%
Kentucky	1,703	2,252	32.2%	32	24	-25.0%	1,735	2,276	31.2%
Louisiana	5,744	6,244	8.7%	197			5,941	6,244	5.1%
Maine	1,482	2,050	38.3%	60	127	111.7%	1,542	2,177	41.2%
Maryland	14,305	15,102	5.6%	382	223	-41.6%	14,687	15,325	4.3%
Massachusetts	43,065						43,065		
Michigan	24,897	25,988	4.4%				24,897	25,988	4.4%
Minnesota	21,616	24,755	14.5%				21,616	24,755	14.5%
Mississippi	802	846	5.5%	1,120	1,153		1,922	1,999	4.0%
Missouri	4,730	5,515	16.6%	61	176	188.5%	4,791	5,691	18.8%
Montana	2,964	2,972	0.3%	241	167	-30.7%	3,205	3,139	-2.1%
Nebraska	2,014	4,439	120.4%	47			2,061	4,439	115.4%
Nevada	22,924	24,246	5.8%	49	53	8.2%	22,973	24,299	5.8%
New Hampshire	817	783	-4.2%		104		817	887	8.6%
New Jersey	48,582	50,419	3.8%		0		48,582	50,419	3.8%
New Mexico	68,093	61,480	-9.7%		0		68,093	61,480	-9.7%
New York	194,573	192,056	-1.3%	7,946	6,402	-19.4%	202,519	198,458	-2.0%

North Carolina	12,443	15,903	27.8%	20	17	-15.0%	12,463	15,920	27.7%
North Dakota	1,515	3,882	156.2%	280			1,795	3,882	116.3%
Ohio	9,363	10,236	9.3%	323	531	64.4%	9,686	10,767	11.2%
Oklahoma	24,826	23,777	-4.2%	1	2	100.0%	24,827	23,779	-4.2%
Oregon	20,561	35,613	73.2%				20,561	35,613	73.2%
Pennsylvania	19,861			28			19,889		
Rhode Island	8,643	8,921	3.2%	450			9,093	8,921	-1.9%
South Carolina	1,688	2,268	34.4%	48	164	241.7%	1,736	2,432	40.1%
South Dakota	3,605	4,897	35.8%	1,145	2,905	153.7%	4,750	7,802	64.3%
Tennessee	3,506	4,544	29.6%	95	41	-56.8%	3,601	4,585	27.3%
Texas	434,161	421,131	-3.0%	2,554		-100.0%	436,715	421,131	-3.6%
Utah	2,908	1,132	-61.1%				2,908	1,132	-61.1%
Vermont		401			25			426	
Virginia									
Washington	47,214	50,737	7.5%	67	378	464.2%	47,281	51,115	8.1%
West Virginia									
Wisconsin	16,496	18,457	11.9%	27		-100.0%	16,523	18,457	11.7%
Wyoming	738	791	7.2%		152		738	943	27.8%
Subtotals	2,485,156	2,523,700	1.6%	15,291	12,825	-16.1%	2,500,447	2,536,525	1.4%
American Samoa	9,951	7,048	-29.2%	1,054	935	-11.3%	11,005	7,983	-27.5%
Guam		3,724						3,724	
Micronesia		29,731			3,041			32,772	
No. Marianas		6,309						6,309	
Palau	1,588			259			1,847		
Puerto Rico	15,378	16,618	8.1%				15,378	16,618	8.1%
Virgin Islands	1,908						1,908		
Subtotals	28,825	63,430	120.1%	1,313	3,976	202.8%	30,138	67,406	123.7%
TOTALS	2,513,981	2,587,130	2.9%	16,604	16,801	1.2%	2,530,585	2,603,931	2.9%

Source: Forms submitted by the various states in the 1994-95 and 1995-96 Survey of SEAs.

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Summary Report of the Survey of the States' Limited English Proficient Students and Available Educational Programs and Services 1995-1996**Appendix 1: Supplementary Tables, by State Educational Agency****Table A1.9 LEP Students Served by Federal Title VII Programs, by State, 1995-96** [multiple participation allowed]

State	Transitional Bilingual Education	Developmental Bilingual Education	Special Alternative Instruction	Family English Literacy	Special Populations	Emergency Immigrant Educ.	Total Participation (multiple counts)
Alabama	510		1,200				1,710
Alaska			1,118				1,118
Arizona	8,105	901	2,175			19,449	30,630
Arkansas							
California						275,660	275,660
Colorado	4,342					4,370	8,712
Connecticut	13,566	129	932			4,519	19,146
Delaware	699						699
DC	41	101	485			2,992	3,619
Florida						65,657	65,657
Georgia						6,733	6,733
Hawaii	431		292			3,415	4,138
Idaho	605					3,101	3,706
Illinois	650	44	1,926			61,585	64,205
Indiana	69		16				85
Iowa	663		910			1,409	2,982
Kansas	380		339			3,539	4,258
Kentucky							
Louisiana							
Maine	58	427	40		40	349	914
Maryland	236	49	369	28		7,152	7,834
Massachusetts	42,575				60	16,972	59,607
Michigan							
Minnesota	3,813				80	3,567	7,460
Mississippi							
Missouri	111					772	883
Montana	1,207		366			191	1,764
Nebraska	685		427			1,304	2,416
Nevada							
New Hampshire			140		197		337
New Jersey		86				28,658	28,744

New Mexico	2,284				30	8,848	11,162
New York	41,488	2,531	1,186	490	243	147,732	193,670
No. Carolina	140		2,120	15	274		2,549
No. Dakota	849		306				1,155
Ohio						1,825	1,825
Oklahoma	3,890		64	150		1,857	5,961
Oregon							
Pennsylvania							
Rhode Island						205	205
So. Carolina							
So. Dakota	582	12					594
Tennessee						1,923	1,923
Texas	3,917		2,338	312	412	64,174	71,153
Utah	1,094		740			1,151	2,985
Vermont			66			34	100
Virginia							
Washington	1,789		142			16,824	18,755
West Virginia							
Wisconsin			109			3,608	3,717
Wyoming		250	208				458
Subtotal	134,779	4,530	18,014	995	1,336	759,575	919,229
American Samoa							
Guam							
Micronesia							
N. Marianas							
Palau							
Puerto Rico	80						80
Virgin Islands							
Subtotal	80	0	0	0	0	0	80
Totals	134,859	4,530	18,014	995	1,336	759,575	919,309

Source: Forms submitted by the various states in the 1995-96 Survey of SEAs.

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Summary Report of the Survey of the States' Limited English Proficient Students and Available Educational Programs and Services 1995-1996**Appendix 1: Supplementary Tables, by State Educational Agency****Table A1.10 LEP Students Served by Federal Programs Other than Title VII, by Program & by State, 1995-96 [multiple participation allowed]**

State	Title I Basic Programs	Migrant Education	Even Start Family Lit.	Special Education	Vocational Education	Total (multiple counts)
Alabama						
Alaska	3,153	3,629	13	2,558	5,076	14,429
Arizona	63,358	7,198	450	5,560	10,023	86,589
Arkansas	1,272	2,201		163		3,636
California	838,418	170,000		103,440	111,066	1,222,924
Colorado	3,169	656		518	0	4,343
Connecticut	7,376	4,631	38	2,137	494	14,676
Delaware	264	163		142	315	884
DC	2,469	186	228	224	1,043	4,150
Florida	71,354	7,882		12,764		92,000
Georgia	2,244	513				2,757
Hawaii				1,089		1,089
Idaho	4,756	4,804	39		1,310	10,909
Illinois	356	2,664		339	7,259	10,618
Indiana	1,467	1,314		322	109	3,212
Iowa	336	572		155	548	1,611
Kansas	2,461	2,203	156	457	83	5,360
Kentucky						
Louisiana	2,317	1,089		188	25	3,619
Maine	475	590		172	135	1,372
Maryland	2,954	40	43	926	177	4,140
Massachusetts	13,000	1,079	100	3,000	2,689	19,868
Michigan						
Minnesota	8,010	522	58	1,789	1,518	11,897
Mississippi	1,935	397		340	49	2,721
Missouri	857	647	6	136	5	1,651
Montana	1,804	542	10	928	2,519	5,803
Nebraska	623	1,243		257	134	2,257
Nevada						
New Hampshire	132			45	4	181
New Jersey		718	158	880	2,607	4,363
New Mexico	28,263	1,691	220	8,848	4,191	43,213
New York	44,814	4,297	863	10,824	21,605	82,403
No. Carolina	2,779	3,857	555	636	923	8,750
No. Dakota	3,882		34	407		4,323

Ohio	2,621	189	15	5,661	123	8,609
Oklahoma	9,083	1,144	75	2,380	0	12,682
Oregon						
Pennsylvania						
Rhode Island	3,582	150	85	26,427	3,582	33,826
So. Carolina	176	51		53		280
So. Dakota	5,315	217	2	1,844	481	7,859
Tennessee	1,049	34	4	176	2,321	3,584
Texas	341,158	35,947		40,444	36,564	454,113
Utah	5,711	1,865		3,430		11,006
Vermont	49	9		18	38	114
Virginia						
Washington	14,648	9,143	1,812	4,533	3,149	33,285
West Virginia						
Wisconsin	11,544	408	364	3,188	3,696	19,200
Wyoming	671	147	62	452	102	1,434
Subtotal	1,509,905	274,632	5,390	247,850	223,963	2,261,740
American Samoa				1,524		1,524
Guam				472		472
Micronesia					6,394	6,394
No. Marianas				332		332
Palau						
Puerto Rico	5,140	18,862	917	15,258		40,177
Virgin Islands						
Subtotal	5,140	18,862	917	17,586	6,394	48,899
Totals	1,515,045	293,494	6,307	265,436	230,357	2,310,639

Source: Forms submitted by the various states in the 1995-96 Survey of SEAs.

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Summary Report of the Survey of the States' Limited English Proficient Students and Available Educational Programs and Services 1995-1996**Appendix 1: Supplementary Tables, by State Educational Agency****Table A1.11 LEP Students Served by State & Local Programs, by Program & State, 1995-96** [multiple participation allowed]

State	State Bilingual Services	State ESL Services	State Other Services	Total Participation (multiple counts)
Alabama				
Alaska	2,804	2,940	10,262	16,006
Arizona	22,008	44,786	3,830	70,624
Arkansas	71	3,405		3,476
California	660,168	178,978	211,386	1,050,532
Colorado	6,884	14,971		21,855
Connect	13,566	6,436		20,002
Delaware	699	782	159	1,640
DC	627	4,454		5,081
Florida				
Georgia		11,917		11,917
Hawaii	3,783	8,828		12,611
Idaho			11,264	11,264
Illinois	99,366	28,568		127,934
Indiana	725	1,678	1,094	3,497
Iowa		4,644		4,644
Kansas	719	6,907		7,626
Kentucky	24	1,705	413	2,142
Louisiana	350	2,549	3,344	6,243
Maine	7	60	30	97
Maryland	237	15,102	648	15,987
Massachusetts	42,575			42,575
Michigan	105			105
Minnesota	2,540	22,215		24,755
Mississippi		115	45	160
Missouri	9	4,308	481	4,798
Montana		66		66
Nebraska	685	427		1,112
Nevada	4,837	18,995	414	24,246
New Hampshire		779	914	1,693
New Jersey	42,244	7,527	648	50,419
New Mexico	60,607	1,860	71	62,538
New York			192,056	192,056
No. Carolina	161	12,944	1,553	14,658
No. Dakota				

Ohio	3,496	4,220	657	8,373
Oklahoma	4,175	3,520	10,130	17,825
Oregon	590	23,554	0	24,144
Pennsylvania				
Rhode Island		7,834	853	8,687
So. Carolina	80	2,079	1,345	3,504
So. Dakota	13		1,480	1,493
Tennessee		2,587		2,587
Texas	240,538	180,842	40,444	461,824
Utah	12,600	8,709		21,309
Vermont		426		426
Virginia				
Washington	32,145	18,592	2,709	53,446
West Virginia				
Wisconsin	7,567	11,123	4,478	23,168
Wyoming		352		352
Subtotal	1,267,005	671,784	500,708	2,439,497
American Samoa			5,237	5,237
Guam	950	-1>3,724	30,560	35,234
Micronesia	34,179			34,179
Northern Marianas	6,309			6,309
Palau				
Puerto Rico	550			550
Virgin Islands				
Subtotal	41,988	3,724	35,797	81,509
Totals	1,308,993	675,508	536,505	2,521,006

Source: Forms submitted by the various states in the 1995-96 Survey of SEAs.

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Summary Report of the Survey of the States' Limited English Proficient Students and Available Educational Programs and Services 1995-1996**Appendix 2: SEA Comments on LEP Enrollments**

State/territory	Comments on LEP enrollments	Changes in LEP data
Alabama		
Alaska		
American Samoa		
Arizona		
Arkansas	<p>"With one exception, there are no school districts in Arkansas which offer bilingual education, and in that particular instance the program is locally funded."</p> <p>"Arkansas state law does not provide regulatory oversight requiring this data."</p>	<p>Arkansas has experience 20% increase in the overall enrollment of language minority students, and a 100% increase in the number of Limited English Proficient students over the last academic year (1994-1995). This growth is attributed to several factors, among which are the following:</p> <ol style="list-style-type: none"> 1. increased employment opportunities in an expanding food-processing economy (especially jobs in the poultry processing industries). 2. State funding for districts enrolling LEP students was made available for the first time this academic year, resulting in an elevated head-count of eligible enrollment. 3. increased training made available to LEAs on the identification, assessment, and placement of language minority students. 4. increased familiarity on the part of LEAs in the use and application of the home language survey data form.
California		
Colorado	"Based on the returns of 122 LEAs compared to 118 returns for 1994-95."	
Connecticut		
Delaware	We have slight decrease in the number of LEP students enrolled due to: (1) migration patterns; (2) housing & immigration problems.	
District of Columbia	<p>"Incomplete Data."</p> <p>"Per responding schools."</p>	
Florida		
Georgia	The number of limited English proficient students continues to rise because of the in-migration of language minority families. Georgia, and particularly the Atlanta region, continue to have favorable employment climates.	
Guam	LEP student enrollment has increased by more than 10%. Listed below are factors that contribute to this increase: 1. Guam's geographical location in the Pacific accounts for the many islanders who immigrate from the Freely Associated States; Federated States of Micronesia, Republic of Palau, and Republic of	

	the Marshall Islands to Guam. Islanders have also immigrated from the Commonwealth of the Northern Marianas Islands and Philippines. ² In 1995, an analysis of the Compact/Impact Freely Associated States Education Report revealed that the average FAS student enrollments increased in the past six (6) years and will continue to increase.	
Hawaii		
Idaho	Idaho continues to have an increase in immigration. The state LEP definition includes CALP this extended definition helps identify and serve a large range of students.	
Illinois	"Reflects total figure, hence the apparent discrepancy between these figures and those on the Bilingual Census".	
Indiana		"State law requires that Indiana's non-public schools give a total student enrollment figure. They cannot be obligated to share LEP data."
Iowa		
Kansas		
Kentucky		
Louisiana	Most school districts did not report their entire non-public school LEP population. It is estimated that a more accurate count of LEP population in non-public school will result in double the number reported above (292). In section A2 there is a total Language Minority Population given - 15,460	
Maine		
Maryland		
Massachusetts		
Michigan	B) A student whose home language background is other than English and who scores below the 40th percentile on a national standardized test. C) Michigan has experienced an increase of LEP students (7,389) from 1995-96 to 1996-97. This count is for students who continue to be eligible for a state bilingual program. With the last year's change of state law which provides services to LEP students in Michigan, there is no longer a 20 or more state mandate for the establishment of a bilingual program and there is also a bilingual program. There is also no restriction of a three (3) year service of LEA students.	
Micronesia	"English is the native language of only 2% of FSM students while it is recognized in the ... unofficial National Language. All language programs are designed to meet needs of LEP students."	The FSM education system is undergoing a process to improve data collection and development of a computer decision support system. The changes in enrollment are more a reflection of improved collection process rather than real changes.
Minnesota	"Data is not collected in Minnesota on LEP students in non-public schools. note: "From MinCris Report only".	The increase in the LEP population is mainly a result of four factors: (1) Minnesota continues to have an in-migration of immigrants and refugees. This year's greatest number of arrivals were from Laos (Hmong), the Former Soviet Union, Vietnam,

		Bosnia, Iraqi, & Somalia. (2) Hispanic migrant families who have been employed primarily in the southern, west central, and northern Red River Valley region of the state, continue to settle in Minnesota. The children, many of whom are classified as LEP, are part of the changing school population. (3) High birthrates among some refugee populations also contribute to this increase. (4) State Testing - the requirement that LEP students pass a Reading Exam, may be increasing the number of students identified for special services.
Mississippi		
Missouri	All public school districts and most nonpublic schools are now returning the census reporting form. The numerical increase can be attributed to the continued influx of seasonal and full-time workers in the southeast and southwest region of the state, and to a lesser extent the immigration of refugees to the major cities.	
Montana		
Nebraska		
Nevada	While total student enrollment increased 5.7 % in FY96 (1995-96), the English Language Learner (ELL) enrollment increased 26%. Growth in gaming and related service industries, as well as a resurgence in mining in the rural counties, accounts for the increase of ELLs. Additionally, SEA sponsored technical assistance has resulted in more accurate identification at the local level.	
New Hampshire	C. The responses on the surveys reflect some lack of understanding and/or capacity in identifying Limited English Proficient Students. Those methods frequently cited (i.e., parental declaration, teacher assessment) are the least sophisticated tools to locate and serve students. Conversely, more sophisticated methods, such as testing are not frequently cited by New Hampshire School Districts.	
New Jersey	In 1993-94, New Jersey reported 49,670 as the total LEP enrollment that included 1,286 LEP, special education students. The 1994-95 reported New Jersey enrollment of 48,582, does not include 1,144 LEP special education students. Therefore, the 48,582 reported this year is not 10% or more than the 48,384 (49,670 less 1,286) reported last year. In order to be consistent with the state's Application for School State Aid report, the special education LEP students are reported separately.	
New Mexico	The Albuquerque Public Schools has refined its language proficiency/assessment in response to citations by the US Office for Civil Rights. The number of LEP students submitted for 1995-1996 reflects a more accurate count based on an assessment of English proficiency using the Language Assessment Scales. This produced a	

	decline of approximately 10,000 LEP students from 1994-1995 to 1995-1996. This impacted the state's total LEP count to produce a 10% variance this year as compared to 1994-195 LEP report.	
New York		
North Carolina	In 1994-95, North Carolina reported an enrollment of 14,901 for Limited English Proficient students. As shown in the first page of this survey, the number for 1995-96 is 18,744. This represents an increase of 25.8% over the previous year. While school administrators report a number of reasons for this increase, there are three which are most frequently reported: First, large number of migratory families are choosing to settle in the State, rather than to move on to follow the growing season. The settlement of these families results in the relocation of extended family members and friends to the area; Secondly, a number of industries such as textiles, poultry, and furniture have expanded production and have been active in encouraging new workers to settle in the State; and Thirdly, housing construction in the urban areas and road construction statewide attract & provide employment to a steadily increasing number of immigrants.	
North Dakota	LEP students figures in North Dakota fluctuate because of inconsistency in reporting. Because there are no state requirements for funding, there is little incentive to accurately collect data. In 1994-1995, 8,531 LEP students were reported. In 1995-1996, 7,904 students were reported. In reality, LEP students are increasing in North Dakota. There are more requests for assistance. There are more students of color under-achieving.	
Northern Marianas		
Ohio		
Oklahoma	Oklahoma's Limited English Proficient (LEP) survey report for 1994-95 indicated 31,561 LEP students. The 1995-96 survey indicated 27,216 LEP students which represents a decrease of 4,345 students or 13%. Four hundred sixty-eight (468) public and non-public schools responded to the 1995-96 survey. One hundred eighty-four (184) indicated no LEP students. Of the two hundred eighty-six (286) schools that responded with LEP students in 1995-96, there was a 10 percent or more decrease from the 1994-95 count. In or out migration, a more formal identification process at the LEA level, and the state data collection process, which has been redesigned and streamlined over the last four years, were the reasons most cited for the decrease. The 13% decrease, on a statewide level, is probably the result of a combination of all these factors. In addition, there may have been some confusion on the part of LEAs as to which	

	students qualified as LEP. In 1994-95 the State of Oklahoma changed its definition of LEP on its Report for Accrediting (LEPs receive dollars through the state funding formula for each identified LEP student based on this count). The 1994-95 LEP state definition does not include any reference to Native American students as LEP. Therefore, some LEA's may not have counted their Native American LEPs on the survey sent out by the Oklahoma State Dept. of Education's Bilingual Education Program office.	
Oregon		
Puerto Rico		
Rhode Island		
South Dakota		
South Carolina		
Tennessee	There was more than a 28% increase in students identified as LEP in Tennessee schools from the 1994-95 school year data. This increase reflects a precise definition of LEP by the state allowing districts to identify students better, and an increase of immigrants to the state as a result of a booming economy and a low employment rate.	
Texas		
Utah	a) An influx of students into urban and rural school districts. b) School districts are identifying and assessing students more procedurally and accurately.	
Vermont		
Virgin Islands	"No non-public schools responded."	
Washington		
Wisconsin	"Data for non-public schools is not available; a census of Wisconsin's non-public schools was not conducted due to lack of staff time/vacancy."	
Wyoming		

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(not available online)
